

Sullivan Upper School

'the gentle hand foremost'

SCHOOL DEVELOPMENT PLAN 2023-2026



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 believes that the best way to deliver this high-quality education and to prepare its pupils to take their place in society is within a co-educational environment. 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.

SCHOOL ETHOS & VALUES

During the appointment process for a new Principal in 2022, the school’s Governors and management spent time reviewing the school’s ethos and values. This process produced the following summary below.

Sullivan Upper School’s motto is ‘Iamh foisdineach an uachtar’ which translates from Irish as ‘the gentle hand foremost’. This motto embodies the aims of the school to:

- protect and nurture all pupils;
- be inclusive and welcoming;
- support and encourage pupils to realise their full potential;
- recognise the virtue of gentleness in dealing with others.

Based on these aims the school's ethos and values are:

- to provide the best possible education for all pupils, regardless of race, gender, background or religious denomination;
- to provide a rich, varied and relevant education for all pupils with access to a curriculum which is as broad and balanced as possible;
- to empower all pupils to realise their potential and to prepare them effectively for the challenges and responsibilities of adult life;
- to present a strongly academic character and to place a high value on academic excellence and achievement;
- to promote mutual respect and good relations between all people - pupils, staff, parents, Governors and alumni;
- to operate within the context of strong, supportive pastoral care and a clear framework of expected behaviour. Self-discipline is promoted, expected and encouraged;
- to recognise and reward achievements across the full range of academic and non-academic pursuits;
- to promote, support and encourage extra-curricular activities as an essential part of the educational experience;
- to encourage a professional and well-motivated staff to work effectively and successfully through good leadership and teamwork.

During the appointment process, the new Principal was asked to outline his vision for the development of the school. He outlined that we want our pupils to fulfil their potential academically whatever that is, but above all to be happy, to develop interests outside the classroom that will enrich their lives beyond school, and to be in an environment where they are known and valued as individuals. **We want Sullivan Upper to be known, not just throughout North Down, but throughout Northern Ireland, for being the best at treating people as individuals: our pupils, staff and parents.**

INTRODUCTION

This School Development Plan (SDP) covers the academic years 2023-2026, 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. 2023/2024 Academic Targets.
4. Appendix 1 - Financial Arrangements and Costing the SDP, including 2023/2024 Budget.
5. Appendix 2 – Sullivan Upper School – Every School a Good School; an evaluation of the school's position, measured against the ESAGS (Every School a Good School) 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 Principal, 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 3-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 3-year plan.

IMPLEMENTING THE PLAN

- Time is allocated to the SMT and 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 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 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.
- 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; the pupil School 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 Principal 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 30](#)].

MATTERS TO BE ADDRESSED IN THE SCHOOL DEVELOPMENT PLAN (Statutory regulations from January 2011)

	EVIDENCE/EVALUATION
<p>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. This ethos is reinforced in assemblies and in school materials. 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 in recognising the impact of pastoral issues on academic performance. The work of non-teaching staff as well as teaching staff is seen as crucial is fulfilling this ethos.</p>	<ul style="list-style-type: none"> • 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 new Principal carried out a vision survey with staff on arrival and 91% of respondents agreed or strongly agreed with this vision. The 2022-2023 survey (parents, pupils, staff and Governors), reflecting the characteristics of ESAGS, provided positive feedback, whilst also highlighting areas for development. • The work of the pastoral team focuses on the development of character. • Pupils are encouraged to engage with the variety of extra-curricular activities in order to develop character. • Transition is aided by a summer scheme which is established for incoming Year 8 pupils. • Work with Sullivan Connect is undertaken to continue to promote this ethos amongst alumni. • Committees and working groups are drawn from pastoral and academic teams often including Governor representatives, eg Safeguarding Team and Health and Safety Committee. • Vice-Principal (Teaching & Learning) and Vice-Principal (Pastoral) work together to draw up strategies for individual pupils, including annual reviews. • The School Council is active and plays an important role in helping shape relevant policy decisions eg on uniform.

		EVIDENCE/EVALUATION
		<ul style="list-style-type: none"> • SENCO and School Nurse attends Year Head meetings as appropriate to ensure that all pupils' needs are considered. • Representation of the Redburn Loughview Community Forum meetings.
2.	<p>Curriculum Review: A summary and evaluation of the school's strategies for:</p> <p>a) learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT:</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. • 2022-2023 survey showed 84% of parents and 73% 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 school is seeking to develop its systems to track pupil progress at KS3 and KS4; however, this is still in progress due to Covid-19 and ongoing industrial action. • All Year 8 pupils undertake CAT (Cognitive Abilities Tests) testing in September to inform strategies for teaching and learning at KS3. • All Year 11 pupils undertake CAT testing in September to inform strategies for teaching and learning at KS4. • Pupils are offered personalised advice on subject choices at both Key Stage 4 and 5.
	<p>The NI curriculum at KS3 is fully embedded and we have full compliance with the Entitlement Framework at KS4 and KS5. Developing the school's RSE curriculum has been a significant recent focus.</p>	<ul style="list-style-type: none"> • EF compliance achieved. • tasks and schemes of work. • RSE Policy.
	<p>Assessment is both formative and summative. Formative assessment helps teachers to inform pupil targets. AfL (Assessment for Learning) is an important aspect of assessment. The school operates a system to track pupil progress at KS3 and KS4. All Year 8 pupils undertake CAT testing in September to inform strategies for teaching and learning – including 'Stretch and Challenge'. All Year 8 and 11 pupils take CAT tests. It also enables target setting. Two interim reports annually 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 winter examinations in November/December. Assessment procedures have been adapted in line with statutory requirements. In 2022-2023 a collaborative review of our assessment practices was commenced to ensure that we have the optimum systems in place to ensure pupils fulfil their potential. This work is on-going.</p>	<ul style="list-style-type: none"> • CAT 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 is being developed and introduced. • Google Forms are submitted from the assessment review meetings. • Pupils are tested as appropriate to identify any specific learning needs. A member of staff has been suitably trained to administer SEN (Special Educational Needs) testing. • Training sourced for the Examinations Officer.
	<p>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.</p>	<ul style="list-style-type: none"> • 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.

		EVIDENCE/EVALUATION
	<p>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.</p> <p>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."</p>	<ul style="list-style-type: none"> Minutes of departmental and Heads of Department meetings. Results: <ul style="list-style-type: none"> top performing school in Northern Ireland Accelerated Reader; GCSE - % gaining 7 grades A*-C (inc English and Mathematics) consistently and significantly above NI grammar school average; 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)	<p>providing for the special, additional or other individual educational needs of pupils:</p> <p>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].</p> <p>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. Their 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.</p>	<p>The 2023 survey (parents, pupils, staff and Governors) provided positive feedback.</p> <ul style="list-style-type: none"> All departments review their schemes of work and examination results for SEN, EMA (Education Maintenance Allowance), LAC (Looked After Child) and EOTAS (Education other than at school) pupils. Results for SEN pupils are identified and discussed between the Vice-Principal and the SENCO; progress is reported to SLT; SENCO reports to the Board of Governors. The SENCO has additional non-teaching time allocated. There is an Assistant SENCO in place with additional non-teaching time allocated. The school provides ongoing, regular training for Adult Assistants. Departments run 'help desks' and revision classes during study leave. SEN information is now available on SIMS and through Office 365. Increased use of Learning Support Resource room. Use of staff mentors for Sixth Form pupils; Accelerated Reader pupil mentors for junior school. IEPs (Individual Education Plans) and Pupil Passports are shared on-line and reviewed regularly. Sourcing of specific resources as required to meet pupil needs (eg ICT equipment for a visually-impaired pupil).
c)	<p>Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils:</p> <p>The school has comprehensive policies in place for safeguarding 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 biannually. The Safeguarding Team is comprised of staff from multi-disciplines in school (and Governors) to ensure that there is full coverage of the range of issues relevant to this area. New online recording systems for safeguarding concerns (MyConcern) and medical issues (Medical Tracker) have been introduced.</p>	<ul style="list-style-type: none"> 2022-2023 survey showed 100% awareness of the Child Protection Policy among teaching staff and 85% among parents and 65% among pupils. 2022-2023 survey showed 93% of parents are satisfied that their child feels safe and secure in school; 85% 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 directly to the Board of Governors; a Governor chairs this team. A register of Child Protection training is kept. The Deputy Designated Teacher for Child Protection has been extended in the teaching staff and refresher training has been undertaken. There is a Designated Governor for Safeguarding in place.

EVIDENCE/EVALUATION	
	<ul style="list-style-type: none"> • All staff are trained every 2 years in Child Protection, new staff and Governors are trained upon appointment and then refreshed at every reconstitution. • A new online recording system “MyConcern” for safeguarding concerns has been introduced which has streamlined the recording, relevant sharing of information and actioning of support. • The school uses online CPT (Child Protection Training) when appropriate, eg with Sports Coaches. • There is now a Senior Manager in place with responsibility for pupil well-being and there is a calendar of well-being activities. • There are systems in place to monitor and report on attendance. The Vice-Principal (Pastoral) meets monthly with the Education Welfare Officer (EWO) and the Principal reports on attendance at each Board meeting. Parents are able to monitor attendance via the SIMS Parent App.
<p>The health and well-being of the pupils are promoted through the curricular (eg Home Economics, PE, LLW) and extra-curricular programmes and as part of the school’s Food in School Policy, whereby strict nutritional standards are adhered to. The school invests heavily in ensuring that a rich and varied extra-curricular programme is available to pupils and that pupils are encouraged to participate.</p>	<ul style="list-style-type: none"> • Timetabled games and PE periods for all pupils. • Continued investment in sports facilities eg new cricket nets in 2022-2023. • Dedicated LLW periods. • 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. • The successes of pupils through extra-curricular activities are valued and celebrated in: assemblies, presentations of awards, deserving pupils sessions, Monthly Newsletters, achievement points and the school’s Honours system.
<p>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.</p>	<ul style="list-style-type: none"> • The school avails of the Counselling service and, in addition, funds our own school counsellor and liaises with the EWO, Educational Psychologists, CPSS, Social Services and PSNI. • The school works closely with CAMHS. • Additional support is provided by the SEN team. • Depending on circumstances, and in liaison with parents, pupils may reduce the number of subjects taken and have a more tailored curriculum. • Staff have attended Bereavement training delivered by Marie Curie in August 2023.
<p>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. Parents are able to report reasons for absence through the IRIS ParentMail system and can monitor their child’s attendance through the SIMS Parent App. In the case of longer periods of absence, the Vice-Principal (Pastoral) works closely with the EWO. Pupil behaviour is very good. There is a Positive Behaviour Policy with a hierarchy of sanctions which are applied. Detentions may be a short break or lunch detention, departmental detentions, a Monday</p>	<ul style="list-style-type: none"> • 94% attendance. On the new tiers reporting system our figures are higher than the benchmark for other grammar schools. • Small number of suspensions. • Pupil achievements are recorded in SIMS. In 2022-2023 parents were given access to see these points via SIMS Parent App. • 2022-2023 survey showed 90% of parents believe that the school encourages pupils to behave well; 83% of pupils believe that the school encourages them to behave well; 97% of teachers believe that the pupils are well behaved in the classroom.

		EVIDENCE/EVALUATION
	detention for whole-school issues and a Friday afternoon detention at the discretion of the Vice-Principal (Pastoral)/Principal for very serious matters.	
	Regular consultation with pupils on a variety of issues is facilitated via methods such as the School Council and questionnaires. Pupils are often consulted on their learning experience at the end of courses and also at the end of topics.	<ul style="list-style-type: none"> • Minutes of meetings. • School Council meetings.
d)	<p>providing for the professional development of staff:</p> <p>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. This area has been impacted recently by Covid-19 and industrial action.</p> <p>A record of staff development engagement is kept and evaluated on SIMS.</p> <p>Professional networks have been established, Bursars, School Nurses, PA Group, Examinations Officers, School Librarians, Vice-Principals.</p>	<ul style="list-style-type: none"> • 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 will again be encouraged 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 programmes where appropriate eg safeguarding, SEN and data protection.
e)	<p>managing attendance and promoting the health and well-being of staff:</p> <p>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 EA Inspire Counselling Service. There is a whole-school Policy on Healthy Eating. Staff were encouraged to participate in the Work Well Live Well programme and are signposted to the EA's Health and Well-Being resources.</p> <p>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 well-being acknowledged as a key priority in this plan.</p>	<ul style="list-style-type: none"> • Senior Manager monitors staff attendance and reports to the BoG. • 2022-2023 survey showed 91% of teachers and 81% of non-teaching staff state that they like working the school. • A staff well-being group is in operation and provides a means of highlighting staff concerns. In 2023-2024 a new Staff Forum is being established. • Use of Occupational Health referrals and Staff Attendance Policy. • Staff social events eg staff breakfasts. • A new Staff Well-Being Policy has been drafted. • Workshop on the use of email (August 2023).
f)	<p>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:</p> <p>The Principal is developing 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 managing money.</p>	<ul style="list-style-type: none"> • Local primary schools are invited to attend events at Sullivan including matinee productions of school shows, music workshops and sports events. • The Principal has carried out a series of visits to local primary schools and spoken to groups of P7 pupils. Also visits with local Principals and attended significant events. • The Principal and Vice-Principal (Pastoral) attend all committee meetings of SUPA (Sullivan Upper Parents Association).

		EVIDENCE/EVALUATION
	<p>Communication with parents is facilitated through the use of IRIS ParentMail, the SIMS Parent App and Monthly Newsletters giving details about pupil successes.</p> <p>Through CEAIG provision the school fosters many productive links with the local business community.</p>	<ul style="list-style-type: none"> • 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/Belfast Fencing Club/NI Fencing Academy/internal summer scheme use our facilities. • Pupils take part in various local cultural events and competitions including Hollywood music festival. They perform for members of the public in Hollywood and Bangor at Christmas. • Monthly Newsletter issued electronically and posted on the website. • The school hosts various sporting competitions 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. • 2022-2023 survey showed 83% 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 Voluntary Grammar Schools Bursars Association, PA Group and School Nurses. • NI Careers Service engages with Year 12 pupils. • Sullivan Connect engages with alumni of the school to promote links and to launch a Business Directory and to raise funds for bursaries for pupils to take part in extra-curricular activities.
<p>g)</p>	<p>promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management:</p> <p>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 variety of lessons. All teaching staff and some non-teaching staff have been provided with iPads and Surface Pros and training. There is increasing use of various forms of ICT by pupils and teachers to enhance learning. 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, although budget restrictions create increasing pressures in this area. 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</p>	<ul style="list-style-type: none"> • History department has increased the use of iPads and interactive televisions for teaching and learning. • Geography are using iPads for geographical tools to aid learning. • Home Economics are using Chromebooks as a learning tool. • All teachers have been trained in the use of iPads and Surface Pros. • iPads are 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. • PaperCut is well established to improve copying and printing facilities; throughout the school for staff and pupils and to improve data protection procedures. • During the Covid-19 pandemic significant use was made of Google Classroom as a resource for setting tasks, providing resources, submitting and providing feedback on work as well as a tool for providing video conferencing. This use continues to be developed and used for communication and teaching purposes post-pandemic. • Teachers continue to develop their skills in the use of apps and ICT tools eg Mote to develop teaching and learning.

		EVIDENCE/EVALUATION
<p>system, appropriate training has been provided, eg on behaviour management. There is increasing use of online reporting systems eg Medical Tracker and MyConcern. Parents can view online (via SIMS Parent App) timetables, reports, attendance and achievement points.</p>		
<p>3. School Finances and other Resources: An assessment of:</p> <p>a) the school’s current financial position and the use made of its financial and other resources:</p> <ul style="list-style-type: none"> 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. Budgets are approved annually and reflect the resourcing of actions being implemented to bring about raising standards – eg continued operation of Accelerated Reader, CAT 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 extra-curricular programme with the use of voluntary contributions. Cashflow projections are reviewed at each Finance meeting and cover a minimum 3-year period. The school continues to experience significant budgetary pressures and although resources are well-managed, we have concerns about the long-term effect of systemic underfunding of education. 		
<p>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.</p>		
<p>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. What follows is an analysis of the most recent transitional plan.</p>		

Child-Centred Provision

Arrangements for Pastoral Care (including attendance, behaviour and SEN) are identified in the relevant policy statements and included in the Prospectus and Information for Parents Booklet.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>RSE/Preventative Curriculum <i>An ETI visit regarding RSE (Relationships and Sex Education) was carried out in 2021/22. Selected staff have received focused</i></p>	<ul style="list-style-type: none"> Teaching staff trained in RSE. Pastoral programme reviewed and adapted at KS3, KS4 and KS5, including the use of CCEA (RSE Hub) resources. 	<ul style="list-style-type: none"> Staff training in RSE. Pastoral programme to be reviewed and adapted in KS3 and KS5. Carry out a parental consultation re RSE delivery. Re-establish links and opportunities 	August-June	AYM	<ul style="list-style-type: none"> Consultation with pupils and parents. Scheme of work and resources KS3, KS4 and KS5. Calendar reflects programme of visiting speakers. 	<ul style="list-style-type: none"> Staff training took place and the pastoral programme has been reviewed in KS3, KS4 and KS5. Work on this will roll forward into the new SDP. The need to carry out a parental consultation on this area will roll forward into the next SDP.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>RSE training from Common Youth. A pupil RSE working group is in place.</p> <p>Following Covid-19 restrictions; there has been a drop-off in visiting speakers</p>	<ul style="list-style-type: none"> • Consultation with parents re RSE delivery. • Programme of outside agencies visiting school at appropriate times in the scheme of work (following Covid-19, there has been a drop-off in visiting speakers). 	<ul style="list-style-type: none"> with outside agencies re RSE delivery. • Introduction of CCEA (RSE Hub) resources. 				<ul style="list-style-type: none"> • Opportunities with outside agencies have been taken such as Common Youth and Cara Friend and this can be developed under the next SDP.
<p>Electronic safeguarding (MyConcern)</p>	<ul style="list-style-type: none"> • Pilot system within key members of Safeguarding Team. 	<ul style="list-style-type: none"> • Staff Training in August/Sept 	September-December	CLM/ST/LMA/MMA	<ul style="list-style-type: none"> • Pilot system in place. • Staff evaluation. 	<ul style="list-style-type: none"> • MyConcern was piloted with a small group of key pastoral staff during the academic year. There was very positive feedback on this system and it was felt this made the reporting and monitoring of safeguarding concerns easier. • This has now been rolled out to all staff. • The review of this package will roll forward into the next SDP cycle.
<p>SEN</p> <p>Changes driven by new SEND Code of Practice has been implemented.</p> <p>Sullivan SEN Policy last updated 2011.</p> <p>Limited use made of available data</p>	<ul style="list-style-type: none"> • Introduce use of PLPs. • Draft SEN Policy in place to reflect the current implementation of the Code of Practice. • Use data to identify SEN. 	<ul style="list-style-type: none"> • Attend training provided by EA • Transfer current IEPs to PLP. • Policy to be written and approved . • Undertake training for SENCO and Assistant SENCO. 	<p>August-June</p> <p>Ongoing</p> <p>August-June</p>	<p>JK/SMD</p> <p>JK</p> <p>JK/SMD</p>	<ul style="list-style-type: none"> • PLPs available to staff as a working document. • JK & SMD training records. • Draft Policy in place. • Training records. 	<ul style="list-style-type: none"> • Training was requested however, there was no opportunity to avail of this. • SENCO and Assistant SENCO have improved procedures to include standardised testing data to support the identification of pupils with potential SpLD. • The use of baseline data should remain an action for the next academic year. • To include: Integration of standardised testing data into the new PLP process.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
						<ul style="list-style-type: none"> A contribution to whole-school strategies on the use of data as part of the new whole-school development plan.
<p>Positive Behaviour Achievement point audit carried with HoDs. Achievement points are set up for use on SIMs but are not being allocated appropriately (exacerbated by periods of school lockdown during Covid-19)</p>	<ul style="list-style-type: none"> Appropriate allocation of achievement individual points. Collective accumulation of achievement points at Form Class level. Contribution of achievement points to overall House points. Recognition of achievement points in writing non-academic achievement comments on written reports. Pilot communication of achievement points to parents via SIMS Parent App. 	<ul style="list-style-type: none"> Audit with HoY. Consultation with School Council and pastoral team to finalise criteria for awarding points. System in place to communicate running totals of achievements points. 	<p>Sept-October Autumn term</p> <p>Ongoing</p>	<p>CLM/HoY</p> <p>CLM/LMA/ CLB</p> <p>CLM/HoY/ House Leaders</p>	<ul style="list-style-type: none"> Minutes of School Council. Minutes of HoY meetings. 	<ul style="list-style-type: none"> The audit with HoY was carried out as was the consultation with the School Council and pastoral team. Achievement points have been redesigned and relaunched as a result. Funds have been provided by the Parents' Association to support this area. A new 'Deserving Pupils' initiative has been introduced and positive feedback has been received from parents and pupils. Due to industrial action non-academic achievement comments were not progressed. Achievement points are now available to parents on the SIMS Parent App. A review of this new system will be carried forward into the next SDP.
<p>Honours System Following extended periods of lockdown and a return to normal extra-curricular activities, there needs to be a review of the system and criteria of awarding honours.</p>	<ul style="list-style-type: none"> Honours system reviewed and recommendations/draft Policy put forward to the BoG. 	<ul style="list-style-type: none"> Review Honours System through Honours Committee. Review Honours Policy. 	<p>August-June</p>	<p>SRD/ Honours Committee</p>	<ul style="list-style-type: none"> Minutes of Honours Committee. Draft Policy. 	<ul style="list-style-type: none"> An interim review of this Policy was carried out during the academic year. However, feedback from multiple stakeholders: pupils, parents and staff suggest there is more work to be done on this area and this will be rolled forward into the next SDP.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>House System <i>Following extended periods of lock down and Covid-19 restriction, House System activities have been re-introduced 2021-2022; however, many were restricted or cancelled during the year.</i></p>	<ul style="list-style-type: none"> Updated calendar of House events and activities. Further encouragement to participate in House events and activities. House points more effectively linked to attainment points. 	<ul style="list-style-type: none"> Review and schedule calendar of events. More effective use of House Boards. New House Boards put in place. Encouragement to participate in House events and activities. Link attainment points to House points. 	<p>August/Sept</p> <p>Ongoing</p> <p>August/Sept</p> <p>Ongoing</p>	<p>CLM/ST/ House Leaders</p> <p>House Leaders SJG</p> <p>CLM/HoYs/ House Leaders</p>	<ul style="list-style-type: none"> Pupil and Staff Evaluations. Calendar. House Boards. SIMS records. 	<ul style="list-style-type: none"> Post-Covid-19 there has been progress made in this area with a return to key House events such as House Music and sports events. There have also been new events introduced such as University Challenge which was successful in raising the profile of the system and engaging pupils. New House boards have been created but could be better used. New interim appointments as Head of House have been made. In the next SDP there is scope to link the House system to achievement points and create a new integrated system which develops a wider sense of recognition for pupils.
<p>Identifying and Addressing Underachievement <i>Systems and use of data are in place for identifying and addressing underachievement. However, there needs to be a consistency in approach across year groups to address underachievement.</i></p>	<ul style="list-style-type: none"> Enhanced use of data to inform HoYs and HoDs. Audit and review of current data used and intervention strategies used across year groups carried out. Implementation of a consistent approach to address underachievement eg use of PLAN. Piloted use of intervention 	<ul style="list-style-type: none"> Introduction of CAT to KS4. Consolidation of CAT in KS3. Audit and review of current data used. Enhanced use of CAT progress data. Audit and review of current intervention strategies used across year groups. Training on use of PLAN to HoYs and then all teaching staff. 	<p>August-June</p>	<p>SMT/RT/ KEQ/HoYs/ HoDs</p>	<ul style="list-style-type: none"> Minutes of HoY and HoDs. Tracked pupil achievement. Staff and Pupil evaluation. 	<ul style="list-style-type: none"> Industrial action has had a significant impact upon progress in this area. CAT data has been supplied to departments, but its use is ad hoc. A HoY has carried out a pilot project in terms of targeted intervention. There have been some opportunities to share good practice but there is much work to do in this area. We have been carrying out a collaborative assessment review with staff looking at the structure and format of

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
	interviews with Year 11.	<ul style="list-style-type: none"> Implement use of PLAN at progress points. Piloted use of intervention interview for Year 11 following summer examinations. 				reporting as well as consistency, use of data and pupil voice. Implementing and reviewing the results of this will form a key part of the next SDP.
<p>Pupil Wellbeing <i>We have developed working relationships with 'Made for More,' where pupil well-being workshops were rolled out to all year groups. This had a positive impact on the pupils.</i></p>	<ul style="list-style-type: none"> Continued engagement with 'Made for More' in developing bespoke programmes for year groups. Improved Communication with staff/parents re Medical Information, First Aid visits and to identify potential hotspots for slips, trips etc. 	<ul style="list-style-type: none"> Review 2021-22 evaluations. Plan programmes with Made for More and Pastoral team. Schedule and implement programmes. Implement Medical Tracker Software and roll out throughout school. 	<p>Ongoing</p> <p>Implement September 2022</p>	<p>CLM and Pastoral Team School Nurse</p>	<ul style="list-style-type: none"> Pupil and staff evaluations. Consultation with ICSS. Improved communication with parents eg re medication delivery/addressing expired medication; improved communication with staff re first aid incidents and pupil absences; efficient reporting for medical room and Health and Safety Officer. 	<ul style="list-style-type: none"> The 2021-2022 evaluations were reviewed and fed into the programme for 2022-2023. Made for More have delivered sessions, and this will continue. Medical Tracker has been piloted and implemented and has proved to be very effective in developing and tracking medical issues as well as improving communication with parents in this area. BoG continues to provide funding for the school counsellor service.

High Quality Teaching and Learning

The Curriculum – Teaching and Learning, Assessment and Reporting
 Details of the curriculum, including reporting and assessment are available on the school website, in the Prospectus and Information for Parents Booklet.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>Assessment and Reporting <i>We have had 3 years of disruption caused by centre-assessed/determined grades and examination concessions which have forced us to adopt a different approach to assessment. We are moving to a model of 3 progress/reporting points for <u>all</u> Year groups. There is not always a consistent approach to assessment data in departments or across departments. Data from assessments does not always provide an accurate picture of progress for pupils and parents.</i></p>	<ul style="list-style-type: none"> Assessments are used for a variety of purposes: to monitor progress (including tracking), provide practice, inform teaching, diagnose learning needs and forecast future performance. All departments have 'assessment maps' in place for all year groups. The data produced by assessments is reliable. There is consistency of approach to assessment across departments. Staff have a shared and growing understanding of assessment and how best to use data. Review of Assessment and Reporting Policy. Assessment and Reporting Policy submitted to Board of Governors. 	<ul style="list-style-type: none"> Design common assessment tasks for all year groups, linked to schemes of work in all departments. Review assessments in departments to ensure validity and reliability. Keep detailed records of assessments and conduct standardisation. Monitor the work of departments to ensure that there is a consistent approach to assessment across the school, using data effectively to improve pupil performance. Continued meeting of assessment working group to review assessment. Reviewed Assessment 	<p>Oct/Dec-Jan/May</p> <p>Oct/Dec-Jan/May</p> <p>Oct/Dec-Jan/May</p> <p>August-June Sept-Dec</p>	<p>All staff/HoDs</p> <p>ST/LRM/All staff/HoDs</p> <p>All staff/HoDs</p> <p>ST/LRM/KEQ</p> <p>LRM</p> <p>ST/LRM</p>	<ul style="list-style-type: none"> Departmental records. Data from assessments Assessment papers from CATs and examinations showing evidence of challenge in the level of work. Feedback from staff demonstrates engagement with the setting of assessments as well as standardisation and moderation processes. Notes and training resources from working group and SDD. Reviewed Assessment and reporting Policy. 	<ul style="list-style-type: none"> Progress has been attempted on this, but the wider context of industrial action has made this difficult. Further training was carried out in August 2022 and revisited in HoD meetings on Quality Assessment looking at the design, validity and reliability of subject assessments. Again, industrial action regarding assessment affected progress. In March 2023 a wide-ranging, collaborative assessment review with staff was launched and the implementation and review of outcomes of this will form a key part of the next SDP. From this an agreed reporting and assessment plan has been established with three reporting points. This will aid tracking. Also key areas for development have been highlighted, such as pupil voice, better use of data and consistency of assessment.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
		and Reporting Policy in place.				
<p>Non-academic achievement reporting <i>A pilot with Year 10 was carried out summer term 2022 with Year 10 Form Teachers and HoY. This resulted in a non-academic achievements comment being included in Year 10 Annual reports.</i></p>	<ul style="list-style-type: none"> Re-introduce a non-academic summary comment on all annual reports in line with NI curriculum and DENI statutory reporting requirements. 	<ul style="list-style-type: none"> Use feedback from Year 10 pilot to inform planning and implementation of re-introduction of a non-academic summary comment on all annual reports. Review roles of personnel in relation to annual reporting: Form Teacher, HoY, SLT etc. review proofreading of all reports. Provide guidance and training for Form Teachers completing a non-academic summary comment to include access to shared resources. 	August-June	LRM/CLM HoYs Form Teachers	<ul style="list-style-type: none"> Feedback from staff. Minutes of planning meetings. Training resources produced and reviewed. Quality of non-academic achievements summary comments. Proofreading process reviewed. 	<ul style="list-style-type: none"> This has not yet been carried out. Again, the context of industrial action makes this difficult. This will form part of the next SDP.
<p>Timetable and Curricular Review <i>A broad and relevant curriculum is provided by Sullivan to provide varied opportunities and</i></p>	<ul style="list-style-type: none"> Reviewing our current subject offer at GCSE and GCE levels, taking into consideration the Entitlement 	<ul style="list-style-type: none"> A review of the current curriculum offers to ensure appropriateness for Sullivan pupils, the 	August-June	ST/Curriculum working group	<ul style="list-style-type: none"> Notes and findings from working group. 	<ul style="list-style-type: none"> Initial investigative work has been carried out on this by the Vice-Principal (Teaching & Learning) with different models for the school day explored. An audit and comparison of curriculum

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p><i>pathways for our pupils and to develop thinking skills and personal capabilities. There is an emphasis placed on academic achievement with most pupils taking 10.5 GCSEs. The overwhelming majority stay on for a further two years and move to higher education.</i></p>	<p>Framework, staffing and budget.</p> <ul style="list-style-type: none"> Reviewing the current curricular structure and timings of the timetable taking into consideration staffing and school finances. 	<p>Entitlement Framework, staffing and school finances.</p>				<p>offers was carried out for similar schools.</p> <ul style="list-style-type: none"> This will form an important part of the next SDP.
<p>ICT <i>We are in an advantageous position to build on the expertise in remote and blended learning gained by teachers over the last 3 years. Pupils have got used to working on online platforms, including Google Classroom, and we wish to ensure that we exploit the opportunities this offers. Teaching staff were issued with Surface Pros to assist with this; however, more training is required if we are to optimise their use in the classroom</i></p>	<ul style="list-style-type: none"> Staff can use IT effectively to enhance teaching and to facilitate assessment. Staff use devices (Surface Pro and iPad) effectively in the classroom. Pupils can use IT at home and in school to enhance their learning. Plans are in place for improvements in IT infrastructure, to include better Wi-Fi coverage throughout the school. Formulated strategy planning to inform SDP 2023-26. 	<ul style="list-style-type: none"> Set up a working group to investigate IT strategy, with streams devoted to learning and teaching and to infrastructure. Train staff in the use of Surface Pro and iPads and in effective strategies for use of IT. Use Google Classroom to provide resources and training notes for staff. Implement plans to upgrade Wi-Fi. 	<p>September</p> <p>August-June</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DWS/ Working Group</p> <p>All staff</p> <p>DWS/ICT Strategy Group</p> <p>CLB/DWS/ZR</p>	<ul style="list-style-type: none"> Records of meetings of IT group. Notes from staff training and resources. Plans for infrastructure Sample resources and activities on Google Classroom, Staff and pupil surveys. 	<ul style="list-style-type: none"> The ICT Strategy group met to allocate resources following bids. Training resources provided by C2K for new Surface Pros including training events 25 August 2022, webinars and independent learning using the Educator Hub. Wi-Fi Surveys completed at Easter – awaiting installation of upgrade.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p><i>Infrastructure in school does not currently allow us to promote the use of pupil devices effectively.</i></p>						
<p>Literacy and Numeracy Development <i>Following June 2021 SDD focus on Quality Assessment there is a key link to this and having a narrow focus on marking and feedback to improve Literacy/Numeracy across the curriculum.</i></p> <p><i>Head of English provided all staff with a Literacy Common marking Grid, several years ago (which is also used across the primary schools in our Learning Area). Since then, there have been considerable changes in staff and we felt that this could do with a relaunch.</i></p> <p><i>There is a need to introduce a common numeracy marking grid.</i></p>	<ul style="list-style-type: none"> • Discussion on effective feedback methodologies. • Focus on feedback (particularly on written work) to improve Literacy/Numeracy across the curriculum. • Sustain momentum on improving standards and link with the focus on formative and summative assessment. • Relaunch of Literacy Common marking Grid. • Introduction of Numeracy Common Marking grid. 	<ul style="list-style-type: none"> • Preparation of numeracy marking grid. • Launch of numeracy marking grid and re-launch of literacy marking. • Discussions in HoD and Departmental meetings. • Implementation within departments. 	<p>Aug-Sept</p> <p>Ongoing</p> <p>August-June</p>	<p>CA/HEC/HoDs/ All staff</p>	<ul style="list-style-type: none"> • Minutes of HoD and Departmental Meetings. • Pupil work and assessments. • Pupil evaluations. 	<ul style="list-style-type: none"> • The numeracy and literacy marking grids were rolled out to all staff at the beginning of the academic year 2022-2023. • An evaluation of the effectiveness of the strategies is ongoing. Reported back to staff August 2023.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<i>Departments should revisit methods used for effective pupil feedback.</i>						
<p>Classroom Practice: Effective Questioning <i>Pupils have had a disrupted period of education over the past 3 academic years. Pupils are often passive in class which has been exacerbated by mask wearing until April 2022. There is not always a consistent approach to effective questioning in departments or across departments. There is not a consistent approach to evaluating the impact of effective questioning in the classroom</i></p>	<ul style="list-style-type: none"> Lessons are vibrant: pupils participate in class and improve their confidence . Pupils demonstrate better responses to more difficult questions/ concepts, orally and in written form. Teachers use questions effectively in all lessons to build pupils' knowledge and understanding. Teachers evaluate the impact of using effective questioning to improve pupil engagement and pupil performance. Assessments are used for a variety of purposes: to monitor progress, provide practice, inform teaching, diagnose learning needs and inform future performance. 	<ul style="list-style-type: none"> Organise staff training on effective questioning. Include effective questioning as a standing item at departmental meetings and HoD meetings. Provide resources on Effective Questioning. Share Self-Evaluation methods with all HoDs. Include effective questioning in PRSD (Performance Review and Staff Development) observations for all staff. 	<p>August</p> <p>August-June</p> <p>Ongoing</p>	<p>ST</p> <p>ST/HoDs</p> <p>ST/HoDs</p> <p>ST</p> <p>All staff</p>	<ul style="list-style-type: none"> Pupil voice: surveys about pupil experience of Effective Questioning. Lesson Observations with evidence of engagement from pupils; teacher asking higher-order questions; and high levels of participation. Pupil Books showing evidence of key questions. Feedback from staff demonstrates engagement and evidence of sharing of best practice Minutes of departmental and HoD meetings. 	<ul style="list-style-type: none"> Staff training was delivered by the Vice-Principal. Departments incorporated a focus on this technique into their departmental plans. Progress has been made on this, but the wider context of industrial action has impacted on achieving all aspects of the objective.

Effective Leadership and Management

Details of the Leadership structure are available on the school website, in the Prospectus and Information for Parents Booklet.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>Roles and responsibilities <i>New appointments have been made in the Leadership Team (Principal and Senior Managers) and structures have been changed. Vice-Principals are acting up to in the first term as Principal. This includes a new role for one of the Senior Managers who will have responsibility for safeguarding. These changes will have implications for line management of other colleagues and provides opportunities to develop others in their roles. Senior leaders are also involved in leading working groups with priorities linked to the SDP.</i></p>	<ul style="list-style-type: none"> • New structures are well-established and are working in the interests of the school community. • Senior and middle leaders have clearly defined roles and have autonomy in areas of particular responsibility. • Leadership is shared across school, with colleagues contributing to decision-making at all levels. 	<ul style="list-style-type: none"> • Finalise new structures and inform colleagues. • Organise relevant training, including Safeguarding training for DDT. • Implement proposals emanating from working groups. • Consult with Middle leaders on how best to implement this year's SDP priorities and identification of priorities for 2023-26. 	<p>Aug 2021 Sept/Oct Aug onwards Ongoing</p>	<p>Principal/ SLT CLM/LMA SLT Middle leaders</p>	<ul style="list-style-type: none"> • Staff surveys • PRSD observations • Senior Leadership Team Action Plans and Evaluations. • Middle leaders' Action Plans and Evaluations. 	<ul style="list-style-type: none"> • New Principal has been appointed and there were new appointments to the school's SLT team. • Relevant training for the appropriate colleagues was carried out. • A significant retirement at the end of 2022-2023 has given an opportunity to review the SLT structure. It has been announced that this will take place in 2023-2024 in consultation with staff. • Staff have been consulted on identifying priorities for the new SDP through the staff survey and there have been a series of consultation meetings on the assessment review.
<p>Self-evaluation and Action Planning <i>There is not always a consistent approach to self-evaluation, and we have identified the need to have a sharper focus on review and identifying areas for improvement.</i></p>	<ul style="list-style-type: none"> • All staff have a sharper focus on reviewing their work and setting targets for themselves. • HoDs and HoYs can identify strengths and weaknesses in their work and develop strategies for improvement. 	<ul style="list-style-type: none"> • Develop self-evaluation at Leadership Team level through discussion at meetings, PRSD and Action Plans. • Provide training for HoDs and 	<p>Sept-Dec Ongoing Ongoing</p>	<p>SMT/SLT Middle leaders SLT/SMT</p>	<ul style="list-style-type: none"> • Minutes of meetings Leadership Team Action Plans and Evaluations. • Middle leaders' Action Plans and Evaluations. • PRSD reviews. 	<ul style="list-style-type: none"> • A template has been provided for HoDs to ensure greater consistency here.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
	<ul style="list-style-type: none"> There is collective ownership of SDP priorities, and input from all staff into planning for 2023-26. PRSD is used effectively to identify strengths and areas for development. 	<ul style="list-style-type: none"> HoYs in action planning, self-evaluation and include it as a focus at meetings. Engage with HoDs and HoYs at review points. 				
<p>SDP 2023-26 <i>There needs to be a comprehensive self-evaluation from all stakeholders to inform the 2023-26 SDP.</i></p>	<ul style="list-style-type: none"> Information and feedback from all relevant stakeholder groups to inform the 2023-26 SDP. 	<ul style="list-style-type: none"> Survey all relevant stakeholder groups. 	Feb-March	SLT/SMT/AJG	<ul style="list-style-type: none"> Results of and analysis of findings. 	<ul style="list-style-type: none"> An extensive self-review exercise has been carried out through the issuing of surveys to key stakeholder groups and the analysis of this data.

A School in The Heart of Its Local Community

(Including maintaining and developing school estate to ensure facilities are fit for purpose)

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>Parental engagement <i>Parent teacher interviews have been held online via a phone-based system.</i></p> <p><i>Pastoral evenings have not taken place and online resources posted as an alternative.</i></p>	<ul style="list-style-type: none"> Keeping parental consultations online with the enhancement of a video-based system for conducting interviews. Return to Pastoral evenings in school. 	<ul style="list-style-type: none"> ST to investigate suitable video-based system and roll-out to staff. Construct programme, timings and content of event Decision on functions to be 	<p>Ongoing</p> <p>Ongoing</p> <p>August-Dec</p>	<p>ST/HoY/ All staff</p> <p>CLM/HoYs</p> <p>SMT/AJG</p>	<ul style="list-style-type: none"> Parental and staff evaluation. Parental and staff evaluation. 	<ul style="list-style-type: none"> A video-based system has been used for parent/teacher consultations throughout the year. There has been mixed feedback on this and a new hybrid model will form a part of the next SDP. Year 8 and 11 pastoral evenings took place in school. However, further development of this has been

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<i>SIMs Parent App has been rolled out to parents with reports now distributed via the App.</i>	<ul style="list-style-type: none"> Continued use of SIMs Parent App as appropriate eg communication of achievement points. 	<ul style="list-style-type: none"> implemented (in addition to those in use already). 			<ul style="list-style-type: none"> Parental, pupil, and staff evaluation 	<ul style="list-style-type: none"> hampered by industrial action. There has been development in our use of the SIMS parent app with the achievement points functionality being made visible to parents.
Open Morning <i>Open Morning has been suspended for the past 2 years and has been virtual.</i>	<ul style="list-style-type: none"> Return to 'physical' Open Morning. Enhanced interactivity and engagement with visiting prospective pupils and parents. 	<ul style="list-style-type: none"> Reinstate Open Morning Committee. Plan and organisation for Open Morning evaluated via Open Morning Committee. Review promotion of event. Promoting interactivity in displays and activities . 	Sept-Dec	SRD/SLT/ Open Morning Committee/All staff	<ul style="list-style-type: none"> Staff evaluation. Visitor evaluation. 	<ul style="list-style-type: none"> Volunteers were sought for an Open Morning Committee. The Open Morning was a success with over 1,000 visitors and positive feedback received on: the pupil guides, the presentation in the hall and activities in the classrooms. Further promotion of interactivity will be a feature of the next SDP. Engagement with local residents on parking issues – school has been represented at local resident meetings.
Sullivan Connect <i>School has been developing the connections with Sullivan Connect for Careers provision re mock interviews.</i>	<ul style="list-style-type: none"> Increased use of Sullivan Connect to provide opportunities for work shadowing and careers awareness. Further links to enhance participation in mock interviews. 	<ul style="list-style-type: none"> Build up resources of career profiles that can be accessed online. Build up database of available work- 	August-June	ST, CH, SMD, AYM	<ul style="list-style-type: none"> Online resources Increased engagement in mock interviews, work shadowing opportunities and career profiling. Consultation/evaluation with Sullivan Connect Committee. 	<ul style="list-style-type: none"> Work has been carried out here with an increase in volunteers available for mock interviews. There have been some disappointments such as the cancellation of the

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
		shadowing opportunities and additional participants in mock interviews.				Ball, but the potential of Sullivan Connect is recognised. There is now a new committee and a new Chair. <ul style="list-style-type: none"> The Committee have discussed bursary support for disadvantaged pupils eg assisting with travel to university interviews, IT equipment for home use or engagement in extra-curricular activities such as Duke of Edinburgh's Award Scheme.
<p>Sullivan Upper Parents Association <i>During Covid-19, opportunities for engagement with SUPA (Sullivan Upper Parents Association) have been limited.</i></p>	<ul style="list-style-type: none"> Resumption of SUPA meetings and planned events. 	<ul style="list-style-type: none"> Review membership of SUPA. Organise AGM Fill positions of responsibility. Relaunch SUPA with agreed events. 	August-June	CLM/SUPA Committee	<ul style="list-style-type: none"> Minutes of SUPA. Evaluation with key stakeholders. 	<ul style="list-style-type: none"> Post-Covid-19 there has been a return to a much greater range of SUPA activity. An AGM has been held and key positions of responsibility filled. There have been a series of successful events with three uniform sales, a Christmas Fair, and an excellent Quiz Night. There have also been 'Meet the Principal' events held.
<p>Engagement with Feeder Primary <i>During Covid-19, opportunities for engagement with primary schools have been limited.</i></p>	<ul style="list-style-type: none"> Investigate opportunities for enhanced engagement with feeder primaries eg sporting, music and curricular events 	<ul style="list-style-type: none"> Discussion at SLT. Consideration of forming a working group to investigate opportunities to 	August-June	SMT/SLT/HoDs of relevant subjects	<ul style="list-style-type: none"> Impact on applications to Year 8. Consultation with feeder primary schools. 	<ul style="list-style-type: none"> There has been greater engagement with local primary schools during the year. The new Principal offered visits to all

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
		<ul style="list-style-type: none"> cooperate with feeder primaries. 				<ul style="list-style-type: none"> feeder schools prior to Open Morning and number engaged with this. Pupils from Strandtown PS have attended Music workshops led by Sullivan pupils. The development of this area will be a feature of the next SDP.
<p>Schools Estate Ongoing review of school facilities to identify areas of focus; use of third-party input such as risk assessments, asset condition reports; links with groups such as Safeguarding Team/Health and Safety Committee.</p>	<ul style="list-style-type: none"> New fencing at rear of school site as further safeguarding measure. Rear hockey pitch to be tarmacked to provide suitable playground area; fire evacuation space/overflow car parking. School Meals Kitchen Refurbishment. 	<ul style="list-style-type: none"> Approval by Board of Governors; Inform local residents. Approval by Board of Governors. 	<ul style="list-style-type: none"> Completion by end of Autumn 2022 Completion by end of Autumn 2022 Construction in Summer 2023 	<ul style="list-style-type: none"> Property Committee; SJG; CB Board of Governors, CB 	<ul style="list-style-type: none"> Secure rear site – no reports of unauthorised access or exit. Use of facility by pupils at break/lunchtimes; use during fire evacuations; use during large occasions. Project progress to construction. 	<ul style="list-style-type: none"> The fencing has been completed which has helped to make the site more secure. The rear hockey pitch has been tarmacked and has improved the play facilities for the pupils, as well as providing over-flow car-parking for large events in addition to providing a suitable whole-school evacuation destination. The school meals project is still at the planning stage and the school is disappointed with the scope of the work to be carried out; the focus will be on meeting statutory requirements, but the school kitchen area

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
	<ul style="list-style-type: none"> School Enhancement Programme (Phase 2). Use of Hockey Pitch/Pavilion by community. Removal of restriction on borrowing powers to finance long term capital plans. 	<ul style="list-style-type: none"> Continue to progress with Education Authority/ Department of Education. Project Board to be established to oversee design phase. Secure planning approval from Ards & North Down Council. Continue to lobby DE (Department of Education), GBA, local elected representatives 	<p>Project Board initialised by autumn 2022.</p> <p>Autumn 2022</p> <p>Autumn 2022</p>		<ul style="list-style-type: none"> Project progress to construction. Use of facilities by community eg local hockey clubs. Securing long term borrowings to finance capital projects. 	<p>will not be part of this refurbishment work.</p> <ul style="list-style-type: none"> Planning continues for the School Enhancement Programme (Second Call). Inflationary pressures have necessitated a review of what is achievable. As regards the community use of the hockey pitch, the planning decision has been received and we are awaiting the discharge of our planning conditions. We continue to lobby the relevant bodies with the regards to the restrictions upon our borrowing powers.

Staff Wellbeing and Professional Development

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<p>Wellbeing Committee <i>The staff Well-Being Committee meets on a regular</i></p>	<ul style="list-style-type: none"> Staff Well-Being Policy in place and consultation with key stakeholders. 	<ul style="list-style-type: none"> Finalise Policy Submit to BoG Consideration of recommendations 	<p>August-January</p>	<p>SLT/LMA</p>	<ul style="list-style-type: none"> Evaluation with staff. 	<ul style="list-style-type: none"> A new staff Well-Being Policy has been drafted. Recommendations from the Well-Being

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?	Review
<i>basis and numerous events have been organised throughout 2021-22</i>	<ul style="list-style-type: none"> Recognition of the importance of staff well-being. 	from Wellbeing Committee.				<p>Committee have been implemented.</p> <ul style="list-style-type: none"> A Governor is to be designated and this will be a standing item on Governors' agendas.
<p>'Work well, Live Well' <i>'Work well, live well' programme and Health Champions initiative in place.</i></p> <p><i>A draft action plan has also been drawn up.</i></p>	<ul style="list-style-type: none"> Implementation of Action Plan and agreed initiatives put in place eg information sessions organised for all staff. 	<ul style="list-style-type: none"> Working with NI Chest, Heart and Stroke to implement plan and initiatives. 	August-June	CHE/LMA/PB/ Wellbeing Committee	<ul style="list-style-type: none"> Evaluation with Staff. 	<ul style="list-style-type: none"> This has been carried out and has been successful. A member of staff has taken responsibility for this area.
<p>CPD Opportunities <i>Opportunities for CPD have been communicated and all relevant staff are encouraged to participate. Many of these have been virtual.</i></p>	<ul style="list-style-type: none"> Optimise CPD opportunities for staff. New electronic system in place for staff to record attendance at training and how to disseminate information to relevant staff. 	<ul style="list-style-type: none"> Communication and provision of further opportunities for CPD. Evaluation and review of system to measure impact of CPD opportunities and dissemination to relevant staff. 	August-June	SLT/LMA	<ul style="list-style-type: none"> Evaluation with staff. Forms and collated CPD information. 	<ul style="list-style-type: none"> Relevant opportunities continue to be circulated to members of staff. However, progress in this area has been severely hampered by industrial action.

EVIDENCE/EVALUATION

5.	<p>School Context: An assessment of the challenges and opportunities facing the school.</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> 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 and morale across many areas. The impact of high inflation on budgets and increased borrowing costs in the current economic climate. Political uncertainty – due to the lack of an assembly and Minister of Education. Progressing the school improvement agenda considering prolonged periods of industrial action (resulting from a lack of stability, inadequate funding of the Northern Ireland education system and ongoing political uncertainty). This is having an adverse effect on school development, operational difficulties and staff morale; Growth of social media and the associated effects on pupil well-being and peer interactions, creating additional pressure for pastoral staff.
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		EVIDENCE/EVALUATION
	<ul style="list-style-type: none"> An increase in complex pastoral, well-being and mental health issues which have increased in occurrence and complexity post-Covid-19 as pupils experience social isolation to varying degrees. The need for subject specification reviews (postponed due to Covid-19) The need for further investment and planning of ICT architecture and equipment through the C2K system for schools to counteract aging networks which are increasingly not fit for purpose. The stalling of development work through the School Enhancement Programme due to the financial constraints facing DE. Managing workload especially in the light of reduced staffing and being cognisant of staff well-being. Loss of experienced staff through retirement. This can also be seen as an opportunity for curricular development and reorganisation and the development of new leaders. <p><u>Opportunities</u></p> <ul style="list-style-type: none"> Increasing use of digital technologies and platforms for curriculum delivery and blended learning. Development of the role of Sullivan Connect and SUPA. Future plans for the school estate (including second School Enhancement Programme). Greater engagement with the community through the use of facilities. Collaborative work eg through both internal sharing of good practice and developing the use of wider networks (such as NDALC) post-Covid-19. Despite challenges, continuing to build on the success in extra-curricular areas. Developing our links with feeder primary schools including facilitating visits and events for them. 	
6.	<p>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.</p> <p>In preparing the SDP, the Board of Governors requires that consultation take place with all stakeholders, ie parents (eg via the 2023 questionnaire), pupils (eg via the 2023 questionnaire, and the School Council), staff (eg via their teams and the 2023 questionnaire) staff and Governors.</p> <p>The results of these surveys have been analysed by SMT, SLT and Governors and have informed the priorities for the 2023-2026 SDP.</p>	<ul style="list-style-type: none"> Audit using ISEF framework 2020; Questionnaires for pupils, parents, staff and Governors 2023 collated results and summaries.

SCHOOL DEVELOPMENT PLAN 2023-2026

1	CHILD-CENTRED PROVISION
1a	Ensure that our RSE provision fulfils all statutory requirements and pupils are fully equipped with the appropriate knowledge and understanding.
1b	Take steps to build equity through reducing educational and social disadvantage and ensure school policies and practice are as inclusive as possible.
1c	Ensure consistent use of the system to provide the very best safeguarding processes for the school.
1d	Embed the changes required by the new SEN Code of Practice to ensure that we provide the best education possible for our SEN pupils.
1e	To have a consistent, coherent system which rewards pupils' efforts and attitude as well as their achievements which is respected and valued by pupils and parents.
1f	To have an Honours system which values excellence and commitment, is respected and valued by pupils and parents and which is not divisive.
1g	To review our Prize Day format to ensure it celebrates excellence but is also inclusive and includes extra-curricular success.
1h	To have a reinvigorated House system which is a central part of the extra-curricular life of the school, and which fosters a sense of belonging, teamwork and healthy competition.
1i	Enhance our use of data to inform targeted intervention by HoYs and HoDs to ensure that pupils across the ability range can fulfil their potential.
1j	Continue to focus on well-being activities to aim for the very highest standards for pastoral care and support.
2	HIGH QUALITY TEACHING AND LEARNING
2a	Continue to review our assessment and reporting practices to ensure that the data produced by assessments is reliable, effectively informs learning and teaching, improves pupil performance and addresses underachievement. We aim to ensure that we provide helpful and easily understandable information to pupils and parents, without increasing teacher workload.
2b	Re-introduce a non-academic summary comment on all annual reports in line with NI curriculum and DENI statutory reporting requirements.
2c	Ensure that there is a high level of satisfaction and confidence in our careers provision amongst pupils and parents and that extensive use is made of current parent and alumni body expertise. To develop an increasing focus on opportunities in more –'non-traditional' routes.
2d	Review our timetable and curriculum offer to ensure that we are best meeting the needs of our pupil body.
2e	Ensure that staff are confident and innovative in their use IT effectively to enhance teaching and to facilitate assessment, and that there is an overarching strategy for the development of IT infrastructure, considering the budgetary constraints.
2f	Continue to develop Literacy across the curriculum.
2g	Continue to support numeracy across the curriculum.
2h	Ensure that lessons are vibrant: pupils participate in class and improve their confidence.
3	EFFECTIVE LEADERSHIP INCLUDING STAFF WELL-BEING AND PROFESSIONAL DEVELOPMENT
3a	Ensure that a new SMT and SLT are well established and are working in the interests of the school community to drive and sustain improvement.
3b	Ensure good communication so that staff feel fully informed on relevant issues and confident that they have the relevant knowledge to carry out their role effectively. When change is taking place that the reasons for this are explained carefully, and that meaningful consultation takes place.
3c	Ensure all staff have a sharper focus on reviewing their work and setting targets for themselves.
3c	Ensure that staff recognise that the school places a high value on their well-being and that this is central to working life at Sullivan.
3d	Establish measures so that staff feel that their workload is manageable, and that they feel in control of their work processes and fulfilled in their roles.
3e	Optimise opportunities for CPD including establishing a teaching and learning forum and develop mechanisms for internal and external sharing of good practice.
4	A SCHOOL IN THE HEART OF ITS LOCAL COMMUNITY
4a	Review the methods by which the school communicates with parents including parent teacher/consultations, pastoral evenings, school communications and the use of SIMS Parent App (or its equivalent).
4b	Ensure parents and pupils believe communication from the school is clear and effective and builds the desired sense of partnership between home and school.
4c	Ensure our Open Morning provides the most positive experience of Sullivan Upper for guests.
4d	Develop Sullivan Connect to provide opportunities for work shadowing and careers awareness and financial support for current pupils.
4e	Develop the work of SUPA and SUPPA in order to build the partnership between parents and school.
4f	Seek opportunities for enhanced engagement with feeder primaries eg sporting, music and curricular events.
4g	Continue to invest in the school's estate primarily through the SEP programme and continue to lobby to secure the school's borrowing powers to ensure school facilities are fit for purpose and are of the highest educational standard.



ACADEMIC TARGETS

2023-24

		2023 Results %	Target %
KS3	<ul style="list-style-type: none"> the percentage of pupils achieving the expected levels in Communication, Using Mathematics and Using ICT 	N/A	N/A
GCSE	<ul style="list-style-type: none"> the percentage of pupils achieving 7+ GCSEs at grades A*-B including both English and Mathematics 	95.6	96
	<ul style="list-style-type: none"> the percentage of pupils achieving 5+ GCSEs at grades A*-C including both English and Mathematics 	99.4	100
	<ul style="list-style-type: none"> the percentage of pupils achieving 7+ GCSEs at grades A*-C including both English and Mathematics at a minimum of grade C 	99.4	100
AS LEVEL	<ul style="list-style-type: none"> the percentage of pupils achieving 3+ AS levels at grades A-C 	88.3	88
	<ul style="list-style-type: none"> the percentage of pupils achieving 3+ AS levels at grades A-B 	69	70
A LEVEL	<ul style="list-style-type: none"> the percentage of pupils achieving 3+ A levels at grades A*-C 	76.6	76
	<ul style="list-style-type: none"> the percentage of pupils achieving 3+ A levels at grades A*-B 	58.2	58

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 Principal 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 4 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 meeting. These projections incorporate revenue and capital requirements over a minimum 3-year period. 3-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 2023/24

A. <u>Revenue Expenditure</u>			B. <u>Capital Expenditure (net of grants)</u>		
Teaching and Non-Teaching Staff Costs	£4,970,756		ICT Resources		£20,000
Substitute staff costs	£225,447		Sundry Projects		£133,100
Sports Supervision and Coaching Costs	<u>£93,300</u>		School Share of Grant Aided Projects		£102,965
	£5,289,503	(82.8% total costs)			
Departmental Budgets	£99,953	(excludes VAT) (1.6% total costs)			
Sports and Games (excluding staff costs)	£55,150	(0.8% total costs)	<u>Total</u>		<u>£256,065</u>
Examination costs	£92,690	(1.5% total costs)			
Other Curricular costs	£67,155	(1.1% total costs)			
Property Costs	£582,531	(9.1% total costs)			
Administration Costs	£97,856	(1.5% total costs)			
Recoverable VAT Costs	£104,252	(1.6% total costs)			
Total	£6,389,090				

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 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 4 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.	<ul style="list-style-type: none"> ▪ 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. ▪ 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. This reflects the identification of increasing need in this area. Governors have specifically invested in this area.
A clear commitment exists to promote equality of opportunity, high quality learning, a concern for individuals and a respect for diversity.	<ul style="list-style-type: none"> ▪ Curriculum open to all, although tailored reasonable adjustments are made as appropriate. ▪ 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 Newcomer needs. ▪ diversity in pupil background, in the extra-curricular programme and through LLW. ▪ Neuro-diversity week was celebrated with a series of activities in 2023. ▪ Diversity has been a focus of assembly content and external speakers eg 'anti LGBTQIA+ bullying seminar'. ▪ Focus of school communications in 2022-2023 have stressed the focus on individuals.
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.	<ul style="list-style-type: none"> ▪ Reporting system keeps parents fully informed (although industrial action has created pressure in this area). ▪ HoDs analyse results and use this to inform practice. ▪ Parental consultations for every year group. ▪ High expectations right from Year 8 as outlined in communications and pastoral evenings. ▪ Achievement Assembly; regular celebration at Assembly; annual Prize Day to celebrate excellence. ▪ Monthly Newsletter. ▪ Celebration of successes through social media. ▪ Re-launch of achievement points (with tiered rewards) and introduction of Principal's Deserving Pupils' sessions to raise the profile of achievement and increase the range of what is celebrated.

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.	<ul style="list-style-type: none"> ▪ Pastoral Care system and procedures highly praised. ▪ Counselling provision is in place and additional counselling funded by the BoG. ▪ Highly experienced and stable staff team helps to ensure good knowledge of pupils' needs. ▪ Highly experienced SENCO and Assistant SENCO. ▪ Vice-Principal (Pastoral) liaises with external 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.	<ul style="list-style-type: none"> ▪ School Council is active and plays a significant role in developing relevant school policies. ▪ Recent consultations on uniform, jewellery and extra-curricular provision have seen changes made in these areas. ▪ Pupils are members of committees that run extra-curricular programmes and the House system; as such they help 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.	<ul style="list-style-type: none"> ▪ Careers interviews for Years 10 and 12. ▪ A dedicated Careers resource room. ▪ Broad and balanced curriculum. ▪ NI Careers Service. ▪ Tracking of leavers' destinations. ▪ SEN Annual reviews.
The highest standards of pastoral care and child protection are in place.	<ul style="list-style-type: none"> ▪ Pastoral structure, policies and procedures (including Child Protection) reviewed regularly – highly praised. ▪ HoYs work closely with the Vice-Principal (Pastoral) and Form Teachers to ensure the highest standards of pastoral care. ▪ Recruitment of new staff takes into consideration pastoral skills. ▪ School Counselling service provided and its use monitored. ▪ Full-time School Nurse is integral to the pastoral team. ▪ Safeguarding practices reflect the high priority given to safeguarding. ▪ A multi-disciplinary safeguarding team harnesses the skills of pastoral staff, relevant non-teaching staff, Governors and recently the Head of LLW.

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	<ul style="list-style-type: none"> ▪ At KS3 pupils study the full range of humanities, sciences, arts in line with NI Curriculum. ▪ 23 subjects are offered at GCSE. ▪ 22 subjects offered at A Level.
An emphasis on literacy and numeracy exists across the curriculum.	<ul style="list-style-type: none"> ▪ All subjects have policy statements and strategies for both. ▪ Whole-School coordinators have oversight of progress across the school. ▪ Literacy and numeracy training provided on Staff Development Days. ▪ Use of the school library is promoted within the curriculum and for co-curricular and extra-curricular activities.
Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-	<ul style="list-style-type: none"> ▪ Teachers are subject specialists.

based staff and dedicated to improving learning.	<ul style="list-style-type: none"> 2022/23 questionnaire – showed high level of teacher satisfaction whilst making constructive points about improvements. 91% Of teaching staff noted that they liked working in the school. 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 Adult Assistants. Staff attend INSET courses (the availability and nature of these has changed; due to lack of funding, Covid-19 and the move to online 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.	<ul style="list-style-type: none"> Schemes of work set out appropriate teaching strategies. Annual departmental evaluations assess the impact of strategies. Departments have access to 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.	<ul style="list-style-type: none"> Both formative and summative assessment is used. GCSE, AS and A Level results are analysed annually to set targets and inform teaching. There is a Data Coordinator who takes responsibility for Using Data – baseline testing has been introduced and tracking is being developed; however, progress has been affected by Covid-19 lockdowns, changes to assessment and industrial action.
Rigorous self-evaluation is carried out by teachers and the whole-school, using objective data and leading to sustained improvement.	<ul style="list-style-type: none"> Departmental plans and priorities are set and evaluated each year. Examination results are evaluated by HoDs and the Vice-Principal (Teaching & Learning). School and departmental development plans follow up the outcomes of evaluations. A whole-school audit is carried out every 3 years.
Teachers reflect on their own work and the outcomes of individual pupils.	<ul style="list-style-type: none"> Various teaching and learning initiatives in the last 10 years have focused on the reflective teacher; PRSD.
Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.	<ul style="list-style-type: none"> GCSE and A Level results compare favourably with those in similar schools. In 2022-2023 Sullivan was ranked 8th in Northern Ireland in the Sunday Times Parent Power ranking.

iii EFFECTIVE LEADERSHIP

Leadership Structure

The leadership structure currently comprises: the School Management Team [Principal, 2 Vice-Principals and the Bursar]; the Senior Leadership Team [the SMT plus the 4 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, pastoral 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.	<ul style="list-style-type: none"> 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 Principal in carrying forward the process of improvement.	<ul style="list-style-type: none"> Governors contribute to the full Board as well as to the various sub-committees which cover all areas of school life; Governor training has been provided. The Principal attends all Board and Committee meetings and reports to the full Board at its meetings, providing papers on relevant topics.

	<ul style="list-style-type: none"> ▪ The Principal and Bursar keep Governors informed of all relevant educational matters, including communications from DE, GBA, etc. ▪ The Bursar provides regular, detailed financial information to Governors to ensure good financial oversight. ▪ 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.	<ul style="list-style-type: none"> ▪ 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.
Teachers are given the opportunity to share in the leadership of the school.	<ul style="list-style-type: none"> ▪ Staff contribute to the evaluation and formulation of the Development Plan. ▪ Individuals (eg SENCO) are invited to attend SLT meetings to explain particular issues. ▪ HoDs manage departmental resources, including finance. ▪ Ongoing review of assessment procedures has been open to all staff through voluntary meetings and Google Forms, and there has been a high level of engagement with this process. ▪ 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.	<ul style="list-style-type: none"> ▪ The Bursar has charge of financial matters and reports to the Board of Governors Finance Committee. ▪ HoDs manage their budget. ▪ The Facilities Manager monitors the fabric of the school and grounds and leads the Maintenance team. ▪ 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.	<ul style="list-style-type: none"> ▪ Procedures and policies are up-dated regularly by SLT; the Principal 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 Vice-Principal (Teaching & Learning) 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. Sullivan Connect aims to include past pupils, parents and friends within the life of the school and to use this network to support the school and provide opportunities for current pupils. Local groups and local schools use school facilities including the grounds and tennis courts. 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, NDALC areas, as well as other academically selective schools.

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. Participants in the Duke of Edinburgh's Award Scheme and the Music Department, among others are actively involved in community efforts. The school hosts an active ACF which provides an exciting range of outdoor pursuits for these pupils. 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 Hollywood community.

The school attends the Redburn Loughview Community Forum Inter-Agency meetings to promote and develop good relationships with our neighbours.

Indicators	Sullivan
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<p>Good relationships exist that facilitate engagement and communication between the school and its parents and the wider community that it serves.</p>	<ul style="list-style-type: none"> ▪ Parents are consulted in regular audits. There were 549 parental responses to the 2022-23 questionnaire. ▪ 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. ▪ Induction evenings and pastoral evenings take place. ▪ Curricular link with Priory through the Entitlement Framework. ▪ SIM Parent App – introduced September 2022. ▪ Continued use of IRIS ParentMail. ▪ Charity Committee. ▪ Summer Sports Camp – facilities hired out. ▪ Primary school pupils attend music workshops. ▪ Music department is a major contributor to the wider community. ▪ Newsletter and social media is utilised. ▪ Senior leaders attend the Redburn Loughview Community Forum. ▪ The composition of the Governing Body reflects the importance of the school to the local community. ▪ Vice-Principal (Teaching & Learning) links with Sullivan Connect and sits on the Committee (Alumni Society – formerly Friends of Sullivan).
<p>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.</p>	<ul style="list-style-type: none"> ▪ This emerged in the last audit – strong approval from parents. 92% of parents noted that their child respects his/her teachers and all other staff who work in the school. ▪ 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.
<p>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.</p>	<ul style="list-style-type: none"> ▪ The school maintains a link with Priory College. ▪ NDALC – collaborative professional development provided. ▪ Music department works with local primary schools, providing workshop sessions.
<p>Good relationships and clear channels of communication are in place between the school and the education agencies that support it.</p>	<ul style="list-style-type: none"> ▪ Good links with CCEA and other awarding authorities, EA [particularly Transfer Office, CPPS, Information Governance, HR] etc. ▪ Staff act as Examiners and markers for CCEA. ▪ PSNI talks to pupils on issues. ▪ Groups deliver RSE programmes and preventative curriculum eg Made for More and Cancer Focus NI.
<p>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.</p>	<ul style="list-style-type: none"> ▪ Vice-Principal (Pastoral) and SENCO 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 NI Careers Service.

Action Plans

Child-Centred Provision

Arrangements for Pastoral Care (including attendance, behaviour and SEN) are identified in the relevant policy statements and included in the Prospectus and Information for Parents Booklet.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>RSE/Preventative Curriculum <i>An ETI visit regarding RSE (Relationships and Sex Education) was carried out in 2021/22.</i> <i>Selected staff have received focused RSE training from Common Youth.</i> <i>A pupil RSE working group is in place.</i></p> <p><i>With a return to normal operations post-Covid-19 there has been an increase in visiting speakers in 2022-2023.</i></p>	<ul style="list-style-type: none"> All teaching staff trained in, and confident in the delivery of RSE to ensure the highest quality provision for pupils and able to tackle challenging issues such as consent / violence against women. Pastoral programme reviewed and adapted at KS3, KS4 and KS5, including the use of CCEA (RSE Hub) resources. Consultation with parents re RSE delivery. Programme of outside agencies visiting school at appropriate times in the scheme of work to ensure highest quality provision for the pupils. 	<ul style="list-style-type: none"> Staff training in RSE. Audit staff confidence in delivery of RSE and their view of the effectiveness of the programme. Pastoral programme to be reviewed and adapted in KS3, KS4 and KS5. Carry out a parental consultation re RSE delivery. CLM join RSE Practitioners Group in DE. Develop links and opportunities with outside agencies re RSE delivery. Review the effectiveness of these sessions via pupil feedback. Introduction of CCEA (RSE Hub) resources. 	<p>By end of 2023-2024</p> <p>By end of 2024-2025.</p>	<p>AYM</p> <p>AYM and CLM</p>	<ul style="list-style-type: none"> Consultation with pupils and parents. Use of pupil focus groups using the school council. Scheme of work and resources KS3, KS4 and KS5. Feedback on the quality of the programme and external sessions from pupils and staff.
<p>Building Equity</p>	<ul style="list-style-type: none"> That we reduce educational and social disadvantage for our pupils. That the school is widely recognised by multiple stakeholders as being an inclusive environment for its learners. 	<ul style="list-style-type: none"> Work with Sullivan Connect to establish a bursary fund to support pupils' participation in extra-curricular activities so that finance is not a barrier. Through school events, celebrations, guest speakers and assemblies ensure that diversity is recognised and celebrated. 	<p>By end of 2024-2025.</p> <p>Throughout the plan</p>	<p>CJM and SMT</p> <p>CJM, CLM, AYM</p>	<ul style="list-style-type: none"> Analysis of the financial support provided. Audit of school events, assemblies, guest speakers. SLT and BoG minutes. Training records. Pupil focus groups and parental surveys.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
	<ul style="list-style-type: none"> That school policies reflect our commitment to equality and diversity. 	<ul style="list-style-type: none"> Engage with parents on these issues. Audit school policies to ensure that equality and diversity issues are foregrounded. Ensure staff training addresses this area. Review arrangements for increasing numbers of newcomer pupils best support these pupil. 	By end of 2024-2025 By end of 2024-2025 Throughout the plan. By September 2024.	CJM and SMT SMT SMT	
<p>Electronic safeguarding (MyConcern) The new MyConcern system has been piloted by key members of the safeguarding team and has now been rolled out to all staff.</p>	<ul style="list-style-type: none"> Ensure consistent use of the system by all staff to provide the very best safeguarding processes for the school to ensure that pupils are safe. Evaluate the ease and effectiveness of use for staff using the system. 	<ul style="list-style-type: none"> Staff Training in August. Carry out staff evaluation before the end of 2023-2024. 	By end of academic year 2023-2024.	CLM/ST/LMA/MA	<ul style="list-style-type: none"> All staff using the system with confidence. Staff evaluation.
<p>SEN The new SEND Act was passed in 2016. The Code of Practice is still to be passed by the NI Assembly. A SEND Team has been set up by the EA to support the implementation of the SEND Code of Practice.</p>	<ul style="list-style-type: none"> To embed the changes required by the new Code of Practice to ensure that the needs of our SEN pupils are fully met. 	<ul style="list-style-type: none"> To introduce the use of PLPs throughout the school. To review the interim SEN Policy in line with the implementation of the new COP. Integration of standardised testing data into the new PLP process. Develop our peer mentoring of SEN pupils. Monitor and develop the levels of participation of SEN pupils in the extra-curricular programme. Embed new systems for voice of child. 	September 2023 November 2023 By June 2024 By June 2025 By June 2024 By June 2025	JK/SMD JK JK/KEQ	<ul style="list-style-type: none"> PLPs available to staff as a working document. Interim Policy in place.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Positive Behaviour <i>During the academic year 2022-2023 Achievement Points were re-launched following consultation with the School Council.</i></p> <p><i>A tiered system of rewards has been established and points have been made visible to parents on the SIMs app.</i></p> <p><i>There is now work to do on the consistent awarding of points and the correct ‘pitching’ of the levels of rewards as well as how this can dovetail with other systems such as the House system and “Deserving Pupils” sessions.</i></p>	<ul style="list-style-type: none"> • To have a consistent coherent system which rewards pupils' efforts and attitude as well as their achievements which is respected and valued by pupils and parents. • For this system to be easy to use for all staff. • Appropriate allocation of individual achievement points across the school. • Collective accumulation of achievement points at Form Class level. • Contribution of achievement points to overall House points. • Recognition of achievement points in writing non-academic achievement comments on written reports. • Develop our systems for following up Behaviour points. 	<ul style="list-style-type: none"> • Highlight the importance of the system with pupils, staff and parents. • Develop a system to communicate and celebrate running totals of achievements points. • Review the allocation of points on a termly basis. • Monitor pupils’ attitudes towards the system. • Make amendments to the system in the light of feedback. • To integrate the achievement points into the House system. • To recognise achievement points in non-academic achievement reports. • Review the use of behaviour points and develop a consistent approach to their use and agreed follow up actions. • Review whether to open this function on the SIMS Parent App (or equivalent). • Review the School’s Positive Behaviour Policy. 	<p>September 2023</p> <p>By October half-term 2023</p> <p>At the end of each term until the end of 2023-2024.</p> <p>By Easter 2024</p> <p>By September 2024.</p> <p>By Christmas 2023.</p> <p>By summer 2024.</p> <p>By Easter 2024.</p> <p>By September 2024</p> <p>By September 2025</p>	<p>CJM/CLM/HoY</p> <p>CLM/HoY/ House Leaders</p> <p>CLM</p> <p>CLM/HoY</p> <p>CLM/HoY</p> <p>CLM/HoY/House Leaders</p> <p>LRM/SLT</p> <p>ACW/CLM</p> <p>CLM</p> <p>CLM</p>	<ul style="list-style-type: none"> • Minutes of School Council. • Minutes of HoY meetings. • Through parental feedback.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Honours System Pupil, parent and staff feedback indicates that there is a desire for Sullivan to better recognise the achievement of a wider range of pupils (outside of academic excellent and the traditional sports eg hockey/rugby). We have identified a need to carry out a wholesale review of our Honours system and to include the awarding of Silver Robins.</p>	<ul style="list-style-type: none"> To have an Honours system which values excellence and commitment and is respected and valued by pupils and parents and which is not divisive. To have a system which is easily understood and used by all stakeholders, is recognised as fair and covers all relevant aspects of school life. 	<ul style="list-style-type: none"> Seek feedback on the Honours system from pupils, staff and parents. Review Honours System (including Green blazers) through Honours Committee. Review Honours Policy and recommendations /new draft Policy to the BoG. Implementation of new Policy. Review of the new system. 	<p>By January 2024</p> <p>By Easter 2024</p> <p>By September 2024.</p> <p>By June 2025.</p>	<p>SRD/Honours Committee</p>	<ul style="list-style-type: none"> Minutes of Honours Committee. Draft Policy. Pupil and parental feedback reviewed which indicates that this is valued by almost all pupils and parents.
<p>Prize Day Feedback from staff and pupils about Prize Day suggests that some believe the format could be more inclusive and include the celebration of extra-curricular activities. There is currently an Achievement Assembly which focuses on extra-curricular attainment.</p>	<ul style="list-style-type: none"> To have a Prize Day that pupils, staff and parents believe celebrates academic and extra-curricular excellence and is as inclusive as possible. 	<ul style="list-style-type: none"> Seek feedback on the current format following Prize Day 2023. Review our approach and propose changes. Implement any changes. 	<p>By Christmas 2023</p> <p>By September 2024</p> <p>By October 2024</p>	<p>SRD/SMT</p> <p>SRD/SMT</p> <p>SRD/SMT</p>	<ul style="list-style-type: none"> Survey responses. Minutes of SLT/BoG discussions.
<p>House System House activities have taken place during 2022-2023. However, we have identified an opportunity to extend this and use it as a way of fostering higher levels of pupil engagement.</p>	<ul style="list-style-type: none"> To have a reinvigorated House system which is a central part of the extra-curricular life of the school, and which fosters a sense of belonging, teamwork and healthy competition for the pupils. Updated calendar of House events and activities. Further encourage participation in House events and activities. 	<ul style="list-style-type: none"> Review and schedule calendar of events. Make more effective use of House Boards. Actively encourage greater participation in House events and activities through assemblies. Link attainment points to House points. 	<p>By October half-term 2023.</p> <p>Throughout 2023-2024 Ongoing</p> <p>By end of 2023-2024</p> <p>By Easter 2024</p>	<p>CLM/ST/House Leaders</p> <p>House Leaders</p> <p>SJG</p> <p>CLM/SLT/HoYs/ House Leaders</p> <p>CLM/HoY/House Leaders</p>	<ul style="list-style-type: none"> Pupil and Staff Evaluations. Calendar. Monitoring the use of House Boards. SIMS records. By evaluating pupil feedback via the School Council.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
	<ul style="list-style-type: none"> House points more effectively linked to attainment points. More extensive range of what points can be awarded for. Investigate further opportunities for positions of responsibility for Key Stage 4 pupils. 	<ul style="list-style-type: none"> Extend the range of what points are awarded for. Develop the range of House activities. Provide regular points updates for House assemblies. Review pupil attitudes towards the House system. Explore relevant positions of responsibility for Key Stage 4 pupils relating to the House system. 	<p>By end of 2023-2024.</p> <p>By end of 2023-2024</p> <p>By October half-term 2023</p> <p>By end of 2024-2025</p> <p>By end of 2024-2025.</p>	<p>House Leaders</p> <p>House Leaders</p> <p>CLM/House Leaders</p> <p>CJM/CLM</p> <p>CJM/ House Leaders</p>	
<p>Identifying and Addressing Underachievement <i>Systems and use of data are in place for identifying and addressing underachievement. However, there needs to be a consistency in approach across departments and year groups to address underachievement.</i></p>	<ul style="list-style-type: none"> Enhance our use of data to inform targeted intervention by HoYs and HoDs to ensure that pupils across the ability range can fulfil their potential. Ensure consistent use across departments and understanding of this data amongst pupils and parents. Implementation of a consistent approach to address underachievement by the relevant pastoral staff. 	<ul style="list-style-type: none"> Provide training for staff in the interpretation and use of data that we have available. Development of tracking system making use of CAT data, dovetailed with reviewed assessment scheme. Decision on the use of target grades. Pilot of intervention strategy using CAT data with Year 12 and review of the effectiveness of this. Roll out of tracking system using CAT data across other year groups. Ensure greater understanding of the value of PASS data and how to use this to address underachievement. Review of effectiveness of tracking scheme. 	<p>Christmas 2023</p> <p>By Easter 2024</p> <p>By November 2023</p> <p>September 2024</p> <p>September 2024</p> <p>By September 2025</p>	<p>SMT/KEQ</p> <p>ST/LRM/KQ</p> <p>RT/KQ/CLM</p> <p>ST/LRM/KQ</p> <p>ST/LRM/KQ</p> <p>ST/LRM</p>	<ul style="list-style-type: none"> Minutes of HoY and HoDs. Tracked pupil achievement. Analysis of spreadsheets. Staff and Pupil evaluation. Examination results. Value added data illustrates that most pupils are achieving positive differentials.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Emotional Health and Wellbeing <i>We have developed our well-being programme including our working relationship with outside agencies. This had a positive impact on the development of the whole child as evidenced by positive feedback from pupils.</i></p>	<ul style="list-style-type: none"> • Ensure that our well-being programme is high quality and engages our pupils placing a high value on their emotional health and well-being. • Ensure that this continues to be a strategic focus for the school, that there is a regular programme of events and that this is informed by pupil voice. 	<ul style="list-style-type: none"> • Continued focus on well-being activities including 'Made for More' in developing bespoke programmes for year groups. • Wellbeing calendar of activities implemented. • Participate in EA's Being Well Doing Well Programme. • Senior Manager in charge of well-being to form Emotional Health and Wellbeing Team. • Continued consultation with School Council to take account of pupil voice. • Improved communication with staff/parents re Medical Information, First Aid visits and to identify potential hotspots for slips, trips etc. • Review the school's Bereavement Policy. • Pilot Bereavement lessons in Year 10. 	<p>By October half-term 2023</p> <p>By October half-term 2023</p> <p>By November 2023</p> <p>By October 2023</p> <p>Throughout 2023-2024</p> <p>Throughout 2023-2024</p> <p>Throughout 2023-2024</p> <p>By February 2024</p>	<p>CLM / LMA and Pastoral Team School Nurse</p> <p>SJW/CLM</p> <p>SJW</p>	<ul style="list-style-type: none"> • Pupil and staff evaluations illustrate that most pupils recognise this high value. • Consultation with ICSS. • Programme of activities in place. • Pupil and staff evaluations. • Minutes School Council meetings. • Improved communication with parents eg re medication delivery/addressing expired medication; improved communication with staff re first aid incidents and pupil absences; efficient reporting for medical room and Health and Safety Officer. • Updated Policy in place. • Pupil and staff evaluations.

High Quality Teaching and Learning

The Curriculum – Teaching & Learning, Assessment and Reporting

Details of the curriculum, including reporting and assessment are available on the school website, in the Prospectus and Information for Parents Booklet.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Assessment and Reporting <i>We have had previous years of disruption caused by centre-assessed/ determined grades and examination concessions which have forced us to adopt a different approach to assessment. In addition, industrial action has impacted on progress in developing this area.</i></p> <p><i>We are establishing a model of 3 progress/reporting points for <u>all</u> Year groups.</i></p> <p><i>There is not always a consistent approach to assessment data in departments or across departments. Data from assessments does not always provide an accurate picture of progress for pupils and parents.</i></p>	<ul style="list-style-type: none"> Assessments are used for a variety of purposes: to monitor progress (including tracking), provide practice, inform teaching, diagnose learning needs and forecast future performance. Above all to promote the best outcomes for our learners. All departments have 'assessment maps' in place for all year groups reflecting the assessment model in place The data produced by assessments is reliable and effectively informs learning and teaching, improves pupil performance and addresses underachievement. There is consistency of approach to assessment across all departments . Staff have a shared and growing understanding of assessment and how best to use data. Introduction of new Assessment and Reporting Policy. Assessment and Reporting Policy submitted to Board of Governors. 	<ul style="list-style-type: none"> Ensure common assessment tasks are in place for all year groups, linked to schemes of work in all departments and the assessment model. Review assessments in departments to ensure validity and reliability. Review the format and content of school reports. Keep detailed records of assessments and conduct standardisation. Monitor the work of departments to ensure that there is a consistent approach to assessment across the school, using data effectively to inform learning and teaching, improve pupil performance and address underachievement. Meeting of assessment working group to review assessment. Reviewed Assessment and Reporting Policy in place. 	<p>By end of 2023-2024</p> <p>By September 2024</p> <p>By September 2024</p> <p>By Easter 2024</p> <p>Oct/Dec-Jan/May</p> <p>August-June Sept-Dec</p> <p>By September 2024</p>	<p>All staff/HoDs</p> <p>ST/LRM/All staff/HoDs</p> <p>All staff/HoDs</p> <p>LRM/ST</p> <p>ST/LRM/KEQ</p> <p>LRM</p> <p>ST/LRM</p>	<ul style="list-style-type: none"> Departmental records and minutes. Data from assessments and CAT (for tracking purposes). Raw school results in line with the targets given above on page 29. Positive value-added differentials at both whole school and departmental level using 'if challenged' CAT data as the benchmark. Reviewed and re-designed Assessments. Feedback from staff demonstrates engagement with the setting of assessments as well as standardisation and moderation processes. Pupil evaluations. Notes and training resources from working group and SDD. Reviewed Assessment and reporting Policy.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Non-academic achievement reporting <i>A pilot with Year 10 was carried out Summer term 2022 with Year 10 Form Teachers and HoY. This resulted in a non-academic achievements comment being included in Year 10 Annual reports.</i></p>	<ul style="list-style-type: none"> Re-introduce a non-academic summary comment on all annual reports in line with NI curriculum and DENI statutory reporting requirements in order to ensure that pupils' successes are valued and celebrated. 	<ul style="list-style-type: none"> Use feedback from previous Year 10 pilot to inform planning and implementation of re-introduction of a non-academic summary comment on all annual reports. Review roles of personnel in relation to annual reporting: Form Teacher, HoY, SLT etc. Review proofreading of all reports in order to reduce staff workload. Provide guidance and training for Form Teachers completing a non-academic summary comment to include access to shared resources. Establish a way in which time can be released in order for teachers to do this. 	<p>All by June 2024</p>	<p>LRM/CLM HoYs Form Teachers</p>	<ul style="list-style-type: none"> Feedback from staff. Minutes of planning meetings. Training resources produced and reviewed. Quality of non-academic achievements summary comments. Proofreading process reviewed.
<p>Careers A new HoD is in post and is keen to develop our careers provision. There is a dedicated team who manage various aspects of this process for Sullivan. Feedback from parents and pupils in preparation for the development plan highlights that they believe the range of advice offered could be improved.</p>	<ul style="list-style-type: none"> That there is a high level of satisfaction and confidence in our careers provision amongst pupils and parents and that this provides the best possible service to our pupils in preparing them for future careers. Extensive use is made of current parent and alumni body expertise. There is an increasing focus on opportunities in more – 'non-traditional' routes. 	<ul style="list-style-type: none"> Increase communication from Careers department with regular newsletters. Seek opportunities to develop the use of the expertise of the parental and alumni body in delivering careers advice and build an effective collaborative network to ensure the best advice for pupils. Audit the range of opportunities available to the pupils across the curriculum, including 'non-traditional' routes and maximise opportunities for work-related learning. 	<p>By October 2023 By June 2024 By June 2024</p>	<p>CH CH and Careers team/ SUPA/Sullivan Connect CH and Careers team</p>	<ul style="list-style-type: none"> Careers newsletter. Feedback from pupils and parents. Evaluation of careers events. Monitoring of destination of leavers.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
		<ul style="list-style-type: none"> Review the format of results days to ensure optimal support for our pupils. Monitor and review the destinations of leavers. Develop a programme of leavers returning to speak to sixth formers about their experiences. 	<p>By June 2024</p> <p>By end of June 2025</p>	<p>CH and ST</p>	
<p>Timetable and Curricular Review <i>A broad and relevant curriculum is provided by Sullivan to provide varied opportunities and pathways for our pupils and to develop thinking skills and personal capabilities. There is an emphasis placed on academic achievement with most pupils taking 10.5 GCSEs. The overwhelming majority stay on for a further two years and move to higher education following A Level study.</i></p> <p><i>The structure of the school day and timetable has been in place for over 10 years.</i></p>	<ul style="list-style-type: none"> To have audited staff expertise and ability to offer alternative subjects to ensure that we are best meeting the needs of our learners. To have reviewed our current subject offer at GCSE and GCE levels, taking into consideration the Entitlement Framework, staffing and budget. To have reviewed the current curricular structure and timings of the timetable taking into consideration staffing and school finances. We want to make sure it is designed in the best way to deliver the curriculum and ensure the success of the pupils. 	<ul style="list-style-type: none"> Staff audit of teaching expertise. An initial review of the current curriculum offers to ensure appropriateness for Sullivan pupils, the Entitlement Framework, staffing and school finances. Benchmarking with other schools. Analysis of the various options presented to staff and Governors. Consultation with staff, pupils and parents. Implementation of any change to the school day. Review of changes to the school day. 	<p>By October 2023</p> <p>By Christmas 2023</p> <p>By October 2023</p> <p>By Easter 2024</p> <p>By Easter 2024</p> <p>By September 2024</p> <p>By September 2025</p>	<p>ST/Curriculum working group</p> <p>Staff and pupil consultation</p> <p>ST</p> <p>CJM/ST</p> <p>CJM/ST</p> <p>SMT</p> <p>CJM/ST</p>	<ul style="list-style-type: none"> Notes and findings from working group, staff and pupil and parent consultations. Minutes of Governors meetings.
<p>ICT <i>We are in an advantageous position to build on the</i></p>	<ul style="list-style-type: none"> All staff are confident and innovative in their use IT effectively to enhance 	<ul style="list-style-type: none"> Audit pupil and staff perceptions of what works 	<p>By end of summer 2024</p>	<p>DWS/IT Strategy Group</p>	<ul style="list-style-type: none"> Records of meetings of IT group.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p><i>expertise in remote and blended learning gained by teachers over the last number of years. Pupils have got used to working on online platforms, including Google Classroom, and we wish to ensure that we exploit the opportunities this offers. Teaching staff were issued with Surface Pros to assist with this; however, more training is required if we are to optimise their use in the classroom. The development of the infrastructure in school will allow us to further promote the use of pupil devices effectively through BYOD.</i></p> <p><i>We will continue to update the e-Safety ICT Acceptable Use and Digital Media Policy to make best use of emerging technologies in a sustainable and safe manner.</i></p>	<p>teaching and to facilitate assessment in order to promote the best outcomes for learners.</p> <ul style="list-style-type: none"> • Staff use devices (Surface Pro and iPad) effectively in the classroom. • Pupils can use IT at home and in school effectively to enhance their learning. • There is an overarching strategy for the development of IT infrastructure, considering the budgetary constraints. • Continue to effectively use emerging technologies in a sustainable and safe manner. 	<p>well with IT in school and what could be improved.</p> <ul style="list-style-type: none"> • Establish opportunities for the sharing of good practice amongst staff through an informal teaching and learning group. • Further training for staff in the use of Surface Pros and Google resources. • IT Strategy Group to update existing strategy and the e-Safety ICT Acceptable Use and Digital Media Policy. 	<p>By end of summer 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>By end of Summer 2024</p>	<p>All staff</p> <p>DWS/ICT strategy Group</p> <p>CB/DWS/ZR</p> <p>DWS/IT strategy Group</p>	<ul style="list-style-type: none"> • Notes from staff training and resources. • Plans for infrastructure Sample resources and activities on Google Classroom Staff and pupil surveys illustrating that almost all staff use this effectively. • Updated e-Safety ICT Acceptable Use and Digital Media Policy.
<p>Literacy and Numeracy Development</p> <p><i>The profile of literacy development has a whole-school consideration is well embedded.</i></p> <p><i>Post-Covid-19 there is a growing sense that many pupils have not fully developed their skills of oracy.</i></p> <p><i>Oracy is widely considered as a key employability skill and promotes wider social and emotional well-being.</i></p>	<ul style="list-style-type: none"> • An audit is carried out of opportunities for pupils to improve their skills of oracy. • Opportunities to develop oracy skills are highlighted in scheme of work and delivered and embedded across all key stages. • Pupils engage more fully and become more confident in skills of oracy. • Sharing of good practice across the curriculum. 	<ul style="list-style-type: none"> • Dissemination and sharing of good practice in oracy. • Discussions in HoD and Departmental meetings. • Implementation within departments and scheme of work. • Pupil achievement tracked by class teachers and in departments. 	<p>Aug-Sept</p> <p>Ongoing</p> <p>August 2023-June 2024</p> <p>Throughout</p>	<p>HEC/HoDs/ All staff</p>	<ul style="list-style-type: none"> • Minutes of HoD and Departmental Meetings. • Pupil work and assessments. • Pupil evaluations illustrating that most of the pupils engage more fully and become more confident in skills of oracy.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p><i>Following an alteration to admission criteria in 2021, we have a cohort that presents a greater need for literacy support to help them achieve the best possible outcomes across their subjects. This will be a focus during this plan as the pupils move through Year 10-12 (including their GCSE examinations).</i></p> <p><i>Following an alteration to admission criteria in 2021, we have a cohort that presents a greater need for numeracy support to help them achieve the best possible outcomes across their subjects. This will be a focus during this plan as the pupils move through Years 10-12 (including their GCSE examinations).</i></p>	<ul style="list-style-type: none"> • Identification of pupils requiring focused literacy support. • Tracking of pupil achievement. • Coordination with pastoral staff to identify and support pupils. • Support Strategies re literacy are identified, shared and applied to support pupils in achieving the best possible outcomes in their subject areas. • Reviewing subject choice process for pupils identified as requiring literacy support. • 3 bands of Year 10 Mathematics Classes (2023/24) created to allow appropriate and focused support, tailored assessment and delivery. • Learning and teaching content and delivery adjusted according to Year 10 Mathematics class (2023/24). • Review of module combinations delivered in GCSE Mathematics (2024-2026). • Support Strategies re numeracy are identified, shared and applied to support pupils in achieving the best possible outcomes in their subject areas (especially where ability in numeracy is required as a substantial area of the GCSE course). 	<ul style="list-style-type: none"> • HoYs to review pupil achievement through tracking, progress and annual written report. • Literacy Coordinator to disseminate good practice and support strategies to support identified pupils. This will continue into GCSE. • Vice-Principal (Teaching and Learning) to review and report on options to Principal and BoG for GCSE subject choice and possible timetabling implications for identified pupils. • Communication of temporary change of Year 10 (2023/24) Mathematics classes to pupils, parents and staff. • Adjustment to timetable and Mathematics classes in Year 10 (2023/24) to accommodate greater differentiation in ability. • Year 10 pupils placed in appropriate class according to Years 8 and 9 results. • Tracking and review of pupil performance through effective analysis of data to inform appropriate support. • Sharing of good practice between Mathematics and other departments to assist with numeracy tasks. This will continue into GCSE years. 	<p>Throughout</p> <p>Sept 2023– March 2024</p> <p>August 2023</p> <p>2023-2024</p> <p>August 2023</p> <p>Throughout</p>	<p>CJM/ST/HEC/BoG/ HoDs/HoYs/All Staff</p> <p>CA/HoDs/ Mathematics teachers/ST</p>	<ul style="list-style-type: none"> • Pupil reports, Minutes of SMT, Minutes BoG, Minutes of HoD and Departmental Meetings. • Subject Choice Booklets. • Results and tracking information, Mathematics departmental meeting, report to SLT/SMT. • HoD and departmental minutes.

Baseline: Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Effective Classroom Practice:</p> <p><i>There is not always a consistent approach to metacognitive techniques (such as retrieval practice, modelling and effective questioning) in departments or across departments.</i></p> <p><i>There is not a consistent approach to evaluating the impact of metacognitive techniques in the classroom.</i></p> <p><i>Effective Questioning has been introduced but due to industrial action, the planned implementation and sharing of good practice has not fully taken place.</i></p>	<ul style="list-style-type: none"> • Lessons are vibrant: pupils participate in class and improve their confidence . • Pupils demonstrate better responses to more difficult questions/concepts, orally and in written form. • Teachers use metacognitive techniques to build pupils’ knowledge and understanding. • Teachers evaluate the impact of using metacognitive techniques to improve pupil engagement and pupil performance. • Assessments are used for a variety of purposes: to monitor progress, provide practice, inform teaching, diagnose learning needs and inform future performance. 	<ul style="list-style-type: none"> • Organise staff training on metacognitive techniques. • Include metacognitive techniques and practice as item at departmental meetings and HoD meetings. • Provide resources on metacognitive techniques. • Share Self-Evaluation methods with all HoDs. • Include the use of metacognitive techniques in PRSD (Performance Review and Staff Development) observations for all staff. • Explore the potential to pursue “Thinking School” status 	<p>August 2023</p> <p>September 2023-June 2026 (one new technique per year)</p> <p>Ongoing</p> <p>By June 2024.</p>	<p>ST</p> <p>ST/HoDs</p> <p>ST/HoDs</p> <p>ST</p> <p>All staff</p>	<ul style="list-style-type: none"> • Pupil voice: surveys about pupil experience of metacognitive techniques. • A majority of the pupils demonstrate better responses to more difficult concepts orally and in written form. • Lesson Observations with evidence of engagement from pupils; teacher engaging in metacognitive techniques and high levels of participation. • Feedback from staff demonstrates engagement and evidence of sharing of best practice. Almost all teachers use metacognitive techniques effectively and evaluate their effectiveness. • Minutes of departmental and HoD meetings.

Effective Leadership and Management

Details of the Leadership structure are available on the school website, in the Prospectus and Information for Parents Booklet.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Roles and responsibilities <i>The new Principal took up his role in November 2022. There were new appointments to the Leadership team for September 2022. The retirement of an experienced Senior Manager gives us an opportunity to review this structure, in consultation with the staff and SLT. This may also have implications for the line management of other colleagues.</i></p>	<ul style="list-style-type: none"> New SMT and SLT are well established and are working in the interests of the school community to drive and sustain improvement. All Senior and middle leaders have clearly defined roles and have autonomy in areas of particular responsibility. Leadership is shared across school, with colleagues contributing to decision-making at all levels. All Senior and middle leaders are better equipped to both support and challenge colleagues appropriately and that line management arrangements facilitate this. 	<ul style="list-style-type: none"> Review effectiveness of current structure. Consult with current SLT and staff regarding current SLT structure. Evaluate different models of leadership from similar schools. Finalise new structure. Organise any relevant training. New structure in place. Review effectiveness of new structure. 	<p>October 2023</p> <p>By December 2023</p> <p>By January 2024</p> <p>By April 2024 Ongoing</p> <p>Sept 2024</p> <p>June 2025</p>	<p>Principal/SMT</p> <p>Principal</p> <p>Principal</p> <p>Principal/BoG SMT</p> <p>Principal</p> <p>Principal/BoG</p>	<ul style="list-style-type: none"> Staff surveys. PRSD observations. Senior Leadership Team Action Plans and Evaluations. Middle leaders' Action Plans and Evaluations. BoG and SLT Minutes.
<p>Communication <i>Staff responses to self-evaluation surveys note the need for better communication within school.</i></p>	<ul style="list-style-type: none"> All Staff feel fully informed on relevant issues and confident that they have the relevant knowledge to carry out their role effectively in order to best support our pupils. When change is being undertaken that staff fully understand the reasons for this and that meaningful consultation is carried out. 	<ul style="list-style-type: none"> Aim that communication through staff briefings, email and google forms is clear and helpful to staff. Staff to have pre-sight of relevant communications to parents and the wider community. Review staff views on the communication from managers. 	<p>Ongoing</p> <p>Ongoing</p> <p>By September 2024</p>	<p>SMT/SLT</p>	<ul style="list-style-type: none"> Staff briefing minutes. Staff questionnaire.
<p>Self-evaluation and Action Planning <i>There is not always a consistent approach to self-evaluation, and we have identified the need to</i></p>	<ul style="list-style-type: none"> All staff have a sharper focus on reviewing their work and setting targets for themselves in order to improve their practice. 	<ul style="list-style-type: none"> Consult with middle leaders on how best to implement the 2023-2026 SDP. Develop self-evaluation at Leadership Team level 	<p>September 2023</p>	<p>SMT/SLT</p>	<ul style="list-style-type: none"> Minutes of meetings Senior Leadership Team Action Plans and Evaluations.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p><i>have a sharper focus on review and identifying areas for improvement.</i></p>	<ul style="list-style-type: none"> • All departments and Year groups can identify strengths and weaknesses in their work and develop strategies for improvement. • There is collective ownership of SDP priorities, and input from all staff into planning for 2026-29. • PRSD is used effectively to identify strengths and areas for development. 	<p>through discussion at meetings, PRSD and Action Plans.</p> <ul style="list-style-type: none"> • Provide training for HoDs and HoYs in action planning, self-evaluation and include it as a focus at meetings. • Engage with HoDs and HoYs at review points. • Review line management structure for departments to ensure best practice and communication between middle and senior management. 	<p>Throughout 2023-2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2024</p>	<p>Middle leaders</p> <p>SLT/SMT</p> <p>ST/CJM</p>	<ul style="list-style-type: none"> • Middle leaders' Action Plans and Evaluations. • PRSD reviews.

A School in The Heart of Its Local Community

(Including maintaining and developing school estate to ensure facilities are fit for purpose)

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Parental engagement <i>Parent teacher interviews have been held online via a video-based system.</i></p> <p><i>Pastoral evenings were drawn back on during Covid-19 but have now been reinstated.</i></p> <p><i>SIMs Parent App has been rolled out to parents with reports and achievement points now distributed via the App.</i></p> <p><i>The current industrial action short of strike has created logistical difficulties for the delivery of parent/teacher interviews</i></p>	<ul style="list-style-type: none"> Reviewing delivery of parental consultations including face-to face delivery and video-based system for conducting interviews. (This will also be influenced by ongoing industrial action). To ensure the optimal approach so that parents are best placed to support the pupils. Delivery of Pastoral evenings in school (Years 8, 11, 13 and as required for identified issues). Continued use of SIMS Parent App (or equivalent) as appropriate. 	<ul style="list-style-type: none"> Review of methodology for parental consultations. Reviewing and construction of programme, timings and content of event. Decision on functions to be implemented (in addition to those in se already). 	<p>By October half-term 2023</p> <p>August-Dec</p> <p>By June 2024</p>	<p>ST/HoY/All staff</p> <p>SMT/AJG</p>	<ul style="list-style-type: none"> Parental and staff evaluation. Parental and staff evaluation. Parental, pupil, and staff evaluation.
<p>Parental Communication Feedback, both formal and informal, indicates that parents believe communication from the school could be clearer and more effective.</p> <p>This feeling may have been amplified by the ongoing industrial action short of strike.</p>	<ul style="list-style-type: none"> Parents and pupils believe communication from the school is clear and effective and builds the desired sense of partnership between home and school. Communication is regular, positive and celebrates the pupils' achievements as well as communicates information clearly. 	<ul style="list-style-type: none"> Review school methods of communication: IRIS ParentMail, Newsletter, website. Introduce regular Principal end-of-term letters. Review the content, frequency and platforms of school online material. Review communication of extra-curricular information to parents. 	<p>By June 2024</p> <p>By Christmas 2023</p> <p>By Easter 2024</p> <p>By Christmas 2023</p>	<p>SMT/SLT</p> <p>CJM</p> <p>SMT/SLT</p> <p>SLT</p>	<ul style="list-style-type: none"> Feedback from parental surveys illustrate that most parents believe communication from the school is clear and effective and build the desired partnership between home and school. Monitoring of online engagement. Monitor level of concerns raised about this area of school life.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
		<ul style="list-style-type: none"> Review the information made available to parents on the SIMS Parent App (or equivalent). 	By June 2024	CLM/CJM	
<p>Open Morning <i>Open Morning had been suspended in 2021 and 2022 and was virtual in these years.</i></p> <p><i>We were able to return to an in-person Open Morning in January 2023.</i></p> <p><i>We want to continue to seek ways to improve the experience for prospective pupils and parents.</i></p> <p><i>Volunteers were sought create an Open Morning Committee in 2023.</i></p>	<ul style="list-style-type: none"> Ensure our Open Morning provides the most positive experience of Sullivan Upper for guests. Enhanced interactivity and engagement with visiting prospective pupils and parents. 	<ul style="list-style-type: none"> Develop the Open Morning Committee. Evaluate the effectiveness of our online presence (website and marketing). Plan and organisation for Open Morning evaluated via Open Morning Committee. Continue to promote interactivity in displays and activities. Pool ideas from other Open events. Review of visitor experience through a survey. Improve the arrangements for parking. 	<p>Sept-Dec</p> <p>By September 2024</p> <p>By December 2023</p> <p>Throughout 2024, 2025 and 2026 events.</p> <p>By February 2024</p> <p>By February 2024</p> <p>February 2024</p>	SRD/SLT/ Open Morning Committee/All staff	<ul style="list-style-type: none"> Staff evaluation. Visitor evaluation.
<p>Sullivan Connect <i>Continuing to develop connections with Sullivan Connect for Careers provision re mock interviews.</i></p>	<ul style="list-style-type: none"> Increased use of Sullivan Connect to provide opportunities for work shadowing and careers awareness in order to benefit the pupils' future prospects. Further links to enhance participation in mock interviews. 	<ul style="list-style-type: none"> Build up resources of career profiles that can be accessed online. Opportunities for guest speakers/recorded presentations on career opportunities. Build up database of available work-shadowing opportunities and additional participants in mock interviews and career talks/presentations. Evaluation of extent of progress and range of speakers. 	<p>Continuing with annual interim evaluations.</p> <p>By end of June 2025</p>	<p>ST, CJM, CH, SMD, AYM</p> <p>ST/CH</p>	<ul style="list-style-type: none"> Online resources. Increased engagement in mock interviews, work shadowing opportunities and career profiling. Consultation/evaluation with Sullivan Connect Committee.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p><i>Development of connection to the school community by establishing a bursary/support mechanism for less advantaged pupils with regular donations.</i></p>	<ul style="list-style-type: none"> Set up of Bursary Award Committee and terms of reference. 	<ul style="list-style-type: none"> Exploring opportunities for supporting less advantaged pupils with bursaries (travel, sporting excellence, Duke of Edinburgh's Award Scheme, ICT equipment for home use etc). 	<p>Continuing with annual interim evaluations. Bursary award to have been set up by the end of June 2024.</p>	<p>ST, CJM, Sullivan Connect Committee</p>	<ul style="list-style-type: none"> Bursary in place and appropriately awarded. Minutes of Sullivan Connect meetings (report to Finance Committee).
<p>Sullivan Upper Parents Association <i>During Covid-19, opportunities for engagement with SUPA (Sullivan Upper Parents Association) were limited. There was a return to more normal activities in 2022-2023</i></p>	<ul style="list-style-type: none"> A full programme of SUPA activities, including new events. Increase the level of parental engagement with the activities and the work of the committee. Continue to provide opportunities for pre-worn uniform sales. Develop SUPA as a way of the school gathering ongoing parental feedback. 	<ul style="list-style-type: none"> Continue to liaise closely with SUPA through the work of the committee. Introduce new SUPA events /activities which help to engage parents. Develop a mechanism for 'bids' for SUPA funding and increase the connection with the staff. Develop the group as a way of the school receiving parental feedback. 	<p>Ongoing</p> <p>By Easter 2024</p> <p>By Christmas 2023</p> <p>By June 2024</p>	<p>CLM/SUPA Committee</p>	<ul style="list-style-type: none"> Minutes of SUPA. Evaluation with key stakeholders.
<p>Engagement with Feeder Primary Schools <i>During Covid-19, opportunities for engagement with primary schools were limited.</i></p> <p><i>Primary school visits were made in 2022/23 and feedback was that there was a need and opportunity for further engagement.</i></p>	<ul style="list-style-type: none"> Further opportunities for enhanced engagement with feeder primaries e.g. sporting, music and curricular events. Further Principal visits to feeder schools. 	<ul style="list-style-type: none"> Discussion at SLT/SMT. Formation of a working group to investigate opportunities to cooperate with feeder primaries and build a collaborative network. 	<p>August-June 2024</p> <p>By June 2024.</p>	<p>SMT/SLT/HoDs of relevant subjects</p>	<ul style="list-style-type: none"> Impact on applications to Year 8. Consultation with feeder primary schools.
<p>Schools Estate <i>Ongoing review of school facilities to identify areas of focus; use of third-party input such as risk assessments, asset condition reports; links with groups such as Safeguarding Team/Health and Safety Committee.</i></p>	<ul style="list-style-type: none"> School Meals Kitchen Refurbishment. School Enhancement Programme (Phase 2). 	<ul style="list-style-type: none"> Continue to progress with Education Authority/ Department of Education. Project Board to continue work on designing and delivering the project. 	<p>Completion by end of June 2024</p> <p>Progress stalled by DE funding restrictions.</p>	<p>Property Committee; SJG; CB</p>	<ul style="list-style-type: none"> School Meals Kitchen refurbishment complete. SEP Project progress to construction. Use of facilities by community eg local hockey clubs.

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
	<ul style="list-style-type: none"> • Use of Hockey Pitch/Pavilion by community. • Removal of restriction on borrowing powers to finance long-term capital plans. • Full compliance with Fire Safety Risk Assessment 	<ul style="list-style-type: none"> • Aim to secure approval from Ards & North Down Council. • Review additional resources needed to open up to community use. • Continue to lobby DE (Department of Education), GBA, local elected representatives. • Undertake work as per the Fire Safety Risk Assessment including completion of appropriate staff training. 	<p>Commence construction by 2025.</p> <p>By Christmas 2023</p> <p>By Christmas 2023</p> <p>By June 2024</p> <p>By January 2024</p>	<p>Board of Governors, CB</p> <p>CB/SJG/CJM</p> <p>CB/BoG</p> <p>CLM/SJG</p>	<ul style="list-style-type: none"> • Securing long-term borrowings to finance capital projects.

Staff Wellbeing and Professional Development

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
<p>Wellbeing Committee <i>The staff Well-Being Committee meets on a regular basis and numerous events have been organised throughout 2022-2023.</i></p>	<ul style="list-style-type: none"> Staff Well-Being Policy in place and consultation with key stakeholders. Ensure that staff recognise that the school places a high value on their well-being and that this is central to working life at Sullivan. Agreed protocol for email communication. Highlighting the importance of this issue with Governors. Participate in EA's Being Well Doing Well programme. Appointment of Governor with specific responsibility in this area. 	<ul style="list-style-type: none"> Finalise Policy. Submit to BoG. Consideration of recommendations from Wellbeing Committee. Establish a staff forum (with clearly established terms of reference) to consider matters of importance to staff. Agreed protocol for emails in place. Establish as a standing item on BoG agendas and have a Governor with specific responsibility for this area. Continue to implement recommendations under the Work Well Live. Implement recommendations on the Being Well Doing Well Programme. 	<p>By Sept 2023 By Oct 2023 Throughout 2023-2026</p> <p>By June 2024</p> <p>By Christmas 2023</p> <p>By September 2023</p> <p>Throughout the development plan.</p>	<p>SLT/LMA</p> <p>PBR and SLT</p> <p>LMA</p>	<ul style="list-style-type: none"> Through departmental minutes. Through evaluations/ surveys with staff illustrating that most staff recognise the high value placed on this area. Through BoG minutes. Through minutes of the new staff forum.
<p>Staff Workload Current industrial action raises concerns not just about pay but also workload. Staff feel particular pressure at 'pinch points' during the year.</p>	<ul style="list-style-type: none"> Staff feel that their workload is manageable and that they feel in control of their work processes. Staff feel fulfilled in their roles and continue to enjoy working at Sullivan. That the school's PRSD and Annual Review process is valued by staff and viewed as a way of developing their practice and good communication with line managers. 	<ul style="list-style-type: none"> Any change introduced to be assessed for its impact upon staff workload. Workshop to reduce the pressure of email and introduction of email protocol. Review of Marking Policy. 	<p>Ongoing</p> <p>By October 2023</p> <p>By September 2025</p>		<ul style="list-style-type: none"> Minutes of staff well-being group and new staff forum. Staff questionnaires suggest that most staff feel their workload is manageable and that they feel in control of their work processes and most feel fulfilled in their roles and continue to enjoy working at Sullivan. Staff questionnaires suggest that the school's PRSD and Annual Review

Baseline Where are we now?	Targets: What do we want to achieve?	Actions: What do we have to do?	Timescale	Staff	Evidence/ Impact: How will we measure success?
					<p>process is valued by a majority of the staff and viewed as a way of developing their practice and good communication with line managers.</p>
<p>CPD Opportunities <i>Opportunities for CPD have been communicated and all relevant staff are encouraged to participate. Many of these have been virtual. However, ongoing industrial action has had a significant impact upon this area and this has limited/impeded progress in this area.</i></p>	<ul style="list-style-type: none"> • Optimise CPD opportunities for staff so that they are best placed to provide a high quality education to our pupils as well as develop personally and professionally. • New electronic system in place for staff to record attendance at training and how to disseminate information to relevant staff. • The establishment of a staff teaching and learning group to share good practice. • Encourage better links between staff across the networks Sullivan has eg NDALC, SESH, SEAG. 	<ul style="list-style-type: none"> • Communication and Provision of further opportunities for CPD. • Evaluation and review of system to measure impact of CPD opportunities and dissemination to relevant staff. • Establish a staff teaching and learning group to share good practice. • Encourage better use of collaborative networking for staff for sharing best practice beyond Sullivan. 	<p>Throughout 2023-2026.</p> <p>By June 2024</p> <p>By Christmas 2025.</p> <p>By end of June 2025</p>	<p>SLT/LMA</p>	<ul style="list-style-type: none"> • Evaluation with staff. • Forms and collated CPD information. • Through review of staff PRSD.

GLOSSARY	
SDP	School Development Plan
ETI	Education and Training Inspectorate
CPD	Continuous Professional Development
RSE	Relationship and Sexual Education
SOW	Scheme of Work
HoY	Head of Year
HoD	Head of Department
BoG	Board of Governors
CAT	Cognitive Ability Test
EA	Education Authority
DENI	Department of Education for Northern Ireland
CCEA	Council for the Curriculum, Examinations and Assessment
IEP	Individual Education Plan
PLP	Personalised Learning Plan
SENCO	Special Educational Needs Coordinator
SEN	Special Education Needs
PLAN	= Identify Problems, LIST solutions/targets, ACTION what can be done/what will you do to improve, NOTE IMPROVEMENT when & how will success be visible
SLT	Senior Leadership Team
SMT	Senior Management Team
SDD	School Development Day
EQ	Effective Questioning
DT	Designated Teacher
DDT	Deputy Designated Teacher
SUPA	Sullivan Upper Parents Association
GBA	Governing Bodies Association
PTE	Progress Test in English
PTM	Progress Test in Mathematics
PASS	Pupil Attitude for Self and School
NDALC	North Down and Ards Area Learning Community
SESHA	South Eastern Secondary Heads Association
SEAG	Schools Entrance Assessment Group

QUANTITATIVE ILLUSTRATIONS	
Almost all	90%+
Most of the pupils and/or staff	75-90%
A majority of the pupils and/or staff	50-74%
A significant minority of the pupils and/or staff	30-49%
A minority of the pupils and/or staff	11-29%
Very few/A small number of pupils and/or staff	Less than 10%