

LEADERSHIP AND MANAGEMENT – GOVERNANCE	2014-2015	2015-2016	2016-2017
	Reconstitution of Board of Governors		
	Governors invited to and attend school events	Governors invited to and attend school events	Governors invited to and attend school events
	Roles and responsibilities of Governors clarified to ensure all and named Governors fully understand role.		
	Governors attend BELB INSET		
	Dissemination of BELB courses at Governor meetings and recorded in minutes		
	Chairperson and Principal attend meetings on self-evaluation with ETI - Mr Shevlin	Chairperson and Principal attend meetings on self-evaluation with ETI Mr Shevlin	Chairperson and Principal attend meetings on self-evaluation with ETI Mr Shevlin
	Chair of Governors attends RTU INSET	Chair of Governors attends RTU INSET	
	Governors agree set agenda for every meeting to include post inspection update	Governors agree set agenda for every meeting to include post inspection update	
	Curriculum Leaders to attend BOG meetings to present action plans, target setting (Literacy / Numeracy)	Governors develop challenge function	

	BOG involved in writing of School Development Plan	Monitoring and summary of SDP at regular intervals in BOG meetings	
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		Timetable devised for key staff to attend BOG meetings to discuss action plans etc	
	Governors give feedback to staff e.g. well done for events, congratulations for achievements etc	Governors give feedback to staff	
		Lead Governors in Child Protection, Curriculum, ICT, Health and Wellbeing meet key staff to discuss and contribute to action plans, progress of plan etc.	
	BELB CASS outline process for BOG self improvement	BELB CASS provide challenge to BOG on self improvement process	
	BOG gather evidence to support what they have done	BOG gather evidence to support what they have done	

LEADERSHIP AND MANAGEMENT – LEADERSHIP	2014-2015	2015-2016	2016-2017
	SLT consult, write band share post inspection action plan		
	SLT have clear job descriptions which outline each person's role and responsibilities		
		SLT team development from RTU – Strategic Leadership	
	Capacity building for SLT – presenting to staff at INSET days, united front, trust, team approach		
	Empower staff to make informed decisions	Empower staff to make informed decisions	Empower staff to make informed decisions
	RTU provision of INSET – Everyone a Leader	RTU provision of INSET – Everyone a Leader	RTU provision of INSET – Everyone a Leader
	Visit to other schools to identify good practice in Leadership and Management	Visit to other schools to identify good practice in Leadership and Management	Visit to other schools to identify good practice in Leadership and Management
	Establish Middle Leadership Team with a clear and agreed role	Develop Middle Leadership Team – capacity building	Evaluate Middle Leadership Team – self evaluation
	Devise SDP – share with stakeholders	Monitor and evaluate SDP. Update action plans	Review SDP – cycle of SDP – audit for next 3 year plan
	A programme for staff development will be drawn up following an audit.	A programme for staff development will be drawn up following an audit.	A programme for staff development will be drawn up following an audit.

	Review school mission statement. SLT lead staff in review/consultation. This will be shared with stake holders	Mission statement evident and guides school ethos	Mission statement understood by all and embedded in practice
	Communication – open door policy, weekly diary, staff meetings, weekly briefing, BOG feedback to staff	Communication – open door policy, weekly diary, staff meetings, weekly briefing, BOG feedback to staff	Communication – open door policy, weekly diary, staff meetings, weekly briefing, BOG feedback to staff
	Define the purpose of using data to enable pupils to meet their full potential		Teachers compare last year's scores to monitor progress by pupils.
	An assessment policy will be devised. Track pupils monitoring and evaluating learning experiences of individual pupils throughout the school will take place to ensure all pupils meet their full potential	Report will be written on standards – examination results, outside achievements etc	
	Existing data will be looked at to investigate how to fill gaps identified.	Data to record progress of pupils used in Literacy and Numeracy Results tabulated and put in pupil profile	Teachers compare last year's scores to monitor progress by pupils.
	Principal / teacher meetings will be timetabled – set proforma will be completed – salary, job description, career aspirations, issues with leadership/management	Review structures / roles	Action plans submitted by co-ordinators

	Grid on all teacher responsibilities drawn up and distributed to all staff		
	Teacher professional development linked to SDP	Teacher professional development linked to SDP	Teacher professional development linked to SDP
	Monitor and evaluate the impact of professional development support provided by CASS in Literacy and Numeracy	Monitor and evaluate the impact of professional development support provided by CASS in Literacy and Numeracy	
	Draw up a timetable for teachers to visit identified good practice in other schools	Draw up a timetable for teachers to visit identified good practice in other schools	
	Facilitate the dissemination of good practice observed following a school visit / attendance at INSET by including this in year timetable.	Facilitate the dissemination of good practice observed following a school visit / attendance at INSET by including this in year timetable.	Facilitate the dissemination of good practice observed following a school visit / attendance at INSET by including this in year timetable.

LEADERSHIP AND MANAGEMENT – CURRICULUM	2014-2015	2015-2016	2016-2017
	Clearly established role and purpose of Curriculum Vice Principal written and understood by all	Teaching and Learning Policy written to include AFL, differentiation, assessment, purpose and format of pupil profile and curriculum offer at KS4 and post KS4. Overview of evidence required of progression and review of curriculum choices also to be included in policy. This is to be presented and shared with staff.	Teaching and Learning Policy written to include AFL, differentiation, assessment, purpose and format of pupil profile and curriculum offer at KS4 and post KS4. Overview of evidence required of progression and review of curriculum choices also to be included in policy
	Establish daily form time for pupils in post primary department		
	Curriculum choices offered to pupils from KS4 – post 16. These will take into account the pupils individual needs and structure of the day.		
	Review post 16 provision	Review post 16 provision	Review post 16 provision
	Celebration of pupil achievements	Monitor the type of achievement and profile of the pupils.	Monitor the type of achievement and profile of the pupils.
	Data analysis of end of KS1,2,3 and end of KS4 and post 16 external examinations results will be tabulated.	Investigate alternative curriculum offer and subject accreditation	Review curriculum offer to pupils

	Annual action plan for curriculum will be written, presented and discussed with governors by curriculum VP. This will be monitored and evaluated at regular intervals	Annual action plan for curriculum will be written, presented and discussed with governors by curriculum VP. This will be monitored and evaluated at regular intervals	Review of action plans and audit carried out to inform next SDP.
	Establish link between curriculum VP and curriculum governor. Regular meetings will be timetabled to discuss curricular issues and also to discuss and review the curriculum action plan.	Establish link between curriculum VP, curriculum governor and curriculum leaders. Regular meetings will be coordinated by curriculum VP and timetabled to discuss curricular issues and also to discuss and review the curriculum action plan.	Establish link between curriculum VP, curriculum governor, curriculum leaders and curriculum team. Regular meetings will be coordinated by curriculum VP and timetabled to discuss curricular issues and also to discuss and review the curriculum action plan.
	Class assistant self evaluation exercise carried out.		
	A programme for CA training and development drawn up.	Timetabled development programme for CA's	Timetabled development programme for CA's
	Reading partnership INSET for classroom assistants provided. This will be monitored and evaluated by literacy leader	Writing partnership INSET for classroom assistants provided. This will be monitored and evaluated by literacy leader	Number / maths partnership INSET for classroom assistants provided. This will be monitored and evaluated by literacy leader
	Audit post primary teachers for subject specialisms and areas of interest to inform allocation to classes/subjects for next academic year	Audit post primary teachers for subject specialisms and areas of interest to inform allocation to classes/subjects for next academic year	Audit post primary teachers for subject specialisms and areas of interest to inform allocation to classes/subjects for next academic year

LEARNING AND TEACHING - PLANNING	2014-2015	2015-2016	2016-2017
	Look at planning proformas from other schools	Primary Department - review planning proformas for Literacy and Numeracy	Primary Department - review planning proformas for Literacy and Numeracy, WAU
	Review our current planning – Primary and Post Primary in Literacy and Numeracy. Do plans include learning intentions, TSPC, differentiation, evaluation, assessment, opportunities for connected learning, AFL.	Primary Department – review planning for World Around Us	Primary Department – review planning for connected learning
	Primary Dept – with BELB CASS – agreed Literacy and Numeracy planning proforma to be used.	Post Primary Department – review planning proformas	Post Primary Department – review planning proformas
	Post Primary Dept – carry out audit for areas for development with HOD		
	Cycle of monitoring and evaluating by principal and vice principals to look at elements of e.g. TSPC, connected learning, AFL	Cycle of monitoring and evaluating of planning by principal and vice principals - assess impact on pupil progress	Embed culture of monitoring and evaluating . Pupils progress evident
	Feedback given to staff to inform next planning cycle	Feedback given to staff to inform next steps and planning cycle	Embed process of feedback to inform next steps and planning cycle
	Monitor impact of CASS INSET on classroom practice within primary department		

	Dissemination of good planning within primary and post primary departments	Dissemination of good planning within primary and post primary departments to include samples of pupils work to show consistency of progression and differentiation in pupils' learning	Focus on ensuring that pupils are involved in planning to set clear targets
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LEARNING AND TEACHING - EVALUATING LEARNING	2014-2015	2015-2016	2016-2017
	Termly/half termly notes evaluated by teachers	Termly/half-termly notes evaluated to inform future planning	Termly/half-termly notes evaluated to inform future planning
	Post primary teacher meetings and multi-disciplinary meetings or purpose of talking about learning	Staff discussion and agreement on what good evaluation looks like.	
		Visits to other schools – share / disseminate	
		Identify good practice – internally and externally (evaluation board)	
	Referral system established for teachers re: pupil struggling with literacy /numeracy	Set up quality assurance team	Establish quality assurance team
		Training in AFL August Days - 2015	
		Teachers include opportunities for AFL for pupil, group and self evaluation	AFL embedded in planning and evidence in pupils work.
			Quality assurance team to monitor and evaluate impact on pupils

LEARNING AND TEACHING - PROGRESSION IN LITERACY	2014-2015	2015-2016	2016-2017
	Role of Literacy Leader clearly defined. Job description discussed and agreed		
	Literacy Leader identifies and leads programme of training	Literacy Leader identifies and leads programme of training	Literacy leader evaluates programme of training to inform future needs
	Q Skills INSET for primary dept teachers and Literacy leader - CCEA		
	Whole school INSET – focus on writing genre – narrative – BELB CASS	Continuation of focus on writing genre.	
	Primary dept INSET – focus on teaching of reading – BELB CASS	Focus on reading as cross curricular skill	Focus on phonics. Monitor and evaluate reading
	Classroom Assistant INSET – reading partnership – BELB CASS	Classroom Assistant INSET – reading partnership – BELB CASS Introduce writing partnership – BELB CASS/ literacy leader	Monitor and evaluate reading partnership. Continue developing writing partnership.
	Literacy Leader attends INSET on writing partnership		
	Primary department training for introduction of Literacy Hour	Literacy hour established for P3-P7 classes	Evaluate the impact of the Literacy Hour on raising pupil attainment and achievement.

	Literacy Leader provides in class support for teachers.	Literacy Leader provides in class support and advice for teachers.	Literacy leader provides support for pupils through a referral system.
	Line of progression written for teaching literacy – Q4 – Level 2	Line of progression written for teaching literacy – Q1 – Level 5	IEP targets reflect lines of progression (Q1-L5) where appropriate
		Review spelling programme.	
	Internal standardisation of writing will take place	Internal standardisation of writing and reading will take place.	Internal standardisation of writing, reading and talking and listening will take place
	Investigate methods of recording pupils reading	Primary department implement agrees reading record	Monitor and evaluate reading record

LEARNING AND TEACHING - PROGRESSION IN NUMERACY	2014-2015	2015-2016	2016-2017
	Role of Numeracy Leader clearly defined. Job description discussed and agreed		
	Numeracy Leader identifies and leads programme of training	Numeracy Leader identifies and leads programme of training	Numeracy leader reviews training programme to inform future needs
	Professional development programme by BELB CASS focused on counting		
	Primary department training for introduction of Numeracy Hour	Numeracy hour established in P3-P7 classes	Evaluate the impact of the Numeracy Hour on raising pupil attainment and achievement.
	Vice Principal provides support for teachers – in class and advice		

LEARNING AND TEACHING - PROGRESSION IN ICT	2014-2015	2015-2016	2016-2017
	I pads purchased for use by teachers and pupils		
	Training in I Pads and apps provided to teachers		
	Training in I Pads and apps provided to classroom assistants		
	Pupil allocated individual I Pads for use in class (Post Primary)		
	I Pads available to primary dept pupils using booking system		

EVALUATING PATHWAYS	2014-2015	2015-2016	2016-2017
	Role of Entitlement Framework Leader and Careers co-ordinator clarified		
	Pupils have subject choices at year 11, 13 and 15	Review subject choices at year 11,13 and 15	
	Dual enrolment opportunity for year 11 pupil – research best placement for pastoral and curriculum offer. Liaise with school to ensure successful placement	Year 12 pupil	
	Work experience timetable for year 15 pupils		
	Investigate possibility of work experience for pupils in years 13 & 14		
	Pupils have opportunity to attend Springvale College. Choice of Hair and Beauty, Catering and Multimedia		
	Taster sessions held for Year at range of organisations		
	School involvement with BESBEP		

	Transition Team give regular updates/feedback to staff following meetings		
	CEAIG Team give regular updates/feedback to staff following meetings		

	Consultation meetings with pupils and parents re: appropriate career pathways organised		
	Liaise with Youth Service at BELB re: Lynxd to further develop relationships and offer training opportunities for young people/volunteers	Review role of PHAB / Lynxd Club	

ASSESSMENT	2014-2015	2015-2016	2016-2017
	Develop pupil profile	Teachers collate pupils work in pupil profile. This is passed on to next teacher with purpose of ensuring continuity and progression	Teachers collate pupils work in pupil profile. This is passed on to next teacher with purpose of ensuring continuity and progression
		Teachers get training in AFL.	AFL strategies evident in teachers planning
	Assessment Team established	Assessment Team write Policy. This will reflect the different types of assessment, marking etc.	
		Assessment Policy will be presented to Board of Governors	Assessment Policy will be reviewed
		Whole school focus on data, tracking, setting targets, AFL as detailed in Assessment Policy	Monitor and evaluate impact

ETHOS AND ATMOSPHERE	2014-2015	2015-2016	2016-2017
	RTU involvement with whole staff – everyone a leader	Review impact of RTU INSET on school staff and SLT	
	RTU work with SLT – values and mission		
	SLT lead whole staff sessions on values and mission		
	Audit carried out for school development plan		
	Review school mission statement	Mission statement displayed throughout school, shared with stakeholders, in classrooms etc	
	Look at welcome / first impressions of school		

PUPIL WELLBEING AND PASTORAL CARE	2014-2015	2015-2016	2016-2017
	Establish daily form time		
	Role of form teacher developed	Role of form teacher developed	Role of form teacher developed
	Ensure access for pupils to school counsellor		
	Investigate provision of counsellor for key stage 2 pupils		
	Continue to develop links with community – e.g. Malone College, Hunterhouse, extended schools cluster, Methody School	Continue to develop links with community – e.g. Malone College, Hunterhouse, extended schools cluster, Methody School	Continue to develop links with community – e.g. Malone College, Hunterhouse, extended schools cluster, Methody School
	Review child protection policy and procedures	Present changes made to child protection policy to all staff	Review policy
	Introduce house system for post primary pupils		
	Develop role of school council for post primary pupils		
	Invite guests to school council meetings		
	Team teach training provided for staff		Team teach update for all staff

	BELB Behaviour support team involved when required		
	Continue liaison with social workers	Continue liaison with social workers	
	Change breaktime for pupils		
	Change lunchtime for primary and post primary – primary in dining room for first sitting		
	Provide child protection training / updates for all staff.	Provide child protection training / updates for all staff.	Provide child protection training / updates for all staff.
	Designated Teacher for Child Protection to receive training		

BUILDINGS AND ENVIRONMENT	2014-2015	2015-2016	2016-2017
	Ensure school entrance is a welcome environment – welcoming schools		
	Display pupil art work throughout the building		
	Look at classroom allocation throughout the school and plan for teachers/classroom relocation where deemed appropriate	Look at classroom allocation throughout the school and plan for teachers/classroom relocation where deemed appropriate	Review relocation of classrooms/teachers
	Develop outdoor spaces	Develop outdoor spaces	Develop outdoor spaces
	Purchase lockers for Post Primary pupils		
	Complete library refurbishment. Official opening to be carried out.	Library used by FFS and other schools on campus	Library used by FFS and other schools on campus
		Minor works application for external work – painting of railings, front of school, welcome sign etc	

Community Links	2014-2015	2015-2016	2016-2017
	FFS member of SBALC	FFS member of SBALC	FFS member of SBALC
	SLT Training Cluster with Cedar Lodge, Harberton, Parkview, Greenwood House		
	VP's attend RTU cluster groups		
	Principal attends RTU conferences, training etc		
	Use of school by outside organisations – Vineyard Church, BMC,	Use of school by outside organisations – Vineyard Church, BMC,	Use of school by outside organisations – Vineyard Church, BMC,
	School Formal organised with other special schools		
	Parent workshops organised to provide information on areas from parent questionnaire – Literacy, Numeracy, Homework etc	Parent workshops organised to provide information on areas from parent questionnaire – Literacy, Numeracy, Homework etc	
	Swimming pool and hydrotherapy pools used by other schools		
	School attends invited events – music morning, Odyssey Christmas		

	Event.		
	Charity Committee established with aim to raise money for outside organisations/charities		
	Schools attend FFS to take part in competitions – Vex Robotic Challenge,		

Staff Wellbeing	2014-2015	2015-2016	2016-2017
	Staff wellbeing Policy written		
	Identified Governor for Staff health and well being		
	Staff wellbeing policy presented to BOG		
	Staff Wellbeing Day and Well being time to feature throughout school year		
	Extended Schools classes for staff – Cobra Fit, Pilates		
		Staff room environment to be updated	
	Clear roles and responsibilities of all staff shared.		