



St Mary's College

School Development Plan: 2025-2026 (Reviewed)

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A statement and evaluation of our Ethos and Core Values

Statement: At St Mary's College we work to create a safe, inclusive, nurturing and vibrant learning community, one which places at its centre our Catholic faith and where we ensure each child is nurtured spiritually, intellectually, emotionally, physically and socially including responsible citizenship, global awareness and digital and life lasting wellbeing skills.

School Moto: TRUTH (Trust – Respect – Understanding – Truth – Hope)

"A community of learners, growing in faith, learning for life and aiming for excellence."

	Core Values
1.	We are committed to our Catholic ethos, *Mercy values and faith formation in our pupils and strive for Truth as embodied in our school motto.
2.	We are committed to working as a community fostering strong, positive and respectful relationships with and between our pupils, staff, parents / guardians and external stakeholders including shared education and our links to the parish of Templemore.
3.	We are committed to fostering and nurturing the academic and pastoral provision for each and every child, in an environment that promotes safety, fun, support and celebration
4.	We are committed to developing each child's personal skills and qualities so that they are better equipped to navigate a rapidly changing digital world and workforce
5.	We strive to develop each child's awareness of local, international and global issues to promote responsible citizenship and respect for the environment
6.	We value every staff member in this school community and strive to support, develop and care for one another
7.	We strive for success and continuous improvement in all we do in a climate of mutual respect, forgiveness and compassion and one that is always child and Christ centred

*"Mercy values" in Core Value 1 is a reference to the school's original ethos from 1959 and specifically to values such as compassion, charity, kindness and service.

Feedback on our Ethos

The qualitative feedback from pupils, staff, parents and external stakeholders from our June 2023 survey and our most recent one, EA Wellbeing Survey in April 2024, indicate, on the whole, high or very high levels of satisfaction. There is a confidence and trust amongst the vast majority of our parental population regarding our ethos; however, a number of areas did emerge from survey findings and these will be addressed in this development plan.

Important Statistics and Background Information: St Mary's College is served by four Neighbourhood Renewal Areas (NRAs) which are designated areas of social and economic deprivation and information on each can be accessed in the links below. The four areas are:

1. Outer West (Ballymagroarty, Hazelbank, the Glen and Rosemount)
2. Outer North (Carnhill, Galliagh and Shantallow)
3. Triax (Bishop St., Bogside, Brandywell, Creggan and the Fountain)
4. Waterside (Top of the Hill, Irish Street, Tullyally, Currrynierin, Clooney and Caw)

<https://www.communities-ni.gov.uk/publications/neighbourhood-renewal-annual-reports-201920-north-west>

<https://www.communities-ni.gov.uk/publications/neighbourhood-renewal-area-profiles-2022-north-west>

Source: School Census Oct 2025	
Student Population	873
Non teaching staff	41
Teaching Complement	54.6
Teacher:Pupil Ratio	1:16
Free School Meals	41.7 of student pop.
Newcomer	12 pupils (1.4%)
Non-Catholic	35 pupil (4%)
SEN	Stage 1: 107 (12.25%) Stage 2: 20 (2.3%) Stage 3: 42 (4.8%)

St Mary's College: Pastoral Care & Community Summary of Views (baseline)

St Mary's College, a non-selective, post-primary, all-girls' school in Derry, serves pupils from four Neighbourhood Renewal Areas. This socio-economic context presents unique challenges and opportunities in delivering effective pastoral care and engaging the wider community. The following summary draws on survey data (June 2023 & 2024) from pupils, parents, staff, and external stakeholders to evaluate current performance and identify areas for improvement.

Target Area	Success Criteria	Key Findings / Planned Actions	Resources / Support	Monitoring & Evaluation
Pupil Safety & Wellbeing	High levels of perceived safety and wellbeing among pupils	82% feel safe in class; 79.8% feel safe around school; 72.2% know who to speak to if unsafe. Staff survey: 100% agree pupils are safe.	Pastoral team, designated safeguarding staff, visible staff posters (89.9% agree)	Continue promoting safeguarding contacts; increase awareness campaigns
Counselling Awareness	All pupils know how to access counselling	Only 41.4% of pupils know how to access the school counsellor. Action plan includes assemblies, posters, and website updates.	Designated teacher, pastoral team, communication tools	Track awareness via pupil surveys; monitor uptake of counselling services
Parental Engagement	Parents feel informed and confident engaging with school	91.9% say child feels safe and happy; 90.2% find staff caring; 84.4% confident concerns are addressed. Only 72.3% know safeguarding contacts.	Website updates, texts to parents, ICT support	Improve clarity of safeguarding contacts; increase EHWB resource sharing

Pupil Voice	Pupils feel heard and involved in school decisions	Only 25.7% agree they are regularly asked for opinions. EA survey: 70.7% say staff support when upset. Planned actions include new framework and reps.	SLT time, training for reps, assemblies	Audit pupil voice activities; monitor implementation of new framework
Staff Wellbeing & Culture	Staff feel safe, valued, and proud to work at St Mary's	100% staff agree pupils and staff are safe; 89% say staff wellbeing is a priority; 100% proud to be part of the school.	Pastoral support, CPD, leadership engagement	Continue staff wellbeing initiatives; gather feedback annually
Community & Stakeholder Views	External stakeholders view the school positively	Feedback describes the school as inclusive, supportive, aspirational, and life-enhancing. Strong praise for pastoral care and transition support.	Community partnerships, SENCO leadership, transition programmes	Maintain strong external relationships; showcase stakeholder feedback

A comprehensive pastoral care action is in place and builds on the work that has been completed in the last 2 years. Key themes include:

1. Attendance
2. An agreed calendar of pastoral themes to be promoted at all Key Stage / Year Group assemblies
3. Support of key themes from this year's School Development Plan

An assessment of progress towards key targets identified in previous SDPs

Attendance

Priority: Attendance Comparative Data: St Mary's v NI (Sept 25 – June 26). *St Mary's College is in FSME 40-49.99% Category*

Category/Section	Overall	Authorised	Unauthorised	95%+ Regular	90-94.99% At Risk	80 – 89.99% Chronic	Less than 80% Severe Chronic
St Mary's College	87.5%	9.2%	3.3%	29.11%	28.2%	26.4%	15.5%
NI Average (schools in 40-49.99 FSME Category)	86.4%	7.7%	5.9%	33.3%	23.0%	23.2%	20.5%
Overall Non grammar (all schools)	87.9%	6.6%	5.5%	32.1%	27.5%	24.0%	16.3%

St Mary's College (2021-2025): Tier data from the 5 last years

Tier	21-22	22-23	23-24	24-25	25-26
Tier 3 (less than 80%)	25.74%	20.91%	17.6%	14.43%	15.2%
Tier 2 (80-90%)	33%	24.09%	24.11%	25.1%	26.4%
Tier 1b (90-95%)	24.75%	25.34%	30.51%	27.15%	28.2%
Tier 1a (95+%)	14.74%	29.32%	27.54%	32.9%	29.1%

Observations

There has been a whole school strategy to support improvement in term of attendance and unauthorised absence rates since the pandemic. The school revised its attendance policy in light of Department of Education's new approach to presenting data (via tiers) and the recommended support and guidance for each tier. This has proved to be excellent support and guidance especially in galvanising a whole school approach.

Tier analysis (last 5 years)

<i>Regular attendance (95%+)</i>	Significant improvement since 21-22 and now c. 3% behind comparative schools (FSMs)
<i>"At risk" attendance (90 – 94.99%)</i>	Strong improvement overall and c.5% higher than comparative schools (FSMs)
<i>Chronic attendance (80 – 89.99%)</i>	Initial significant improvement and c.3% higher than comparative schools (FSMs)
<i>Severe chronic attendance (less than 80%)</i>	Strong improvement over the last 3 years and c.5% below comparative schools (FSMs)

There has been a noticeable decline overall when we compare 2025-26 statistics with 2024-2025. While this is in keeping with NI trends it remains a concern.

2025-26: Attendance Targets:

Whole School Attendance	89%	Actual = 87.5%
Unauthorised Absence	3.5%	Actual = 3.4%

Priority: Raising Standards at GCSE and GCE Levels

Benchmarking / Quartiles from 2024/25: There 16 schools within this category at GCSE level .

1. % of Year 12 pupils achieving 5 or more GCSEs or equivalent at grades A*-C: Our figure of 95.5% is in the 95th percentile so 5% of the 16 schools have equalled or bettered this. The school is likely ranked 1st or 2nd placed here.
2. % of Year 12 pupils achieving 5 or more GCSEs or equivalent at grades A*-C including GCSE English and GCSE maths (62.2%). We are in the Upper quartile so the school is likely ranked either 4th or 5th placed.

GCSE/Level 2: All Pupils: Comparative data taken from 2025

Category	St Mary's College 2024	St Mary's College 2025	St Mary's College 2026 *Provisional	NI Non-grammar (Female) 2025	FSM Category All Schools 40 – 49.99% / 2025
7 or more GCSEs or equiv. A*-C	72.3%	80.2% (+7.9%)	74%	67.0%	58.2%
7 or more GCSEs or equiv. A*-C incl. E & M	59.1%	61.3% (+2.2%)	54.4%	56.0%	45.0%
5 or more GCSEs or equiv. A*-C	90.5%	95.5% (+5%)	93%	86.2%	79.8%
5 or more GCSEs or equiv. A*-C incl. E & M	60.6%	62.2% (+1.6%)	57.5%	62.0%	51.0%

FSME Pupils: Comparative data taken from 2025

Category	St Mary's College 2024	St Mary's College 2025	Mary's College 2026 *Provisional	NI Non-grammar (Female) 2025
7 or more GCSEs or equiv. A*-C	61.5%	68.6% (+7.1%)	64.2%	54.3%
7 or more GCSEs or equiv. A*-C incl. E & M	44.6%	51% (+6.4%)	41.5%	40.3%
5 or more GCSEs or equiv. A*-C	83.1%	90.2% (+7.1%)	88.7%	79.0%
5 or more GCSEs or equiv. A*-C incl. E & M	46.2%	52.9% (+6.7%)	43.4%	46.6%

Targets for 2025-26 (All Pupils)		Target	Actual	Targets for 2025-26 (FSM)		Target	Actual
5 + GCSEs or equiv. A*-C		94%	93%	5 + GCSEs or equiv. A*-C		90%	88.7%
5 + GCSEs or equiv. A*-C incl. E & M		62%	56%	5 + GCSEs or equiv. A*-C incl. E & M		51%	43.4%

Year 14 GCE/Level 3 (2026 results included in the tables)

- Benchmarking / Quartiles 2024/25: There 10 schools at A Level in this category
- % of pupils doing A-levels or equivalents achieving 3 or more grades at A*-C. We are between the upper quartile and 95th percentile. So the school is likely 3rd or 4th place out of 10 schools.
 - % of pupils doing A-levels or equivalents achieving 2 or more grades at A*-E. 95th percentile – likely joint first.

All Pupils: Comparative data taken from 2025

Category	St Mary's College 2024	St Mary's College 2025	St Mary's College 2026	NI Non-grammar Average (Female) 2025	FSM Category All Schools 40 – 49.99% / 2025
3 or more A levels or equiv. A*-C	46.2%	53% (+6.8%)	66.7% (+13.7%)	61.0%	45.1%
3 or more A levels or equiv. A*-E	90.9%	98.5% (+7.6%)	98.7% (+0.2%)	89.3%	80.4%
2 or more A levels or equiv. A*-C	66.7%	80% (+13.3%)	88% (+8%)	87.3%	71.8%
2 or more A levels or equiv. A*-E	98.5%	100% (+2.5%)	98.7% (-1.3%)	97.7%	96.3%

FSME Pupils: Comparative data taken from 2025

Category	St Mary's College 2024	St Mary's College 2025	St Mary's College 2026	NI Non-grammar (Female) 2025
3 or more A levels or equiv. A*-C	32.1%	51.9% (+19.8%)	60% (+8.1%)	55.0%
3 or more A levels or equiv. A*-E	82.1%	92.6% (+10.5%)	96% (+3.4%)	84.3%
2 or more A levels or equiv. A*-C	57.1%	77.8% (+20.7%)	88% (+10.2%)	82.5%
2 or more A levels or equiv. A*-E	96.4%	100% (+3.6%)	96% (-4%)	96.3%

Year 14 target 3+ A* - C for August 2026 = 60% (all pupils) / FSM = 54%

Non CCEA Exams (BTEC / Camb. Techn.) Comparative 4 Year Trends

	Summer 2023	Summer 2024	Summer 2025	Summer 2026
Dist/Dist*	20.7%	14.9%	26.5%	33.8%
Merit (C)	44.8%	48.9%	49%	57%
Pass (E)	31%	29.8%	22.4%	7.8%
U	3.5%	6.4%	2%	1.3%

Year 13 Results: Comparative Grade Breakdown Trend

	Summer 2023	Summer 2024	Summer 2025	Summer 2026
A*-A	10.5%	10.85%	14.7%	20%
A*-C	65%	65%	76%	75.6%
A*-E	90%	95.5%	97.5%	96.4%

Special Educational Needs: Examination Performance 2024-2025 (Source: FFT Data)

SEN Pupils / All Subjects	St Mary's College	NI Benchmark	Summary
Number of entries	23 pupils		
% A*-A	7.6%	15.4%	Below the NI benchmark
% A*-B	49.0%	33.8%	Significantly above the NI benchmark
% A*-C	80.3%	80.9%	Broadly in line with NI benchmark
% A*-E	84.7%	90.6%	Below the NI benchmark

Key bullet-point summary

- SEN pupils perform strongly at the A*-B threshold, with SEN FFT 1 Year Subjects analysis 24-25 showing 49.0% at A*-B compared with the NI benchmark of 33.8%.
- At A*-C, SEN performance is broadly comparable to the NI benchmark, with the school at 80.3% and NI at 80.9%. This suggests that, overall, SEN pupils are achieving in line with comparable NI performance at the key GCSE threshold.
- The highest-grade band, A*-A, is an area for development, with the school at 7.6% compared with the NI benchmark of 15.4%. This suggests a need to stretch higher-attaining SEN pupils further.
- The A*-E pass rate is also below benchmark, with the school at 84.7% compared with 90.6% for NI. This may indicate a need to review support for the most vulnerable SEN learners or those at risk of underachievement.
- Subject-level variation is evident, with some subjects showing very strong SEN outcomes while core areas such as English Language and Mathematics appear weaker against NI comparison in the visual subject breakdown.

3-Year NI Benchmark (2022-2025)

SEN Pupils / All Subjects	St Mary's College	NI Benchmark	Summary
Number of entries	73 pupils		
% A*-A	4.1%	16.1%	Well below the NI benchmark
% A*-B	43.5.0%	35.8%	Significantly above the NI benchmark
% A*-C	72.9%	82.6%	Broadly in line with NI benchmark
% A*-E	83.5%	91.5%	Below the NI benchmark

Key bullet-point summary

- The strongest SEN performance is at A*-B, where [SEN FFT 3 Year Subjects Analysis 22-25](#) shows 43.5% compared with the 3-year NI benchmark of 35.8%.
- Performance at A*-A is below benchmark, with the school at 4.1% compared with 16.1% for NI. This remains an area for further development.
- At A*-C, the school is below the NI benchmark, with 72.9% compared with 82.6%.
- The A*-E pass rate is also below benchmark, with 83.5% compared with 91.5
- Compared with the 1-year analysis, the 3-year picture is more cautious. The most recent 1-year data showed SEN pupils broadly in line at A*-C and evidencing improvement, but the 3-year trend shows a wider gap at both A*-C and A*-E.

Priorities for 2025-26: Context / Rationale

Priority	Context / Rationale
Teaching & Learning	With the Department of Education's renewed focus on and investment in teaching & learning coupled with the fact that the school had prioritised pastoral care and whole school wellbeing over the past 3 years, the school has now identified teaching and learning as its key focus. The PRSD process has been revamped to reflect and support the TPL Academy and directed time has been geared towards promoting professional dialogue and the sharing of good practice.
Special Educational Needs	Tying in with priority one and bearing in mind the considerable changes taking place in SEN, the focus this year is primarily on the 107 pupils identified on the Code of Practice Stage one, over 12% of the pupil population. The thrust of the focus is on revisiting teaching strategies to support these pupils in class and introducing a structured professional development programme for our classroom assistants.
Pupil Voice	This critical area needed to be reviewed (audited) with a view to embedding a whole school process to capture pupil views. Data from survey indicated that pupils did not have the means (or recognized the means) through which to express views.

Subsidiary Themes

Subsidiary Priority	Context / Rationale
Being Well Doing Well	We are on year three of the five-year programme and the school with the Education Authority's assistance have an action plan in place to reflect the areas that need addressed as a result of the April 2024 survey.
Artificial Intelligence	As a school we felt that we needed to embrace AI in terms of teaching and learning and this year's priorities include training up all staff to utilize AI and to use its features to support adaptive teaching and SEN. A staff committee has been set up.
Shared Education	Since Covid this area has had its challenges particularly in the area of funding; however, the school wants to re-energise this area focusing on cementing inter-school relationships (St Cecilia's College & Lisneal College) and high quality teaching and learning.

Each key priority has a more detailed action plan which will guide the progression and direction of that priority. This School Development Plan contains action plans which have been summarised and reduced for the purposes of a workable and accessible whole school document.

How the School will monitor the School Development Plan

Board of Governors	- Principal presentation to governors in Sept 2025 on key themes for the year - Presentation of completed School Development Plan to governors (Nov 2025) - Interim review of School Development Plan (Jan 2026) - Update on SDP progress (March 2026) - Summary of review of SDP (May/June 2026) - Minutes will be provided as evidence
Senior Leadership Team	- Principal to meet all Heads of Dept, Heads of Year and Coordinators re actions plans (Sept/Oct 2025) - SLT focus groups responsible for delivery / overseeing key priorities (Teaching & Learning, Special Education Needs & Empowering Pupil Voice) - Monthly item on the SLT agenda (minutes provided as evidence) - SLT to act as subject links to chart progress at departmental level (dept action plans)
Heads of Dept	- Completion and submission of action plans (Oct 2025) - Directed time committed to the formation, interim review and final review of action plans (Sept 25, Jan 26 & Jun 26)
Staff	- Directed time committed to supporting key themes of the SDP e.g. professional dialogue groups - Engage in INSET training throughout the year geared to directly supporting the key priorities e.g. SEN, AI and Teaching & Learning - Complete surveys to help SLT gauge impact of priorities - Pastoral team incl. Wellbeing Lead: weekly/monthly meeting - Classroom assistants to engage in structured professional development
Pupils	- Survey responses - In class feedback - Junior and Senior Leadership teams to meet with principal monthly

Key Leads on the Priorities

Teaching & Learning	Brendan McGinn, Mairead Treacy and Caroline Rogan
Special Educational Needs	Roisin Rice, Navanna Doherty and Eugene Moore
Empowering Pupil Voice	Conor Lynch, Yvonne Connolly, Orla Mulhern and Rona O'Donnell
Being Well Doing Well	Brendan McGinn and Paula Molloy
Artificial Intelligence	Brendan McGinn, Clare Melaugh and the AI Committee
Shared Education	Brendan McGinn, Conor Lynch and Gavin Molloy

Priority One: Teaching & Learning Action Plan (Updated with Impact Evaluation June 2026)

Target Area	Success Criteria	Planned Actions	Resources / Support	Monitoring & Evaluation	Impact / Evaluation (June 2026)
Revised PRSD Process	All staff complete PRSD cycle using the new structure and report improved understanding.	Share revised documentation, launch during INSET, provide timeline and prompts.	PRSD induction session, reviewer guidance materials.	Staff surveys, SLT checks, reviewer feedback.	100% of staff rated the revised PRSD structure, documentation and timeline as useful or extremely useful. 98% found PRSD observations useful in identifying strengths and areas for improving pupil engagement. - Evidence of impact is reflected in 84% of staff reporting increased use of pupil engagement strategies since September.
Dialogue Groups	Staff collaborate (5 sessions) and report positive impact on teaching.	Schedule meetings, group staff, provide discussion prompts, collect feedback.	Directed time allocation, shared resource space.	Meeting logs, staff surveys, termly review of structure.	74% of staff reported professional dialogue sessions as somewhat effective and 12% as very effective in supporting daily practice. 74% also found the sessions useful or very useful. - Collaboration is supporting classroom improvement, though greater consistency in translating discussion into classroom action remains a development area.
Online CPD / In school training	Staff complete 3 modules and reflect in PRSD journal.	Share login details, link modules to priorities, celebrate achievements.	CPD Academy access, suggested modules, technical support.	Completion logs, journal reviews, confidence surveys.	88% of staff rated Teacher CPD Academy modules as useful or very useful 84% reported that the modules influenced their teaching. - Staff confidence in applying evidence-based strategies reached 80%, indicating a positive impact on classroom practice. 94% found the Learning Spark training useful/very useful
Reflective Journal	Staff to complete journal in line with the school's PRSD goals.	Distribute journal, schedule deadlines, encourage goal linkage.	Reflection training, journal examples, time allocation.	Reflection checks, lesson observations linked to reflections.	76% of staff found PRSD journals useful or very useful (16% undecided) 92% considered them somewhat or very effective in informing teaching. - Reflective practice is embedded, although further work is required to strengthen the link between reflection and measurable classroom impact.
AI for Teaching & SEN	80% staff use AI tools; strategies developed for	Form AI working group, deliver CPD, survey	AI tools (CoPilot, Notebook	CPD attendance, staff surveys,	82% of staff found AI useful or very useful in improving learning 84% found AI useful or very useful in supporting SEN learners.

	SEN; best practices shared.	staff, create resource area.	LM), guides, SEN data, meeting time.	tailored resources reviewed.	AI contributed positively to planning (72%) and workload reduction (66%), demonstrating growing impact on adaptive teaching, differentiation and efficiency.
Sustainability Project	Departments collaborate across schools and deliver themed lessons.	Schedule meetings, assign leads, submit and deliver lesson plans.	Meeting time, cover for delivery, lesson plan templates.	Meeting attendance, lesson plans, social media engagement.	- All departments involved found the experience at least positive - Initial issues noted surrounding planning time - Some departments were anxious in advance about implementing lesson plans in a hall environment. All reported it to be successful and an enjoyable experience.

Key Actions for 2025-26 (shared with staff on Monday 29th June 2026)

Key Actions / Observations for 2026-27

PRSD Journal	To explore how we can make the journal more practical and engaging
PRSD Observations	- Greater Head of Department involvement / flexibility in observations - Dialogue is more effective when subject-specific or department-based, particularly for setting PRSD targets and ensuring feedback is specific and actionable.
Professional Dialogue Sessions	- Work required to strengthen link between reflection and classroom impact (more structured) - Reduce the number of sessions (one per term for 2026-27) - Cross-department dialogue was valued socially in 25-26, but seen by some as less effective pedagogically
TPL / Staff Training	- Allow more time for staff to “digest” training and incorporate into departmental practice - Maintain strong link between training and priorities
Artificial Intelligence	Facilitate more time for training / a sizeable percentage of staff still lack confidence in this area

Further Recommendations for 2026-7 based on Staff Feedback

Target Area	Detail
*Assessment for Learning, Teaching & Feedback	Assessment actively drives learning, not just outcomes. • Frequent checks for understanding • High-quality questioning • Timely, actionable feedback • Use of assessment data to inform teaching What this looks like in a classroom • Teachers adjust lessons in real time in response to learners • Pupils know what they need to improve and how • Feedback cycles lead to visible improvement
Metacognition, Retrieval & Independent Learning	Pupils understand how they learn and how to improve. • Explicit teaching of revision and study strategies • Retrieval practice embedded in lessons • Pupil reflection and self-evaluation What this looks like in practice • Pupils can describe effective revision methods • Learning over time is secure and retained • Pupils take ownership of their own progress
**Behaviour, Classroom Management & Learning Culture	• Behaviour management • Managing disruptive students • Routines, expectations, positive learning culture • Classroom management and scaffolding • Focus on consistency, structure, and conditions for learning.

*Assessment for Learning will form a key priority for 2026-27 (see overpage)

** Behaviour, Classroom Management & Learning Culture will be addressed during training days beginning in late August

Teaching and Learning for 2026-27

Based on feedback from staff and as a natural progression from our teaching & learning focus during 2025-26 which was

“To incorporate active learning strategies into lessons to foster learner engagement, increase pupil interactions and deepen understanding”

the school will focus on the whole area of assessment. Assessment has been selected as a whole-school priority in recognition of its central role in improving teaching quality and pupil outcomes. Consistent with the ambitions of the Department of Education's TransformED strategy, the school seeks to develop a culture in which assessment is used purposefully to inform teaching, identify need, strengthen feedback and support pupil progress. Through a sustained focus on Assessment for Learning and evidence-informed practice, the school will build staff expertise and ensure that assessment becomes a powerful driver of learning, achievement and school improvement.

On June 29th 2026, a four stage draft assessment framework was introduced to staff to create clarity and a focus.

Aim: to developing a Whole School Assessment Framework for learning simply called “Supporting Assessment for Learning”.

Stage	Key Question	Focus	Purpose
1. Assessment	<i>Where is the learner now?</i>	Gathering evidence of learning	To find out what pupils know, understand and can do.
2. Feedback	<i>What needs to happen next?</i>	Improving learning	To help pupils understand their strengths, identify next steps and improve their learning.
3. Recording	<i>What evidence do we need?</i>	Capturing progress and achievement	To maintain sufficient evidence of learning, progress and achievement to support professional judgement and reporting.
4. Reporting	<i>Who needs to know?</i>	Communicating outcomes	To communicate pupil achievement, progress and areas for development to pupils, parents, staff and other relevant stakeholders.

Priority Two: Special Educational Needs Action Plan Reviewed (Updated with Impact Evaluation June 2026)

Target Area	Success Criteria	Planned Actions	Resources / Support	Monitoring & Evaluation	Evidence of Impact
Teaching Strategies for SEN (Stage 1)	Clear identification and measurable progression of CoP1 pupils. Staff, pupil, and parent audits completed.	Share SEN data via SIMS/Excel. Deliver CPD on structured and adaptive teaching. Link with Educational Psychologist.	SEN data, CPD Academy, EP support, audit tools.	Audit results, CPD attendance, lesson observations, staff feedback.	Strong inclusive practice evident: 85% of teachers use adaptive strategies and 83% of LSAs understand pupil needs. This is reflected in pupil voice with 86% feeling supported in lessons and 69% stating teaching approaches help them learn, indicating a positive impact on engagement and accessibility.
Tracking & Monitoring SEN Pupils	SIMS updated with tracking data. Staff use dashboards and overviews. Collaborative departmental tracking.	Generate class overviews. Share PLP targets. Create tracking records with interventions and strategies.	SIMS, Excel, Data Dashboard, departmental collaboration.	Tracking records, PLP samples, staff usage logs.	While 74% of teachers use SEN data, only 59% find it accessible, and just 57% of LSAs feel confident using it. This is mirrored in pupil voice, where only 64% understand their learning targets, highlighting that tracking systems are not yet consistently translating into clear learning pathways.
Implement New PLPs	PLPs implemented for all CoP3 pupils. Accessible and meaningful to staff, parents, and students.	Visit schools for best practice. Conduct staff and parent surveys. Share and review PLPs.	Survey tools, PLP templates, collaboration with other schools.	PLP access logs, survey results, feedback reports.	PLPs are viewed positively (74% teachers; 52% LSAs), but high neutrality indicates inconsistency. Pupil voice reinforces this: only 62% feel targets help them improve and 64% know what they are working on, evidencing the need for clearer, more meaningful and accessible plans.
Support & Development for Classroom Assistants	Programme implemented. LSAs attend at least 4 CPD sessions.	Conduct skills audit. Schedule CPD workshops. Match LSAs to pupil needs and deploy effectively. Meet with LSAs every 2 weeks	VP/SENCo-led workshops, CPD Academy, external courses.	CPD attendance logs, audit results, feedback from LSAs.	Strong collaborative practice: 79% of teachers and 87% of LSAs report effective partnership working, reflected in 83% of pupils stating adults work well together to support them. Additionally, 78% of LSAs

					report increased confidence, demonstrating positive impact of CPD and deployment.
Survey SEN Pupils and Parents	Pupil contributions and parent feedback collected via Forms.	Continue audits and surveys. Analyse feedback to inform improvements.	Forms platform, audit templates, SEN team support.	Survey results, feedback summaries, action points.	Pupil experience is highly positive: 93% feel safe and included, 79% say school helps them do their best, and 83% are happy with support. However, only 57% consistently feel comfortable asking for help and 67% feel listened to, identifying areas for development in pupil voice and independence.
AI to Support SEN	AI tools trialed and implemented. Staff trained. Improved SEN engagement and progress.	Identify and pilot AI tools (Immersive Reader, Grammarly, etc.). Create working group. Gather feedback.	AI platforms, training materials, SEN data, staff time.	Tool usage logs, feedback from staff/pupils/parents, progress reports.	AI use is established but developing: 67% of teachers and 78% of LSAs report using AI tools, while 79% of pupils use supportive technology and 74% find it helpful. However, only ~45% of staff see clear impact on engagement, indicating strong potential but inconsistent implementation.

Key Actions for 2025-26 as identified in the survey responses (shared with staff on Monday 29th June 2026)

Strengths identified	Inclusive culture is embedded 100% teachers → inclusive teaching 93% pupils → feel safe and included	Adaptive teaching is working 85% teachers using it 86% pupils feel supported	LSA deployment is effective 83% pupils see adults working well together - Strong staff alignment
Areas of Focus for 26-27	SEN Data & Tracking - Staff: not accessible - Pupils: unclear on targets	PLPs - Staff: inconsistent - Pupils: not always meaningful / not always confident seeking help	AI - Widely used - Not yet fully impactful

Priority Three: Pupil Voice Engagement (PVE) Action Plan Reviewed (Updated with Impact Evaluation June 2026)

Target Area	Success Criteria	Planned Actions	Resources / Support	Monitoring & Evaluation	Evidence of Impact
Audit of Pupil Voice Engagement (PVE)	Overview of PVE across departments; gaps identified	Departments record current PVE provision; shared audit document created	PVE audit template; Curriculum Leader to lead	Audit completion; overview shared with staff	Staff survey: 83% use informal/class-based PVE methods; 75.5% cite time constraints as biggest barrier; only 11–13% use structured approaches. Pupil survey: ~50% never shared views; overall PVE rating 62.6%, happiness 64.2%. Increased pupil-led initiatives across most year groups but too focused on assemblies; limited evidence of influence on whole-school decision-making.
Whole-School Pupil Voice Framework	Framework published; representatives from KS3–5 involved	Develop policy; elect reps; launch in assemblies; involve School Council	SLT time; staff and representative training	Policy ratified; reps elected; OM/YC/ROD to lead	Student leadership teams work well; KS5 ambassadors for pupil voice need to sit on school council and hold meetings; key stage pupil voice ambassadors yet to be fully implemented, indicating partial but developing framework.
Improve Communication of Outcomes	80% pupils feel heard; regular updates provided	Termly feedback sessions; noticeboard; website section	Display space; website editor; survey tool	Survey results; website content; noticeboard photos	Website updates and photos acknowledge pupil voice; noticeboard implementation pending. Pupil data: ~64% understand who helps them or feel heard, overall satisfaction 62.6-64.2%, below 80% target, showing good progress but further work needed.
Build Staff Confidence	Staff trained; confidence increases	PD session; share best practice at meetings	Training time; pastoral team support	Training feedback; classroom observations	Staff report strong relationships and effective classroom practice. Barriers include time constraints (75%), perceived lack of impact (20.8%), lack of training (17%), limited systems (9.4%), as per staff survey, indicating need for targeted CPD and system/process development to boost confidence further.
Pupil-Led Assemblies	Pupils deliver assemblies on key topics	Form classes prepare and deliver assemblies with FT/HoY support	Preparation time; pastoral team guidance	Assembly logs; pupil engagement evidence	Pupil-led assemblies have worked very well, and peer mentoring introduced at KS5 is positively engaging pupils, indicating success in pupil leadership and engagement initiatives.

Key Actions for 2025-26 as identified in the survey responses (shared with staff on Monday 29th June 2026)

Strengths identified	Strong informal pupil voice in classrooms (83% staff use it)	Successful pupil-led assemblies and KS5 mentoring	Positive relationships and engagement
Areas of Focus for 26-27	Nearly 50% of pupils not regularly sharing views Only ~64% feel heard (below 80% target)	Heavy reliance on informal vs structured systems	Time and systems are the biggest staff barriers

Actions for 2026-2027: this will remain in the School Development Plan

Staff	• Develop a clear whole-school pupil voice strategy • Improve feedback loops (make changes visible) • Strengthen and restructure the school council • Provide time and CPD for staff • Share best practice across departments • Ensure all pupils are represented, especially quieter voices
Pupils	• Build confidence (safe, anonymous options); • Show impact (feedback → action → communication); • Increase opportunities (regular, inclusive methods); • Improve communication (clear explanations, updates); • Widen participation (beyond student leaders). • Make explicit to the pupils what the school defines as pupil voice

The subsidiary themes will by their nature overlap with the three whole school themes.

Being Well Doing Well: EA Programme (2025–26) Action Plan Reviewed (Updated with Impact Evaluation June 2026)

EA Surveys are planned for September/October 2026 to gain pupil & parental views on key areas outlined below.

Target Area	Success Criteria	Planned Actions	Resources / Support	Staff / Lead Responsibility	Timescale	Evidence of Impact
Promote in-house counselling service	All pupils informed and know how to access counselling	Targeted assemblies, calendar inclusion, designated teacher talks, website updates, posters	Lunchtime assemblies, pastoral team, texts to parents	SLT, Pastoral Team, Designated Teacher	Started Sept 2024, ongoing	Good progress: counselling awareness raised through assemblies, letters, posters and video; website planning and updated daybook embed counselling contact info. Increased visibility and accessibility; service awareness appears embedded and is on track.
Introduce pupil opinion processes	All pupils given opportunities to express opinions and suggest improvements	Review current process, introduce comprehensive system, explore good practice, attend EA sessions	Time allocated for termly pupil voice activities	Principal, SLT, Mrs C Rogan, Pastoral Team	Sept 2025 – June 2026	Good progress: current processes reviewed; Big Sisters initiative, wellbeing events, and Establishment of Wellbeing Champions provided robust pupil input; EA recognition secured. Outstanding: visits to other schools and external sessions; need to develop feedback loops to pupils. Progress aligned with wider pupil voice work.
Improve communication with parents/carers	Parents/carers have accessible and effective resources to support children	Review communication methods, update resources and website, send regular texts with links	ICT support team, external agency engagement	Principal, SLT, Wellbeing Lead, Designated Teacher	Started Sept 2024, ongoing	Strong progress: communication methods reviewed and updated; enhanced resources in Daybook; letters and SIMS APP updates inform parents; website wellbeing section and video created. Ongoing website updates and SIMS communications have improved accessibility and parental engagement.

Area for Development	Recommended Action / Observations
Strengthen Pupil Voice Processes	• Conduct a whole-school pupil survey to measure awareness of counselling and emotional wellbeing supports and use findings to inform future planning. Overlap with Priority Three. • EA Surveys are planned for September/October 2026 to gain pupil & parental views on key areas outlined below. • This work forms part of a wider school improvement priority (Priority 3 from 25-26). Continue with the existing actions and monitor progress rather than introducing additional actions. Need to look at ways to feedback actions taken by staff to pupils.
Develop a Structured Wellbeing Curriculum	• Visits to other schools to explore good practice (not yet been completed). • Attendance at external support sessions (e.g. TPI Thursdays) has not yet taken place.
Enhance Communication and Resources	• Continue updating website resources, refreshing counselling materials annually, and further developing digital communication with parents through SIMS and the school website. Specific Actions: • Posters will require updating from September 2026 to reflect new staff and governors responsible for child protection. • Continue reviewing website content to ensure information remains accurate and accessible. • Refresh counselling posters for September 2026 following staffing changes.

Artificial Intelligence: Action Plan (2025–26) Reviewed (Updated with Impact Evaluation June 2026)

Target Area	Success Criteria	Planned Actions	Resources / Support	Staff / Lead Responsibility	Timescale	Evidence of Impact
Explore effective ways of reducing staff workload	Staff report reduced time spent on planning and admin tasks through AI tools	Introduce AI tools for lesson planning, feedback, and admin tasks. Share best practices and provide training.	AI platforms, training materials, staff time	SLT, AI Working Group	January 2026 – June 2026	Positive but mixed: 66% of staff report workload reduction, though a notable proportion remain undecided or see limited benefit, indicating emerging efficiency gains that are not yet consistently embedded.
Use AI to support teaching & learning	Staff integrate AI tools into lessons to enhance engagement and differentiation	Pilot AI tools in classrooms. Gather feedback and adjust implementation.	AI tools, technical support	Teaching Staff, SEN Team	January 2026 – June 2026	Majority (82%) of staff find AI very useful or useful in improving learning, suggesting AI is increasingly helping to adapt learning, scaffold effectively, and meet diverse needs; engagement and differentiation show positive emerging impact.
Adaptive Teaching / SEN Support	AI used to tailor content for SEN pupils. Improved engagement and progress	Identify AI tools for SEN support. Train staff and monitor impact.	AI tools, SEN data	SENCO, LSAs	January 2026 – June 2026	Strong impact on SEN support: 84% of staff report AI very useful or useful for supporting SEN learners, reflecting improved tailored content, engagement and progress for SEN pupils.
Making lessons fun	Increased pupil engagement and enjoyment in lessons	Use creative AI tools for interactive and personalised learning experiences	Mind-mapping tools, adaptive learning platforms	Teaching Staff	January 2026 – June 2026	Positive indications: AI has been identified by 82% of staff as useful for improving learning, which likely supports increased engagement; creative AI tools contribute to more interactive, personalised experiences, though specific enjoyment data unreported.

Areas for Development

Priority Area	Intended Impact
Embed AI Across Teaching & Learning	Increased consistency and confidence in the use of AI to support planning, teaching, assessment, feedback and SEN provision.
Develop Shared AI Resources	Improved efficiency, reduced workload and greater consistency through shared AI prompts and templates.
Streamline Administrative Processes	Reduced administrative burden and improved productivity through AI-supported workflows.
Build Staff Expertise	Staff move from basic AI use to confident, expert application through coaching and peer support.
Provide Differentiated Professional Learning	Increased engagement and sustained implementation through training tailored to different levels of experience.
Develop AI Literacy Among Pupils	Improved digital literacy, independent learning and critical evaluation of AI-generated content.
Promote Ethical and Effective AI Use	Pupils become responsible, informed and effective users of AI to support learning and revision.

Key Aim:

Move from early AI adoption to embedded whole-school practice, resulting in improved teaching quality, reduced workload, greater staff confidence and enhanced pupil digital literacy.

Shared Education: Action Plan (2025–26) Reviewed (Updated with Impact Evaluation June 2026)

Target Area	Success Criteria	Planned Actions	Resources / Support	Staff / Lead Responsibility	Timescale	Evidence of Impact
SLT & Governor Engagement	Shared Education is regularly discussed at SLT and Governor meetings	Add Shared Education as a standing item on SLT and Governor agendas	Meeting time allocation	SLT, Governors	2025–2026	SE has appeared as an item on all B of G agendas (see minutes) and on SLT agendas.
Social Media Promotion	Monthly posts shared by all participating schools	Agree posting schedule and content themes across schools	Social media coordinator, shared calendar	SLT, Communications Team	Termly from Sept 2025	SE has been promoted on our social media platforms at least termly
Year 8 Sustainability Theme	Sustainability taught across all subjects in three schools	Develop cross-curricular lesson plans and coordinate delivery	Planning time, lesson templates, teacher collaboration	Subject Leaders, Shared Education Coordinators	Sept 2025 – June 2026	Completed. See next page for feedback. All staff involved had a positive experience. Issues around preparation time were dealt.
Impact Measurement	Baseline and end-of-project feedback collected	Design feedback tools and schedule data collection	Survey tools, staff time	Monitoring & Evaluation Lead	Baseline: Sept 2025, Final: June 2026	See next page for analysis
Interschool Prefect Training	Prefects from different schools participate in joint training	Plan and deliver shared training sessions	Training materials, venue, facilitator	Pastoral Leads, SLT	September 2025	Completed

Shared Education – Key Impact Summary (based on baseline and post survey data as part of the SE Sustainability Project with Lisneal College)

Area of Impact	Year 8 (Baseline → Post)	Year 10 (Baseline → Post)	Overall Impact
Confidence in School	Very/quite confident increased 69% → 86%; low confidence reduced 31% → 8%	Very/quite confident increased 56% → 80%; low confidence reduced 44% → 20%	Significant improvement in pupil confidence and self-assurance across both year groups
Comfort with Different Backgrounds	Very comfortable increased 17% → 27%; unsure reduced 31% → 23%; not comfortable 4% → 0%	Very comfortable increased 20% → 28%; unsure reduced 24% → 12%	Clear reduction in anxiety and increased confidence in cross-community interaction
Understanding of Others	“Yes, a lot” increased 8% → 15%; overall positive responses remained ~80%	Slight drop in “a lot”, but majority still positive overall	Strong and sustained improvement in cross-community understanding
Attitudes to Future Collaboration	50% excited, 41% comfortable, 9% unsure	36% excited, 44% comfortable, 0% unwilling	Positive attitudes towards continued shared learning; no resistance evident
Cross-Community Friendships	“Yes, definitely” increased 39% → 46%; negative responses negligible	“Yes, definitely” increased 50% → 52%; 0% negative	Increased acceptance and normalisation of cross-community friendships
Respect for Diversity	~90–100% rate respect as very/quite important	Maintained at ~90–100%	Strong pre-existing values reinforced and sustained
Enjoyment of School	29% increased enjoyment; 0% decreased	13% increased, 88% maintained, 0% decreased	Positive or sustained attitudes towards school across all pupils

Overall Evaluation: Outcomes show consistent improvement or maintenance of already positive attitudes

Strongest impact seen in	• Confidence building • Cross-community comfort and understanding • Positive relationships and friendships • Willingness for future collaboration • No negative impact identified across any measure
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Appendix A: Quantitative terms in this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

- Almost/nearly all - more than 90%
- Most - 75% - 90%
- A majority - 50% - 74%
- A significant minority - 30% - 49%
- A minority - 10% - 29%
- Very few/a small number - less than 10%

Appendix B: Survey Data. Key findings of the June 2023 Survey (173 responses)

Statement	Response
"My child feels safe and happy at school"	Agree/Strongly Agree = 91.9%
"The staff are caring and approachable"	Agree/Strongly Agree = 90.2%
"I feel confident my concerns will be addressed"	Agree/Strongly Agree = 84.4% (7% said – "didn't know")
"I know who to contact regarding safeguarding issues"	Agree/Strongly Agree = 72.3% (needs to be addressed)

Education Authority Survey April 2024 (58 respondents)

Statement	Response
My child feels safe at school	Agree = 93.1%
Teachers and other staff support my child when they feel upset or worried	Agree = 70.7% (22.4% did not know)
School leaders and staff work hard to promote emotional health and wellbeing across the school community	Agree = 82.8%
The overall atmosphere of the school is warm and friendly:	Agree = 89.7%
I feel welcome when I visit the school	Agree = 91.4%
The school promotes positive behaviour	Agree = 89.7%

Pupils Views: Key findings from the June 2023 Survey (148 responses)

Statement	Response
How well do you think the staff at St Mary's College look after your wellbeing	3.6 out of 5 (or 89%: neutral to extremely well)
How well do you think the school celebrates pupil success	3.8 out of 5

Education Authority Survey April 2024 / 544 Pupil Respondents

Statement	Response
I have friends and opportunities to make new friends at this school	82.2% agree / 15% didn't know / 3% disagree
I feel safe in class	82% agree / 15% didn't know / 3% disagree
I feel safe around the school e.g. in the playground, the dinner hall, the corridors etc	79.8% agree / 16% didn't know / 4.2% disagree
I know what to do or who to speak to if I do not feel safe	72.2% / 16.4% didn't know / 11.4% disagree
I know how to access the school counsellor	41.4% agree / 32.2% didn't know / 26.5% disagree
Photographs of key staff members and their roles are displayed in the school	89.9% agree

Staff (55 responses June 2023 Survey)

Statement	Response
Pupils are safe in school	Agree / Strongly Agree= 100%
Staff are safe in this school	Agree / Strongly Agree= 100%
Pupil well-being is a priority in this school	Agree/Strongly Agree = 100%
Staff well-being is a priority in this school	Agree/Strongly Agree = 89%
I am a proud to a member of St Mary's College	Agree/Strongly Agree = 100%

External Agencies / Community Response (9)

Positive, life-enhancing and supportive to the children they care for and educate.

Working with your staff and students is a genuine pleasure. I can assure you that the supportive atmosphere and the educational culture (which immediately strikes you when working at St Mary's) is far better than many of those schools in Northern Ireland that pride themselves on their 'grammar' status. From the students to the 'ancillary' staff, the whole school feels like a genuinely enjoyable place to work and study.

My experience is limited, but I believe the values etc. are well-founded. I particularly like the focus on STEAM and celebrating success, and promotion of aspiration and ambition.

Pupil centred, nurturing and aspirational.

Excellent in terms of working with our P7 children- always pushing the boundaries of tech and digital literacy as well as building rapport early on with our KS2 children. Pastoral care is outstanding and transition talks very detailed and meticulous. Eugene the SENCO knows his stuff well and there is a real ethos of aspiring the young girls to advance in careers that are less female orientated too.

Positive, inclusive. School has Jesus at its centre. Schools aims to ensure the whole child is nurtured, given opportunities to succeed and to become a valued member of society.

Inclusive, supportive, innovative

I am aware the school is working towards being restorative in its day to day practice. School attendance is given priority and the school is working as a team to try to tackle the issue of low attendance and related problems. The school embraces diversity and try to work as a team in tackling disadvantage and promoting inclusion. The school are proactive in meeting with families to try to find solutions.

St Mary's has always been a forward thinking school, able to think outside the box and still make sure each and every student is valued and they achieve their potential.

Appendix C: Past Attendance Data

Priority: Attendance

Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
St Mary's	91.6%	91%	90.5%	91%	83.6%	86.7%	87%	88.5%
*NRA	90.9%	90.4%	89.6%	89.9%	84.9%	n/a	n/a	n/a
***FSM	90.9%	90.5%	89.9%	89.4%	83.5%	n/a	87%	87.3%

Unauthorised Absence

Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
St Mary's	3.2%	4%	3.9%	4.5%	8%	5.2%	4.5%	4.1%
*NRA	3.6%	4%	4%	5.7%	6.9%	n/a	n/a	n/a
**FSM	3.8%	4.2%	4.4%	6.5%	6.3%	n/a	6.1%	6.1%

*NRA = Neighbourhood Renewal Area comparative data / **FSM = Free School Meals comparative school data / n/a = data not available

Appendix D: Past Examination Data

GCSE & Equiv. 2018 - 2024

	2018/19	Comp. Data NI Fem	2019/20	Comp. Data NI Fem.	2020/21	Comp. Data NI Female	2021/22	Comp. Data NI Fem.	2022/23	Comp. Data NI Fem.	2023/24	Comp. Data NI Fem.
5+ GCSEs Grades A*-C or equivalent	97.5%	84.8%	100%	Susp.	97.6%	Susp.	93%	Susp.	96%	85.6%	91%	83%
5+ GCSEs Grades A*-C or equiv. (incl. E & M)	61%	51.9%	73%	Susp.	70.6%	Susp.	68%	Susp.	65%	58.1%	61%	51.6%

Comparative data = FSM category / **Susp.** = Publication of exam data was suspended due to the pandemic - use of alternative assessment arrangements

A Level (Post 16): 2018 - 2024

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
3 + A*-C	81.5%	84%	81.7%	64%	51%	45.4%
NI Comp. Data	64.3%	Susp.	Susp.	Susp.	51.2%	43.9%

Data Category	St Mary's 2023	NI NG 2023 (female) %	St Mary's College in 2024
Percentage achieving A*-A (all subjects)	12.6%	19.3%	7.2%
Percentage achieving A*-B (all subjects)	41.7%	55.3%	32%
Percentage achieving A*-C (all subjects)	73.5%	83.5%	66.4%
Percentage achieving A*-E (all subjects)	99.4%	98.6%	97.4%
Achieving 3+ A*-C	51%	43.9%	45.4%

Appendix E: Staff training TO-DATE for 2025-26 to support the priorities of the School Development Plan

Monday 25th August 2025

Focus	Location	Time	Staff Leading
Welcome back! <i>Light breakfast</i>	<i>Staffroom</i>	9.00 – 9.30am	-
Principal's Address (all staff required): Key Priorities for 2025-2026	<i>MPH</i>	9.30 – 10.30am	B McGinn
Toilet Break		10.30 – 10.40am	
Department Meetings: <i>An initial review of examination results</i>	<i>Depts</i>	10.45 – 11.30am	Heads of Department
Lunch: 11.30 – 12.30pm			
Learn Spark: Paul Gray / Teaching & Learning Focus (Whole School PRSD Objective)	<i>Depts</i>	12.30 – 3pm	All Staff
Close		3.00pm	

Tuesday 26th August 2025

Focus	Location	Time	Staff Leading
Summary of our key priorities for 2025-26	<i>MPH</i>	9.00 – 9.20am	B McGinn
Departmental Planning for 2025-26 Action Planning – identifying key areas for action this year	<i>Depts</i>	9.20 – 10.30am	Heads of Dept
Tea / Coffee	<i>Staffroom</i>	10.30 – 11.00am	-
Shared Education (including the Yr 8 Interschool Sustainability Project)	<i>MPH</i>	11.00 – 11.20am	G Molloy
Performance Review & Staff Development (PRSD): introduction to the new scheme	<i>MPH</i>	11.20 - 12 noon	B McGinn
Lunch: 12.00 – 1.00pm			
Professional Dialogue & Reflection: Teaching & Learning Groups (Paul Gray session)	<i>Depts</i>	1.00 – 2.00pm	All Staff
Individual Preparation	<i>Depts</i>	2.00 – 3.00pm	All Staff
Close		3pm	

Classroom Assistants / Professional Development: Tuesday August 26th 2025

Focus	Location	Time	Staff Leading
Continued Professional Development Planning for 2025-26 Roles and Responsibilities Key Areas of CPD • Scaffold learning and to develop pupils' independence • Evidence based, structured interventions • Supporting Learners	Learning Plaza	9.00 – 10.30am	R Rice / E Moore
Tea / Coffee	Staffroom	10.30 – 11.00am	-
Activities based on the topics listed above	Learning Plaza	11.00 – 12.00am	R Rice / E Moore
Lunch: 12.00 – 1.00pm			
Professional Dialogue & Reflection & Online courses. Choose one or two courses from the list below: • An overview of the Effective Inclusion of Pupils with Severe Learning Difficulties in Mainstream • Promoting Positive Behaviour for Pupils with Severe Learning Difficulties • Office 365 Learning Tools • An Overview of how Assistive Technology Can Help Pupils with Literacy Difficulties • AAIS Post-Primary: - Tier 1 ASD Online Training for Post-Primary Professionals • AAIS Post-Primary: Tier 2 Module 1 Understanding Me • AAIS Post-Primary: Tier 2 Module 2 Getting the Learning Environment Right • AAIS Post-Primary: Tier 2 Module 3 Socially Speaking • AAIS Post-Primary: Tier 2 Module 4 Emotionally Speaking AAIS Post-Primary: - Moving On up: Supporting the Year 8 Pupil with ASD with the transfer process to Post-Primary School	Learning Plaza	1.00 – 3.00pm	
Close		3pm	

Wednesday 27th August 2025

Principal's Update	MPH	9.00 – 9.15am	B McGinn
AI: SEN and Differentiation workshops (Teaching staff & Classroom Assistants)	IT Suites	9.15 – 10.30am	C Melaugh
Tea / Coffee	Staffroom	10.30 – 11.00am	-
AI: SEN and Differentiation workshops (Teaching staff & Classroom Assistants)	IT Suites	11.00 – 12 noon	C Melaugh
Lunch: 12 noon – 1pm			
Individual Planning (To include Interactive Whiteboard Training) Classroom Assistants: Work on IEPs / Continue with online courses / Preparation of resources for individual pupils	Depts	1.00 – 3.00pm	Heads of Department
Close		3.00pm	

Thursday 28th August 2025

Focus	Location	Time	Staff Leading
Child Protection Training	Learning Plaza	9.00 - 9.40am	K Holt
Pupil Voice: what good practice looks like (ETI & EA Guidance)	Learning Plaza	9.40 – 10.30am	C Lynch
Tea / Coffee	Staffroom	10.30 – 11.00am	-
SEN: strategies for supporting pupils in lessons on Stage 1 of the SEN Code of Practice	Learning Plaza	11.00 – 12.00pm	E Moore
Lunch: 12.00 – 1.00pm			
Dept/Individual work: To include input of target & tracking grades for Year 12 & 14 Refresher First Aid Training (first aiders only)	Depts	1.00 – 3.00pm	Heads of Department
		3.00pm	

Friday 29th August 2025

Focus	Location	Time	Staff Leading
Dept/Individual work		9.00 – 10.00am	
Tea / Coffee	<i>Staffroom</i>	10.00 – 10.30 noon	-
Dept/Individual work		10.30 – 11.30am	
Lunch: 11.30 – 12.30pm			
Shared Education Sustainability Project: Staff from each of three schools involved may need to travel to each other's school depending on the department in question. *Some pastoral staff including form tutors will be involved in Year 8 Induction & service throughout the morning and will be exempt from this afternoon session to facilitate personal preparation.	<i>See overpage</i>	1.00 – 3.00pm	All Staff
Close		3.00pm	

September 26th 2025

Principal Updates	9 – 9.15am
Learning Spark with Paul Gray (Focus on Learning)	9.15 – 10.30am
Break (Staffroom)	10.30 – 10.50am
Learning Spark with Paul Gray (Focus on Learning)	10.50 – 12 noon
Lunch (Staffroom)	12 – 1pm

Wellbeing Activities  Sound Bath – 1:00–2:00pm (Sports Hall) (Please bring yoga mat, cushion & blanket)  Yoga – 1:00–2:00pm (MPH) (Please bring yoga mat)  Padel – time slot 1-2pm is booked. If you are looking to play it will be from 2-3pm.  Walk – enjoy the fresh air and good company	1 – 2pm
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December 22nd 2025@ Staff to complete the following

1. Basic Fire Safety Awareness (30 mins)

<https://staffhub.eani.org.uk/hr-online/statutory-and-mandatory-training/school-managed-staff-statutory-and-mandatory-training>

You are required to complete a confirmation of training (below the video). Please keep a copy of this

2. Diabetes Awareness for School Staff (28 mins)
3. Recognition & Treatment of Anaphylaxis (24 mins)

Both videos can be access below

<https://send.eani.org.uk/support-services/medical-needs/information-schools/support-available-schools>

4. Data Protection Training (refresher)
 - a) Module 1 - The GDPR in Schools (Video duration - 35 minutes)
 - b) Module 2 - Data Security & Personal Data Breaches (Video duration - 35 minutes)

<https://www.eani.org.uk/school-management/data-protection-school-resource-hub/data-protection-training-awareness-for>

Monday 5th January 2026

Focus	Location	Time	Staff Leading
Principal's briefing	<i>MPH</i>	9.00 – 9.30am	B McGinn
AI Focus (staff training on TeacherMatic): staff will be placed in dedicated IT rooms.	<i>IT Corridor F024 - 29</i>	9.30 -10.30am	AI Working Group
Break	<i>Staffroom</i>	10.30 - 11am	All staff
Teaching & Learning (individual work): PRSD Journal reflection and/or accessing TPL Academy	<i>Depts</i>	11am -12 noon	All staff
Lunch: 12.00 – 1.00pm			
Open Day Preparation	<i>Depts</i>	1.00 – 3pm	All staff
Close		3pm	

Monday 16th March 2026

Focus	Location	Time	Staff Leading
Principal's briefing	<i>MPH</i>	9.00 – 9.30am	B McGinn
Priority 2 of our SDP: Special Educational Needs • A review of progress of priority 2 • Summary of EA's Graduated Plan and future plans • Accessing data on pupils on Stage 1, 2 and 3 to inform teaching and learning	<i>MPH</i>	9.30 -10.30am	R Rice
Break	<i>Staffroom</i>	10.30 - 11am	All staff
SEN • An introduction / refresher of Personalised Learning Plans (PLPs) • Exam concessions • Strategies to support pupils on stage 1 of the code of practice	<i>MPH</i>	11am -12 noon	E Moore
Lunch: 12.00 – 12.30pm			
Time dedicated to the input of the March assessment grades Year 12 – 14 must be predicted grades for the summer.	Depts	12.30 – 1.30pm	All staff
Close		1.30pm	

Wednesday 18th March 2026: TPL Day

Focus	Location	Time	Staff Leading
Principal's briefing	<i>MPH</i>	9.00 – 9.25am	B McGinn
<u>AI Focus</u> Group 1: Introductory session to TeacherMatic for staff who are being introduced to this for the first Group 2: For staff already familiar with TeacherMatic (had a session during one of the P/T meetings) <i>TeacherMatic is an AI-powered platform designed by educators for educators to reduce workload, enhance creativity, and improve productivity.</i>	<i>IT Corridor Rooms tbc</i>	9.30 -10.30am	AI Working Group
Break	<i>Staffroom</i>	10.30 - 11am	All staff
Individual work: Time dedicated to staff to engage with TeacherMatic.	<i>Depts</i>	11am -12 noon	All staff
Lunch: 12.00 – 1.00pm			
Depts can either focus on 1. Coursework Marking / Standardisation / Moderation or 2. PRSD / Journal completion Staff to complete a short online survey on T&L	<i>Depts</i>	1.00 – 3pm	All staff
Close		3pm	

Tuesday 5th May 2026: TPL Day

Focus	Location	Time	Staff Leading
Principal's briefing & introduction to our guest for the day, Bradley Busch.	MPH	9.00 – 9.15am	B McGinn
Bradley Busch: a Chartered Psychologist specialising in evidence-informed education. Session One Focus Assessment: better questioning with a focus on Rosenshine's 'Checking for Understanding' 1. Questioning to gain feedback 2. Effective and collaborative Cold-Calling 3. The importance and use of Wait Times	MPH	9.15am – 10.30am	All teaching & learning support staff
Break	Staffroom	10.30 - 11am	All staff
Session One Focus Delivering Better Feedback 1. Discuss the latest research into effective feedback and how teachers can improve the feedback they give their students. 2. Learn about the various types of feedback, the role of checking for understanding, how feedback can be used to promote self-reflection	MPH	11am -12.15	All teaching & learning support staff
Lunch: 12.15 – 1.15pm			
Session Three Focus Middle Leadership Training with Bradley Busch - this will be firmed up shortly as we are exploring a number of areas with Bradley.	Depts	1.15 – 3pm (Break included)	Middle Leadership
Close		3pm	

