

## St. Columba's College – School Development Plan 2016/17 – 2018/19

Requirement	Evaluation of Current Position	Supporting Evidence	Rating
<b>1.A statement and evaluation of the ethos of the school</b>	<p><b>We seek to create a harmonious learning community where the individual is valued and given every opportunity for personal, emotional and intellectual growth; a community where all learners can achieve their full potential; thus enabling them to live fully in a demanding and ever-changing world; as a Catholic School, to awaken learners to the challenge of living in the Catholic Faith; as a Rights Respecting School, to allow all learners to appreciate diversity and have respects for the Rights of all members of society; as a partner school in the Shared Education Signature Project, to develop working relationships, friendships and strategic partnerships with neighbouring learners from schools in different sectors.</b></p>	<p>Positive Behaviour Policy UNICEF RRSA Level 2 Award SESP Action Plan (Years 2 &amp; 3)</p>	
	<p>We were the first post-primary school of any type in NI to achieve the Level 2 RRSA Award from UNICEF UK in June 2013. Achieving the Level 1 Award in June 2012 showed the value of this work in relation to the objectives of ESAGS and CRED. The Level 2 report noted that: 'St. Columba's College is a leading ambassador for rights respecting secondary schools in Northern Ireland'; 'the school strives to promote rights respecting values and principles'; 'a rights respecting school ethos permeates all aspects of school life'; 'student voice has an exceptionally high profile in the school'; 'learning about the Convention on the Rights of the Child and a rights respecting ethos is modelled in the learning environment'.</p>	<p>RRSA Awards and Assessors' reports</p>	

	<p>Our commitment to CRED and the RRSa process led the school to embark upon the Shared Education Signature Project in partnership with Glastry College and Strangford Integrated College. 2015/16 saw the first year of the partnership in full operation with a particular focus on Children’s Rights and building relationships between the diverse learning communities of the Ards Peninsula. This culminated in a day of celebration attended by the Minister of Education, NI Commissioner for Children and Young People, local elected representatives, EA and CCMS representatives, Atlantic Philanthropies, parents, pupils and invited guests. This event and the events organised throughout the first year of the programme demonstrated wide ranging affirmation and support for St. Columba’s College working within a cross-sectoral partnership in the best interests of all learners from our locality.</p>	<p>SESP Action Plan and Application; Celebration Day Programme and video</p>	
	<p>Our Student Council is vibrant. Students have an effective voice and direct input into issues directly effecting them. Our new mission statement - <i>Inspiring Learning, Celebrating Success, Respecting Others</i> – was arrived at as part of the RRSa process in consultation with all stakeholders. Pupils have also helped draw up our School and Classroom Charters, Positive Behaviour Policy, Mobile Phone and Internet Policies. The Student Council works closely with our PTFA and Board of Governors. In 2015/16 the Student Council worked with the councils from Glastry College and Strangford Integrated College to produce a common Anti-Bullying Policy with leaflets for pupils and parents. This was presented to the NICCY Commissioner at the day of celebration in June 2016.</p>	<p>Anti-Bullying materials; Face book photographs and reports of events</p>	
	<p>A 2007 Inspection Report for ETI viewed our Pastoral Care and Child Protection as a strength of the school with staff showing ‘a strong commitment to the care and welfare of pupils’.</p>	<p>2007 ETI report</p>	

	In 2010 ETI noted the systematic system of self-evaluation using internal and external data operated by all staff in all departments to set targets and monitor and evaluate the progress of pupils against a suitable range of benchmarking indicators. Since then, use of data has been a focus for all staff, with the introduction of PTE and PTM and the trialling of PTS in KS3. The school has also worked with C2K to update and enhance Pupil Tracking at KS3 and KS4 and has been a pilot school in terms of the delivery of SIMS Discover.	2010 ETI Report; Use of School Development Days	
	More recently, in 2015, the school had a one day visit from the District Inspector who offered positive verbal feedback. The lessons observed ranged from 'good' to 'outstanding' and the DI was updated on the school's work in the effective use of data and particularly SIMS Discover. The ETI also visited the school in 2 <sup>nd</sup> December 2014 for a one day review of our work on CRED. The verbal feedback was that our CRED provision was 'outstanding'. Finally, in October 2015 St. Columba's hosted the Shared Education Baseline visit for our Partnership. The Inspector and Associate Assessor commented extremely favourably on the work undertaken to date.	Principal's notes on verbal feedback from ETI	
	The school has an on-going emphasis on learning and teaching as part of PRSD and CPD. This is highlighted each year at our annual <i>Sharing of Good Practice</i> Day when all members of staff present aspects of their teaching methodologies to their peers. Recent areas of focus have been: learning objectives; active learning; effective questioning; ICT; peer and self-assessment; recap; FRONTER; literacy; SEN and IEP.	Use of School Development Days; Sharing of Good Practice Programmes	
	Pupil work has been formally monitored and evaluated from 2012-15 via a system of 'book scoops' and a focus on agreed aspects of work. 2015/16 saw a period of reflection on this and the monitoring and evaluation of work will resume from 2016/17 – 2018/19 with a new set of foci and in tandem with 'Pupil Pursuit' undertaken by senior staff. This will use quality indicators for learning and teaching agreed on by all staff in 2015/16 and drawing on the ETI <i>Learning Insight Profile</i> .	Monitoring and Evaluation Reports	

	School Development Days are used effectively to ensure that teachers are up to date with educational developments i.e. Pupil Performance Tracking; diagnostic testing; baseline testing; FRONTER; iPad usage; IWB certification; KS3 UICT Task Accreditation; Discover.	Use of School Development Days	
	Parents are very supportive of the work of the school at open nights, Parent Teacher Consultations, annual reviews and PTFA events. In 2007 ETI commented on: <i>highly committed and industrious teachers, the family atmosphere, the regular marking of the pupils' work and the high standards attained by the pupils.</i>	2007 ETI Reports; PTFA Minutes	
	Our PTFA is a vibrant organisation. It began in 2011/12 and has raised several thousand pounds for the school through Bingo, raffles, draws. Car washes and other events. PTFA members have met pupils from the Student Council on several occasions to discuss their needs and have attended Year 8 Induction Meetings and Parent Teacher Meetings to promote the work of the organisation. The PTFA now has Registered Charity status and has forged links with the Portaferry Community Collective to provide resources in the school that can be used to benefit both learners and the wider community. Most recently this has led to a new computer suite being provided within the school.	PTFA Minutes	
	The Board of Governors works very effectively to ensure that our pupils fulfil their potential. Whole school and departmental data is scrutinised. Limited financial resources are deployed effectively to ensure pupil entitlement is met. In 2016/17 and beyond, Governors are committed to meeting on at least a termly basis and have requested that the School Development Plan be continually reviewed.	Board of Governors Minutes; Approved 3 Year Financial Plan	
<b>2.A summary and evaluation, including through the use of performance and other data, of the school's strategies for –</b>	<b>The school has a clearly focused CPD programme intended to meet the needs of learners and staff. There is a clear focus on SEN, pastoral care and meeting the learning needs of all abilities.</b>		

<p>(a) Learning, teaching, assessment and promoting the raising of standards of attainment amongst all pupils, in particular in communication, using mathematics and using information and communication technologies (ICT);</p>	<p>All pupils continue to have access to the Entitlement Framework at Key Stage 4 for the duration of the last plan and in the current plan.</p>	<p>EF Audit</p>	
	<p>The school makes use of benchmarking and diagnostic testing to ensure that the needs of learners are met appropriately and to evaluate progress. This includes PTE, PTM, PTS (trailing), STAR Reading Test and a range of diagnostic tests including the identification of the VAK learning styles of all pupils. SIMS Discover has been piloted in St. Columba's and staff will be making increasing use of this tool to interrogate data regarding the performance of FSM, SEN, gender and poor attendance. This will enable remedial action to be taken quickly and efficiently.</p>	<p>Use of School Development Days; Pupil Performance Tracking; Diagnostic Test Outcomes</p>	
	<p>Separate Action Plans are in place for Literacy, Numeracy and UICT and this will remain the case for this plan, with a core group of staff responsible for driving forward improvement in each area.</p>	<p>Action Plans</p>	
	<p>An emphasis on the key components of good practice and <i>Sharing of Good Practice</i> day annually for all staff as part of PRSD.</p>	<p>Sharing of Good Practice Programmes</p>	
	<p>Effective use of School Development Days with a clear focus on Learning and Teaching to ensure that teachers are current with recent educational developments i.e. FRONTER, SIMS Discover, e-Progress File.</p>	<p>Use of School Development Days</p>	
	<p>There is a systematic and rigorous system of self-evaluation using external and internal data is operated by all staff in all departments to monitor and evaluate the progress of pupils against a suitable range of benchmarking indicators.</p>	<p>Departmental Annual Reports</p>	
	<p>All pupils share in learning intentions and success criteria in all lessons. Peer and self-assessments are integral parts of assessment for learning.</p>	<p>PRSD Observations; Examination</p>	

		Cover Sheets	
	Pupil work is formally monitored and evaluated. This process is being updated and will accompany Pupil pursuit in this scope of this plan from 2016/17 onwards.	Annual Reports on Monitoring and Evaluation	
	Pupil Performance Tracking takes a rolling average of six assessment points per academic year (2 per term) that is 'traffic-lighted' against individual subject targets for each pupil and also benchmarked against class average and other benchmarking data.	Pupil Performance Tracking Grids	
	All pupils engage in self-assessment (two stars and a wish) on the cover sheets for formal examinations in winter and summer with teacher evaluation and parental input and signature. Cover sheets are used to provide evidence of extra time / reader / other SEN arrangements. Pupils are guided in evaluative language needed to render self-assessment meaningful as part of post – examination scrutiny of performance.	Internal Examination Cover Sheets	
(b) Providing for the special, additional or other individual needs of pupils;	Internal examination cover sheets are used to provide evidence of extra time / reader / other SEN arrangements. Pupils are guided in evaluative language needed to render self-assessment meaningful as part of post – examination scrutiny of performance.	Internal examination cover sheets	
	Vulnerable pupils i.e. those cited on p.31-32 of <i>Count, Read, Succeed</i> have been identified. Pupils transferring to the school in Year 8 or in other years are interviewed with their parents / guardians by the Principal prior to admission and needs established. All Primary Schools are contacted re additional needs / issues arising prior to admission to St. Columba's.	SEN Register; Learning Support pack; outcomes of diagnostic testing; IEP Annual Reviews	

	<p>The school liaises with EA South Eastern regarding the provision and deployment of Classroom Assistants, Additional Teaching hours and Assistive Technology as required. The Learning Support Coordinator conducts Annual Reviews as appropriate and coordinates any concerns reported by teachers, managing the referral process in terms of adding or removing pupils from the SEN Register, as required.</p>	<p>Learning Support Pack; Annual Reviews; Learning Support Teacher timetable</p>	
	<p>All pupils have access to up to date information regarding career pathways with Employability delivered to all classes. Options Days for Year 10 and Year 12 pupils provide information on subject choices and post – 16 pathways from a range of providers. All pupils follow GCSE Mathematics, English Language and Science and have equal access to the curriculum, including the additional twilight courses offered internally and in partnership with SERC.</p>	<p>Options Day Programmes and booklets; Employability Schemes of Work</p>	
	<p>Pupils who are vulnerable or at risk of underachievement now have access to the Prince's Trust XL Programme in KS4, offering a skills based pathway to the equivalent of 2 GCSE passes A*- C. The PAL programme (Preparation for Adult Life GCSE) is available to pupils as an additional qualification. All pupils are engaged in online work with e-Progress File, working on Personal Career Plans, CVs and self-evaluation tasks.</p>	<p>XL Programme mapping and portfolios</p>	
	<p>Our most recent inspection reports from 2007 and 2010 have both commented on Pastoral Care as a strength of St. Columba's, with particular reference to the highly committed and industrious teachers, the family atmosphere, the regular marking of pupils' work and the high standards achieved by the pupils'. This atmosphere of care was further highlighted in a parental comment to the RRSA assessors that the 'school feels like an extended family'. More recently, the school has had a particular focus on Kindness and UK Kindness Week, being awarded 'UK Kindness School of the Year' in 2013/14 and 2014/15.</p>	<p>Inspection Reports 2007 and 2010; RRSA Assessment Reports; UK Kindness Awards</p>	

	<p>School Development Days, PRSD and the annual Sharing of Good Practice have a clear focus on meeting the needs of all learners as they strive to fulfil their potential. These have an increasing focus on the Review of IEPs and the outcomes of diagnostic and baseline testing, as well as whole school approaches to promoting Literacy.</p>	<p>Use of School Development Days; Sharing of Good Practice Programmes</p>	
	<p>All of the staff in all departments avail of an increasingly rich and diverse range of data to set challenging and appropriate targets for all learners. This arises from self-evaluation beginning with a consideration of KS3 and KS4 outcomes in August and progressing throughout the year at Departmental Meetings.</p>	<p>Pupil Performance Tracking; Diagnostic Testing</p>	
	<p>An extensive enrichment programme is in place to support the quality of the Pastoral Care programme. The involvement of external agencies was a strength recognised by Inspectors on their report of November 2007. The enrichment programme involves outside agencies to support pastoral issues, career pathways, STEM and charitable work. The school has well-established partnerships with external providers in this regard.</p>	<p>ETI Report 2007; Enrichment Programme</p>	
<p>(c) Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils;</p>	<p>Child Protection is a standard item on the agenda of Board of Governors meetings. A designated Child Protection Governor is in place. The Principal, Designated Teacher and Deputy Designated Teacher have all attended all relevant training and updates. All members of staff have been given annual training in Child Protection by the Designated Teacher and Deputy. Child Protection and safeguarding procedures are in place with procedures and policy due for review within this Development Plan.</p>	<p>Board of Governors Minutes</p>	
	<p>Our most recent inspection reports from 2007 and 2010 have both commented on Pastoral Care as a strength of St. Columba's, with particular reference to the highly committed and industrious teachers, the family atmosphere, the regular marking of pupils' work and the high standards achieved by the pupils'. This atmosphere of care was further highlighted in a parental comment to the RRSA assessors that the 'school feels like an extended family'. More recently, the school has had a particular focus on Kindness and UK Kindness Week, being awarded 'UK Kindness School of the Year' in 2013/14 and 2014/15.</p>	<p>ETI Reports 2007 and 2010; RRSA Assessors' Reports; UK Kindness Awards</p>	

	<p>The 2007 ETI Report made the following assessment with regard to pupil health and well-being: 'the school's programme for the promotion of health and well-being has strengths, which include: the vending of healthy drinks and an audit of health promoting provision including involving teachers, parents and pupils. There is a developing commitment to encourage the pupils to eat healthily and be physically active'. In 2014/15 the school worked intensively with pupils to highlight the dangers of energy drinks and to promote water as an effective means of hydration.</p>	<p>ETI Report 2007; Displays in school</p>	
	<p>All pupils have access to a Counselling Service provided by Family Works. This offers confidential advice and support for pupils with a range of issues and who may be experiencing difficulties. All pupils, parents and staff are aware of the service. Pupils can refer themselves or be referred by a staff member. A Counsellor visits the school on Thursdays and works on an appointment basis. The Head of Pastoral Care manages the service. All pupils have been issued with a leaflet regarding the service and there is a self-referral box.</p>	<p>Self-Referral Box; Counselling Records</p>	
	<p>Home – School communication is an essential part of promoting attendance and engagement with school. An SMS service was established in 2011 and this has proved useful in terms of informing parents of school events. Electronic communication has also supported the school in its drive to achieve Green Flag status as an Eco School (achieved in 2016). In 2012, a school twitter feed was established and the school website updated, with these digital outlets replacing the printed termly newspaper. This has been a more cost effective means of communication but one that has met with a limited response. In 2014, the school established a Facebook page and linked the news feed from it to both the twitter account and static website. This has proved very successful, with over 1000 followers gained and a much better reach. It has allowed important messages to be sent but has more importantly allowed to us to share the success and positive achievements of the pupils with a much wider audience.</p>	<p>SMS usage; twitter feed; Facebook analytics</p>	

	<p>We have a vibrant Student Council. Students work closely with staff and the PTFA to enhance the experience of school life. The Council has a major role to play in the Shared Education Signature Project, working with the Queen’s University Belfast CRAQ team to induct Year 8 pupils into the Rights Respecting Schools ethos. The Council has collaborated with the councils of the partner schools to prepare a joint anti-bullying policy with accompanying leaflets for parents and pupils.</p>	<p>Facebook photographs and articles; Anti-Bullying Policy and Leaflets</p>	
	<p>As part of our work in achieving the RRSA Level 1 and 2 awards, an updated Reward System has been introduced following consultation with pupils, parents and staff. This makes use of the Behaviour Module in SIMS, with the descriptors and tariffs for positive behaviours being agreed by all stakeholders. Heads of Key Stage manage the Rewards System in the context of the agreed Positive Behaviour Policy. This encompasses pupils of the Month, Term and Year and has led to the introduction of an annual trip to reward pupils who are exhibiting positive behaviours.</p>	<p>Displays; Photographs; Facebook; SIMS Data; Heads of Key Stage and LSG Minutes</p>	
<p>(d) Providing for the professional development of staff;</p>	<p>The school has an on-going emphasis on learning and teaching as part of PRSD and CPD. This is highlighted each year at our annual Sharing of Good Practice Day when all members of staff present aspects of their teaching methodologies to their peers. Recent areas of focus have been: learning objectives; active learning; effective questioning; ICT; peer and self-assessment; recap; FRONTER; literacy; SEN and IEP.</p>	<p>Sharing of Good Practice programmes; PRSD</p>	

	<p>Staff are encouraged and facilitated to follow personalised learning and training that develops them professionally and supports the roles they need to perform in school. The Learning Support Coordinator is pursuing accreditation in Special Needs Assessment (CCET); the Vice Principal is acting as an Associate Assessor for Shared Education with the ETI; staff are completing and engaged in research for the MEd degree; all staff avail of the opportunity to attend Agreement Trials and subject specific courses. The Literacy and CEAIG coordinators work on their respective Area Learning Community committees. The Heads of English and Mathematics are involved in the KS2/3 Transition CPD Project with P7 teachers from the feeder primary schools. A number of teachers act as Moderators or Assistant Examiners for a range of Boards. All of these pursuits develop the competence of the staff and are actively encouraged and supported by the school. Non-teaching staff attend C2K courses on SIMS and administrative matters, fire safety, EA courses for Classroom Assistants and are included in all appropriate training engaged in by the Teaching Staff.</p>	<p>Staff Attendance records; KS2/3 CPD Minutes</p>	
	<p>In the course of the last SDP, four Beginning Teachers have been supported through the EPD process by the school's Teacher Tutor, who has attended relevant EA Training. EA funding for substitute cover for the Teacher Tutor was obtained in 2014/15 and this was used to support the work of two members of staff in successfully completing EPD 2.</p>	<p>Board of Governors Minutes; Letters confirming EPD</p>	
	<p>The Management Structure of the school reflects the changing curricular and management demands facing the school. This is reviewed as the need arises. In the last SDP, Heads of Key Stage and a Learning Support Coordinator were introduced as new roles to support the effective delivery of Pastoral Care provision.</p>	<p>LSG Minutes; Heads of Key Stage Minutes</p>	
	<p>All staff members are fully involved in the SDP process in respect of Schedule 4 of the regulations. This is achieved by forming clusters of action planning groups with a focus on the key objectives of the SDP.</p>	<p>Relevant Action Plans</p>	

	Our CPD programme has a clear focus on the continuous improvement of learning and teaching. The effective use of School Development Days with a clear focus on learning and teaching ensures that teachers are current with recent educational developments i.e. FRONTER, SIMS Discover, e-Progress File. PRSD is the vehicle for delivering school improvement. Sharing of Good Practice days strengthen collegiality and the professional bonds between teachers. There is a direct link between CPD and PRSD as part of an integrated programme focussed on school priorities but with room for individual CPD.	Use of School Development Days	
(e) Managing attendance and promoting the health and well-being of staff;	Teaching staff attendance is very good, despite the long distances and unique difficulties arising from fog and the ferry service. Return to work interviews are in operation for all staff, teaching and non-teaching. Staff attendance is exemplary with an annual absence rate of 0.4% compare to the NI average of 8.6%.	Staff Attendance Statistics	
(f) Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies;	In 2007, ETI <i>noted the highly committed and industrious teachers, the family atmosphere, the regular marking of pupils' work and the high standards maintained by the pupils.</i> The Inspectors also highlighted <i>the high standing of the school in the local community.</i>	Standard Inspection Report November 2007	
	Since 2010/11 the school's PTFA has made a significant difference to the school environment and student experience in general. This has included a range of fundraising and social events leading to the provision of external seating, pupil common room, ICT equipment, refurbishment of classrooms and ICT suites, provision of school trips and funding for sporting equipment and social events for pupils.	PTFA Minutes	
	Our school prospectus was refreshed to make it more user-friendly and accessible. It will be further updated in 2016/17.	School prospectus	

	<p>Our £1.7m PE and Sports Complex funded by Big Lottery has been in operation for several years in partnership initially with Ards Borough Council (now North Down and Ards). This much needed facility serves local primary schools and St. Columba's College during school hours. It then reverts to community use out of school hours and during school holidays under the management of the Council.</p>	<p>Minutes of management meetings between the school and Council</p>	
	<p>An SMS messaging service has been introduced to facilitate communication between home and school. This works in conjunction with the school's twitter feed @stcportaferry and Facebook page to promote and celebrate the work of the school and achievements of the pupils.</p>	<p>SMS usage records; twitter feed; Facebook analytics</p>	
	<p>The school is actively engaged in the the North Down and Ards Area Learning Community. Collaboration with partners such as SERC, North Down Training and the Prince's Trust has ensured that the College has met the Entitlement Framework and will continue to do so. Discussions have been ongoing with Glastry College as part of the Shared Education partnership regarding shared provision of KS4 courses.</p> <p>The school has become more self-sufficient and self-sustaining as a result of our rigorous system of self-evaluation; there is less reliance on input from outside agencies. School development planning and our programme for school improvement determine the support required and where we go to get it.</p>	<p>EF Audit</p>	
	<p>The school achieved Eco School Bronze in 2011/12, Silver in 2013/14 and Green Flag status in 2015/16. This process has engaged all pupils in issues surrounding habitats, biodiversity and working in partnership to improve the local environment through initiatives such as tree-planting with the Woodland Trust, the Big Beach Clean (with SESP partner schools) and the Best Kept Schools Awards.</p>	<p>Eco Schools Action Plans and Awards feedback</p>	

	<p>The College has a long-standing involvement with charitable appeals and engages in annual fundraising for both Trocaire and the St Vincent de Paul – representatives from both of these organisations visit the school to speak to the pupils and staff work to relate the work undertaken to pupil learning. This work is conducted on a whole-school basis under the direction of the Head of Religious Studies. Pupils are aware of the impact of their efforts in context of Local and Global Citizenship as well as from a rights Respecting School perspective. Special assemblies are held throughout the year, including a Christmas Paraliturgy, to celebrate and promote the work undertaken.</p>	<p>Facebook pictures and records of events organised</p>	
	<p>An extensive Enrichment Programme is in place to support our Pastoral Care programme. The involvement of external agencies was a strength recognised by the ETI in its 2007 report.</p>	<p>Enrichment programme; ETI Report 2007</p>	
	<p>The school was th first post-primary school in NI to achieve the Level 2 UNICEF RRSA Award. This was achieved in the academic year 2012/13 and acknowledged at a special celebration event in the College. Since then, the school has moved to an ambassadorial role within the UNCRC context, working in partnership with the other schools in the SESP to roll out the programme across the Ards Peninsula. This has led to work with Queen’s University Belfast via the CRAQ programme to continue to ensure that all new pupils are inducted into RRSA values.</p>	<p>RRSA Assessors’ Reports Level 1 and Level 2</p>	
<p>(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.</p>	<p>Each year, Heads of Department and Coordinators produce a departmental performance report under the headings: Standards Achieved by the Learners; Quality of Teaching and Learning; Leadership and Management. A key component of these reports is the use of ICT regarding data handling and tracking.</p>	<p>Departmental Self-Evaluation Reports</p>	
	<p>Effective use of School Development Days ensures that teachers are up to date with the use of ICT to support professional development. These incorporate work on Pupil Performance Tracking, Lesson Monitor, SIMS, FRONTER and diagnostic testing including PTE, PTM, STAR and SEM testing.</p>	<p>Use of School Development Days</p>	

	There is an emphasis on the key components of effective classroom practice and 'Sharing of Good Practice days as part of our PRSD programme to help promote high standards of teaching and learning.	PRSD Programme; Sharing of Good Practice programmes	
	Separate teams have been formed to bring forward action plans particular to school development.	School Development Action Plans	
	Baseline information, pupil performance tracking, attendance, lesson monitor, achievements and behaviours and performance in external exams are used to identify vulnerable pupils and early intervention strategies are used to address potential underachievement.	C2K Management System; internal diagnostic testing; Primary School Transition visits	
	A systematic and rigorous system of self-evaluation using internal and external data is operated by all departments to set targets in order to monitor and evaluate the pupils' progress against a suitable range of benchmarking indicators.	Follow-up Inspection Report – October 2010	
	St. Columba's College has been designated as a 'very good' school by the ETI in October 2010.	Follow-up Inspection Report – October 2010	
	The school is currently meeting the Entitlement Framework through a combination of partnership with SERC, the Prince's Trust and in-house twilight provision.	EF Audit	

<b>3.An assessment of –</b>	<b>The school manages its finances as prudently as possible in the context of falling enrolment and the need to provide the EF entitlement for learners.</b>		
(a) The school’s current financial position and the use made of its financial and other resources;	Sub-committees for Finance, Appointments, Appeals and Discipline support the full Board of Governors in the effective management of the school.	Board of Governors Minutes	
	A finance sub-committee of the Board of Governors regularly reviews recurrent funding and expenditure. Reductions in AWPU and a falling school population have had an adverse impact on school finances.	Board of Governors Minutes	
	The school’s budget is in deficit. This is being addressed by a reduction in and reorganisation of staffing in a phased manner to safeguard provision for pupils and the ability of the school to offer the Entitlement Framework at Key Stage 4. Staffing in October 2015 stood at 16.6 FTE teachers, moving to 15.4 FTE in October 2016 and with a planned further reduction to 14.4 in October 2017. This reduction in staffing is projected to halt the growth of the deficit and allow the school to operate within its delegated budget by the end of the SDP period - October 2019.	Approved 3 Year Financial Plan	
	The Review of St. Columba’s College by the NI Commission for Catholic Education has been completed with community consultations on the future of the school carried out by CCMS. This was based upon the retention of a school in Portaferry with full KS3 provision but blended KS4 provision in partnership with Catholic Maintained schools in Downpatrick. The results on the consultation indicated strong community support for the retention of the Portaferry school. Most respondents indicated a preference for an 11-16 school working collaboratively with other schools and colleges to deliver the Entitlement Framework.	Proposal submitted to CCMS; CCMS community consultation documents	
	The school has been engaged in drawing up a Business Case for the retention of St. Columba’s with the support of CCMS throughout the academic year 2015/16 and this work is on-going. The Board of Governors have had the opportunity to review the draft Business Case at its meeting in June 2016 and will be fully involved in taking this forward.	Draft Business Case	

	The school remains fully committed in partnership with the PTFA to its fundraising efforts to enhance the learning experiences of all pupils. Partnership with the Portaferry Community Collective has allowed for the provision of a state of the art computer suite to be shared between the school and the community. The partnership between the school and local council regarding the operation of the Portaferry Sports Centre is also ongoing.	PTFA Minutes	
(b) The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about the improvement in standards	By embarking on a phased reduction in staffing during the period of the plan the school will ensure the entitlements of all learners are met within the delegated budget allocated to the school. Additionally, EF funding will be used to defray the costs of twilight courses delivered by SERC to provide appropriate vocational pathways to learners in KS4.	Approved 3 Year Financial Plan	
	Children entitled to Additional Teaching hours will continue to be supported by a dedicated Learning Support Teacher partially funded via SEN provision via the EA. This teacher will also provide additional Mathematics teaching support in respect of more able Year 10 pupils considering Further Mathematics and additional small group support for lower ability pupils studying GCSE Mathematics.	Learning Support Pack; Learning Support Teacher Timetable	
<b>4. 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.</b>	A systematic and rigorous system of self-evaluation using internal and external data is operated by all staff in all departments to set targets, in order to monitor and evaluate the pupils' progress against a suitable range of benchmarking indicators.	ETI Follow-up Inspection – October 2010	
	Each year Heads of Departments and Coordinators produce a departmental performance report under the headings: Standards Achieved by the Learners; Quality of Teaching and Learning; Leadership and Management.	Departmental Self-Evaluation Report	
	<i>The school is meeting very effectively the educational and pastoral needs of the learners and has demonstrated its capacity for sustained self-improvement.</i>	ETI Follow-up Inspection – October 2010	
	Following a review of the School Development Plan in October 2010 ETI concluded that it included: <i>effective action plans and rigorous self-evaluation processes which guide well the leadership and management at all levels in their implementation, monitoring and evaluation of improvement.</i>	ETI Follow-up Inspection – October 2010	

	<p>St. Columba's College was designated 'Very Good' in the follow-up Inspection of October 2010, with ETYI observing that: <i>the school is meeting very effectively the educational and pastoral needs of the learners and has demonstrated its capacity for sustained self-improvement.</i> The four year period from 07/08 to 10/11 saw an average of 58% of pupils in St. Columba's achieve 5+ GCSE A*-C. The four year period from 2011/12 to 2014/15 saw an average of 67% of our pupils achieve 5+ GCSE A*-C with an average of 47% achieving 5+GCSE A*-C including English and Mathematics. Whilst these figures demonstrate strong achievement in terms of performance in 5+GCSE A*-C and a maintaining of standards in 5+ A*-C including English and Mathematics, they indicate that performance in GCSE Mathematics must be a clear focus in terms of delivering school improvement. The Board of Governors has already considered this issue and the input of a Signature Project Teacher has been very beneficial during 2012-2015, leading to twilight provision on Further Mathematics and the identification of able Mathematics pupils in Year 10 who have undergone taster session on Further Mathematics in the academic year 2015/16. The progress of pupils in twilight subjects and across the KS4 curriculum generally has been a strength and it is a clear school priority that improved standards are achieved in terms of 5+GCSE A*-C including English and Mathematics in the course of this Development Planning period.</p>	<p>ETI Report 2010; Relevant Public Examination outcomes</p>	
<p><b>5.An assessment of the challenges and opportunities facing the school.</b></p>	<p>A key and pressing challenge for the school must be to secure a public commitment and assurance from CCMS regarding the future of the school. It is disappointing that no such response has been forthcoming following the extensive public consultation on the school's future and the local community are still desirous of such a response.</p> <p>As initially envisaged, such a school would clearly have been sustainable and provided a structured pathway for all children from the locality wishing to attend Catholic school. In the absence of this provision, the local Catholic grammars continue to fill to capacity with pupils of a much wider range of academic ability from the GL and AQE transfer tests, reducing the enrolments and sustainability of their non-selective counterparts. This leaves St. Columba's in the position of having no choice other than to provide 11-16 education for pupils in isolation or in partnership with schools from other sectors. There is simply</p>		

	<p>nowhere else for the pupils from our community to go without having to experience undue travelling time and hardship for those with additional needs. In this vacuum, the school is challenged to reduce its staffing and deliver the Entitlement Framework and a high quality education. It has demonstrated its ability to do so during the period of the last plan with the introduction of twilight courses in BTEC Engineering, BTEC Hospitality, GCSE Music and Further Mathematics and OCR Text Processing. Additionally, Occupational Studies have been introduced 'in house' as have Preparation for Adult Life (PAL) GCSE and the Prince's Trust XL Programme. The school has achieved the UNICEF RRSA Award Level 2, been awarded Kindness UK 'Kind School of the Year' two years running and achieved Eco Schools 'Green Flag' status as well as embarking on a successful Shared Education Partnership.</p> <p><b>Challenges</b> The school is in financial deficit and has a fluctuating enrolment typically between 30 – 45 pupils per annum (based on an extraction rate of approximately 50% of the local primary school population). This comes in the context of uncertainty surrounding the future of the school arising from the PPRCE and Review of St. Columba's beginning in 2012/13 and concluding in 2014/15. Furthermore, Development Proposals have been passed allowing for the expansion of schools in Carrowdore and Bangor that may have an adverse impact on the enrolment of the school. Both of these proposals support either Integrated Education (statutory duty) or multi-faith education within a denominational school. With the passing of the Shared Education Bill there will be now the same duty to promote Shared Education as there is in respect of Integrated Education and it is to be hoped that this will be to the benefit of St. Columba's and the rights of the community that it serves to access a school within a reasonable distance.</p> <p><b>Opportunities</b> The school has the opportunity of forming a close cooperation and developing a shared curriculum offer at Key Stage 4 via the Shared Education Programme and particularly in partnership with Glastry College. An initial exploration has occurred in 2015/16 with an exploratory curriculum offer of GCSE Music provision shared between the two schools.</p>		
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	<p>The Business Case under development with CCMS offers the school the opportunity to give the community a more definitive assurance regarding the provision of education within Portaferry to combat the uncertainty of the last few years regarding the school's future.</p> <p>St. Columba's has the opportunity to re-focus its efforts purely on its core business of learning and teaching to deliver the best possible outcomes for its pupils in the period of this plan by continuing to address the budgetary constraints the school is experiencing and working in partnership with other providers.</p> <p>Assessment In the period of this plan it is the intention that: the school arrests the growth of its deficit and operates within its budget; develops a shared curriculum offer at KS4; gains a degree of certainty regarding its future from CCMS, EA and DE and uses this to create confidence and bolster enrolment to secure its future viability. There are other small rural post-primary schools in Northern Ireland that have been deemed viable and worthy of sustaining due to their essential nature within their localities. The challenge facing St. Columba's is to acquire similar recognition and assurances going forward into this Development Plan.</p>		
<p><b>6.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.</b></p>	<p>A draft School Development Plan will be placed on the school website for consultation. Staff, pupils, parents, PTFA and all other interested bodies will be invited and encouraged to respond. All replies will be given due consideration. The draft plan will be adjusted in view of the expressed opinions before being ratified by the Board of Governors as the School Development Plan for the period 2016/17 – 2018/19.</p>	<p>School website; consultation outcomes</p>	
<p><b>7.Identification of the areas for development, which shall be informed by the school's self-</b></p>	<p>The school's key priorities for the period of the plan have been arrived at via consultation with all staff and the Board of Governors. There is a clear focus on improving outcomes for all learners particularly at Key Stage 4 and ensuring that the needs of learners of all abilities are fully met via appropriate differentiation and the effective deployment of resources. The</p>	<p>7(a) below; Relevant Action Plans</p>	

<p><b>evaluation and include –</b></p>	<p>transition from KS2 to 3 is a focus, with work begun in 2015/16 being built upon in the curriculum areas of English and Mathematics and with the sharing of PTE and PTM data for transferring pupils. The areas of Literacy and Numeracy remain a whole school focus building towards the need for continuous improvement in terms of the 5+ *-C inc. English and Mathematics Performance Indicator. This will be further supported by increased work on differentiation in English and Mathematics teaching to better meet the needs of all learners. UICT is embedded into the KS3 curriculum and the school complies fully with the KS3 UICT requirements and has done so for the duration of the last plan. ICT will be expanded across the whole curriculum with staff building on initial work regarding the use of VLE to support learning (FRONTER) and continuing to innovate with iPad usage such as podcasting, green screen video and data logging. This use of ICT will also encompass CEAIG with all pupils making use of e-Progress file to support career planning. The Shared education Programme will allow opportunities for staff from the partner schools to come together to share best practice and network. There will be a focus across the partnership on promoting emotional health and well-being and developing mental resilience and a continued focus on RRSA and organising events to bring communities together.</p>		
<p>(a) The school’s key priorities for the period of the plan, based on the Department’s priorities for education;</p>	<p>The school’s key priorities for the period of the plan are as follows:</p> <ol style="list-style-type: none"> <li>1.School Improvement: Results Analysis and Prediction. Target Setting and the enhanced use of data.</li> <li>2.Literacy/Numeracy across the curriculum (including CPD Lit/Num. KS2/3 transition)</li> <li>3.Differentiation in a more mixed ability setting – focus on group work; recognition of SEN</li> <li>4.UICT: Improving Learning and Teaching</li> <li>5.CEAIG – expanding use of e-Progress File</li> <li>6.Shared Education Signature Project: Across schools departmental learning and teaching; promoting Emotional Health and Wellbeing – developing pupil resilience; Rights respecting Schools; school and communities.</li> </ol>	<p>Relevant Action Plans</p>	
<p>(b) Planned outcomes, including planned outcomes in learning, teaching and raising</p>	<p>St. Columba’s College is fully compliant in its legal obligation to report pupil progress in the cross curricular skills of Communication, Using Mathematics and Using ICT. Targets for pupils achieving Level 5+ in 16/17 are:</p>	<p>Targets submitted; Action Plans</p>	

standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and ICT;	<p>Communication – 69%; Using Mathematics – 74%; Using ICT – 55%.</p> <p>All other relevant targets have been submitted to EA NI and the steps to be taken to achieve these targets are outlined in the relevant Action Plans.</p>		
(c) The actions taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;	The actions required are outlined in detail in the accompanying Action Plans, including dates for completion.	Action Plans	
(d) The financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b);	All of the accompanying Action Plans are costed under the headings External Support Required and Staff / Lead Responsibility, with the biggest cost associated with achieving the outcomes being staff time.	Action Plans	
(e) The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.	All Departments are actively involved in the process of school improvement, completing Annual Reports on ‘Results, Analysis and Predictions’ and ‘Departmental Self-Evaluation’ under the headings ‘Standards Achieved by the Pupils’, ‘Quality of Learning and Teaching’ and ‘Leadership and Management’. Principal, Vice Principal interviews with HoD / Teachers in Charge have / will take place over the course of the plan. Report presented to Board of Governors on an annual basis on subject and whole school performance referencing relevant comparative data.	Departmental Reports; Report to BoG on Principal / VP interviews; BoG Minutes	

