

Lurgan Junior High School



School Development Plan 2022-23

Empowering you to reach your potential; to feel respected, cared for and equal.

School Background and Context to School Development Plan 2022-23	3
Background	3
School Development Plan 2022-23	4
Context of current plan	4
Enrolment and Current Pupil Profile	5
Financial Position	6
Areas for Improvement & Area Planning; monitoring, evaluation and review	7
Structure of the School Development Plan	8
School Development Plan 2022-23	10
Section 1: Outcomes for Learners	11
Section 2 : Quality of Provision	14
Section 3: Leadership and Management	18
Section 4: Governance	22
Section 5: Care and Welfare; Safeguarding	25
Appendix 1	30

School Background and Context to School Development Plan 2022-23

Background

In 1959, Post Primary education on the Toberhewny Lane site began with separate four-year schools for boys and girls, known as Lurgan Secondary Intermediate School.

In 1964, a new model of post primary education, known as the 'Dickson Plan' was introduced for the whole Craigavon area. This model involved all pupils transferring at age 11 from Primary to the new Junior High Schools, with selection of pupils for academic courses occurring only at age 14.

In 1971, the schools were renamed as Lurgan Boys' and Girls' Junior High Schools, from which pupils transferred to either Lurgan College or Craigavon Senior High School.

In 1992, the two schools amalgamated into the current all ability, non-selective and co-educational Lurgan Junior High School. Between 1971 and in 2010, high quality hockey and football pitches, shared with Armagh, Banbridge and Craigavon Council were added to the school facilities.

Lurgan Junior High School sets high expectations for all learners and, in order to do so, reflects regularly on its practice and progress towards its goals, through the promotion of a shared vision.

The SDP helps us to identify our priorities and recognises our strengths as a caring school. We are committed to excellence for the whole community and strive to ensure that our pupils are well equipped for a smooth transfer to the Senior High Schools at the end of Key Stage 3.

Lurgan Junior High School is a school which is proud of its Christian ethos, rooted in the Christian values of tolerance, respect and love. This is reflected in our School Motto – the three 'R's – **Respect** for self, Respect for others, their property and the school environment as well as **Responsibility** for all their actions, learning and discipline. We reviewed our School Motto and added '**Resilience**' – as we want our young pupils to be able to move forward regardless of difficulties they may have faced.

We strive to develop these values in our entire school community through the promotion of a safe, caring and tolerant environment, through the development of positive relationships at all levels, through the implementation of our school policies and through active and innovative learning and teaching.

Our young people are placed at the very centre of our school. Throughout the three years, we encourage all pupils to embrace the school's values. These are encapsulated in our Mission Statement.

MISSION STATEMENT

The Mission Statement of this school was revised and agreed in 2012 by all members of staff and the Board of Governors.

“Lurgan Junior High School: empowering you to reach your potential, to feel respected, cared for and equal.”

School Development Plan 2022-23

This document is a revised School Development Plan (SDP) which indicates Lurgan Junior High School's priorities for the period 2022-23

These priorities have been identified following consultation with stakeholders (parents, staff, pupils and the Board of Governors) and through our links to wider educational support services and the wider community as a whole.

Context of current plan

When the Covid-19 pandemic struck in March, 2020, the school was half way through the second year of the 3-year School Development Plan. This impacted on the outworkings of that plan, in that school found that the priorities for learning changed dramatically and some targets set were no longer relevant in some instances. Priority shifted to the Health and Safety of the school's stakeholders and as a response, a contingency plan was put in place for the academic year 2020-21, encompassing School development priorities; health and safety considerations (through risk assessment) as well as mechanisms to be used to support both teaching and learning and the pastoral care of our school community.

The three year School Development Plan 2018-21 was reviewed, however, with stakeholders in June 2021, as well as contingency arrangements in place during 2020-21 and, in accordance with Department of Education Circulars, the School Development Plan for 2021-22 was of a one-year nature. This plan focused on addressing aspects of Learning and Teaching as well as aspects of behaviour. The interim plan was reviewed with stakeholders in Term 3 of 2021-22 and stakeholders were consulted in relation to the shape of the plan for 2022-23. Evaluation demonstrated that aspects of the plan were well completed, whereas other aspects would need further work. It was agreed by Governors and stakeholders that the plan for 2022-23 should therefore also be of an interim nature as allowed by parameters set by DE.

School was visited by ETI in October 2022, for a Monitoring Visit. The letter from the visit was very positive and highlighted key strengths that had been made by the school in relation to identified areas for improvement in the 2016 and 2017 ETI reports.

The school enjoys a strong financial position and in response to this, coupled with the increase in enrolment, applied for an increase in the FTE. This was granted and has enabled the school to employ extra staff to address issues relating to the curriculum, setting arrangements and plugging perceived gaps exposed by the Covid pandemic.

The current plan has therefore been written with a view to concentrating further on areas of the SDP from last year that were not completed; on areas for improvement identified in the 2016 general inspection of school and subsequent Follow-Up in 2017 ; on the school's present context, needs and pupil profile; and on broader needs and demands such as Area Planning.

Enrolment and Current Pupil Profile

Admissions for the school are healthy and demonstrate confidence in the school to cater for the needs and aspirations of all children in the area. In particular, the last two years have seen a steady intake in terms of Year 8 pupils. This is illustrated below:

2018	2019	2020	2021	2022
253	224	255	250	250

It will be noted that in 2019, there was a slight 'dip' in figures; this is attributable to the uncertainty that surrounded the publication of a proposal to move the Lurgan Campus of Craigavon Senior High School to Portadown and large scale public opposition to it. Since then, the figures stabilised due to initiatives to promote school with Primary partners. The overall current enrolment sits at 750 pupils, a significant and consistent increase on the position during the 2016 general inspection. This is also particularly pleasing in light of permanent variations granted to both Banbridge Academy and Dromore High School of seven and twelve respectively.

There are currently a total of 114 children on the SEN Register stages 1-3. There are currently 79 Newcomer pupils, an almost 100% increase over recent years. The number of pupils who are in receipt of Free School Meals has dropped to 123.

Financial Position

Where appropriate, this School Development Plan has been costed. The costs identified are in line with the school's projected 3-year budget plan. Costs incurred from the plan will be attributed to the relevant cost centre. School enjoys a very healthy position financially. This is illustrated in the table below:

Budget Summary	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Carry-over from previous year	-39,596	53,619	42,552	175,365	380,800
Common Formula Funding (CFF)	2,594,183	2,824,691	3,119,589	3,273,545	3,387,314
EA Centre Funding	105,075	-	896	-	-

Earmarked Funding	15,150	4,800	12,510	77,463	74,686
Total Funding	2,714,408	2,829,491	3,132,995	3,351,008	3,842,799
Total Expenditure	2,621,193	2,840,558	3,000,182	3,168,396	3,259,483
Closing Surplus/ (deficit) carryover	53,619	42,552	175,365	357,977	508,631
% carry-over	2.00%	1.48%	5.52%	10.15%	13.5%

Areas for Improvement & Area Planning; monitoring, evaluation and review

In formulating this SDP, consultation took place with stakeholders to identify perceived areas for improvement - coming out of the COVID situation, the evaluation of the 2021-22 Interim SDP and the current context of the school.

In addition, the school continues to be mindful of the areas for improvement that were identified in the 2016 and 2017 Inspections of school by the Education and Training Inspectorate and mindful of the outcome of the 2021 Monitoring Visit conducted by Mrs Gray, District Inspector and Mr Murray, Managing Inspector for Post-Primary Schools, from the ETI. The areas for improvement encompass both the curricular and pastoral dimensions of school life and are reflected in the plan.

Through the Principal and Senior Leadership Team (SLT), the SDP will be monitored, evaluated and reviewed.

There are established Action Plans employed by all subject areas, with progress being monitored on a regular basis by relevant leaders. See Appendix 1 - copy of Action Plan template that is used in the action planning process.

This SDP format was presented to, and ratified by, the BoG on Thursday 29th September 2022.

Structure of the School Development Plan

The 2022-23 SDP has been structured according to the 5 areas identified in the ETI's ISEF document: namely, **Outcomes for Learners; Quality of Provision, Leadership & Management, Governance; Care and Welfare & Safeguarding**. This framework was chosen as it provides a clear mechanism for self evaluation and, by extension, for formulating a structured and methodical vision and way forward for school. In addition, the School Development Plan is underpinned by pertinent research that has helped to shape and form our vision. A list of research that has been consulted is given in the table below.

Author	Text
Tom Sherrington	Teaching Walkthrus books 1 &2
Tom Sherrington	The Learning Rainforest & The Learning Rainforest Fieldbook
Tom Bennett	Running the Room
Tom Bennett	Creating a Culture
Kate Jones	Retrieval Practice
Daisy Christodoulou	Making Good Progress
Doug Lemov	Teaching in the Online Classroom
Shaun Allison and Andy Tharby	Making every lesson count
Daniel T. Willingham	Why don't students like school?

Tom Sherrington	Rosenshine's Principles in Action
Ed. Katherine Birbalsingh	Battle Hymn of the Tiger Teachers
Samuel Strickland	Education Exposed 1 and Education Exposed 2

School Development Plan 2022-23

Section 1: Outcomes for Learners

Current Position

i) Our individual target setting process has now ensured a culture of challenge and appropriate progression throughout the school for all pupils, and interventions take place where underachievement is identified. (Reports, Dept minutes and intervention attendance register)

ii) Due to the Covid pandemic, benchmarking data at KS3 has not been available, preventing robust comparison with similar schools. Regression analysis was introduced to monitor underachievement and overachievement and rewards distributed accordingly. (RA shared at TPL / Dept minutes / JB's PP from SDD)

iii) All pupils continued to be taught through high quality lessons. Pupil progression is regularly monitored using baseline data to monitor current performance through robust school based assessment. There will be a whole school focus on written presentation of work. (TPL on Lit, Num, Data, Dept Minutes, SDP, Action Plans)

iv) The teaching staff benefited from sustained TPL through a twilight programme focusing on aspects of Tom Sherrington's Walkthrus CPD package - academic and pastoral. (See TPL file)

v) All pupils continued to be prepared for the next stage of education through reviewed assessment/transfer procedures. Pupils in Year 9 and Year 10 were afforded opportunities to complete exam series in Halls in preparation for Transfer and transition from Covid restrictions. IXL was introduced in Term 3 in order to ensure standards of literacy and numeracy were more consistent. This will be embedded this year, following baseline testing of all pupils in September. Form Time will be more structured and continue to be a time when reading is encouraged and will include a focus on set literacy and numeracy tasks with the introduction of literacy and numeracy booklets. (Assessment timetables for 21-22, IXL information Assembly PPT, Form Class Lit, Num tasks, the rolling programme for each day of the week)

vi) Suspension rate and detention rates have dropped compared to pre-covid figures, due to impact of behaviour routines and rewarding positive behaviour (Updated Sims Pastoral data, Rewards data - Bronze, Silver and Gold & Platinum numbers of pupils)

vii) Pastoral Support for up to 50 pupils through general REACH & Aspire pastoral and academic mentoring. (Sims Pastoral Data and REACH timetable/attendance outcomes info from ASPIRE)

viii) Shared Education remained paused due to the Covid pandemic, although activities to reconnect the partnership were introduced at leadership, staff and pupil level. (SESP Action Plan)

ix) There was a focus on recovery work in subject areas affected by Covid e.g. practical work resumption and in 2022; Maths/Eng withdrawal support will be doubled to help close gaps - 8 periods each. Science will also be timetabled withdrawal support time. Teacher appointed as part of Temporary increase to FTE to help with intervention. (Timetables for staff in Maths / Eng; impact from AJ and JA)

x) The use of online lesson resources has provided opportunities to review learning and practise repeatedly at home, as well as supporting pupils who have endured extended spells of absence from school. Stakeholders agree that Google Classroom is now well-embedded as an effective resource for teaching and learning. Enhancing our use of Google Classroom will now be addressed through whole school training, led by HoD ICT. (Examples of GC resources from depts. / GC TPL / staff survey feedback)

xi) 39 pupils availed of provision of pastoral & academic support through Engage funding (from REACH teacher) (Steph's timetable and Steph's file)

xii) We need to embed and extend Walkthru techniques, particularly retrieval practice and effective questioning techniques as means of addressing the need for good oracy standards and as a basis for good extended written answers, as identified in 2016 inspection report. (TPL file)

xiii) SLT sees a need to develop subject specific professional development, to develop pupil cultural capital, and deliver in-depth subject content in preparation for a move towards a knowledge rich curriculum. (Departmental Action Plan examples, Staff surveys demonstrating need to explore more content and less assessment)

xiv) Due to the transformation of the Music SOW during the pandemic, Music now included in the Rank Order for Years 8 and 9 (with a view to continual roll-out) (Music dept. Minutes and Action Plan, CT minutes, BOG decision).

Section 1: Outcomes for Learners

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale	Review of outcomes
1. To continue to promote high standards of pupil learning and engagement.	1.1. Pupils who have presented with pastoral concerns will be supported to ensure they can engage well in their learning; 1.2 All pupils will have access through Google	a) Engage worker to operate a four day week through the academic year 2022 - 2023 and to meet regularly with the SPT regarding referrals and safeguarding issues. b) Curriculum Team to monitor and review Google Classroom resources regularly through invitation.	Engage funding Departmental and personal planning time LJHS Staff training Google Classroom	ICT Coordinator; CT; All staff REACH teacher	Sep - May 2023	

	<p>Classroom to in-depth support for learning in order to support understanding.</p> <p>1.3 Behaviour routines are consistently followed through before and during lessons.</p>	<p>c) Trial a learning-log approach in GC with some departments.</p> <p>d) Pupils to be trained in how to catch up when absent, using resources in GC.</p> <p>e) Staff training on behaviour routines reinforced regularly.</p>	<p>support</p> <p>ICT planning</p> <p>TPL sessions</p>			
<p>2. To continue to promote consistently high standards of literacy and numeracy across the school.</p>	<p>2.1 Evidence will show that pupils are meeting or exceeding expected standards in literacy and numeracy.</p> <p>2.2 Evidence of positive outcomes at KS3 in Communication and Using Maths.</p>	<p>a) Numeracy and Literacy targets will be displayed in all classrooms and reinforced regularly</p> <p>b) The introduction of IXL numeracy and literacy programmes for all pupils, supported by promotion to stakeholders and sanctions for non-completion of tasks.</p> <p>c) Form Time will include scheduled, planned numeracy and literacy tasks.</p> <p>d) Coordinators, HODs and teachers will monitor pupil progress regularly.</p> <p>e) Data such as spelling and reading tests and regression analysis used to identify underachievers.</p> <p>f) Pupils who are underachieving in literacy or numeracy will be supported through withdrawal lessons by Eng/Maths staff, the supported learning coordinator and EAL staff.</p>	<p>IXL software £6000.00</p> <p>Timetabled support time for withdrawal, learning support, newcomer support.</p> <p>Assemblies, form class presentations.</p> <p>Appropriate support package for underachieving pupils to be identified and resourced.</p>	<p>Num & Lit Cos</p> <p>Maths & Eng HODs</p> <p>Form Teachers / all staff</p> <p>Funding for IXL</p> <p>SLC</p>	<p>Bi-Monthly reviews</p>	

Section 2 : Quality of Provision

Current Position

i) We have supported student knowledge through consistent approaches to learning and teaching, including the pilot of construction of knowledge organisers in some subject areas and the introduction of frequent low-stakes testing to ensure all students are progressing in their learning appropriately. (Knowledge Organiser examples / quizzes from GC)

ii) Assessment and reporting resumed in a more normal manner and communication with parents about pupil progression was maintained in a different format. Staff, pupil and parental feedback suggested three assessment points were too many to allow in-depth learning. Therefore, we plan to reduce assessment and move towards a knowledge rich curriculum. (Survey responses)

iii) Reporting of assessment outcomes continued on the same timeframe as previous years. Successful use of Slms Parent App has improved communication with parents. (Assessment planner / Sims App letter examples)

iv) Full resumption of practical activities. (Photos of HE practical)

v) Resumption of regular face to face assemblies for all pupils. (Photos of Assemblies)

vi) For 2022/23 we will appoint additional Modern Languages staff to enable all pupils in A1-10 to access a second language over the next two years. (Timetable information)

vii) For 2022/23 we will appoint a full time supported learning coordinator. (Timetable information)

viii) Senior Teachers need to undertake review and planning in SENCo roles and embed new SEND legislation within school practice. (Action Plan reviews / staff survey feedback)

ix) We will continue to embed the routines and strategies for learning. (Pastoral Team minutes / Pastoral TPL / end of year survey feedback)

x) SLT are planning to further develop links with feeder schools and senior schools. (SLT minutes / letters to other schools / CALC pilot information)

xi) CT has identified the need for analysis of whole school and departmental data to have a more consistent approach and a closer link with KS4 outcomes. (CT minutes)

xii) The number of newcomer pupils has increased from 49 to 93 in the last 7 years. Year 8 and 9s were benchmarked in September and Year 10s were benchmarked in June. All A1 pupils (lowest level) and the weakest A2 pupils received withdrawal support last year. This included individual and group sessions. EAL CA gave subject specific support to pupils in preparation for their examinations. We saw several Ukrainian pupils join our school throughout the year. (Sims Pastoral data)

xiii) Curriculum and assessment policies are in place. CT is cognisant of significant disruption due to Covid and the need to respond in a reactive manner in terms of lesson content and assessment arrangements. This, coupled with a renewed vision for learning and teaching and the implementation of new TPL programmes, will necessitate a review of these policies with stakeholders. Research by Alison and Tharby, Christodolou and Rosenshine are shaping the direction of travel.

Section 2 : Quality of Provision

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale	Review of outcomes
1. To ensure consistent use of teaching and learning strategies eg: effective questioning/ feedback	1.1) Staff will all know the highlighted teaching and learning strategies and regularly use these effectively in lessons	<ul style="list-style-type: none"> a) All staff will have access to Walkthrus books and resources via the online portal b) All staff will attend regular TPL opportunities throughout the year at which the effectiveness of the strategies will be reviewed and promoted c) HODs will facilitate regular review of the effectiveness of the strategies in their subject-specific context e.g. through minutes or GC d) Making effective Learning and Teaching a standing item on Department meetings to enhance consistency of approach. 	<p>Walkthrus subscription (£630), plus books and resources</p> <p>TPL sessions</p>	<p>CT</p> <p>All staff</p>	Sep - May 2023	
2. To enhance teacher knowledge of how to support pupils with	<p>2.1) Pupils with additional needs are clearly identified by all staff;</p> <p>2.2) Pupils with additional needs</p>	<ul style="list-style-type: none"> a) All staff will have access to a booklet containing pictures of and details of any pupils with additional needs (copies available for sub teachers); b) Support will be provided for pupils red flagged in Tracking points and Regression; c) Support, bespoke training or advice will be 	<p>EA and other external support for SENCo</p> <p>Regular TPL sessions / update opportunities for</p>	<p>CT</p> <p>All Staff</p> <p>SENCo</p>	Sep - May 2023	

<p>additional needs</p> <p>3. To deliver a curriculum which fully meets statutory requirements and addresses gaps identified</p> <p>4. To further enhance links with PS and Senior Schools and promote quality of provision in LJHS in wider</p>	<p>receive effective support in their learning and achieve their targets</p> <p>3.1) Gaps in academic and pastoral provision will be addressed</p> <p>3.2) Curriculum and assessments policies to be reviewed and updated to reflect renewed vision and research findings.</p> <p>4.1) School will enjoy greater liaison with PS and SHSs re: curricular links</p>	<p>provided by SENCos/Newcomer Coordinator for specific pupils;</p> <p>d) The impact of SEND legislation on classroom practice will be outlined in TPL sessions throughout the year.</p> <p>d) Intervention to be made a standing item at departmental level</p> <p>a) All staff will analyse data from Tracking points and Regression analysis to identify pupils who are underachieving;</p> <p>b) A standard format for analysis of data to be formulated by CT/Data Coordinator from existing good practice and shared with all HODs;</p> <p>c) Reduction of 3 assessment points to 2 (for Yrs 8&9);</p> <p>d) Second Modern Language to be offered to almost all Yr9 pupils.</p> <p>e) Relaunch of IXL across the whole school to aid the support of pupil literacy and numeracy standards.</p> <p>f) Increasing time for withdrawal support for English and Maths.</p> <p>a) SLT to communicate vision to staff and other stakeholders and seek consultation where necessary.</p> <p>b) New policies to be formulated, approved by BoG and circulated accordingly.</p> <p>a) LJHS to host information day for all PS principals re: curriculum, approaches to learning and provide tour of school.</p> <p>b) JM to present to PS re: the Dickson Plan and its benefits e.g. King's Park PS.</p> <p>c) LJHS to host information day for SHS principals re: curriculum, approaches to learning and explore curricular opportunities eg: trialling immersion days in Senior Schools.</p> <p>d) Term 3 visits to feeder PSs.</p> <p>e) P6 Sampler Day resuming.</p> <p>f) Open Evening.</p>	<p>SEN dept</p> <p>Time to review existing data analysis and plan for a standard approach</p> <p>Additional FTE</p> <p>Time to review Time to communicate with stakeholders</p> <p>PowerPoint for presentations Letter to Primary Schools and SHSs</p>	<p>CT</p> <p>All staff</p> <p>Data Coordinator</p> <p>CT</p> <p>Mr McCoy</p>	<p>Sept-Oct 22</p> <p>Oct 22-Jun 23</p> <p>Sept-Oct 22.</p>	
--	--	---	--	--	---	--

community	4.2) School will enjoy positive publicity gained from participation in Educational Conferences.	<ul style="list-style-type: none"> a) Mr McCoy to present on Quality Continuing Professional Development at the ResearchEd Conference in Dublin on 24th September 2022. b) Mr McCoy to present at the CSSC educational conference for principals on 19th October 2022. 	PowerPoint for Presentation.	Mr McCoy	Sept-Oct 22	
-----------	---	--	------------------------------	----------	-------------	--

Section 3: Leadership and Management

Current Position

i) The restructured Senior Leadership Team have been in place together for a number of years and have clear roles and responsibilities which are well understood by pupils, parents and staff (Survey data feedback)

ii) The SLT have provided ongoing and regular programmes of professional development and support to promote effective teaching and learning; individual expertise amongst staff harnessed to provide training in: use of visualiser; 'Explain Everything', screen recording from a computer or iPad; using Mote for feedback; use of GC rubrics; annotating work with an apple pencil; general whole-staff GC training revisited and augmented throughout the year; retrieval practice strategies training provided by two staff based on Kate Jones' book. (TPL file)

iii) Monitoring of curriculum provision and pupil outcomes are SDP priorities and are standing items on minutes; the Curriculum Team closely monitored the quality of teaching and learning online by asking to be invited into a range of classrooms. (CT minutes)

iv) There is annual Action Planning support and review by Curriculum Team, along with monitoring meetings with Middle Leaders to promote SDP priorities and evaluate pupil progress; meetings also ensure appropriate targets are set and are based on self-evaluation within departments. (TPL on Action Planning / minutes of meetings with MLs / Action Plans)

v) Middle Leaders regularly monitor & review pupils' outcomes and learning experiences and ensure appropriate interventions are in place so pupils meet or exceed targets; (Departmental minutes and Action Plans)

vi) Pastoral Team (Year Heads, SENCos, PD Coordinator, EAL Coordinator, ST and VP) provides clear guidance for Form and Subject teachers; (Pastoral Team minutes)

vii) Whole school accountability for behaviour outcomes has increased through use of SIMS Behaviour Management Initiatives; (Sims behaviour data)

viii) Since 2016 there has been an increase in the number of teaching staff from 45 to 53, of which over one-third are recently appointed to the school. Numerous new roles have also been appointed in recent years: new HoDs in Art, Geography, RE, PE, TD, EAL and Music, new Year Heads, a new Data Tracking Coordinator, a new supported learning coordinator, new classroom teachers in History, Modern Languages, RE, Music; temporary increase to the FTE was granted in August, 22 bringing this to 45.74 in light of increasing enrolment. (Staff responsibilities list)

ix) Newly appointed staff in leadership positions will need middle leadership training. Some MLs took part in ETi Empowering Improvement training in Terms 2 & 3. Others have enrolled in EA Steps & Pathways Programmes. CALC are also establishing provision for MLs for 2022/23; (CALC Pilot letter / CALC ML group / Eti group / EA)

x) Additional and regular timetabled meeting time is needed for SLT to undertake medium to long term strategic planning. (Timetable examples for SLT)

Section 3: Leadership and Management

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale	Review of outcomes
1. To embed a consistent approach to behaviour for learning	<p>1.1 All stakeholders clearly understand the routines for behaviour</p> <p>1.2 Improved pupil behaviour for learning is evidenced in data and by teacher feedback</p> <p>1.3 Feedback for training given will reflect positive attitudes from staff.</p>	<p>a) Meetings in August will refine the routines based on teacher consultation</p> <p>b) SLT will provide regular opportunities throughout the year for promoting the routines for behaviour with staff and pupils through monthly twilights and meetings planner</p> <p>c) PT will carry out an evaluation of the impact of the routines</p> <p>d) PT will oversee the input of achievements on Data input days to recognise positive behaviour.</p> <p>e) Middle Leadership training will be provided for newly appointed staff, in conjunction with CALC. This will cover academic and pastoral roles.</p> <p>f) Staff to maintain a greater presence in corridors between lessons.</p> <p>g) PT to liaise closely with SEN dept regarding process in dealing with pupils of concern</p> <p>h) Weekly YH briefings with ST & VP on Friday</p>	<p>Bennett's publications; 'Walkthrus' book;</p> <p>surveys with staff; induction powerpoint and instructional videos;</p> <p>form booklets;</p> <p>pupil H'W diary providing guidance on routines and uniform;</p> <p>Updated staff handbook</p>	<p>Pastoral Team</p> <p>Form Teachers</p> <p>Year Heads</p> <p>Canteen staff</p> <p>Andy Barr (Youth Annexe worker)</p>	Sept - May 2023	

		<ul style="list-style-type: none"> i) mornings Staff handbook to include staff roles & responsibilities, pastoral procedures & interventions, behaviour routines, duty rotas with clear instructions, rewarding positive behaviour through data input, use of SIMS Behaviour Management, consistent approach to contacting home. j) Booklet with SEN, EAL and medical information on pupils 				
<p>2. To embed a common understanding of key principles of high quality teaching and learning</p>	<p>2.1 All staff will have a common understanding of the key principles of effective teaching and learning</p> <p>2.2 The quality of pupil oral and written responses will be of a consistently high standard</p>	<ul style="list-style-type: none"> a) SLT will provide regular opportunities throughout the year for promoting the strategies with staff through CPD twilight planner; b) Continue to develop the common understanding of the key T&L principles through TPL sessions and informal lesson drop-ins. c) CT will carry out an evaluation of the impact of the strategies, through departmental minutes, survey data and observations e.g. in Google Classrooms or through book scoops. 	<p>Books and resources e.g. WalkThru subscription</p> <p>Visualisers for all classrooms</p> <p>Additional timetable time for CT to evaluate quality of T&L</p>	<p>CT</p> <p>All staff</p>	<p>Sep - May 2023</p>	
<p>3. To enhance the Capacity of middle leaders to support school management and promote high quality learning and teaching</p>	<p>3.1 Middle Leaders to be offered opportunities to develop their leadership roles.</p>	<ul style="list-style-type: none"> a) New Middle Leaders to continue in ETI Empowering Improvement programme; b) Middle Leaders to be selected for CALC Middle Leaders training; 	<p>Substitute cover time;</p>	<p>CT</p> <p>New Middle Leaders</p>	<p>Sep - May 2023</p>	

		<ul style="list-style-type: none">c) Staff to be supported in EA Pathways journey;d) CT to seek volunteer HoDs for Dickson Plan collaboration pilot scheme.e) CT to meet with new Middle Leaders to review progress.				
--	--	--	--	--	--	--

Section 4: Governance

Current Position

i) Chair of Governors, Mr McKay further stepped down from the role of governor; Mrs Louise McDonald appointed as a new Transferor Rep. (BoG minutes)

ii) General Governors' meetings conducted in person where appropriate. Principal updates given at all meetings. (See PowerPoints copies in BOG file)

iii) Governors' meetings re: Health & Safety of in relation to fire safety (Risk Assessments and Fire Safety file)

iv) Governors' Finance Committee met to discuss the audit of school accounts and school funds. New Private School Fund Policy formulated and approved. (Finance Committee minutes)

v) Governors' Recruitment committee and associated HR processes conducted where applicable. (BoG HR minutes)

vi) Updates from the Curriculum Team re: Learning and Teaching delivered by Curriculum VP, Mr Thompson and Miss Osborne gave an overview of regression analysis to Governors to show over and under achievement. (BoG minutes)

vii) Governor training minimal due to lack of face to face scenarios; some online engagement with EA training modules. (Register of completion to date)

Section 4: Governance

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale	Review of outcomes
1. To continue to enhance capacity	1.1 Greater number of governors will receive	a) Governors to attend training	EA portal Training Record	All governors; Mrs Graham	2022-23 year and as according to training	

<p>of governors to support school management and promote high quality learning and teaching</p>	<p>training and will be able to support management accordingly.</p>	<p>b) using EA portal Record of training kept. c) To put a timetable of sub-committee meetings in place</p>	<p>Sub-committee meetings Training Schedule</p>		<p>timescale by EA</p>	
<p>2. To continue to respond to the status of Development Proposal No. 574 in connection with CSHS and explore options for Area Planning</p>	<p>2.1 School will have formulated a clear strategy in relation to Area Planning matters and stakeholders will understand the same.</p>	<p>a) Governors to meet with key personnel in EA Area Planning, DE and local politicians to convey educational rationale behind our 'Way Forward' document. b) Governors to respond accordingly in relation to decisions by the Minister for Education re: DP No. 574.</p>	<p>Meeting time</p>	<p>All governors including Chair and Vice-Chair with key personnel.</p>	<p>Response to be formulated depending on the time frame dictated by DE Minister.</p>	
<p>3. To continue to support the principal in relation to maintenance issues around the school premises.</p>	<p>3.1 Maintenance issues around school will be progressed: Re-painting; Repairs to floors; picnic tables; seating; staffroom toilets, assembly hall, curtains, library, science labs, Committee room redesign.</p>	<p>a) Approve decisions in conjunction with principal re: areas for improvement.</p>	<p>Meeting time</p>	<p>All governors and the principal.</p>	<p>2022-23 and timeframe in conjunction with EA maintenance team.</p>	

Section 5: Care and Welfare; Safeguarding

Current Position

i) Pastoral Team which includes VP Pastoral, ST Pastoral, SENCOs, Year Heads, Newcomer Coordinator & PD Coordinator is well established with clear roles and responsibilities and meets monthly to MER support for pupils and staff, pastoral procedures and behaviour routines and prepare and plan resources for Form Teachers and training - for example, Induction PowerPoint, instructional videos for behaviour routines & Form Booklet. This year, our Staff Handbook includes details such as staff list with roles and responsibilities, pastoral procedures & interventions and behaviour routines, list of staff duties and expectations of staff on duty, meetings planner, school calendar, school day, list of Form Teachers and Year Heads with defined roles and responsibilities, conduct pages, rewarding positive behaviour through data input, effective use of SIMS and a script for contacting home. (Print off Ppts, Form booklets, minutes of meetings, staff handbook)

ii) Pastoral Training Day as part of SDDs to remind staff of pastoral procedures, roles and responsibilities and behaviour routines. (Staff training Ppts from twilights and August SDDS)

iii) Senior Pastoral Team meet weekly to discuss safeguarding, SEN, pupil concerns, review of pastoral policies & procedures and behaviour routines. (Minutes)

iv) Regular Form Teacher meetings (twice a term) with relevant Year Heads to promote consistency, offer support and guidance, share good practice and build capacity. (Minutes & survey responses)

v) Pastoral office with VP, ST and Pastoral secretary was in operation. With Form Teachers and Year Heads not having access to their classrooms, the pastoral office became the place where pupils presenting with high levels of anxiety were sent, thereby placing emotional and time demands on the pastoral office staff. Significant time was spent supporting pupils, contacting parents and external agencies involved. Pupils are now supported by FT & YHs for Downtime and set times with Engage worker/Reach Mentoring/School Counsellor. (Parent feedback and emails of thanks to school)

vi) Separate induction days for each year group at the start of the year with most of the day spent with Form Teachers rebuilding positive relationships, going through procedures and practising behaviour routines. (Form booklets & Induction Ppt; survey responses and staff surveys).

vii) Reach Mentoring (local charity founded by past pupils) workshop to augment Year 8 transition support during Induction days.

viii) Assemblies with SLT, YHs, RE dept, SU and Reach Mentoring promoting our Christian ethos, healthy & safe choices, anti bullying, etc. Special harvest, Christmas and Easter assemblies with pupil participation. Anti-bullying assemblies carried out by our student council, TPV (The Pupils' Voice). (Facebook posts)

ix) Extensive use of Behaviour Management on SIMS to record pastoral information - achievements & rewards, behaviours, detentions, reports, initiatives so that all evidence is centrally located and accessible. Bullying concerns to be recorded on SIMS, with Incident Report forms completed and notes of action taken. Restorative Practice and research regularly used to support pupils involved in bullying incidents, physical altercations and vaping, racism, sectarianism, etc. Pupils present findings to the Principal at the end of sessions. (Conduct reports for 2-3 pupils)

x) Monthly Form Periods to promote ongoing building of positive relationships, behaviour routines and pastoral procedures. Form Teachers on duty in their year group playground/toilets to promote positive relationships. (PP)

xi) Steph Duke from Reach Mentoring was employed through the Engage programme for four days each week to support pupils pastorally and academically to re-engage in their learning. (Steph's timetable) Steph was introduced to Year 8 individual classes on Induction Days, her role in school, how and why pupils are referred. Steph also visited Year 9 and 10 classes on their Induction Days to remind them of the same. (Engage planner and Steph's review file).

xii) REACH Mentoring on Tuesday mornings. These students have been referred by Form Teachers and Year Heads to the Pastoral Senior Teacher for additional pastoral support in consultation with parents. Last year, there were sufficient volunteers to mentor up to 25 pupils. This year is currently sitting at 15, but hoping to increase this to 20 pupils with a new volunteer. (Summative report)

xiii) ASPIRE (local charity founded by a past pupil) offers after school pastoral and academic support, resources and free tuition twice a week to a group of up to 10 pupils on FSM who are underachieving/regression analysis. Pupils are referred by FTs and YHs through the ST. (SIMS Data table)

xiv) Counselling referrals increased significantly so that additional sessions were required. Sessions delivered from Links Counselling on Wednesday and additional sessions on Thursdays in school. (ICSS annual report) As with Steph, Deborah, our Links Counsellor visited all classes during Induction Days in August/Sept to explain her role in school and how pupils can be referred.

xv) Preventative curriculum - PD taught in Year 8 focusing on resilience building. REACH Mentoring created videos for all year groups explicitly promoting positive mental health and well-being, specifically, self-awareness and dealing with anxiety which are used in Form Periods/registration. Half-termly whole-school Positive Mental Health & Well-being days when timetable is collapsed and classes stay with their FTs to participate in various activities - karaoke, dance-athons, masked singer, special assemblies, house quizzes, silly games, etc. (Links to videos & PD booklet; PMH&WB Day carousel timetable)

xvi) In addition, leadership opportunities were afforded to our TPV, our school council consisting of our Senior Prefects and elected members, who host webinars with the PSNI and ABC Council for all pupils in school during Form Periods: online safety, road safety, substance misuse: peer pressure. The PSNI had asked LJHS to be part of a pilot programme for these webinars and were delighted at the engagement of our parents and pupils and the professionalism of our TPV in hosting the event. (Surveys/Quizzes) PSNI will continue to support school

with these sessions this year and include anti-social behaviour/one punch kills element.

xvii) TPV organised a Year 10 Positive Mental Health & Well-being Day to support with transfer exams. Reach Mentoring, Study Seed and Aspire delivered workshops on coping with stress, study skills and building resilience respectively. (Review of day with pupils - Survey)

xviii) MDMs held for pupils who are supported by external agencies, in addition to interventions in school, to plan way forward - i.e. CAMHS, EWS, ETA, Social Services, PSNI

xix) Links with local churches who support with assemblies, provision of food hampers for families in need, uniforms, school bags and stationery (Facebook posts - photos)

xx) Attendance is closely monitored by FTs, YHs and concerns passed on to the coordinator. Interventions noted on SIMS. (Attendance figures)

xxi) Health & safety - gates and fencing have been put in place at the Youth Annexe entrance to school and at the path to the canteen; secure doors at the front entrances to school requiring fobs to enter after 9:15am; staff on duty at various points around the school in the mornings, break, lunch and end of the school day to ensure pupil safety. Plans in place with EA Maintenance and Electrical officer for other outside doors to be made secure (requiring fobs) this school year.

xxii) Safeguarding training for all staff during SDDs (Ppt and register)

xxiii) Safeguarding assemblies for all pupils and posted in Google Classroom; posters of School Safeguarding Team in all classrooms and around school; reminders in Form Period; safeguarding leaflet in place for all visitors to school (leaflet)

xxiv) Safeguarding on the agenda for SPT meetings (minutes template)

xxv) Attendance at Case Conferences and LAC reviews via Zoom by DT/DDT and reports completed for meetings

xxvi) ETA review meetings hosted by VP for relevant pupils with all external agencies involved.

xxvii) SENCO retired at the end of last school year and Assistant SENCO is leaving at half term. STs are taking on the roles of SENCO this year and will require training. Have met with EA SEN and visited St John the Baptist's SENCO.

xxviii) Pre-owned uniform sales held regularly in term three and over summer holiday period.

xxix) Focus on rewarding positive behaviour and engagement in learning through rewards system which is consistently communicated to all staff and pupils. Rewards assemblies held half termly to celebrate and distribute certificates for conduct points achieved (Bronze, Silver, Gold & Platinum). Special Rewards events took place for Silver, Gold & Platinum winners - eg. special breakfast

Section 5: Care and Welfare; Safeguarding

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale	Review of outcomes
1. To continue to ensure positive relationships for learning with mutual respect and trust between pupils and staff	<p>1.1 Positive behaviour routines are promoted and employed consistently across the whole school.</p> <p>1.2 Pupils can identify key adults and report positive relationships with staff</p> <p>1.3 Pupils in need of additional pastoral support are identified and appropriate intervention(s) is/are put in place</p>	<p>a) To continue to embed Tom Sherrington's Pastoral 'Walkthrus' through twilight sessions and introduce new walkthru - building on foundation laid in 21-22.</p> <p>b) To continue with separate induction days for pupils with Form Teachers for each year group at the start of the year to: build on positive relationships; teach and practise behaviour routines; communicate pastoral procedures and supports available and how to access them</p> <p>c) To enhance rewards allocations following review, to one data input day per term and one rewards assembly and set of rewards events eg: special breakfast, and continue to embed half termly positive mental health & wellbeing days.</p> <p>d) Maintain and embed established behaviour routines.</p> <p>e) Maintain SLT on gate duties in the morning to welcome pupils to school and monitor behaviour; YHs to continue at Year entrances/exits.</p> <p>f) To further increase opportunities for leadership for Prefects and Senior Prefects through implementation of a new duty rota; daily</p>	<p>PT meetings Training materials Walkthrus package with resources Instructional videos Induction PowerPoints Form Booklets Tom Bennett's 'Running the Room' and Postcards, Bronze, Silver, Gold & Platinum Certificates Breakfast in canteen, Youth Annexe facilities,</p> <p>Duty rota and prefect team rota</p>	<p>PT</p> <p>PT and FT</p> <p>FT, YH and PT and SPT</p> <p>All staff</p> <p>SLT and YH</p> <p>ST and TPV</p>		

<p>2. To continue to ensure a safe environment for all pupils through embedding of updated procedures, in particular recent anti-bullying legislation</p>	<p>1.4 Pupils engage in learning experiences beyond the classroom through enhanced leadership opportunities</p> <p>2.1 Pupils in LJHS report feeling safe, secure and free from emotional and physical harm;</p> <p>2.2 Pupils report that they understand that their concerns will be listened to and appropriate action taken.</p> <p>2.3 Bullying concerns are recorded and monitored by staff according to legislative procedures</p> <p>2.4. All stakeholders are aware of the updated safeguarding policies and procedures and employ these when needed.</p>	<p>collaboration with staff enabling a student voice in organisation of school life and setting up of various prefect teams.</p> <p>g) TPV to continue to play a role in delivery of preventative curriculum and to launch the 'Safer Schools' app.</p> <p>h) House Captains and Vice House Captains to continue to lead in the organisation of school events eg House football competitions</p> <p>a) Information on SIMS Behaviour Management used by FTs and PT to identify pupils needing support.</p> <p>b) Interventions are recorded on SIMS and monitored by relevant staff to see if further support is required. VP, ST and Safeguarding Team complete relevant paperwork to support pupils.</p> <p>c) Continue to embed and communicate through staff training, the legislative background and procedure for dealing with bullying concerns as per our school Anti-bullying policy which is reflective of new legislation.</p> <p>d) Continue to take advice from EA Behaviour Support Team when required.</p> <p>e) Safeguarding procedures delivered to all staff and pupils with updates eg: Operation Encompass</p> <p>f) Leaflets and posters updated to reflect staff changes</p> <p>g) Members of Safeguarding Team attend relevant training from external agencies and attend meetings as and when required eg LAC reviews and Case Conferences</p> <p>h) Substitute teachers to be given copies of Safeguarding</p>	<p>Staff PowerPoint Copies of Incident Report proforma to record bullying concerns Policy EA guidance Assemblies</p> <p>EA guidance Safeguarding proforma</p>	<p>VP and TPV</p> <p>PE staff and relevant pupils</p> <p>PT and FT</p> <p>All staff and YH, FT and PT</p> <p>SPT</p> <p>SPT</p> <p>DT/DDT</p> <p>DT/DDTs</p> <p>VP (Curr)</p>		
---	--	---	---	---	--	--

		leaflet, staff handbook and Pupil booklet with names, photos and relevant SEN, EAL and medical information and in addition, booklet containing pupil IEPs.				
--	--	--	--	--	--	--

Appendix 1

ACTION PLAN

Lurgan JHS

Dept. / Post of responsibility:

Date:

Where are we now?

Progress in 2021-22 school year

Please provide an overview of the outcomes of your previous Action Plan below:

Areas for improvement in 2022-23

1. Continuing to embed the use of Google Classroom to promote high standards of pupil learning and engagement.

2. Continuing to update our departmental strategies for supporting pupils with additional needs.
3. Teaching and Learning: one of the areas of focus from whole school professional development (Walkthrus-based effective questioning/feedback techniques) and/or an area for improvement identified within your department.

Targets	Success Criteria	Actions/Tasks	Resources	Staff	Timescale

Strategies to Evaluate.

We have measured the success of our actions through analysis of the following:

- 1.
- 2.
- 3.
- 4.

Target 1 - To continue to embed the use of Google Classroom to promote high standards of pupil learning and engagement

Target 2 - To continuing to update our departmental strategies for supporting pupils with additional needs

Target 3 - To achieve a consistent approach to Teaching and Learning within the department using Walkthrus-based effective questioning/feedback techniques **and/or an area for improvement identified within your department.**

Conclusion (where are we now at the end of the school year?)