

CHILD-CENTRED PROVISION

Objectives/Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/Materials/Staff/Costings	Current Position	Monitoring & Evaluation	Staff/Lead Responsibility	Time Scale
Pastoral and Academic Mentoring	Increased numbers of pupils involved with mentoring. Evidence of more robust and frequent Form Tutor and Pupil Interviews – linked to IoN Develop pupil leadership skills and award achievement in this area.	Train Sixth Form Prefects to act as peer mentors. More teacher-training offered to Sixth Years to support academic mentoring. Reinforce policy of pastoral meetings between Form Teachers and pupils. More robust and planned sharing of information between Form Teachers, Year Heads & Section Heads.	Section Head and Year Head meetings. Training sessions with pupils and teachers. Termly meetings between each Form Teacher, Year Head & Section Head	More rigorous approach to Form Teacher meetings but room for improvement. Prefects in need of formal training to support academically. More consistent approach to role of Form Teacher.	Review current situation Baseline: no of pupils accessing help in/out of school Term 1 2014-2015 Comparison with nos. accessing help at end of June 17. Pupil feedback survey June 17.	VP/Section Heads/Year Heads Form Teachers Counsellor External agencies.	Sept 16- June 19
Enhancement of SEN and Gifted & Talented	Meeting needs of SEN and G & T pupils SENCo qualifies as a pupil assessor available and readily accessible for all members of staff in shared area The PLC is a central component of teaching and learning G and Talented pupils are identified and catered for Efficient Access Arrangements Earlier identification and intervention.	A more organised and planned approach to the PLC Teacher training - 1-1 literacy/numeracy support Appointment and training of SENCo Review of IEP process Development of PLC Development of G and T provision Action Plans arising from the School Development Plan place emphasis on the highest standards of SEN provision. G & T - Forging more links with Third Level Universities – scholarship programmes	Termly meetings with SENCO and staff to review progress of SEN pupils Regular parental communication	SENCO has now been appointed. Staff deployed in PLC in need of training. Inspection report very good On-going discussion relating to streamlining IEP process PLC in operation for one year G and T embryonic	Staff feedback Parent feedback Pupil feedback	Principal VP SENCO BoG Bursar External agencies	Sept 2016- June 2019
Positive Reward Scheme / Recognising Achievement	Recognition of pupil achievement and greater pupil self-esteem. Improved attendance and use of SIMS Raised pupil and parent awareness of the importance of attendance. Improved attendance. Clear improvements in uniform and behaviour.	End of year ceremonies continue to recognise pupil achievement, (including Upper School) A more consistent approach from staff use of SIMS A more uniform use of detention system. Review policy to encourage early intervention. Reinforce school practices in using SIMS and requiring prompt supply of absence notes/homework diary. Next Practice – investigate regional practice.	Day per year group at end of June Cost: prizes Staff time	Increased use of PRS to celebrate achievement but need for more consistency and better planning. Improved use of SIMS. Sixth Form attendance needs to be improved.	Pupil/staff/parent evaluation Comparison of unexplained absence numbers end June 15 with those in June 16 -Reduction in number of absences due to family holidays. Comparative internal and external data	SLT Pastoral Heads	Sept 2016- June 2019
Emotional Health and Well Being	Updated pastoral programmes. Greater identification of factors. Heightened pupil resilience. More communication between pastoral leaders. Pupil feedback – GL PASS	Increased training and support from external agencies. Up-skilling staff – training in Mindfulness Improved induction programmes Review the pastoral programmes. Identify opportunities to improve provision. Suicide prevention programme.	Investing in GL - PASS Staff time	Induction programmes in Years 8, 11 & 13. Increasing number of students requiring mental and emotional support. Increased need for counselling.	Pupil feedback Staff feedback Parent feedback	Section Heads Pastoral Heads	Sept 16 June 19
Anti-Bullying	Improved relations between pupils – culture of mutual respect. Greater awareness of and ability to deal with cyber-bullying. Improved inclusivity and awareness of diversity.	Increased preventative measures – ethos Heighten pupil and staff awareness of cyber-bullying More parental information and training needed. Greater focus on building relationships in Pastoral Programmes – conflict resolution and increased social awareness	Substitute cover INSET time	Cyber-bullying –on-going issue across society.	Pupil feedback Parent feedback	VP Section heads Head of ICT Form Teachers	Sept 16 – June 19
Extra-Curricular provision and healthy living/education	Ensure every pupil is engaged in at least on extra – curricular activity, either inside or outside school. A more active and health-conscious student population.	Increased pupil participation in ECP. More staff involvement in all school events and ECP. Invite senior pupils /parents to offer services. More non-competitive activities. Less sedentary students (develop use of outside space) Pastoral and curriculum programmes to include more on healthy living.	Staff / volunteer time Equipment / resources Parental support External agencies HE/PE - collaboration	Improved marketing of what is being currently offered. Still departmental gaps. Many pupils not engaged in ECP. Healthier options needed in canteen	Pupil uptake. Parental feedback	HoDs VP Bursar SLT PR Parent Voice	Sept 16 – June 19

