



ENNISKILLEN ROYAL GRAMMAR SCHOOL

SCHOOL DEVELOPMENT PLAN 2026 – 2029 (Draft)

Inspiring Excellence through Engagement, Resilience, Growth and Support

Introduction

This School Development Plan (SDP) has been developed by the school community of Enniskillen Royal Grammar School, shaped by the views of pupils, parents, staff and governors. It outlines the strategic direction for the next three years as together we continue our developmental journey guided by the core principles of our vision and ethos as articulated in our new strapline 'Inspiring Excellence through Engagement, Resilience, Growth and Support'. As we moved towards the tenth anniversary of our inception in 2016 and as we prepared for our new three year School Development Plan in the summer of 2025-26, it was a timely opportunity to engage with our key stakeholders to develop this strapline as a reference point for our wider ethos and values statement as outlined below and as evidenced in our emerging developmental priorities. In our recent surveys with pupils, parents and staff, a significant majority of respondents indicated that this strapline resonates strongly with their experience of Enniskillen Royal Grammar School.

The three-year SDP specifies the key areas of focus as identified by our self-evaluation process and includes an Action Plan to address the areas of focus in the immediate year ahead. This Action Plan provides detailed information on specific targets, the personnel responsible and the procedures for monitoring and evaluation.

Vision and Ethos

Our school vision and ethos defined at our inception in 2016 and revisited in 2019 and again post Covid reads as follows:

At the heart of our vision for Enniskillen Royal Grammar School is the commitment to make it a centre of excellence where pupils are known and valued as individuals and where they are challenged and supported in equal measure to identify and fulfil their potential by a staff committed to pursuing the highest standards across a wide range of curricular and extra-curricular learning experiences. We aim to provide a broad, balanced, and coherent curriculum which engages all learners and allows our young people to develop questioning and independent minds, to experience success and to develop a love of learning and a desire to contribute actively to their wider community as they move into the rapidly changing world of the 21st century. We seek to do this in a caring supportive environment where we aim to develop our young people in mind, heart, and body and to enable them to hold a positive view of themselves, their community, and the wider world. A Christian ethos informs the life and work of the school. We welcome warmly pupils and staff of all faiths and those with no religious conviction. We aim to encourage each pupil to develop breadth and depth of character, to develop moral and ethical values and to develop a sense of social responsibility which has at its core respect and tolerance towards each other, to the wider community and to the wider world. It is our vision to make Enniskillen Royal Grammar School a vibrant and purposeful community underpinned by strong and healthy relationships, a community at ease with itself and at ease within its wider communities. We aim to create an environment where each member of the school community, pupils and staff alike, feels safe, valued and respected for their contribution and where teamwork, mutual accountability, creativity and initiative are celebrated and encouraged. We also wish to involve parents/guardians in the school's activities and processes wherever possible and appropriate and to build open and productive lines of communication with them. Enniskillen Royal Grammar School will also build strong and purposeful links with a wide range of partners in the local and wider community at regional and national level. In so doing we want to ensure that our school community, whilst firmly rooted in its community here in County Fermanagh and Tyrone, is also outward looking, enabling our young people to find and take their place in local, regional, national, and global communities as well-rounded and forward-looking individuals with a clear pathway to the future.

Our school motto 'Perstare et Praestare' 'To persevere and excel' sits firmly within this wider vision and ethos.

Our new strapline 'Inspiring Excellence through Engagement, Resilience, Growth and Support' and how it is evidenced in our daily school life is explored more fully in the Principal's welcome on our school website found here: <https://enniskillenroyalgs.com/our-school/welcome/>

Our Context

Enniskillen Royal Grammar School celebrates its first decade in September 2026. Since our amalgamation in September 2016 which brought our two legacy grammar schools together, each with its own distinctive history and ethos, we have worked with care and determination to allow our new school to grow more fully into its unique identity and ethos in the present and future, whilst honouring the contribution of our parent schools in the past. Over the past decade Enniskillen Royal Grammar School has developed into a thriving co-educational and non-denominational school community with an enrolment of over nine hundred pupils who enjoy and grow holistically through the ERGS experience, unique in its breadth and depth of curricular, co-curricular and extra-curricular provision. We currently operate across a split site as we eagerly anticipate our new build in the imposing setting of the Lough Shore site which will see the refurbishment of our iconic listed buildings together with the construction of our carefully planned new building with its state-of-the-art facilities. Our senior pupils in Years 12-14 are based on our Cooper Crescent site and in Autumn 2025, our decant saw our junior pupils in Years 8-11 move from the Lough Shore site to the extensively refurbished Algeo Drive site as a pivotal part of our new build process which is now entering its final stage.

In building a **school community based on our school motto of excellence through perseverance and developing our vision and ethos** we have met many challenges successfully, not least **the significant operational challenges of our split site, tight school budgets, COVID 19 and a period of prolonged industrial action.** In so doing, we have continually sought to promote **an open reflective approach** which **recognises and celebrates progress**, which acknowledges **barriers and obstacles**, which looks for **opportunities for development** and which seeks to find **an agreed collective way** forward. Above all we have recognised that **what is implicit in a mature school community** must be made continually **explicit in a developing school community** such as ours. Examples of this include the development of our **'Care, Connect and Creativity'** agenda within COVID 19 which was the forerunner of the development of our **Emotional Health and Well-being priority** for both pupils and staff supported by our subsequent engagement in the Education Authority 'Being Well, Doing Well' project. Similarly, we used the **CDG process** within COVID as a driver for the development of our emerging focus on the **need to make explicit the core skills required in each subject**, to **map progression** in these skills and to develop **consistent assessment and feedback activities to track pupils' progress** in these skills.

We are normally **oversubscribed at Year 8** and we regularly have needed to request additional places from DE to accommodate the number of pupils who wish to study in the Sixth Form including those who choose to transfer to us from other schools. **Our overall enrolment stands at 955** and we have **265 pupils in a Sixth Form which has grown steadily**, particularly over the past number of years.

Our pupils come to us from a **wide hinterland** across Counties Fermanagh and Tyrone: we have **forty-five feeder primary schools** who have sent pupils to us since our inception. We currently have 77 FSM pupils and 34 statemented pupils.

In establishing the curriculum of Enniskillen Royal Grammar School at KS3, KS4 and KS5 we have taken care to maximise the opportunities arising from the amalgamation to **develop the curriculum across the Key Stages in line with the needs and aspirations of the pupils.** We currently offer **21 subjects at GCSE** with a view to offering both multimedia and computer programming pathways for pupils in Year 12 who are studying Digital Technology in 2026-27, and **twenty-eight subjects at AS and A2**, having added Life and Health Sciences in 2020. We play a full role in the **Fermanagh Learning Community**, offering Further Maths and Music in 2026-27 to pupils from other schools. Our pupils currently access Agriculture, Construction and Engineering at South West College in the FLC shared block. Normally circa 90% of our **Sixth Formers access a wide range of university courses in the UK, Ireland and beyond.** Recently the number of pupils choosing to access Higher Level Apprenticeships is growing as our **CEIAG provision seeks to provide agile and up to date advice and guidance** for our young people in line with their aspirations and with the emerging needs of our local, national, and global economies.

Our **co-curricular and extra-curricular provision** has also grown steadily, and we are continually adding to the **rich and diverse portfolio of learning experiences** beyond the classroom walls which we provide for our pupils and where they experience a significant level of success. Our **daily announcements and our facebook page** allow us to celebrate our pupils' achievements on an ongoing basis. We also place strong emphasis on **community involvement and participation**, internally through our lively **House System**, our active **School Council** and in our contribution to our local community through **pupil volunteering in the Sixth Form Enhancement programme** and in our fundraising activities.

In 2019, following the retirement of one of our Vice Principals and the appointment of the other Vice Principal to a post in another school we consolidated **the structure of our Senior Leadership Team** which comprises the Principal, Deputy Principal, two Senior Teachers, two Deputy Senior Teachers and the Bursar. Drawing on our internal observations and experience over the past decade and considering the drivers and priorities emerging in the wider educational landscape, we identified the **need to remodel our middle management structure in 2025-**

26. This involved remodelling our **Leader of Learning and Head of Key Stage roles** to embrace more **whole school facing roles** to support the Senior Leadership Team in taking emerging **whole school priorities** forward and to secure **coherent accountability**. It is also envisaged that the creation of these whole school facing roles at middle leadership will provide **progression pathways for staff and enable them to build their capacity**. (See Review of Management Structure Document Spring 2025.) In 2025-26 we appointed a **School Improvement Leader with responsibility for leading the school's Digital Skills and Use of AI Strategy**. Other whole school facing roles adopted by the School Improvement Leaders, working with the SLT and the Head of CEIAG are **CPD Lead, Use of Data Lead to promote Cohort Tracking, Development of the Preventative Curriculum Lead and CEIAG and Sixth Form Lead**. We plan to review these roles in 2026-27 to take account of the retirement of one of our SILs and the temporary career break of another SIL. This will also give us the opportunity to review the duties associated with these roles to ensure that they meet the ongoing leadership requirements of our school whilst affording opportunities for the postholders to build their capacity. In 2026-27 we will also consolidate our new SLT grouping following the appointment of a new Bursar, a new Senior Pastoral Lead and a new Deputy Senior Teacher (Data for Improvement and MIS Lead)

Our progress towards our much-needed new build reached significant milestones in **March 2025 when we received planning permission and again in April 2026 when the Minister of Education announced the funding for our new school**. Since 2016 much work has gone on in the background in the planning for this new build. As we moved through Stage 4 in the new build process in 2023-24 there was increasing evidence of the need for **Mr Beddard, Deputy Principal** to commit a very significant proportion of his time and energy to the detailed **planning and oversight of the current and incoming crucial stages** of the new build project. A central part of the detailed planning, particularly since the announcement of planning permission in March 2025, was our **decant from the Lough Shore Site to Algeo Drive and our reconfiguration of our Cooper Crescent Site** to facilitate the beginning of building works on the Lough Shore Site. This involved a considerable amount of planning of **the logistical detail to facilitate a smooth transition for both pupils and staff**, and it represented a new challenge in the development of our previous amalgamation experience as Algeo Drive was not familiar to any of our staff or pupils. This presented a **unique set of circumstances** for our Governors, SLT, staff and our wider school community in that we had to manage a new build with all the decision making associated therewith, alongside the significant challenges of a partial decant to an unfamiliar site. As a result, a **strategic decision** was taken in April 2024 to release the other members of the SLT temporarily from their teaching duties to ensure that they could **give our school community a clear lead strategically, operationally and on the ground through this significant transition period** to our new build to ensure that **pupils, staff and parents feel secure and supported and that high quality pupil outcomes could be maintained through a period of significant change**. The rationale for this decision was also underpinned by a need to increase our staffing in the relevant curricular areas due to growing numbers of pupils, particularly at Advanced Level. As we mark our tenth anniversary the current focus is now centred on the demolition works on Lough Shore prior to the start of construction of our new build scheduled for early 2027. As we enter this next phase of development, we recognise that this phase will bring additional challenges and opportunities as we celebrate the achievements of the past ten years and as we prepare to consolidate our school community on one site. We will continue to keep the teaching allocation of the Senior Leadership Team under review as we move toward our new build on one site. We are delighted to see our new build move ever closer. However, as we reflect on our recent decant and the positive manner in which our pupils have adapted to their new sites, it is also clear from the responses to our parental, pupil and staff surveys in the summer term 2025-26, that the strength of our school is not defined by place or building; it lies in our relationships with each other, in our shared values and distinct ethos which allows ERGS to stand out among its peers in terms of the unique educational experience we offer to the young people of Fermanagh and Tyrone. Parents referenced consistently the quality of relationships, the sense of belonging, the breadth of opportunities available to pupils and the caring supportive environment. Pupils highlighted consistently that they feel safe and that they belong in a school where they are encouraged to participate and contribute and their achievements are celebrated. Staff referenced the positive ethos, sense of community, the holistic education and the strong relationships between staff and pupils.

Self-evaluation process

Throughout 2025-26 we have engaged with our staff, pupils, parents and Governors in a range of monitoring and evaluative processes involving both quantitative and qualitative data led by the SLT, SILs, Curriculum Leaders and Heads of Year as outlined in the table below. These processes include the review of public examination outcomes against NI benchmarks and in-school assessments taking account of a range of baselining and predictive data sets, consultation with stakeholders on the Attendance, RSE and Uniform Policies and ongoing review of progress against our SDP priorities for 2025-26 through team discussions, pupil voice activities and questionnaires. The outcome of these ongoing evaluations led to the identification of targeted adaptive learning and teaching strategies to effect pupil improvement, in-year adaptation of processes such as our Target Setting and Tracking Principles and Procedures document, our Curriculum Grade Card Cycle Data and Progress Review document and our ABC Curricular and Pastoral Case studies within our SDP review documents as well as providing evidence to inform our priorities for our new School Development Plan. The Principal also conducted Year 8 and Year 10 Pupil Pursuits to get a sense of the pupil experience in these Year Groups. In addition, as we planned for this new School Development Plan in Term Three, we conducted pupil, staff and parental questionnaires aligned with ETI's nine Contributory Areas and five Core Questions provided by our ALC School Improvement Professional. We have also engaged with the advice and guidance issued by the Department of Education, the Education Authority and ETI including information on TransformED, the TPL Reporting Framework, the ETI Learning Insights profile and ETI Post-primary Insights. We also engaged fully with our local FLC to ensure that we learn from others, and share our own, effective practices which have an evidence base of success.

Our sources of evaluation and evidence as outlined below indicate that our curricular and pastoral teams have engaged directly, purposefully and with a level of coherence with the SDP priorities. Staff have made good use of TPL resources and the CPD Academy resources to develop their pedagogy in the area of metacognition with a particular focus on retrieval practice and a growth mindset: the revitalisation of PRSD and its shared whole school and departmental objectives has been welcomed by staff as an impetus for pedagogical development and the sharing and affirmation of collaborative good practice. Activities on our INSET and Transform ED days have aligned closely with our SDP priorities and the identified menu of training in our SDP has been completed, together with the review and development of the identified policies through consultation with the school community. Within our RSE provision pastoral staff have engaged in training with the NSPCC Healthy Relationships programme which we now need to integrate into our wider RSE and personal development programme. We have developed our emotional health and wellbeing provision for pupils and staff in line with our BWDW Action Plan and we have made important initial steps in the development of our self-regulation and growth mindset agendas and in their integration into our curricular and pastoral procedures through, for example our Attendance and Home Learning procedures. Subject departments have also begun to develop links with CEIAG pathways within their subject areas. Our work on our cohort identification and tracking through an integrated use of soft and hard data, together with the identification of targeted adaptive teaching strategies to reduce barriers to learning has allowed us to make initial engagement with provision mapping within the SEND transformation agenda. All staff have also availed of EA Behaviour Support Team on SBEW and neurodiversity. Our work on the development of whole school facing leadership roles for the School Improvement Leaders (formerly LOLs and HOKS) has provided a useful stimulus for both the implementation of whole school priorities as well as the professional development of the postholders as they have engaged effectively and closely with the SLT in leading staff in the implementation of our SDP. We have successfully navigated the significant upheaval of our decant as part of our progress towards our new school build and we have begun to develop a digital skills strategy, including the purchase of necessary digital hardware, under the leadership of our new School Improvement Digital Skills Lead. We have also been successful in achieving silver status as a Techfirst School.

Our pupil, parental and staff surveys showed a very positive level of satisfaction. More than 90% of pupils who responded report that they feel safe, respected, included and supported in school. 93% feel they belong in school 'Teachers who care' was selected by almost 90% of pupils, making it the most important factor in school life. They value the caring staff who are willing to help and provide support when pupils are struggling and they recognise the wide range of opportunities and the encouragement to participate and contribute. 95% indicate that pupils with special learning needs receive additional support, 90% feel they have a good chance of achieving the examination results they want and 85% of pupils agree there are opportunities to work with others through clubs, trips and projects. 94% of pupils highlight that the school celebrates pupil success. Parental responses showed a high level of support for the school and the work of its staff. The strongest themes were happy pupils, caring staff, strong relationships, a sense of belonging, excellent opportunities and confidence in the school leadership. 97% of parents agree that the school's vision and values are clear and lived in practice and that the school is well-led and managed: 93% indicate that the school leadership communicates priorities clearly and 98% indicate that their child feels respected and included. 95% of parents indicate that their child has a good chance of achieving the results they want and 96% agree that the school sets high expectations for all pupils. Staff highlighted their strong confidence in the school's pastoral and inclusive culture. 100% of respondents agreed that pupils are respected and included in the school. Combined with qualitative comments regarding strong collaborative work, resilience and mutual staff support, this presents a picture of a school with strong relational foundations. 91% agreed that the curriculum and pathways are broad and progressive and meet pupils' interests and abilities and staff comments highlight the enrichment opportunities as significant strengths of the school. 94% agreed that leadership prioritises staff professional learning and staff reported positive perceptions of the impact of professional learning on learner experience, engagement and progression. There was also recognition of the resilience that staff and pupils have shown during a period of considerable challenge, including operating across a split site and the recent decant.

Areas for further development

Our analysis of our evaluations has allowed us to identify further areas for development in existing priority areas: we also need to plan for the significant development of the Transform Ed agenda: our initial planning this year has focused on identifying points of entry to the TransformEd agenda which align with our current priorities. We also know from our ongoing review and evaluation that the quality of pupil outcomes and the quality of teaching and learning expectations is not yet fully consistent across departments and pastoral teams. While our parental surveys indicate that parental perceptions of teaching are positive overall (89%), parental comments also indicate that parents are seeking greater consistency across departments. We now need to embed the use of our Lesson Planning Template consistently together with the development of our metacognition and Literacy agendas though the use of effective questioning, in-class feedback and live co-writing. We also need to ensure that our adaptive teaching strategies to remove barriers to learning are properly targeted to the pupil need through a robust use of data sets and the development of consistent provision mapping within departments and across the school: this is aligned with our need to develop and embed our cohort tracking procedures within our revised Target Setting and Tracking Principles and Procedures 2026-27 together with the integration of the SBEW and neurodiversity strategies referenced in the EA training. We have also identified a need to improve both our digital infrastructure and our staff competency in the use of these resources to develop teaching and learning and the pupils' digital skills. Within our Growth Mindset and Self-Regulation agendas which emerged from our BWDW work we have identified the need to review our behaviour, homework and attendance procedures to ensure consistent use by all staff together with timely and robust follow-up issues identified through our monitoring procedures. This mirrors parental comments that the

promotion of consistent positive behaviour and effective anti-bullying strategies remains important priorities for them within the positive climate. Our staff survey also highlighted the need to ensure that attendance and behaviour systems support learning effectively. We also need to embed our revised pupil code of conduct within our Positive Behaviour Policy into all aspects of school life, and we wish to develop our use of restorative practices in our positive behaviour management and pastoral procedures. Our pupil surveys tell us that they are seeking greater consistency and purpose in homework. We also need to integrate our CEIAG provision more closely into departmental practice and we need to develop the links between LLW and CEIAG across the Key Stages and particularly between KS3 and KS4. This mirrors the findings of the pupil survey among junior pupils that careers are an area for development in junior school. Only 63% agreed that they receive careers advice to help plan the next steps. We also plan to develop our BWDW agenda through our involvement with the Emotional Wellbeing Teams framework: our work on staff wellbeing will also need to take account of the impact of the transition phase as we move towards our new build as qualitative feedback in the staff survey indicate that staff retain substantial goodwill towards the school but are keen that wellbeing and workload remain priorities. Staff have also articulated the desire for stronger opportunities for professional dialogue and to feel more involved in discussions and decision making. It is also clear from our overview of our evaluations that we need to tighten the link between priority, action, evidence and impact as our evaluations are not yet consistently evaluative enough. While some teams are able to articulate and evidence 'what difference the actions made' a significant number of team responses are still describing 'what we did' We have therefore identified the need to support our teams in moving from evidence collection to impact evaluation using robust quantitative and qualitative evidence in a consistent ABC style as introduced in the summer term of 2025-26 to identify priorities, evaluate the effectiveness of actions and inform next steps for improved pupil outcomes. We also wish to develop the role of pupil voice beyond the School Council within our learning and MER strategies. Staff have also identified their desire to develop the formal observation model of PRSD to embrace a collaborative peer-to-peer culture of drop-ins or an open-door policy to support the sharing of good practice and consistency in the quality of T and L. They are also keen to develop collaborative CPD within their teams and specifically to develop their digital competency. These areas for further development resonate with the key areas for action identified in the ETI Post-Primary -primary Insights report 2024-25, e.g. the need to improve the consistency and quality of the planning, teaching and assessment for successful learning, including adaptive teaching strategies to ensure all pupils progress, to improve the development of the pupils' digital skills and to implement more rigorous monitoring and evaluating processes within reinvigorated departmental planning. The key emphases of TransformEd with its carefully planned and sequenced knowledge-rich curriculum, its focus on depth rather than breadth of learning, its emphasis on the centrality of the practitioner in the classroom and their continuous professional development and on the importance of a focus on how pupils learn within the science of learning, together with evidence informed practice, also dovetail with our identified priorities.

Evaluation of public examination results August 2026- Our A2 results saw a good number of pupils achieve strong levels of success and there were some excellent sets of results at the top end. Twenty-five pupils had three A grades or better and nearly a quarter of all pupils had at least one A* grade in their portfolio. However, we also saw a very significant dip of over 10% in the number of pupils achieving three grades at A*-C with that crucial C-D boundary raising its head again in several subject areas. We made steady progress in targeting achievement at this crucial C-D boundary over the last number of years, and we will need to drill down carefully together in our analysis to identify the necessary action to get this crucial headline figure back up to where it should be. At GCSE 89% of pupils gained seven passes at A*-C including English and Mathematics and 93% of pupils gained five passes at A*-C, including English and Mathematics. This was in line with our achievement in August 2025. August 2026 saw an improvement in the overall percentage of grades at A*-A (+ 9.3%) and A*-B (+ 7%)

List of sources of evidence requiring baseline evaluation

	Source	Location	
1	Review of public examination outcomes against NI benchmarks (August 2025 and August 2026) (minutes of meetings with identified departments and SLT)	Shared Google Drive/ERGS Staffroom/Curriculum Priorities 2025-26 Education Committee Minutes	SLT with CLs BOG Education Committee
2	Departmental Reviews and Tracking and Grade Reviews (minutes of meetings with identified departments and SLT)	Shared Google Drive/ERGS Staffroom/Curriculum Priorities 2025-26 SLT folders	SLT with CLs
3	Department Meeting Minutes	Staff Drive in 00ERGS Meeting Minutes folder and individual Department folders	NJ
4	Curriculum Leaders, HoY and SLT meeting minutes	Staff Drive in 00ERGS Meeting Minutes folder	NJ
5	Pastoral Mid-year Reviews	Shared Google Drive/SLT Google Classroom	HK
6	RSE and Preventative Curriculum Policy Review	Shared Google Drive/SLT Google Classroom	HK
7	Attendance Policy Review	Shared Google Drive/SLT Google Classroom	SLT

8	Uniform Policy Review Questionnaires (pupils, parents and staff)	Google Forms	PB
9	CEIAG departmental review	Shared Google Drive/SLT Google Classroom	SM
10	Being Well Doing Well audit, action plan and review	Shared Google Drive/SLT Google Classroom	HK
11	Review of PBMP and Code of Conduct (staff and pupil responses collated)	Shared Google Drive/SLT Google Classroom	SLT
12	IEP reviews	In Staff Drive in Learning Support folder	KMC and GG
13	Adaptive teaching strategies (March and June INSET on neurodiversity)	Shared Google Drive/SLT Google Classroom	KMC
14	Overview of learning and teaching strategies	Shared Google Drive/SLT Google Classroom	NJ
15	Review of Support Programme (B Birney)	Shared Google Drive/SLT Google Classroom	KMC
16	Feedback on SDP with ABC case study Curriculum	Google Forms	NJ
17	Feedback on SDP with ABC case study Pastoral	Shared Google Drive/SLT Google Classroom	HK
18	Year 11 pupil focus group	Shared Google Drive/SLT Google Classroom	HK
19	PRSD Review and Feedback	Shared Google Drive/SLT Google Classroom	JD
20	Feedback from staff on Vision and Ethos Strapline	Hard copy	SLT
21	Feedback from Curricular team on Transform ED INSET	Hard Copy	SLT
22	HW audit and summary	Shared Google Drive/SLT Google Classroom	NJ
23	Staff and pupil feedback on PD unit on Growth mindset and self-evaluation	Shared Google Drive/SLT Google Classroom	HK and GG
24	Pastoral team minutes	Shared Google Drive/SLT Google Classroom	HK and NJ
25	Departmental overviews of use of TPL Days	Hard Copies	SLT
26	Formal surveys from June 2026 for pupils, staff and parents	Google Forms	PB
27	ETI self-evaluation proformas for Child Protection and Safeguarding and Wellbeing	Wellbeing in Shared Google Drive/SLT Google Classroom Child Protection and Safeguarding hard copy	HK KMC

Key Areas of Focus 2026-2029

Three-Year Strategic Overview for the School Development Plan 2026-29

Progression model: Year 1 establishes shared expectations and baselines; Year 2 embeds, extends and evaluates consistency; Year 3 consolidates, sustains and prepares for the next phase of ERGS development. This strategic overview is subject to progress in the previous year, arising challenges and opportunities and strategic developments across the system including Transform ED.

Area of Focus and Objective	Year 1: Establish and Baseline 2026/27	Year 2: Embed, Extend and Evaluate 2027/28	Year 3: Consolidate, Sustain and Prepare 2028/29
1. Teaching, Learning, Assessment and Wellbeing <i>Secure consistent high-quality teaching, assessment, target-setting and tracking, while strengthening growth mindset, self-regulation, RSE, attendance, behaviour and wellbeing procedures.</i>	- Agree and implement the lesson-planning template (R2T and LIP) with explicit expectations for data use, effective questioning, DIRT, home learning and adaptive teaching - Implement revised target-setting, tracking and cohort-identification processes, linked to targeted teaching strategies and emerging provision mapping with a focus on SBEW and Neurodiversity - Develop Literacy through live co-writing and adaptive reading strategies; review PBMP, homework and attendance procedures; develop RSE, EWTS, growth mindset and self-regulation resources for PD - Consultation and training on Transform ED principles as coherent entry points linked to current priorities - CEIAG subject ambassador-identify and implement one activity	- Refine the lesson-planning template to strengthen sequencing links with prior knowledge, engagement, dialogue, pace and in-class formative feedback and to take account of preparation for Transform ED - Embed staff use of wider data sources to target support, stretch and challenge, including SBEW and neurodiversity strategies - Develop departmental and whole-school provision mapping; extend live co-writing and literacy strategies across an additional key stage - Extend CEIAG links across key stages and consolidate RSE, EWTS, growth mindset and self-regulation resources - Review schemes of work considering emerging new examination GCSE specifications	- Evaluate the impact of agreed teaching expectations and adapt priorities in light of TransformED, MER evidence and pupil outcomes - Embed consistent provision mapping, target-setting and tracking across departments and pastoral teams - Consolidate evidence-informed literacy, adaptive teaching, self-regulation, RSE and wellbeing strategies - Review curriculum and timetable implications as ERGS prepares for consolidation on one site - Prepare for teaching new GCSE specifications in September 2029 - Review Schemes of Work considering emerging new AS and A2 structures and specifications
2. Monitoring, Evaluation, Review and Pupil Voice <i>Develop a rigorous, consistent MER culture using quantitative and qualitative evidence so that teams can evaluate the impact of actions on pupil outcomes.</i>	- Define baseline evidence across attainment, CAT, SEN, PASS, Literacy attendance, behaviour, SBEW and stakeholder voice. - Use curricular and pastoral review templates to establish consistent qualitative and quantitative evaluation within each grade cycle. - Complete an ABC case study for each grade cycle and clarify the MER roles of tutors, CLs, HoYs, SILs and SLT. - Establish structured pupil voice through School Council focus groups, tutor actions and key stage	- Support team leaders to use a wider range of evaluation tools and to move from describing actions to evaluating impact. - Engage SILs in leading MER processes and supporting consistency across curricular and pastoral teams. - Develop School Council and departmental pupil voice strategies to evaluate teaching, learning and the pupil experience.	- Embed rigorous MER practice across all teams, with consistent evidence of priority, action, evidence and impact. - Enable CLs, HoYs and SILs to lead evaluation confidently within a whole-school evaluative culture. - Sustain pupil voice across curricular, pastoral and governance structures, including engagement with the Board of Governors.

	- priorities linked to learning, attendance, behaviour and self-regulation - Support team leaders to use a range of evaluation tools and to move from describing actions to evaluating impact	Strengthen the tutor role as the key point of interaction for pupil ownership, target-setting and wellbeing.	- Review timetable structures to support daily tutor interaction as ERGS plans for one-site consolidation - Review curriculum structures in light of TransformED
3. Professional Learning, Digital Skills and Professional Dialogue <i>Build a collaborative professional learning culture which improves teaching, learning, digital competence and responsible use of AI.</i>	- Align CPD with teaching, learning, pastoral, TransformED, TPL, CPD Academy, BWDW and EWTS priorities. - Establish baselines for the Digital Skills Strategy and develop staff and pupil capacity in using digital tools for teaching and learning. - Pilot wider use of Clevertouch, Microsoft tools, live co-writing, AI-supported adaptive teaching, assessment and feedback. - Support staff in Bromcom implementation; develop the AI Policy. - Use PRSD, informal team observations focused on LPT and SLT drop-ins to promote professional dialogue and collaborative team planning - Engage with the CyberFirst Action Plan to promote staff development in targeted areas, pupil awareness of cyber issues and CEIAG opportunities in Digital Skills	- Build cross-departmental collaboration to share effective practice and develop pupil pursuits as an evaluative tool. - Extend the digital working group and identify further priorities linked to digital infrastructure, the new build and staff workload. - Develop responsible use of AI by pupils within subject areas and extend digital media to promote pupil work. - Consolidate staff competence in Bromcom and progress Year 2 CyberFirst priorities, including CEIAG pathways in digital skills.	- Embed a professional learning culture led by SLT, SILs, CLs and HoYs within a whole-school evaluative framework. - Embed the Digital Skills Strategy so staff and pupils can use the digital infrastructure of the new school effectively. - Embed responsible, workload-conscious AI use by staff and pupils in line with curriculum, assessment and TransformED developments. - Sustain Bromcom competence and digital media use to enhance learning, communication and celebration of pupil work.
4. Building the Future of ERGS <i>Prepare the school community for the next phase of ERGS development, maintaining wellbeing, communication, identity and strategic coherence during transition.</i>	- Celebrate the tenth anniversary of ERGS and affirm progress made through resilience, collaboration and shared values. - Make explicit the school strapline: Inspiring excellence through Engagement, Resilience, Growth and Support. - Implement strategies to support staff and pupil wellbeing during the transition phase. - Strengthen communication with stakeholders during demolition and new-build phases and develop the role and remit of SILs.	- Embed the strapline across school life, leadership, pupil experience and stakeholder communication. - Adapt wellbeing and workload strategies to the current stage of new-build development. - Refine communication with staff, pupils, parents, Governors and external stakeholders as the project develops. - Review and embed SIL roles within the management structure and evaluative culture.	- Plan in greater operational detail for transition to the new build, informed by staff, pupil and stakeholder voice. - Sustain wellbeing and workload strategies through the final transition phase. - Adapt communication to support confidence, clarity and readiness for one-site consolidation. - Embed the leadership and professional learning culture needed for the next phase of ERGS development.

Monitoring and Review

The Senior Leadership Team will monitor progress through regular reviews and data analysis. SLT will report to the Education Committee of the Board of Governors and through them to the full Board of Governors on a termly basis. Each priority area has designated staff responsible for implementing and tracking progress. The Senior Leadership Team will ensure that the monitoring and evaluation schedule reflects regular reviews throughout the year to

allow timely interventions and adjustments as required. The one-year action plan (below) will undergo a formal review at the end of this academic year. This review will assess each target's progress, identify emerging priorities and incorporate feedback from stakeholders. Updated plans will be shared with all school staff and governors to maintain transparency and accountability. The updated plans will be published on the school website. The Board of Governors plays a strategic oversight role by discussing and approving the initial plan, reviewing progress and supporting the implementation of key actions. Their involvement ensures that the plan remains aligned with the school's vision, statutory requirements, and long-term improvement goals.

Year 1 Detailed Action Plan 2026/27

Priority 1: Teaching, Learning, Assessment and Wellbeing

Area of focus for improvement 1: Clarity and consistency in agreed high-quality teaching, learning and assessment expectations whilst strengthening a growth mindset, self-regulation, RSE. Attendance, behaviour and wellbeing procedures and strategies

Start date: August 2026 Lead staff: SLT, SILs, Curriculum Leaders and Heads of Year

Baseline and self-evaluation summary

We have developed a Lesson Planning Template, revised Target Setting and Tracking Procedures, reviewed Positive Behaviour Management, Attendance and Home Learning procedures, and identified cohorts of pupils with barriers to learning. Evaluation evidence indicates that implementation remains inconsistent across curricular and pastoral teams. Year 1 will therefore establish shared expectations, baseline evidence and consistent implementation in high-quality teaching, learning, assessment, target setting and tracking.

Specific improvement needs include: targeted adaptive teaching and emerging provision mapping for SBEW, neurodiversity and EAL; metacognition, effective questioning and live co-writing; consistent attendance, behaviour and homework follow-up; stronger digital confidence through Clevertouch, Surface Pro and agreed AI-supported approaches; clearer CEIAG progression; and more rigorous monitoring and evaluation using quantitative data, qualitative evidence, pupil voice and ABC case studies and departmental and pastoral teams.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Consistent high-quality learning, teaching and assessment - Pupils experience consistently high expectations across subjects. - Pupils can articulate targets, barriers and next steps.	Implement LPT and TSTP consistently - CLs and HoYs lead team implementation of the Lesson Planning Template and Target Setting and Tracking Principles and Procedures. - Use baseline and performance data to identify barriers and implement targeted adaptive teaching strategies. - Begin provision mapping for identified cohorts, particularly pupils with SBEW, neurodiversity and EAL. - Develop stretch and challenge within a growth mindset.	SLT, SILs, CLs, HoYs, Literacy and Numeracy Coordinators, Head of CEIAG, all teaching staff	- Launch: August 2026 - Termly review within grade cycles	- INSET and team meeting time - Digital resources - TPL funding - CPD Academy - CyberFirst resources	- Termly curricular and pastoral reviews using agreed ABC evaluation format. - Quantitative data, qualitative evidence, pupil voice and case studies. - Informal observations, PRSD evidence and SLT/SIL review. - Explicit evaluation of impact on pupil outcomes and learning experiences.	- All departments and pastoral teams can evidence consistent use of the LPT and TSTP. - All departmental and pastoral teams complete at least one ABC case study demonstrating measurable improvement in pupil outcomes or engagement. - Curricular and pastoral reviews show evidence of agreed Learning and Teaching strategies.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
	● Use de-escalation and reintegration strategies to improve engagement and self-regulation. ● Develop metacognition, retrieval, spaced learning and effective questioning. ● Use live co-writing in at least one key stage, integrating Clevertouch, Surface Pros and agreed AI-supported approaches to support engagement, assessment and feedback. ● Develop home learning and standardised assessment tasks which promote DIRT and effective feedback. ● Use the pupil planner consistently to support home learning, target setting and pupil self-reflection.					● The proportion of pupils achieving outcomes in line with or exceeding baseline and predictive data increases in 2026-27 ● Pupils indicate in pupil voice activities that they know and understand their targets and actions to improve or overcome barriers. ● All departments can evidence their use of adaptive teaching strategies for identified pupils. ● Pupils indicate in pupil voice activities that they can identify strategies that support learning and improvement.
Safe, respectful and well-informed pupils ● Pupils show empathy and understanding. ● Pupils engage in respectful and informed discussion.	Personal Development, RSE and CEIAG ● Integrate Emotional Wellbeing Teams in Schools workshops. ● Extend growth mindset and self-regulation resources across all key stages, including KS4 and KS5 study resources and induction meetings. ● Develop resilience resources across all key stages. ● Integrate the NSPCC Talk Relationships module into KS3 and KS4 RSE provision. ● Develop the KS5 tutor role in PD and Enrichment. ● Deliver KS5 assemblies on values, human rights and gender equality. ● Identify resources to support informed discussion of controversial issues including racism and misogyny. ● Develop Year 10 Personal Career Plans and upload to Unifrog to support transition into Year 11. ● Review the Year 11 CEIAG programme through Year 12 pupil voice. ● Identify subject ambassadors and implement at least one CEIAG-related activity in each subject area.	Senior Pastoral Lead, SIL for PD, HoYs, Head of Careers, Year and, subject teams	● Term 1: resource development and planning ● Ongoing delivery and review	● External agency input ● CPD Academy ● Unifrog ● EWTS and NSPCC resources	● Pupil voice and CEIAG audits. ● Review of PD/RSE resources and delivery. ● Subject evidence of CEIAG activity. ● ABC case studies where appropriate.	● Pupils report in pupil voice activities that they know where to access support for wellbeing concerns ● Pupils report in pupil voice activities that they have increased confidence in self-regulation and study habits ● All subject areas complete at least one evaluated CEIAG activity ● Year 10 PCPs completed and uploaded to Unifrog for all pupils ● Changes to the Year 11 CEIAG programme are identified and implemented ● Pupil and staff evaluations of NSPCC Talk Relationships modules and RSE resources completed ● Resources relating to controversial issues are identified and reviewed prior to implementation. ● KS5 tutors can identify the aspects of their developed role
Improved attendance, behaviour and self-regulation	Review and implement timely interventions	Senior Pastoral Lead, SLT, HoYs, tutors	● September 2026 review	● Behaviour and attendance data	● Monthly data analysis. ● ABC case studies for targeted pupils.	● Reduce the incident of repeat Level 2 behaviour referrals

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
	● Review and adapt PBMP with a focus on timely, appropriate and agile interventions for accumulated Level 2 behaviours. ● Integrate revised pupil code of conduct into school life ● Review and adapt attendance procedures with a focus on consistent, timely and appropriate interventions for pupils in the DE 90-95% at-risk category. ● Use behaviour and attendance data to identify patterns and trigger early interventions with a focus on restorative practice ● Link interventions to tutor, HoY and pastoral review processes.		● Monthly monitoring and follow-up	● Intervention records ● Pastoral review time	● Review of consistency, timeliness and impact of interventions.	● Reduce the percentage of pupils falling into the DE 90-95% attendance concern category ● Increase the proportion of targeted pupils whose attendance improves from the baseline ● ABC attendance and behaviour case studies demonstrate positive movement against agreed indicators ● Pupil and staff survey evidence indicate improved views of consistency in behaviour expectations and follow-up
Enhanced learning experience through curriculum development	TransformED: establish coherent entry points ● Provide dedicated departmental time to engage with TransformED materials and complete consultation. ● Facilitate staff training on TransformED core principles linked to existing priorities: curriculum sequencing, how pupils learn, evidence-informed practice and practitioner development. ● Ensure departmental discussion links TransformED with current LPT, assessment, adaptive teaching and literacy priorities.	Principal, SLT, CLs, teaching staff	● Term 1: consultation ● Terms 1-2: training and departmental discussion	● TransformED materials ● Meeting time ● TPL funding	● Consultation feedback. ● Departmental action notes. ● Informal team observations and team reviews linked to agreed priorities.	● Departmental planning demonstrates explicit links between existing priorities and emerging Transform ED principles ● All departments identify at least one Transform Ed related adjustment to classroom practice

Area of Improvement Evaluation of Year 1

At the end of 2026/27, SLT, SILs, CLs and HoYs will evaluate the extent to which Year 1 has established shared expectations, baseline evidence and consistent implementation. The evaluation will draw on examination and in-school assessment data, target-setting and tracking reviews, attendance and behaviour data, provision mapping evidence, pupil voice, parent and staff feedback, learning walks, PRSD/professional dialogue evidence, evaluations arising from shared professional dialogue and ABC case studies. The review will identify impact on pupil outcomes and learning experiences, determine priorities for Year 2 embedding and report progress to staff and Governors.

Year 1 Detailed Action Plan 2026/27

Priority 2: Monitoring, Evaluation, Review and Pupil Voice

Area of focus for improvement 2: Development of consistency and quality of Monitoring, Evaluation and Review across all teams in school

Objective 2: Use existing quantitative data and develop additional sources of qualitative evidence to improve the consistency and quality of MER across all curricular and pastoral teams.

Start date: August 2026 Lead staff: SLT, SILs, Curriculum Leaders and Heads of Year

Area for improvement identified by self-evaluation

Self-evaluation shows that ERGS has a developing culture of monitoring, evaluation and review, with staff, pupils, parents and Governors contributing to a range of quantitative and qualitative evidence sources. However, the quality and consistency of evaluation across teams is not yet sufficiently secure. Some teams are able to identify the impact of actions on pupil outcomes and learning experiences, but others still tend to describe what was done rather than evaluating the difference made.

Year 1 will therefore focus on establishing a shared MER framework across curricular and pastoral teams. The priority is to define baseline evidence, use consistent review templates within each grade cycle, complete ABC case studies, clarify the MER roles of Curriculum Leaders, Heads of Year, SILs and SLT, and develop structured pupil voice so that actions are more clearly linked to evidence, impact and next steps.

Baseline statement: Where are we now?

Existing evaluation processes include public examination review against NI benchmarks, in-school assessment and predictive data, Target Setting and Tracking reviews, pastoral reviews, policy consultations, pupil, parent and staff questionnaires, pupil pursuits, departmental and pastoral team discussions, PRSD feedback, learning and teaching evidence, attendance and behaviour data, and ABC case-study work.

These processes provide a strong evidence base, but practice is not yet consistent enough across all teams. The next step is to establish agreed baseline evidence across attainment, CAT, SEN, PASS, literacy, attendance, behaviour, SBEW and stakeholder voice; use curricular and pastoral review templates consistently within each grade cycle; and ensure that all teams move from evidence collection to impact evaluation using a clear ABC model. (A-issue identified, B-targeted action, C- impact using quantitative and qualitative evidence.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Pupil needs are identified earlier - Teams use agreed evidence to identify barriers and plan timely intervention. - Pupils benefit from more responsive curricular and pastoral support.	Define consistent baseline evidence - Agree the core quantitative and qualitative evidence set for Priority 2. - Use attainment, CAT, SEN, PASS, literacy, attendance, behaviour, SBEW and stakeholder voice evidence to establish baselines. - Map evidence to tracking points so that teams identify pupils, cohorts and year groups requiring support. - Link identified needs to actions in Priority 1, including adaptive teaching, target setting, attendance, behaviour, self-regulation and provision mapping.	SLT, SILs, CLs, HoYs, SENCO, Literacy Coordinator, Data/MIS leads	- August-September 2026: agree evidence set and baselines - Tracking Points 1: review and update - Between Tracking Points 2 and 3: evaluate in-year progress	- MIS/Bromcom and tracking documents - Assessment, attendance and behaviour data - SEN, PASS, literacy and stakeholder-voice evidence - SLT/SIL support time	- Baseline evidence reviewed by SLT/SILs at agreed grade-cycle points. - Team review templates quality assured termly. - Evidence triangulated across data, pupil voice and professional judgement.	- All curricular and pastoral teams can evidence use of baseline data sets. - Identified cohorts have clear baseline line, intervention and review records - Improved progress, attendance, behaviour and engagement can be signposted for identified pupils - SLT and SILs analysis of curricular and pastoral reviews can evidence that they

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
						identify priority, action evidence and impact
Pupils experience more consistent review and support - Curricular and pastoral teams use shared review expectations. - Pupils receive more coherent follow-up across teams.	Use consistent curricular and pastoral review templates - Implement agreed curricular and pastoral review templates at each tracking point and monitoring cycle - Require teams to identify priority, action, evidence, impact and next steps. - Include both quantitative and qualitative evidence in each review. - Ensure reviews evaluate the impact of teaching, learning, attendance, behaviour, wellbeing and self-regulation actions. - Use review outcomes to adjust support during the year, not only at the end of the year.	SLT, SILs, CLs, HoYs, tutors, subject teachers	- Templates launched by October 2026 - Completed within each tracking point and monitoring cycle - Termly SLT/SIL quality assurance	- Agreed review templates - Team meeting time - Training on evaluative language and impact evidence	- Termly QA of completed review templates. - Sampling of curricular and pastoral reviews by SLT/SILs. - Feedback to teams on consistency, evidence and impact evaluation.	
Actions have demonstrable impact - Teams can evidence the difference made by interventions. - Pupils benefit from improved targeting and follow-up.	Complete ABC case studies - Each curricular and pastoral team completes an ABC case study at identified tracking and monitoring points. - Case studies should identify the issue or barrier, action taken, evidence used, impact on pupil outcomes or learning experience, and next steps. - Use case studies to demonstrate in-year progress for identified pupils, groups or cohorts. - Share anonymised examples of effective ABC practice to support consistency across teams.	SLT, SILs, CLs, HoYs, tutors, identified subject staff	- Tracking and monitoring point 1: identify focus and baseline - Tracking and monitoring point 2: review action and emerging impact - Between Grade Cycle 2 and 3: evaluate in-year progress and next steps	- ABC case-study template - Pupil progress, attendance and behaviour data - Pupil voice and teacher/tutor evidence - SLT/SIL coaching	- SLT/SIL review of ABC case studies at each tracking and monitoring point - Moderation of examples to ensure a consistent standard. - Evidence of impact recorded in team MER reviews.	- Case studies evidence Improved pupil progress, engagement, attendance or self-regulation - Interventions are adapted in-year in response to evidence.
Pupil voice informs improvement - Pupils contribute to decisions about learning, attendance, behaviour and wellbeing. - Pupils see that their feedback leads to action.	Establish structured pupil voice - Gather half-termly pupil voice evidence in identified year groups or key stages. - Curricular teams gather qualitative evidence on the impact of teaching and learning strategies. - Pastoral teams gather qualitative evidence on attendance, behaviour, self-regulation, wellbeing and the pupil experience. - Use School Council focus groups, tutor actions and key-stage priorities to structure feedback. - Ensure pupil voice identifies actions, not only views, using a simple: You said / We did / What changed approach.	SLT, SILs, CLs, HoYs, School Council Lead, tutors, pupil representatives	- Half-termly pupil voice activity - Termly review of themes and actions - End-of-year evaluation of impact	- Pupil voice templates - School Council and tutor time - Google/Microsoft Forms as appropriate - Key-stage focus groups	- Pupil voice themes collated half-termly. - Actions recorded in review templates and ABC case studies. - Termly SLT/SIL review of themes, actions and impact.	- Pupils can identify how their feedback has informed improvement. - Staff use pupil voice to refine learning, pastoral and wellbeing actions. - Pupil surveys show stronger evidence of pupil engagement, ownership and self-regulation.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
A coherent whole-school MER culture develops ● Roles are clear and accountability is consistent. ● Governors and staff receive clear evaluative reporting.	Clarify MER roles and reporting ● Clarify the MER roles of tutors, subject teachers, CLs, HoYs, SILs and SLT. ● Create a shared MER calendar aligned with tracking and monitoring points, ABCD case studies and reporting to Governors. ● Use SILs to support consistency, coach team leaders and moderate review evidence. ● SLT report progress termly to the Education Committee of the Board of Governors. ● Use end-of-year findings to identify Year 2 priorities for embedding and extending evaluative practice.	Principal, SLT, SILs, CLs, HoYs, tutors, BOG Education Committee	● August 2026: confirm roles and calendar ● Termly reporting ● June 2027: formal Year 1 evaluation and Year 2 planning	● MER calendar ● Leadership meeting time ● SIL coaching and QA time ● Governor reporting structures	● SLT monitors completion and quality of MER activities. ● Termly reporting to Governors. ● End-of-year review evaluates progress, emerging priorities and stakeholder feedback.	● Staff understand their MER responsibilities. ● Evaluation practice is more consistent across teams. ● Governors receive clear evidence of progress, impact and next steps. ● Year 2 priorities are informed by robust evidence.

Area of Improvement Evaluation of Year 1

At the end of 2026/27, SLT and SILs will evaluate the extent to which Year 1 has established consistent MER expectations, baseline evidence, review templates, ABC case-study practice, structured pupil voice and clear role accountability. The evaluation will draw on completed review templates, ABC case studies, attainment and in-school assessment data, attendance and behaviour data, SEN, PASS, literacy and SBEW evidence, pupil voice, staff and parent feedback, PRSD/professional dialogue evidence and termly reports to Governors.

The Year 1 evaluation will identify where teams have moved from describing actions to evaluating impact, where further support is needed, and what should be embedded, extended or refined in Year 2. Findings will inform the next phase of the SDP and strengthen the link between priority, action, evidence, impact and next steps.

Year 1 Detailed Action Plan 2026/27

Priority 3: Professional Learning, Digital Skills and Professional Dialogue

Area of focus for improvement 3: Developing the quality of professional learning, digital skills and professional dialogue across curricular and pastoral teams

Objective 3: Build a collaborative professional learning culture which improves teaching, learning, digital competence and the responsible, workload-conscious use of AI.

Start date: August 2026 Lead staff: SLT, School Improvement Leaders, Curriculum Leaders, Heads of Year, Digital Skills Lead and CPD Coordinator

Area for improvement identified by self-evaluation

Self-evaluation indicates that staff value professional learning and that PRSD, TPL, CPD Academy resources, INSET, TransformED activities and the work of School Improvement Leaders have supported the development of teaching, learning and shared practice. Staff have also begun to engage with digital development through the purchase and initial use of Clevertouch screens, Microsoft tools, AI-supported workload reduction and the emerging Digital Skills Strategy.

However, evaluation evidence also identifies the need for stronger professional dialogue, more consistent opportunities to share effective practice within and between teams, and further development of staff digital competence. Staff have expressed a desire for collaborative CPD, peer-to-peer professional learning, informal observation or open-door practice, and greater involvement in discussions and decision making. Year 1 will therefore establish baseline evidence, align CPD with SDP and TransformED priorities, pilot digital and AI-supported approaches, and use PRSD, informal observation and SLT/SIL drop-ins to strengthen professional dialogue and consistency.

Baseline statement: Where are we now?

ERGS has an established foundation for professional learning through PRSD, school-wide and departmental objectives, TPL-funded activity, CPD Academy resources, INSET, TransformED engagement, departmental collaboration and the developing role of SILs. Staff have engaged with metacognition, retrieval practice, growth mindset, adaptive teaching, SBEW and neurodiversity training, and initial digital training linked to Clevertouch and Microsoft tools has taken place.

The next step is to make collaborative professional dialogue more systematic and evaluative. We need to establish baseline evidence of staff confidence and competence in digital skills, Microsoft tools, Bromcom and responsible AI-supported approaches; align professional learning with the Lesson Planning Template and SDP priorities; create regular opportunities for informal observation and sharing of practice; and evaluate the impact of professional learning on pupils' engagement, progression and learning experiences.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Pupils benefit from better aligned professional learning Teaching, learning and pastoral practice are developed through CPD linked directly to SDP priorities.	Align CPD with SDP, TransformED and pupil needs - Map CPD to the Lesson Planning Template, Priority 1 teaching and learning expectations, Priority 2 MER evidence, TransformED entry points, TPL, CPD Academy, BWDW and EWTS priorities. - Use PRSD, departmental reviews, staff voice and pupil evidence to identify professional learning needs. - Identify TPL fund spend in line with school development priorities and staff requests.	SLT, SILs, PRSD Coordinator, CLs, HoYs, CPD lead	- September-October 2026: identify priorities and baseline needs - October 2026: CPD overview agreed - Termly review	- TPL funding - CPD Academy resources - INSET and team meeting time - EWTS and TransformED materials	- Staff CPD baseline and participation records. - PRSD and departmental review evidence. - Termly SLT/SIL review of CPD alignment and impact.	- Professional learning is clearly linked to SDP priorities. - Curricular and pastoral team documentation reference explicit changes to classroom or pastoral practice due to CPD

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Pupils experience greater consistency in classroom practice.	Create a concise annual CPD overview showing whole-school, departmental, pastoral and individual priorities.					
Pupils benefit from stronger professional dialogue - Staff share effective practice more consistently. - Professional dialogue supports improved questioning, feedback, adaptive teaching and engagement.	Develop informal observation and shared practice - Review the PRSD process to allow a colleague observation as one of the two required observations. - Establish an informal peer observation/open classroom model within departments/pastoral teams. - Focus observations on agreed areas of the Lesson Planning Template, including effective questioning, adaptive teaching, literacy/live co-writing, feedback and engagement. - Use short reflection prompts so observation leads to professional dialogue - Build sharing of good practice into departmental and pastoral team agendas. - SLT drop-ins	PRSD Coordinator, SLT, SILs, CLs, HoYs, all teaching staff	- Autumn 2026: agree model and prompts - One informal observation opportunity per half term - Termly sharing of practice	- Observation prompts and reflection records - Departmental agenda time - SLT/SIL support and drop-in time	- Observation and reflection records. - Curricular and pastoral team minutes recording shared practice. - Staff voice on quality of professional dialogue.	- All teaching staff engage in at least one peer observation activity - Departmental and Pastoral team documentation show evidence of shared practice influencing classroom approaches.
Pupils experience improved digital learning - Staff confidence in digital tools improves. - Digital resources are used more effectively to support engagement, feedback and learning.	Establish digital skills baseline and training programme - Complete a staff Digital Skills Baseline Audit. - Deliver targeted training on Clevertouch, Microsoft tools including Whiteboard and Forms, Surface Pro use, and Bromcom implementation. - Pilot the use of digital tools to support live co-writing, modelling, assessment, feedback and pupil engagement. - Identify digital ambassadors or early adopters to support colleagues within and between teams. - Review staff confidence and next steps termly.	Digital Skills Lead, SLT, SILs, CLs, HoYs, IT support, digital ambassadors	- September 2026: baseline audit - Terms 1-3: targeted training and support - Termly confidence review	- Clevertouch screens - Surface Pros - Microsoft suite - Bromcom support - Training time and guidance materials	- Digital skills audit and follow-up survey. - Training attendance and evaluation. - Examples of digital practice gathered through learning walks and team reviews.	- All subject teams evidence purposeful use of at least one agreed digital strategy to deliver an agreed Learning and teaching strategy. - Pupil survey indicates increased confidence in the use of digital technologies for learning - Bromcom successfully implemented and training delivered
Pupils and staff benefit from responsible AI use - AI is used to support workload-conscious planning, assessment and feedback. - Responsible use is aligned with school policy and pupil learning needs.	Pilot responsible AI-supported approaches - Develop and communicate the school AI policy and expectations for responsible staff use. - Pilot AI-supported approaches to reduce workload in planning, resource creation, adaptive teaching, assessment and feedback. - Share examples of effective, safe and workload-conscious AI use through CPD and professional dialogue. - Link AI use to the Lesson Planning Template and MER evidence so that it supports learning rather than becoming an isolated initiative. - Identify implications for pupil digital skills and responsible AI use in Year 2.	SLT, Digital Skills Lead, SILs, CLs, PRSD Coordinator	- Autumn 2026: policy and expectations - Terms 1-2: staff pilots - Term 3: evaluate and plan Year 2 pupil-facing development	- AI policy guidance - CPD time - Microsoft tools - Examples of staff practice	- Staff feedback on AI-supported workload and practice. - Examples reviewed by SLT/SILs. - Evaluation through CPD review, PRSD discussion and departmental minutes.	- AI policy is developed and implemented - Staff can identify appropriate, responsible uses of AI used to support Teaching and Learning. - Staff provide evaluated examples demonstrating workload reduction or improved planning - Year 2 priorities for pupil responsible AI use are identified.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Pupils benefit from wider digital and careers opportunities ● Digital skills development connects with CEIAG and CyberFirst opportunities. ● Pupils gain greater awareness of cyber and digital pathways.	Use CyberFirst and CEIAG opportunities ● Engage with the CyberFirst Action Plan to promote targeted staff development. ● Promote pupil awareness of cyber issues through relevant curricular, pastoral and CEIAG activities. ● Identify opportunities for departments to link digital skills with careers pathways and subject ambassadors. ● Gather examples of digital learning and CEIAG links to inform Year 2 development.	Digital Skills Lead, Head of Careers, SLT, SILs, CLs, subject ambassadors	● Term 1: identify opportunities ● Terms 2-3: implement and review ● June 2027: evaluate next steps	● CyberFirst resources ● CEIAG resources ● Departmental planning time ● Pupil awareness materials	● CyberFirst action evidence. ● Departmental CEIAG/digital examples. ● Pupil voice where appropriate. ● Termly review by Digital Skills Lead and Head of Careers.	● Pupil voice activities demonstrate increased awareness of digital and cyber pathways. ● Departments identify practical links between subject learning, digital skills and careers. ● Year 2 digital CEIAG priorities are clear.

Area of Improvement 3 Evaluation of Year 1

At the end of 2026/27, SLT and SILs will evaluate the extent to which Year 1 has established a coherent professional learning culture, a baseline for digital skills, a clear model for informal observation and professional dialogue, and initial responsible AI-supported practice. Evidence will include PRSD review feedback, staff digital skills audit data, CPD attendance and evaluations, informal observation reflections, departmental and pastoral minutes, learning walk themes, examples of shared practice, Digital Skills Strategy evidence, CyberFirst evidence and staff voice.

The evaluation will identify where professional learning has influenced teaching, learning, assessment, feedback, adaptive teaching, digital practice and workload-conscious planning. It will also identify priorities for Year 2, including how to extend cross-departmental collaboration, develop pupil pursuits as an evaluative tool, broaden responsible AI use by pupils and deepen digital skills development across the curriculum.

Year 1 Detailed Action Plan 2026/27

Priority 4: Building the Future of ERGS

Area of focus for improvement 4: Building the Future of ERGS

Objective 4: Celebrate the first decade of ERGS and prepare the school community for the next phase of development, maintaining wellbeing, communication, identity and strategic coherence during transition.

Start date: August 2026 Lead staff: Principal, Governors, SLT, SILs, Student Leadership Team, Heads of Year and Communications/Alumni leads

Area for improvement identified by self-evaluation

Self-evaluation indicates that ERGS has strong relational foundations, a positive sense of belonging and good levels of confidence in school leadership, vision and values. Pupils and parents report that pupils feel respected, included and supported, and staff recognise the resilience shown by staff and pupils during a period of significant challenge, including split-site working and decant.

The next phase of school development requires us to build on these strengths by celebrating the first decade of ERGS, making our strapline explicit across school life, and strengthening communication with pupils, staff, parents, Governors, alumni and the wider community during demolition and new-build phases. Evaluation evidence also highlights that staff wellbeing and workload must remain priorities during transition. Year 1 will therefore establish shared expectations, communication routines and baseline stakeholder feedback so that the school community remains informed, engaged and confident about the future of ERGS.

Baseline statement: Where are we now?

ERGS has successfully navigated significant upheaval linked to decant and ongoing preparations for the new build. The school community demonstrates strong resilience, commitment and goodwill, and survey evidence indicates positive perceptions of belonging, respect, inclusion, leadership, communication of priorities, opportunities and celebration of success.

However, the new-build transition will require sustained communication, careful attention to wellbeing and workload, and deliberate work to maintain a cohesive identity across the school community. At the beginning of Year 1, our task is to establish a clear communication strategy, celebrate the tenth anniversary of ERGS, embed the strapline Inspiring excellence through Engagement, Resilience, Growth and Support, develop structured pupil and stakeholder voice about the future of the school, and clarify how staff and student leadership can support engagement during this transition phase.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
Strong sense of belonging and engagement with the future of ERGS - Pupils understand and can articulate the identity, values and future direction of the school. - The school community is informed and confident about the new-build journey.	Strengthen communication about the new build - Develop a clear communication strategy for pupils, staff, parents, Governors and wider stakeholders. - Provide termly updates on demolition, new-build progress and implications for school routines. - Use appropriate channels such as assemblies, staff briefings, parent communications, Facebook updates, and Governor reporting. - Ensure communications are timely, accessible and reassuring, with clear routes for questions and feedback.	Principal, SLT, Governors,, HoYs, tutors	- September - October 2026-comm plan agreed - Termly updates throughout 2026/27 - Responsive updates as required	- Website Facebook and website - Staff briefing via email and INSET - Parent communication systems - Governor reporting structures	- Termly review of communication activity. - Feedback from pupils, staff, parents and Governors. - Engagement data where available, such as views, responses or attendance. - SLT review of emerging issues and next steps.	- Stakeholders report that they are well informed. - Pupils and staff feedback show confidence and clarity about transition arrangements.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
	Align communication with whole-school values, wellbeing and strategic priorities.					
Pupils and staff affirm ERGS identity and shared values - The strapline is visible, understood and connected to everyday school life. - Pupils see engagement, resilience, growth and support reflected in learning and pastoral experiences.	Embed the ERGS strapline and shared identity - Make explicit the strapline: Inspiring excellence through Engagement, Resilience, Growth and Support. - Use assemblies, tutor activities, corridor displays, staff communication and celebration events to exemplify each element of the strapline. - Link the strapline to existing priorities in teaching and learning, wellbeing, attendance, behaviour, pupil voice and professional learning. - Gather examples of pupils and staff living out the strapline for use in communications and celebration. - Ensure the strapline is used consistently in key school documents and stakeholder messages.	Principal, SLT, SILs, HoYs, tutors, Student Leadership Team	- Term 1: launch and exemplification - Terms 2-3: ongoing integration and celebration - June 2027: review impact and consistency	- Assembly and tutor time - Display materials - Website/facebook - Staff and pupil examples	- Review of assemblies, tutor materials and displays. - Pupil and staff voice on understanding of the strapline. - Examples collated through pastoral and curricular teams.	Pupils and staff can explain the strapline and relate it to school life.
The school community celebrates progress and resilience - Pupils, staff, parents, Governors and alumni recognise the story of ERGS over its first decade. - Celebration strengthens identity and community confidence.	Celebrate the tenth anniversary of ERGS - Plan and deliver a programme of celebration to mark the first decade of ERGS. - Affirm progress made through resilience, collaboration and shared values. - Use pupil, staff, parent, Governor and alumni contributions to tell the story of ERGS. - Celebrate pupil success, opportunities, relationships and community contribution. - Identify and plan the formation of an ERGS alumni network to support identity, aspiration and future engagement.	Principal, Governors, SLT, Student Leadership Team,	- Term 1: planning group and event outline - Terms 2-3: anniversary activities/events - June 2027: review and alumni next steps	- Event budget - Communications channels - Archives/photos/stories - Student and alumni contributions	- Participation and engagement feedback. - Records of events, communications and contributions. - SLT/Governor review of anniversary programme. - Initial alumni interest and contact evidence.	- Feedback evidences enhanced community engagement and pride. - Initial alumni structures are identified for Year 2 development.
Pupils contribute to shaping the future of the school - Pupil voice informs planning for the new build and future opportunities. - Pupils experience ownership and agency within the transition process.	Establish structured pupil voice on the future of ERGS - Establish a pupil voice forum linked to Student Leadership and School Council structures. - Gather pupil views on the new build, learning environment, wellbeing, movement, routines and future opportunities. - Use key-stage focus groups and surveys to ensure broad representation. - Report pupil voice themes to SLT and Governors. - Use a You said / We did / What changed approach so pupils can see how feedback informs planning.	Student Leadership Team, School Council lead, SLT, HoYs, tutors, Governors as appropriate	- Termly pupil voice meetings - Termly report to SLT - Annual summary to Governors	- Survey tools - Meeting time - Tutor and assembly time - Student leadership structures	- Minutes and reports from pupil voice forum. - Analysis of survey/focus group themes. - SLT/Governor review of actions and feedback to pupils.	- Pupil voice activities involve representation from all year groups - Pupils can identify how their views have been considered.
Staff wellbeing and workload are supported during transition Staff feel informed, supported and able to	Support staff wellbeing and strategic coherence - Implement strategies to support staff wellbeing during the transition phase. - Ensure staff receive clear, timely updates about new-build implications and operational changes.	Principal, SLT, SILs, CLs, HoYs, staff wellbeing leads	Termly staff wellbeing and communication review	- Staff meeting time - BWDW resources - Staff voice mechanisms	- Staff voice and meeting feedback. - SLT review of wellbeing/workload themes.	- Staff report greater clarity and confidence during transition. - Wellbeing and workload concerns are identified and responded to appropriately.

Impact on pupils / success criteria	Actions to bring about improvement	Staff / Lead	Timescales	Resources	Monitoring and evaluation	Impact on outcomes and learning experiences
contribute during new-build developments. ● Wellbeing and workload remain explicit priorities.	● Use, team meetings, staff committee and staff voice to identify workload or wellbeing concerns. ● Clarify the role and remit of SILs in supporting communication, professional learning and evaluative culture during transition. ● Link wellbeing actions to existing BWDW, professional learning and MER structures.		● SIL role/remit reviewed during 2026/27 ● June 2027: evaluate and identify Year 2 adjustments	● Leadership and SIL planning time	● Evidence of communication and response to issues. ● Review of SIL role/remit and contribution.	● SILs contribute to strategic coherence and communication across teams.

Area of Improvement 4 Evaluation of Year 1

At the end of 2026/27, SLT and Governors will evaluate the extent to which Year 1 has celebrated the first decade of ERGS, strengthened the visibility of the strapline, sustained stakeholder communication and supported wellbeing during the transition phase. Evidence will include communication records, stakeholder feedback, pupil voice reports, staff voice, attendance at anniversary events, engagement data where available, Governor reports, examples of strapline use and review of SIL contribution.

The evaluation will identify how effectively the school community has remained informed, engaged and confident about the future of ERGS. It will also identify priorities for Year 2, including embedding the strapline further across school life, refining communication as the project develops, adapting wellbeing and workload strategies, and reviewing the role of SILs within the management structure and evaluative culture.