Limavady High School

School Development Plan

2026-2029

WORK HARD BE KIND

Introduction

This School Development Plan (SDP) has been developed by the whole school community of Limavady High School, shaped by the views of our pupils, parents/guardians, staff and Board of Governors. It outlines the strategic direction for our school's continued improvement journey for the next three years to strive towards achieving our vision.

It is important therefore that the SDP is shared and understood by our whole school community and referenced regularly to ensure that it is current and we are making progress to achieve our aims. It serves as a reference point for learner and whole staff development to ensure that we raise standards and close the attainment gap between our pupils.

The 3-year SDP specifies the key areas of focus as identified by our self-evaluation process and includes a set of actions to address the areas of focus in the immediate year ahead. This Action Plan provides detailed information on specific targets, the personnel responsible, timelines, and the procedures for monitoring and evaluation.

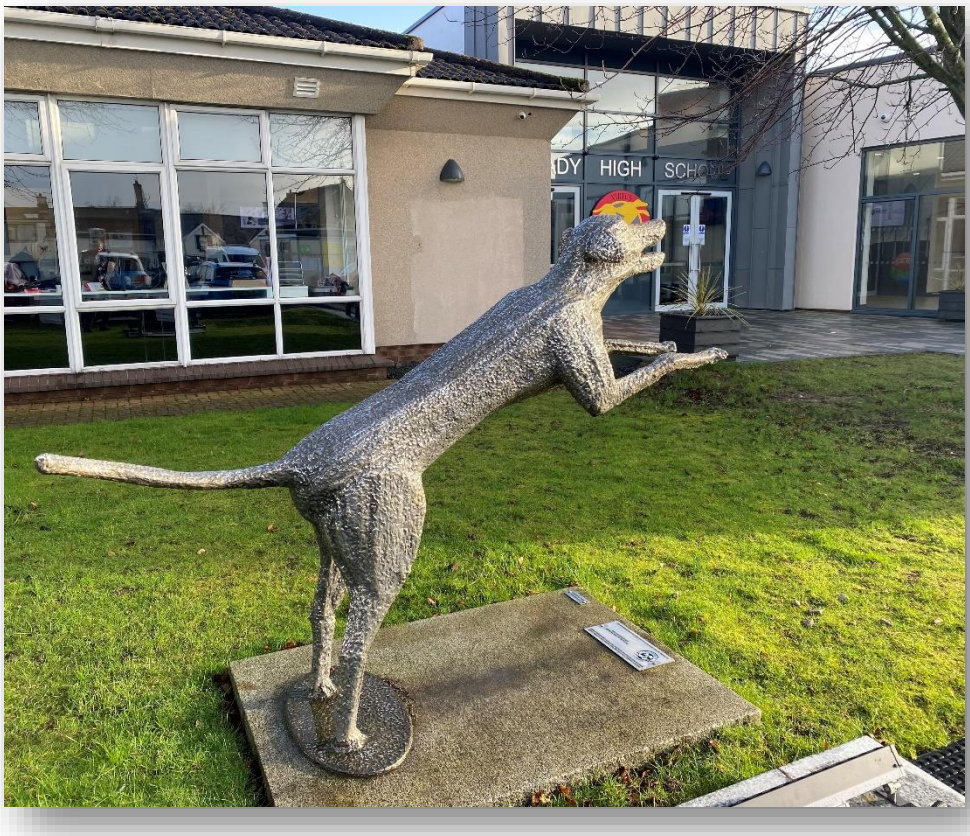
Statement and Evaluation of Ethos

School Motto

Inscribed within our school crest are the words “VIRTUS SOLA NOBILITAT” which translates as ‘Virtue alone ennobles’. What makes a person noble is not their education or the colour of their skin or the race to which they belong. It is their character, and their character is formed by the practice of certain virtues.

The Leap of the Dog:

Limavady derives its name from the Irish meaning "Leim an Mhadaidh" meaning leap of the dog, arising from the legendary leap over the River Roe by a dog owned by the O'Cahan Clan to warn the Chieftains of an enemy ambush. The jump took place from the Dogleap Bridge, in the Roe Valley Country Park. The oak leaves represent the county of Londonderry.



School Ethos

An ethos in the 'experienced' sense must be potent and pervasive in the sense that it must exert a discernible influence within the 'atmosphere' and climate of the classrooms and schools: it must have an 'impact'" Mclaughlin, t. (2005). There have been many studies looking at the importance of having a clear and positive school ethos which can genuinely enhance teaching and learning.

Statement of School Ethos

Limavady High School is a non-selective, co-educational, Controlled School which is Open to All catering for pupils aged 11-19. The school is under the managing authority of the Education Authority.

'At the heart of Limavady High School lies the Christian belief that each individual is unique and valuable. Our mission is to provide a secure, caring, happy, creative and challenging learning environment in which all individuals are encouraged to respect others and develop to their maximum potential as members of the school and the wider community'.

It is our desire to promote our vision and ethos through the following aims:

- provide a relevant, broad and balanced education for each child within the Northern Ireland Curriculum;
- help each pupil to achieve the highest level of academic, spiritual, personal, physical, moral and social development of which he or she is capable;
- to encourage our pupils to embrace democracy, equality, kindness and respect for all others irrespective of their individual differences;
- provide a suitably caring, supportive environment promoting positive behaviour throughout the school community;
- improve the three way partnership (parent-pupil-school) to enable pupils to attain their potential;
- prepare our pupils to become effective contributors to society by fostering social responsibility, positive citizenship, and the skills needed to engage meaningfully within their communities;
- prepare our pupils for challenges and opportunities of a complex and technologically advanced 21st century society through creativity, innovation and motivated approach to teaching and learning.

Our Values

We believe that we can best achieve our school aims through the promotion of our agreed core values;

RESPECT - Treating others as we would like to be treated, showing consideration and good manners, valuing the opinions of others and recognising each other's qualities.

INTEGRITY - Being honest, having high standards of behaviour and choosing right over wrong.

PERSONAL RESPONSIBILITY – Taking responsibility for one's own actions and behaviour and recognising that there are consequences for everything we do.

FAIRNESS - Treat people equally and reasonably in accordance with our core values and school rules.

TEAMWORK - Working together and support one another in achieving success.

HIGH EXPECTATIONS - Recognising the purpose and value of education and understanding the need for high standards of work and behaviour - always striving for our absolute best.

Evaluation of School Ethos

The school's ethos and practice were evaluated by all key stakeholder groups using the Controlled Schools' Support Council Ethos Toolkit and the Education Training Inspectorates (ETI) Empowering Improvement Framework questionnaires. This consultative process enabled our ethos to be both affirmed and constructively challenged, ensuring that it remains responsive and reflective of the needs of our school community.

Areas for development have been identified from responses where agreement levels ranged between 75% and 90% (most people) or below. These have been prioritised for inclusion within the next School Development Plan.

For a detailed breakdown of responses, please refer to the link provided. Click Here

An executive summary of the findings is outlined below.

Executive summary

What's working well (to protect and sustain)

Safeguarding & culture: Staff and governors report a safe, caring, inclusive culture (Teaching Support: 98% agree; Governors: 100%; Parents: 93% informed about CP) and 100% of classroom support staff are aware of safeguarding procedures and training is up to date.

Clarity of vision & values: Near-universal clarity and buy-in on vision/ethos and core values across staff, governors, pupils and parents (most items ≥97–100%).

Community reputation & partnerships: Stakeholders consistently indicate the school is well respected in the community and benefits from Shared Education links (often 100%).

Where to focus next (headline priorities)

Lesson engagement & quality – pupil indications that lessons are "interesting and enjoyable" fell 11% to 67%.

Pupil voice & co-design – pupils who feel teachers ask their views and that opinions matter fell 5% to 79%.

Recognition & reward – pupils agreeing their achievements are recognised dropped 6% to 81%.

Support & relationships – pupils agreeing they are "well supported and well treated by teachers" decreased 6% to 89%; "when having difficulty, teachers help me" decreased 4% to 89%.

Behaviour: consistency & fairness – slight improvement in "most pupils behave well" (+2% to 77%) but a decline in "teachers always do something about unacceptable behaviour" (-3% to 73%).

Parent communication about progress – 76% agree they receive regular/helpful feedback (flat, no improvement), which is notably lower than other parent items.

Enrichment participation – pupil participation/enjoyment in after-school clubs decreased 6% to 44%, while parents report improvement to 83%, indicating a perception gap.

Equity & inclusion nuances – classroom support staff show relatively lower agreement that women and girls are understood/respected (86%), and that those identifying as another gender are understood/respected (89%), compared with other protected groups (≥91–96%).

Limavady High School – Context Statement Including Material Challenges and Opportunities

We are a proud Controlled School, meaning we are managed by the Education Authority and Open To All, regardless of religious background. Controlled schools are known for their diverse and inclusive population, reflecting the community they serve. Limavady High School offers a comprehensive education to children from Limavady town and the wider Roe Valley area.

Our catchment area extends from Coleraine to Derry/Londonderry and beyond. The school is staffed to cater for all abilities, from potential A-Level candidates to those requiring additional support. We have an expertly staffed Special Educational Needs (SEN) provision. The SEN profile across Northern Ireland averages 16.9%, with grammar schools at 7% and non-grammar schools at 24% (Stages 1–3). Limavady High School's SEN profile in 2024/25 was 10.9%, but we have already seen a sharp rise in 2025/26 and anticipate a significant increase in pupils with Statements of Educational Need in the coming years which will require additional resourcing.

In the 2024/25 academic year, Northern Ireland had approximately 156,889 pupils across 190 post-primary schools, with around 155,500 places available. However, enrolment is projected to decline by around 15,000 pupils by 2033/34, reducing the total to approximately 140,000 pupils, with further decreases anticipated beyond 2033. (Controlled Schools' Support Council). Despite this trend, Limavady High School has maintained a stable enrolment over the past three years, with 850 pupils enrolled in September 2026. On average, 33% of our pupils are in receipt of Free School Meals.

The school remains firmly committed to raising standards and meeting the needs of all learners. However, in the current climate, a number of significant challenges are likely to impact on this aim. The school is experiencing unprecedented financial pressures, and unable to live within its Common Funding Formula (CFF) Budget, which have already affected aspects of the curricular offer and class sizes. While the school has a strong track record of operating within its allocated budget, rising costs associated with employer contributions, including superannuation, pensions, National Insurance and pay settlements, will continue to place considerable strain on resources, despite increased enrolment over the lifetime of the previous SDP.

Limavady continues to be recognised as an area of significant deprivation within Northern Ireland, with typically between 30% and 39.99% of pupils entitled to Free School Meals. A key challenge for the school is to engage effectively with parents across all sections of the community, particularly those who may feel disengaged from the education system. Through sustained and creative engagement, the school aims to foster a greater sense of pride, aspiration and motivation towards education, supporting improved outcomes, particularly in English and Mathematics

Alongside these challenges, there are a number of important opportunities. The school continues to invest significantly in supporting our pupils. Approval has been given, under the Curriculum Led Capital Investment Programme, for a new synthetic pitch and sports hall. In addition, a business case for a major development in Special Educational Needs provision has been approved and is expected to be completed during the lifetime of this SDP.

It should be noted that this plan is a working document and may be subject to change. Maintaining flexibility is essential to ensure that the school can respond effectively to emerging internal priorities and external developments and pressures.

Shared Education and Collaboration

After many years of collaboration between Limavady High School and St Mary's Limavady, the Limavady Shared Education Campus (LSEC), the first of its kind in Northern Ireland, was officially opened on 21 February 2024. This is a shining example of positive collaboration, demonstrating that schools can retain their ethos and values while delivering huge benefits to the lives of pupils and the wider community.

LSEC is part of a longitudinal study funded by the Department of Education and facilitated by the National Children's Bureau and Queen's University Belfast. Early findings indicate a significant positive impact, and the study will conclude by the end of this School Development Plan cycle. This milestone builds on over 50 years of delivering shared initiatives, reinforcing our commitment to innovation and community cohesion.

Self-Evaluation

Evaluative statements outlining progress against the School Development Plan 2023–2026 are available by clicking on the following links.

This includes an analysis of the effectiveness of the school's strategies, informed by performance and other relevant data. Click Here

The evaluation also provides an assessment of the extent to which the school has met its wider strategic targets and priorities over the period of the outgoing School Development Plan. Click Here

Our school staff engage in a rolling process of self-evaluation from classroom teacher to school leadership, including our classroom assistants. Our school is committed to a continuous programme of review, by regularly assessing individual pupil progress and wellbeing, measuring our school's performance against benchmarks within Northern Ireland and adapting our teaching methods and priorities accordingly. We also keep under review the advice and guidance issued by the Department of Education and the Education Authority as our managing authority and we endeavour to maintain collaborative relationships with other schools across our area to ensure that we learn from others, and share our own, effective practices which have an evidence-base of success.

Through a thorough and robust self-evaluation process, informed by high-quality evidence, stakeholder engagement and benchmarking against high standards, the school has identified four key high-level areas of focus for the next School Development Plan 2026–2029. These priorities are:

Raising Standards, Achievement and Equity
To secure high-quality outcomes for every pupil by raising standards, narrowing attainment gaps and improving life chances through targeted, data-informed intervention.

Excellence in Teaching, Learning and Leadership
To further enhance the quality of teaching and learning through inclusive, evidence-informed practice, while developing leadership capacity and professional learning across the school.

Wellbeing, Inclusion and Pastoral Care
To strengthen a whole-school approach to wellbeing and inclusion, ensuring effective pastoral care and special needs provision that supports emotional health, positive behaviour and wellbeing.

Partnerships with Parents and the Wider Community
To deepen engagement with parents, families and the wider community, fostering strong partnerships that support learning and pupil success.

Collectively, these areas will underpin the school's strategic direction and drive continuous improvement, ensuring the best possible outcomes for all learners.

An Evaluation Of The School's Current Financial Position And The Use Made Of Its Financial And Other Resources

Limavady High School has a strong track record of operating within its annual Common Funding Formula (CFF) budget allocation. However, continued underfunding from the Northern Ireland Executive over the past three years has made this increasingly unsustainable, despite a corresponding increase in pupil enrolment. The school has been able to maintain, and accrue, a healthy financial surplus only through additional earmarked funding and successful business cases submitted by the Principal on behalf of the

school. This prudent financial management has enabled the school to respond effectively to unforeseen pressures and emerging challenges, ensuring financial stability and continuity of provision

The school's budget is prepared by the Principal and the Senior Teacher responsible for the financial management of the school. A 3 year plan is prepared, taking into account spending decisions, incremental pay progression and inflation and is profiled to reflect spending patterns. Departments are funded annually, based on the number of teacher periods.

The resources at the disposal of the school are managed efficiently and effectively, with appropriate measures in place for financial management, attendance management and working relationships. The School's Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.

Throughout the duration of the last School Development and Improvement Plan, the Leadership Team and Governors worked tirelessly to ensure that all expenditure was appropriate and, most importantly, had a positive impact on the work and life of the school. All spending was rigorously scrutinised by the Finance and General Purposes Committee, which made recommendations to the full Board of Governors for approval before any expenditure was committed.

An Assessment Of The Planned Use Of The School's Projected Resources During 2026-2029.

The Board of Governors has approved the three-year Financial Plan. Notwithstanding the significant financial pressures that will continue to impact the delegated budget, the school is resolute in its commitment to placing pupils at the heart of all decision-making and ensuring that every child has the opportunity to reach their full potential in a supportive and nurturing environment.

Strategic Priorities for Investment 2026-2029 (Aligned to DE and TransformED)

Over the next three years, the school will prioritise the effective use of resources to support both its own improvement objectives identified above and the Department of Education's TransformED priorities, ensuring value for money while maintaining high standards of provision.

KEY AREAS OF FOCUS 2026-2029 – THREE YEAR STRATEGIC OVERVIEW

"High Standards, Quality Teaching, Caring Community."

	Actions in Year 1 2026-2027	Actions in Year 2 2027-2028	Actions in Year 3 2028-2029
Area of Focus: **Raising Standards, Achievement and Equity** To secure high-quality outcomes for every pupil by raising standards, narrowing attainment gaps and improving life chances through targeted, data-informed intervention.			
Objective 1a- Improvement in headline attainment measures and analysis of pupil destinations	Establish a clear baseline through detailed analysis of attainment and pupil destinations, including progression pathways and sustained outcomes, using comparative benchmarking (like schools, FSME band, Controlled Sector, and NI averages), while strengthening data systems and staff capacity to use this information to take targeted action on identified areas for improvement.	Embed improvement through embedded data-informed teaching, strengthened departmental accountability, targeted support and challenge for all pupils, and enhanced tracking and careers guidance, with robust monitoring to ensure improved attainment and positive pupil destinations.	Sustaining high attainment and positive pupil destinations by embedding a culture of high expectations, refining data-driven systems, and strengthening the link between curriculum, achievement, and aspirational pathways, ensuring outcomes are consistently above benchmarking measures for like schools, FSME band, the Controlled Sector, and the NI average.
Objective 1b - Reduction in the attainment gap between key groups of learners	Identifying attainment gaps through detailed analysis and benchmarking, while establishing robust tracking systems, targeted interventions, and staff capacity to deliver adaptive, research-informed teaching, using evidence-based strategies and key policies to address underachievement across key groups.	Embed data-informed teaching and targeted interventions, strengthening accountability and responsive practice through regular monitoring and evaluation, to drive a measurable narrowing of attainment gaps across key groups.	Sustain equity and high achievement by embedding consistent, inclusive and adaptive practice across all departments, using precise data tracking and integrated interventions to ensure attainment gaps are significantly reduced, with improved outcomes for key groups consistently exceeding benchmarking comparisons.
Objective 1c - Learners make sustained progress from baseline across key stages	Establish and agree accurate baselines and robust tracking systems, building staff capacity to use assessment effectively, review schemes of work and implement early identification and targeted support to ensure all pupils are on track to make sustained progress.	Embed data-informed teaching and responsive interventions, strengthening progress monitoring through regular review, and developing staff expertise to accelerate pupil progress across key stages.	Sustain strong, consistent progress by embedding high expectations, using precise data to monitor and close gaps, and ensuring all pupils achieve in line with or above expectations, with outcomes aligned to attainment and positive destinations across all key stages.
Objective 1d - Evidence of effective use of data to identify and support underachievement	Establish robust and consistent data systems, building staff confidence in data use, and embedding clear processes to accurately identify and respond to underachievement across all pupil groups.	Embed data-informed teaching and targeted interventions across all departments, strengthening accountability and staff expertise to ensure data is used proactively to drive timely support and reduce underachievement.	Sustain a fully embedded, data-driven culture where staff use precise analysis to proactively identify and address underachievement, with robust monitoring and evaluation ensuring measurable improvements in attainment across all key groups and outcomes that compare strongly against benchmarking data.

	Actions in Year 1 2026-2027	Actions in Year 2 2027-2028	Actions in Year 3 2028-2029
Area of Focus: **Excellence in Teaching, Learning and Leadership** To further enhance the quality of teaching and learning through inclusive, evidence-informed practice, while developing leadership capacity and professional learning across the school.			
Objective 2a - Staff engagement in high-quality professional learning linked to school priorities	Build foundations and research awareness through effective CPD programme linked to whole school priorities and department priorities.	Professional learning is embedded into daily practice through collaborative approaches such as coaching, mentoring, and peer engagement. Staff confidently apply research-informed strategies, ensuring teaching is responsive to pupil needs, with growing evidence of impact on classroom practice and pupil outcomes.	Professional learning is fully embedded within a research-informed culture, with high levels of staff ownership, leadership, and collaboration. Coaching and mentoring drive continuous improvement, and robust evaluation ensures a clear, measurable impact on teaching quality and pupil outcomes across all departments.
Objective 2b - Consistently high-quality, inclusive, adaptive and responsive teaching/support demonstrated across departments	Establish a shared understanding and baseline expectation for inclusive and adaptive teaching/support across the school aligning to the Enhanced Provision Model.	Deepen and embed adaptive and responsive teaching, ensuring it is consistently effective in every classroom supported by a skills-based deployment model for LSA.	Established and sustained whole-school culture of consistently high-quality, inclusive and adaptive provision underpinned by effective mentoring, robust monitoring, and clear evaluation of impact on pupil outcomes.
Objective 2c - Increased leadership capacity at all levels (middle and senior leadership)	Identify and nurture aspiring leaders through structured development, targeted mentoring, and opportunities to lead, seconded roles onto the Senior Leadership Team to build experience and establish clear leadership pathways across the school.	Develop leadership confidence and capacity through extended opportunities, coaching and mentoring, and collaborative practice, enabling staff to lead improvement and take greater ownership of school priorities.	Embed a culture of distributed leadership, with strong mentoring, succession planning, and evaluation systems in place to sustain leadership capacity and ensure a continuous pipeline of confident future leaders.
Objective 2d - Positive pupil feedback on the quality of learning experiences	Establish consistency through a full overhaul of BVOD (Books, Voice, Observation and Data), strengthening pupil voice, and setting clear expectations for high-quality learning.	Enhance engagement and responsiveness by embedding adaptive teaching, strengthening pupil participation and independence, and using pupil voice to shape practice, with ongoing evaluation to ensure improved experiences across all departments.	Sustain high-quality, pupil-centred learning by embedding strong systems for pupil voice, developing staff expertise, and ensuring consistently engaging, inclusive, and responsive teaching across all classrooms, supported by ongoing monitoring and evaluation throughout the life of the SDP to secure impact and continuous improvement.

	Actions in Year 1 2026-2027	Actions in Year 2 2027-2028	Actions in Year 3 2028-2029
Area of Focus: **Wellbeing, Inclusion and Pastoral Care** To strengthen a whole-school approach to wellbeing and inclusion, ensuring effective pastoral care and special needs provision that supports emotional health, positive behaviour and wellbeing.			
Objective 3a - Pupils report feeling safe, supported and included in school	Establish a clear understanding of pupil experience through inclusive pupil voice and strengthening pastoral, safeguarding, and SEN systems, while building staff capacity and implementing early targeted support to ensure all pupils feel safe, supported, and included	Embed a whole-school culture of inclusion through consistently adaptive practice, strengthened pupil voice (including SEN), and targeted support, with ongoing monitoring to ensure all pupils feel safe, supported, and fully included.	Sustain a fully inclusive and supportive culture by embedding high-quality SEN, pastoral, and safeguarding provision into everyday practice, using ongoing monitoring and pupil feedback to ensure all pupils feel valued, safe, and included, with consistently positive outcomes across all groups.
Objective 3b - Reduction in behaviour incidents and improved attendance	Establish clear baselines through detailed analysis of behaviour and attendance, strengthening consistent systems and expectations, and building a structured, responsive, and supportive approach that enables early intervention, supported by strong staff practice and parental engagement to drive improvement.	Embed a consistent culture of high expectations, strengthening pastoral accountability, and using data-driven, targeted interventions to proactively improve behaviour, engagement, and attendance across the school.	Sustain high standards through a consistent culture of respect and responsibility, embedding effective behaviour and attendance systems, and using precise data to secure long-term improvements, with outcomes comparing positively against benchmarking data.
Objective 3c - Evidence of effective pastoral interventions supporting pupil wellbeing	Establish a clear understanding of increasingly complex pupil needs through detailed analysis and pupil voice, while strengthening pastoral systems, staff capacity, and developing structured, responsive support to ensure effective early intervention and wellbeing provision.	Embed structured, evidence-informed pastoral interventions and strengthening staff capacity to respond to increasingly complex pupil needs, ensuring provision is responsive, coordinated, and regularly evaluated for impact on pupil wellbeing.	Sustain a fully embedded, adaptive pastoral system that is responsive to evolving pupil needs, with robust monitoring ensuring all interventions deliver measurable improvements in wellbeing and consistently high-quality support for all learners.
Objective 3d - Staff wellbeing is supported, with positive feedback on workload and support	Establish a clear understanding of staff wellbeing and workload through baseline analysis, aligning with the “Being Well, Doing Well” programme and the Minister of Education’s Workload Agreement Action Plan, while working through the Joint Consultative Committee (JCC) to develop structured, collaborative approaches to consultation and workload management.	Embed a strong culture of wellbeing by reducing workload, strengthening leadership support, and using the JCC, alongside the Workload Agreement Action Plan, to ensure ongoing consultation, staff voice, and shared decision-making drive meaningful and sustainable improvements.	Sustain a positive staff experience through a fully embedded wellbeing culture, with manageable workload, strong leadership support, and continued partnership with the JCC, ensuring alignment with the “Being Well, Doing Well” programme and the Workload Agreement Action Plan to secure consistently positive staff feedback.

	Actions in Year 1 2026-2027	Actions in Year 2 2027-2028	Actions in Year 3 2028-2029
Area of Focus: **Partnerships with Parents and the Wider Community** To deepen engagement with parents, families and the wider community, fostering strong partnerships that support learning, pupil success and career pathways.			
Objective 4a - Increased parental engagement and participation in school activities	Establish clear parental understanding of the importance and benefits of attending school events and improving parental communication methods.	Embed systems to ensure parents are fully informed about school life and events through targeted communication. Raise the profile of parent voice opportunities and encourage attendance at school events including academic and extra-curricular.	Sustain positive parental engagement leading to stronger home–school partnerships, improved pupil motivation and attainment, greater parental confidence and trust in the school
Objective 4b - Regular, clear reporting on pupil progress	Establish consistent systems and baseline quality across all academic, careers, pastoral and wellbeing progress reporting.	Embed systems to ensure all parents receive timely, accurate, and understandable information about pupil progress, attainment, and next steps, enabling stronger parental engagement and improved pupil outcomes using a digital platform.	Sustain quality of reporting ensuring reporting increases parental engagement and pupil attainment improvement
Objective 4c - Strong links with St Mary's Limavady - Limavady Shared Education Campus initiatives	Establish a clear understanding of the purpose of subject-based and pedagogy-focused School Improvement Groups promoting consistency in teaching quality. Establish a coordinated shared enrichment and extracurricular programme.	Embed a culture of collaboration in teaching and learning and joint pupil activities including Sports, The Arts, Careers and STEM.	Sustain professional relationships between staff, improve educational outcomes, enhance pupil experiences and strengthen community cohesion
Objective 4d - Evidence of positive impact from partnerships on pupil outcomes and experiences	Establish a formal system to track and evaluate the impact of key partnership activities on attainment and pupil experiences with increased visibility of purpose.	Embed partnership impact in self-evaluation and reporting by gathering and analysing pupil feedback and progression data to show how partnerships influence experiences and future pathways.	Sustain consistent year-on-year improvement on leading to raised standards, broadened pupil experiences and improved progression pathways.

Monitoring and review

Each priority area has a designated teacher lead responsible for implementing and tracking progress. The Senior Leadership Team will ensure that the monitoring and evaluation timetabling 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 Actions Plans (2026/2027)

Detailed one-year action plans have been developed by the Senior Leadership Team for each key strategic objective and can be accessed via the links provided below.

Raising Standards, Achievement and Equity

Objective 1a: Improvement in headline attainment measures and analysis of pupil destinations Click Here
Objective 1b: Reduction in the attainment gap between key groups of learners Click Here
Objective 1c: Learners make sustained progress from baseline across key stages Click Here
Objective 1d: Evidence of effective use of data to identify and support underachievement Click Here

Excellence in Teaching, Learning and Leadership

Objective 2a: Staff engagement in high-quality professional learning linked to school priorities Click Here
Objective 2b: Consistently high-quality, inclusive, adaptive and responsive teaching/support demonstrated across departments Click Here
Objective 2c: Increased leadership capacity at all levels (middle and senior leadership) Click Here
Objective 2d: Positive pupil feedback on the quality of learning experiences Click Here

Wellbeing, Inclusion and Pastoral Care

Objective 3a: Pupils report feeling safe, supported and included in school Click Here
Objective 3b: Reduction in behaviour incidents and improved attendance Click Here
Objective 3c: Evidence of effective pastoral interventions supporting pupil wellbeing Click Here
Objective 3d: Staff wellbeing is supported, with positive feedback on workload and support Click Here

Partnerships with Parents and the Wider Community

Objective 4a: Increased parental engagement and participation in school activities Click Here
Objective 4b: Regular, clear reporting on pupil progress Click Here
Objective 4c: Strong links with St Mary's Limavady and Limavady Shared Education Campus initiatives Click Here
Objective 4d: Evidence of positive impact from partnerships on pupil outcomes and experiences Click Here