



SCHOOL DEVELOPMENT PLAN

PRIORITIES

2025 - 2028

Introduction

This School Development Plan (SDP) outlines the strategic direction for our school's continued improvement journey for the three years 2025-2028. The plan has been informed by ongoing quantitative and qualitative evaluation, the changing context and strategic direction of our school, wider educational developments, including TransformEd, SEN Reform Agenda and ETI Guidance: Together Towards Improvement. The SDP is shaped by staff and the Board of Governors, taking cognisance of the voice of parents, pupils, stakeholders and partners, through consultation and evaluative practices.

The 3-year SDP specifies the overarching areas of focus. Each year, key targets and action foci are identified, which inform action plans (focus areas highlighted / AF) which provide detailed information on specific targets, the personnel responsible, timelines, and the procedures for monitoring and evaluation. The SDP provides guidance for all and is monitored and reviewed at all levels. 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.

Key targets 2025-28 and action foci for 2026-27 are outlined below.

Ethos and Vision

At the heart of all we do: Loreto Ethos 2025-28: "Striving for Excellence the Loreto Way." Mission Statement.

"Making young dreams possible" Vision Statement.

Our Mission and Shared Vision:

-will nurture our pupils' holistic: (spiritual, emotional, social, physical and academic) development, empowering them to reach their potential, motivated as life-long learners and agents of change as future global citizens, forming young people of faith, of truth, of sincerity, seeking justice and freedom in joyful service for the greater glory of God;

-will be evidenced by a lived faith community, a welcoming, inclusive learning environment; support; encouragement; recognition and celebration of progression and achievement;

-will be achieved collaboratively through the commitment of pupils, parents, staff and the wider school community to nurture good relations, respect for our unique Loreto legacy, within our shared partnership, supporting equality, dignity and diversity, embracing the energy of difference.

PUPIL

ENVIRONMENT

EXPERIENCES

RELATIONSHIPS

LORETO GRAMMAR SCHOOL OMAGH

Loreto Ethos: Key Targets 2025-28	Key Focus 2026-27
1.3 To develop awareness of environment, society and economy, enabling active citizenship which supports inclusion, respect for diversity and care for our common home.	1.3a Raise awareness of Pope Leo XIV’ first social encyclical – “Magnifica Humanitas” and implement policy and initiatives to support: • Inclusion, • Diversity • Care for Common Home
Child Centred Provision: Key Targets 2025-28	Key Focus 2026-27
2.2 To ensure Safeguarding, Child Protection, Special Educational Needs and Learning Support provision enable successful learning and progression for all. 2.4 To develop strategies to respond to challenges and overcome barriers to learning within a child-centred, accessible, equitable and inclusive curriculum provision.	2.2a Embed Restorative Practice and strategies to improve outcomes 2.2b Develop strategies to support Learning and Teaching in SEN (AF) 2.4a Training / implementation of strategies to support: (TransformEd) (AF) • Scaffolding • Developing Independent Learners Implement strategies to support: “Adaptive Teaching” and “Cognitive Load Theory” (TransformEd) 2.4b Develop whole-school focus on attendance at school and in class 2.4c Develop inclusive curriculum provision through “Rightful Presence”
High Quality Learning, Teaching and Assessment: Key Targets 2025-28	Key Focus 2026-27
3.2 To ensure successful learning through planning, teaching and assessment which reflects and meets the needs, abilities and interests of all learners 3.4 To ensure provision of broader learning experiences including collaborative and shared learning across the curriculum to enhance skills and confidence and improve outcomes of learners	3.2a Implement Statutory Interim End of Key Stage 3 Assessment for Literacy and Numeracy 3.2b/c Training/Implement strategies to support: (TransformEd) 3.4a Develop Shared Education opportunities in Learning and Teaching (AF) 3.4b Develop collaborative Learning and Teaching links

LORETO GRAMMAR SCHOOL OMAGH

3.6 To enhance knowledge and digital skills for learning, living and work leading to improved outcomes for all learners.	3.6a Develop responsible, efficient use of Artificial Intelligence / e-learning
Effective Leadership: Key Targets 2025-28	Key Focus 2026-27
4.1 To provide strategic direction through the changing school context	a) Enrolment and Intake b) Curriculum Provision / Staffing c) Migration to Strule Shared Education Campus
4.3 To develop Professional Learning opportunities across the whole-school staff.	4.3a Continue to facilitate TransformEd Professional Learning Opportunities (AF)
4.6 To develop Healthy Lifestyle and Wellbeing	4.6a Training to implement strategies to support wellbeing and healthy lifestyle for staff and students
School Connected to its local community: Key Targets 2025-28	Key Focus 2026-27
5.1 To ensure evaluative practices include the voice of parent, informing planning.	5.1a Develop practices across the whole-school to increase voice of parent to inform future planning
5.2 To increase community links to enhance educational resources and provision , leading to broader learning experiences for living and work and improved outcomes.	5.2a Develop links with community to support enhancement of educational resources and learning experiences
5.3 To ensure planning for - : - migration to the SSEC -170 years of Loreto in Omagh reflects our wider Loreto community and to develop focused “legacy” partnerships.	5.3a Develop links with community to support Loreto celebrations / legacy projects