



SCHOOL DEVELOPMENT PLAN 2018 - 2021

147A GLEN ROAD
BELFAST
BT11 8NR

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Preface

This school Development Plan (SDP) details the priorities for St. Mary's CBGS for the period 2018-2021. These priorities have been identified after an analysis of a range of information, consultation with parents'/guardians pupil, staff, post holders and the Board of Governors, as well as consideration of wider school priorities.

The Board of Governors has delegated the Principal the requirement to monitor, evaluate and review the School Development Plan on an annual basis through the verbal and written reports from those members of the ELT and SLT with responsibility for each of the Action Plans. Members of these teams will monitor the progress through meetings with their team members responsible for the Action Plan targets and report to the SLT and Principal annually. An update on the SDP will be presented to the Board of Governors at each meeting.

Section 1

Introduction

A Statement and Evaluation of the School Ethos

St Mary's is an all-boys selective voluntary grammar school. The school was found by the Christian Brothers in 1866 and was incorporated into the Edmund Rice Schools Trust in 2007. Currently the school has 1153 pupils from Year 8 to Year 14 and has an intake of 181 to Year 8 and a Sixth Form of 376 students. The school offers a very broad and balanced curriculum that offers pupils a range of pathways suited to their abilities and interests.

Socio-economic: The school is situated in an area of severe socio-economic deprivation and many of our pupils live within three miles of the school. The levels of socio-economic deprivation are illustrated by the large number of pupils entitled to Free School Meals, 35%, and the large number of our senior students who are eligible for EMA, 31%.

The School Development Plan (SDP) reflects carefully on the progress made. The plan shows how the school has reviewed this progress as we work towards achievement of our goals and the realisation of our vision.

The current School Development Plan provides a foundation for strategic development for St. Marys from 2018 – 2021. It considers how financial and resourcing available is used in the wider curriculum with a caring and supportive environment. The current SDP is designed to address the areas of continuing improvement and other areas of change to ensure we make progress towards meeting our goals.

The current SDP is based on the outcomes of a wider range of rigorous honest self-evaluations and review surveys carried out during the previous SDP cycle. This provided a reflection on current practice and helped to identify areas for focused development. During this process of self-evaluation, the School Leadership Team (SLT) have consulted with parents, pupils, staff and the Board of Governors. Central to our work is focusing on our mission of providing Catholic education in the Blessed Edmund Rice tradition. By following this tradition, we are working to assist our pupils to realise their full potential and provide them with a first class education while building their wider skills and values set to assist them as their take place in society.

The School Development Plan provides a basis for strategic development for the school from 2018-2021 which it considers the associated financial, curriculum and staff plans. The School Development Plan encompasses our recognition of our key strengths, areas for improvement and the necessary action plans to move forward. As a Catholic school, we are responsible not only for offering a first class education but are also equally concerned to ensure that this is conducted within the context of a living Christian faith. We are proud of our heritage as a Catholic institution, founded by Christian Brothers in 1866, which still retains the tradition for the care and education of our students.

The Board of Governors has delegated to the Principal the requirement to monitor, evaluate and review the SDP on an annual basis through a range of report from members of the SLT who are responsible for each Action Plan. Other post holders will evaluate progress in their areas of responsibility through meetings with the SLT and Principal annually. All post holders contribute to the Annual Report to the Board of Governors.

High quality effective learning and teaching is at the centre of all that we do so that each student achieves his full potential and can develop the skills for higher education, the world of work and adult life. Students are supported and challenged to achieve both in class and in a wide range of extra-curricular activities. Our strategic plan aims to shape life-long learners, critical and innovative thinkers whose moral and spiritual integrity will enable them to be effective and happy adults.

Requirement 1: A Statement and Evaluation of the Ethos of the School

St Mary's Christian Brothers' Grammar School is a community of Christian values and excellence where children can realise their full potential in their academic, personal, physical, moral and spiritual development. We are committed to building a learning community which nurtures and promotes the development of decent, caring and confident pupils who can contribute to the wider community, treating all people with a sense of justice and to work with parents as partners in their son's education. We are committed to ensuring each pupil has the experiences, resources and teaching appropriate to his abilities and aptitudes and to providing opportunities for pupils to participate in a variety of extra-curricular activities.

We proudly proclaim ourselves to be an Edmund Rice School in the Catholic tradition. We strive to live out the teaching of Christ and recognise the uniqueness of each member of our school community as children of God. We model ourselves on the example of Blessed Edmund by promoting faith, generosity and selfless service to others.

School Context in Summary:

- St Mary's CBGS is an all-boys voluntary grammar school located in West Belfast.
- We have a student population of 1153, with a Year 8 enrolment of 181 pupils.
- Our **76** teaching staff deliver a curriculum which fulfils the entitlement framework.
- Currently 35% of our pupils are entitled to FSM.
- Current attendance figures for the school are 94%.
- We have 270 pupils who are at least SEN stage 1. This equates to 23% of the school population.
- The school has a range of sporting facilities including a swimming pool, grass pitches, a gym and an outdoor 3G pitch. However, the school does not have a Sports Hall.

Developing excellence, moral responsibility and service to the community in the spirit of Blessed Edmund Rice

Our Vision

St. Mary's Christian Brothers' Grammar School proudly proclaims itself as an Edmund Rice School in the Catholic tradition. We strive to live out the teachings of Christ and recognise the uniqueness of each member of our school community as children of God. We model ourselves on the example of Blessed Edmund by promoting faith, generosity and selfless service to others.

At the heart of the school is the belief that good teaching and learning can empower pupils to strive for excellence in all aspects of life.

We are committed to building a learning community which nurtures and promotes the development of decent, caring and confident pupils who can contribute to the wider community, treating all people with a sense of justice.

We believe that the ethos of St. Mary's Christian Brothers' Grammar School enables us to create an environment of belonging - affirming pupils in the pursuit of lifelong learning within a nurturing and challenging culture.

We aspire to the holistic development of our pupils and seek to offer them every opportunity to enrich their educational and life experiences in preparation for the challenges of the 21st Century.

Our Mission:

St. Mary's Christian Brothers' Grammar School is a community of Christian values and excellence where children can realise their full potential in their academic, creative, personal, physical, moral and spiritual development. Our mission is to provide Catholic education in the Edmund Rice tradition.

School's Aim

The central purpose of St Mary's CBGS is to nurture faith, promoting partnership, excelling in teaching and learning, creating a caring school community and inspiring transformational leadership.

As an Edmund Rice school our ethos is based on the five principles of the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic education that cultivates a living faith, fosters Christian spirituality and educates people in Gospel-based values.

1 Nurturing faith, Christian spirituality and Gospel-based values;

Is faithful to the life of Jesus Christ

Catholic education is a ministry based on Jesus Christ's vision for humanity as expressed in his living and teaching. Christ came that we "might have life, and have it to the full." (John 10:10). The life-journey of each person has the potential to be transformed by a personal understanding of and relationship with the life-journey of Jesus.

Develops the whole person

The Edmund Rice School offers balanced, integrated and innovative teaching and learning experiences. It recognises that the human person has, for example, personal, physical, intellectual, social, spiritual, moral, emotional and aesthetic dimensions and seeks to promote the student's development in all these areas.

Promotes a distinctive spirituality

The Edmund Rice School – in partnership with the home and the parish – seeks to nurture and encourage a distinctive Christian spirituality. Religious education and practice is shaped to a significant extent by the desire to promote growth in spirituality. The spiritual life of each person is developed through reflection, prayer, the sacraments, liturgy, symbols, religious art and music, sacred stories and other rituals, and the services of the school chaplaincy. Celebration of the Eucharist as a school community is a nourishing, living expression of shared faith.

Celebrates diversity and values difference

The Edmund Rice School welcomes students of different Christian denominations and of other religious faiths. It encourages them to grow in their own faith and religious practice while at the same time respecting the distinctive Catholic ethos of the school. It celebrates the richness and diversity of the school community.

Fosters a living faith through working for social and ecological justice

An awareness of social issues and action for social justice permeate the entire curriculum of the Edmund Rice School. A concern for social justice cannot be divorced from a concern for ecological justice. Environmental and justice issues are intertwined in how humans are called to relate to God's creation. Major challenges face humanity, including environmental degradation, limits to material resources, and threats to bio-diversity. The Edmund Rice School encourages the whole school community to work for social and ecological justice in the school and in society generally. The school provides opportunities for people to live their faith by engaging in community and voluntary work and in immersion projects in Ireland and in the Developing World.

Celebrates Mary as model of faithfulness

Edmund Rice had a great love for Mary the Mother of Jesus who has always been seen as a model of discipleship and the tradition of venerating her has always been strong in Edmund Rice schools. This Charter challenges the school partners to be like Mary, faithful followers of the way of Jesus.

2 Promoting partnership in the school community

"The faith of children is best nurtured when home, school and parish work together in partnership" Irish Catholic Bishops' Conference, 'Nurturing Our Children's Faith' (2006).

Recognises the value of partnership

The Edmund Rice School is a welcoming community, where people are actively involved, their views are valued and their contribution is affirmed as they learn and grow together. Working together as partners improves the quality and effectiveness of the school. A spirit of partnership makes it easier to implement decisions and actions needed to achieve excellence.

Works in partnership with parents/guardians

Because parents/guardians have the primary responsibility for the education of their children, they are key partners in the school community. Regular consultation and communication between schools and parents/guardians, active participation of parents/guardians in their child's education and involvement in specific school activities are all crucial to establishing effective home, school and community links.

Seeks to build community

Community lives and grows where people share a common vision and mission, feel they belong, are allowed to contribute, are recognised and consulted and have a say in determining their direction. Partnership enables the Edmund Rice School – management, parents, teachers, support staff and students – to grow in a shared, collegial vision of education, giving all involved a real sense that the school 'belongs' to them.

Embodies the principles of inclusiveness

Engagement with others and inclusiveness are hallmarks of a partnership that respects and celebrates diversity of culture, race and creed. The Edmund Rice School reaches out to those who may feel excluded.

Respects the earth

Earth sustains human beings and a myriad of other creatures of all kinds. Education leads people to an awareness of their interconnectedness with the earth and their place in the cosmos. Living in harmony with all of creation, respect and care for the environment, concern when it is threatened with destruction, and excitement in discovering the wonders of the universe are all encouraged. Celebrating the gifts of God in creation and giving thanks for them in prayer and liturgy are valued in the Edmund Rice School.

Fosters a sense of belonging to parish

The Edmund Rice School collaborates and interacts with the many communities and agencies that are essential to the life of the school. It works in partnership with the parish in which it is located and with the other parishes and schools of its catchment area.

Promotes networking

The Edmund Rice School maintains links with various educational, cultural and sporting associations and with religious, charitable and justice organisations. It values its links with the Edmund Rice Network worldwide and assists in the Network's involvement in the Developing World. It supports the Church in its worldwide outreach.

The lay catholic educator is a person who exercises a specific mission in the Church ... To this lay person, as a member of this community, the family and the Church entrust the school's educational endeavour... Lay teachers must be profoundly convinced that they share in the sanctifying, and therefore educational mission of the Church... Sacred Congregation for Catholic Education. Lay Catholics in Schools: Witness to Faith 24. (1982)

3 Excelling in Teaching and Learning

Focuses on purposeful teaching learning

Purposeful teaching and learning provide the central focus of a successful and happy school. Such an educational model is characterised by high expectations, inspiring and innovative teaching and learning methodologies, together with regular evaluation. The creation of an orderly, safe and positive learning environment enables the Edmund Rice School to attain excellence in all dimensions of education.

Nurtures the holistic development of students,

The school nurtures the full potential so that they may be healthy both in mind and body. It recognises the need for spiritual growth and an informed conscience. It aims to help students become better people who relate well to others and who have a keen appreciation of beauty. The lifelong process of becoming active citizens who work for justice begins in practical ways in school.

Recognises the uniqueness of every student

Students are helped to grow through educational processes that are sensitive to their development stages and their social and cultural backgrounds. The Edmund Rice School designs an educational environment that respects and facilitates different types of intelligence and learning styles.

Promotes personal and professional development

Members of boards of management, governors, principals, staff and all members of the school community are encouraged to engage in on-going personal and professional development so as to enhance their own lives and the educational environment in their schools.

Raises awareness of the interconnectedness of the world in which we live

The Edmund Rice School raises awareness about the universe of which we are a part, the earth in which we live and about the diversity of race and religion that characterises our world and our schools today. It prepares pupils to be confident about their identity and to be respectful of others, while also giving them a sense of belonging to a wider Irish, European and global community.

Uses information technology creatively and responsibly

The Edmund Rice School incorporates up-to-date information technologies in its methods of teaching and learning and ensures that students are critically aware of the creative opportunities and challenges presented by new technologies.

Responds to a changing world

The Edmund Rice School responds to the evolving needs of the students in a changing world through ongoing review, evaluation and assessment and by engaging with best educational practice.

4 Developing a caring school community;

Develops a sense of community

The Edmund Rice School fosters in its members the sense of care, compassion and community that characterised Jesus' life. These values are reflected in the quality of relationships between all the school partners, and in every interaction between the school and outside agencies and communities.

Identifies and serves the needs of students

The Edmund Rice School recognises the uniqueness of each individual. It identifies the educational needs of each student and puts in place appropriate resources, curricula, programmes and methodologies to enable everyone to achieve his/her full potential. Gifted children and students with learning difficulties in a particular subject are supported, while students with other special educational needs are welcomed and provided with special assistance in so far as is practicable. There is breadth and balance in the curriculum, while an extensive range of extra-curricular activities encourages participation and positive relationships, a healthy lifestyle and the holistic development of the person.

Promotes care and responsibility;

The Edmund Rice School develops and implements an effective Pastoral Care programme to promote the personal, social, spiritual, emotional, moral, educational and vocational needs of each student. The school's policies and practices reflect an environment that is welcoming and inclusive. Students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Student leadership and innovation are encouraged and promoted.

Talk to your children about what you do so that they will understand that caring for others is an expression of your faith. Time given to others is not time taken away from ourselves, but enriches all our lives. Irish Bishops' Pastoral – Nurturing Our Children's Faith (2006)

Works for social justice

The school partners seek to live by Christian values and are encouraged to stand in solidarity with those who are powerless and marginalised.

Fosters care for the environment

All members of the school community are encouraged to take an active interest in respecting, appreciating, enjoying and preserving the natural environment and the wonders of God's creation.

Works for social justice

The school partners seek to live by Christian values and are encouraged to stand in solidarity with those who are powerless and marginalised.

Seeks to provide a safe and respectful working environment

The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. In a true spirit of partnership, team-work is encouraged, and the dignity and diversity of each individual is respected and celebrated.

Fosters visionary leadership

Outstanding leaders have a vision for their school – a clear picture of a preferred future – that motivates staff, parents and students to develop, to share and to own the vision so that it permeates all facets of school life. The purpose is to inspire people to think about what the school community needs in order to thrive and grow. This vision is translated into practical actions to transform structures and systems for everyone's benefit.

Encourages ownership of the vision

In their commitment to leadership, all members of the school community – the Board of Management, parents, staff and students – take ownership of the vision so that it becomes a reality in their school.

Shared leadership roles

The Board of Management governs the school on behalf of the Trustees. The day-to-day management, which calls for special leadership skills, is delegated to the Principal, who consults where appropriate and assigns tasks to his/her team. Leadership may be assigned or delegated to, shared with or inspired in others. Some aspect of leadership pertains to every member of the school community.

Encourages the active participation of Parent /Guardians

As a parent himself, Edmund Rice recognised that parents/guardians (as family and community leaders) have a crucial role to play in the life of the school and in the education and welfare of their children. The active engagement of parents/ guardians is central to the student's educational development.

Welcomes innovative leadership of teachers

Inspirational leadership by teachers in the classroom, in extra-curricular activities, and in a great variety of other activities helps the school to achieve the excellence to which it is committed.

Elicits leadership and responsibility in students

The student takes responsibility for his/her own learning, development and behaviour and displays leadership in many very active ways in the school, in the local community.

5 Inspiring Transformational Leadership**Fosters visionary leadership**

Outstanding leaders have a vision for their school – a clear picture of a preferred future – that motivates staff, parents and students to develop, to share and to own the vision so that it permeates all facets of school life. The purpose is to inspire people to think about what the school community needs in order to thrive and grow. This vision is translated into practical actions to transform structures and systems for everyone's benefit.

Encourages ownership of the vision

In their commitment to leadership, all members of the school community – the Board of Management, parents, staff and students –take ownership of the vision so that it becomes a reality in their school.

Promotes spiritual and moral values

School leaders, staff and members of the school community promote and exemplify spiritual and moral values and ensure that the school operates according to the religious and educational philosophy outlined in the Charter.

Inspires courage and confidence

Leaders require courage in responding to a changing world. They act as role models and provide leadership by inspiring confidence, gaining acceptance and bringing people with them towards a better future.

Encourages a work ethos and innovation

The Edmund Rice School encourages a spirit of creativity, innovation. It promotes a disciplined work ethos and rewards initiative. It seeks to assist students to develop their talents and skills for the benefit of all. The school acknowledges, affirms and appreciates the genuine efforts and endeavours of the entire school community to make it a better place for everyone.

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| <p>Ethos – Statements of Standards achieved</p> | <p>Evidence and Evaluation Status Consideration for Compliance</p> <ul style="list-style-type: none"> • Is it realised in all areas of school life and how is this evaluated? • Does it reflect the 5 characteristics of ISEF (Outcomes for Learners, Quality of Provision, Leadership and Management, Governance; Care and Welfare) |
| <p>The Five Key Elements of the Edmund Rice School: Nurturing faith, Christian spirituality and Gospel-based values;</p> <p>Promoting partnership in the school community;</p> <p>Excelling in teaching and learning;</p> <p>Creating a caring school community;</p> <p>Inspiring transformational leadership.</p> | <p>School Vision: Promoting full personal and social development in a caring Christian community of learning and teaching</p> <p>Mission: Providing Catholic education in the Blessed Edmund Rice tradition.</p> <p>School's Aim: Christ is the foundation of the whole education enterprise in a Catholic school (<i>The Catholic School Room, 1977</i>).</p> <p>The central purpose of our school community is the education of the student and our school aims to provide a caring Christian environment in the Blessed Edmund Rice tradition.</p> <p>Evaluation of the ethos of our school is carried out within the framework of the ERST Charter and it is incorporated into every part of school life and through our School Development Plan</p> <p>Evidence: Governors completed Ethos questionnaire Jan 2019 Staff completed Ethos questionnaire June 2018 Parents: Parent Council completed Ethos questionnaire June 2018</p> <p>Students: Student Council completed Ethos questionnaire June 2018</p> <p>The school's ethos is evident in school life:</p> <ul style="list-style-type: none"> • Consultation about the School Ethos and Mission Statement (teachers, support staff, senior school and parents). New School Ethos and Mission Statement written. • Pastoral provision designed to support all of our pupils, especially the most vulnerable. |

- Differentiated curriculum designed to offer a very broad and balanced range of pathways for our students.
- Project Zambia/St Vincent de Paul/Catholic Caring/Welcome Centre Outreach
- EREBB: attendance of senior staff member at annual conferences and pupil links established with ER schools in Australia.
- John Paul II Awards
- Annual ERST Awards at annual Year 8 Graduation.
- Pupils and staff involvement in a range of charitable organisations (Trocaire, Catholic Caring, St Vincent de Paul)
- Social Justice Advocacy Group, with particular emphasis on the plight of the homeless.
- Student Council
- Award winning Student Eco Club
- AEN provision
- AEN training for teachers and support staff
- Community Relations, Equality & Diversity (CRED) awareness
- Pathways established for AEN pupils including Bunscoil pupils, Further Maths at GCSE and A level, English only classes, extra time at GCSE for English Language/English Literature and Mathematics, tutorial support for English, Mathematics and Science.
- Careers Adviser employed and Career programmes delivered to all pupils
- House System
- PFTA established
- School chaplaincy and Celebrations of liturgical events
- Prayers and Reflections for Staff Events
- Ethos Induction Pack for new staff
- Oratory full furnished and functional
- Deceased staff and student Memorial Board
- Stations of the Cross on display
- CPD training for staff

| Nurturing faith, Christian spirituality and Gospel-based values; | Promoting partnership in the school community: | Teaching and Learning | Creating a Caring School Community. | Inspiring transformational leadership Effective Leadership |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Assemblies Celebration of school, staff, year group Masses. <p>Prayer Services</p> <ul style="list-style-type: none"> Prayer at start of lesson October Rosary Advent Prayer Service Carol Service Ash Wednesday Prayer Service Lenten Prayer service Catholic School's Week <p>Post 16 RE Programme</p> <ul style="list-style-type: none"> John Paul Awards | <ul style="list-style-type: none"> Musical Recitals Edmund Rice Summer Camps Run a mile before Breakfast each Friday am Charity Collections SVP Christmas Collection Coffee Morning for Local residents and parent of AEN pupils. Enterprise Business Partnership visits Sports facilities shared with other schools Post 16 – Work experiences Local businesses participating in career events Student Council STEAM – visits to local Primary Schools School community links former staff and pupils; PTA and friends of St Mary's | <ul style="list-style-type: none"> Curriculum provision (EA compliant); Literacy and Numeracy; Learning and Teaching strategies; Assessment of learning/data analysis/used to inform practice in the classroom Self-evaluation across the school community Pastoral structures supporting learning Prefects Student Council Anti-bullying policy Counselling services Extra curricular provision Post 16 RE Programme Educational trips Trips aboard Ski trip Sports events | <ul style="list-style-type: none"> Pastoral care Child protection School Chaplin AEN Interventions/support Healthy school (Exercise, Diet, Mindfulness) Links with educational agencies Close links with Local Council, environmental groups; WBALC; West Belfast Partnership Board | <ul style="list-style-type: none"> School development plan Continuing Professional Development Inset Training Curriculum leadership Financial – resources/school environment Pastoral leadership Middle Management Professional Development delivered RTU (2 staff) Staff Development Days CCEA Moderation and Agreement Trials for HoDs and Teachers Specialist Training for SENCo Staff training Child Protection and Safeguarding, CCEA Subject Support, Medical needs |

Evaluation

Our mission statement reflects a long tradition of living the values outlined in the Blessed Edmund Rice Charter. Every interaction with our pupils is an opportunity to promote their development as a whole person and to encourage each pupil to achieve their full potential. Everything we do is underpinned by the vision and values of the Catholic faith. This is replicated in the commitment of the staff to be a school community whose values and positive intentions are communicated in the relationships they have formed in school. The Pastoral care provided is organised to support our pupils and build their independence. This is crucial if our pupils are to live their lives in what is becoming an increasingly pluralist and secular society. We are therefore constantly seeking to develop our pastoral provision. In a recent parent survey (June 2018) results indicated that the provision for Pastoral care is of a high standard. 83.1% of parents agreed, *'I feel my son is safe and well cared for at school.'* The pupil questionnaire reflected similar findings with 63% of pupils saying, *'I feel safe in school.'* Staff ability to promote a caring safe learning environment was evident in over 85% of responses where they agreed or strongly agreed they were able to provide good pastoral provision. The most recent ETI inspection (Jan 2018) noted that *"the pupils reported that they felt safe in school and that they are aware of what to do if they have concerns about their safety and well-being"*. ETI also noted during their inspection in 2012, *"The high levels of staff commitment to the welfare of the pupils through the very good quality of the arrangements for pastoral care"*. Pupils are involved in a wide range of leadership roles, making a positive contribution to their school, local community and beyond. We want to develop further communication with all stakeholders so that improvements made can include all our voices in collaboration.

Evidence: Surveys of pupils, parents and staff; Pastoral Care Team Minutes; Year 14 destinations; Attendance of stakeholders at events.

Areas for Improvement: Continue to seek the opinions and professional expertise of our pupils, Student council, parents, staff and Board of Governors to self-evaluate and develop our school further.

Decision Making and Communication

School Teams

| Teams | Name and Position | Main Role | Issues/Responsibilities |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Executive Leadership Team | S. Kelly (Principal) F. Crookes (Vice- Principal Pastoral) G. O'Connor (Vice-Principal Curriculum) D. Finnegan (Director of Corporate Services) | School Development Planning Whole School Quality Assurance Whole School Self-evaluation (ISEF) | Strategic Planning – all areas Quantify pupil progression Value added analysis Staffing and staff structure Policy review Budget Student population Recruitment and retention Whole school self – evaluation |
| Senior Leadership Team | ELT Team Head of KS3 (Yr. 8 – 10) M. Lewis Head of KS3 (Yr. 11-12) R. Herron Head of KS5 (Yr. 13-14) M Robinson SENCo – A Barr | Whole school targets Performance data School improvement strategy Curriculum offer Pastoral Care PSE Programme FT Programme Staff Development | Strategic Planning all areas Promoting the health and well-being of the staff and pupils Curriculum/pastoral provision Staff development Policy reviews |
| Pastoral Team | V.P Pastoral – F. Crookes Head of KS3, KS4, KS5 – S. Leaders SENCO – A. Barr Heads of Year | Safeguarding / CP Pastoral Care AEN PSE Programme FT Programme Pupil Induction, Addressing under-achievement Addressing barriers to learning, meeting individual needs | Induction Support programmes for pupils Monitor pupil progress Support learning Extra-curricular Supervision Induction and development. Positive Behaviour Management Review Procedures / Policy |
| Academic Teams | G. Connor – Vice Principal Curriculum S. Leaders – KS3, KS4, KS5 Careers – O. Flood HOD's | Curriculum Development Policy Reviews Teaching and Learning Pupil Placement Monitoring Pupils Performance (Tracking) | Review of curriculum Develop appropriate pathways for all learners Monitor Pupil Progress Review literacy/numeracy, UICT, WBALC, Options, Careers events Parent curricular events |
| Liturgy | HOD – RE | Liturgical Year Plan | Pupil Prayer life |

| Teams | Name and Position | Main Role | Issues/Responsibilities |
|------------------------|--------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------|
| | School Chaplin Heads of Year Assemblies Teachers of RE. Form teachers | Prayer Card ERST. Ethos embedded into school | Towards enhancement Liturgical Services Enrichment programmes KS5 Review |
| Curriculum Review Team | G. Connor – Vice Principal Curriculum Volunteer members of staff | Review of Options and Key Stage 5 Pathway Model | This team meet on a voluntary basis as required to review curricular offer and pathway design. |

Evaluation

EVALUATION STATUS: St. Mary's is an Edmund Rice school. This makes up a strong part of the school's history and everyday ethos.

Rating:

Select an evaluative position regarding the requirement or part requirement (equality indicator).

| | |
|---|------------------------------|
| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Areas for Improvement

With the appointment of a new Principal in January 2019 it is timely the the ethos of the school should be reviewed and revisited with the whole school community. ERST have also produced a full range of useful literature for school display and for pupil reference. It is timely that this is also launched with the school community.

2a:

A summary and evaluation of the schools' strategies for:

Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils in particular in Communication, Using Mathematics and Using ICT.

In the **2015-2018 School Development Plan**, teaching, learning and assessment continued to be a central focus and was developed in school through the implementation of all strands of the NI Curriculum, the implementation of revised GCSE and GCE specifications and the development of the Key Stage 4 (KS4) and Post-16 curriculum within the Entitlement Framework in order to widen pupil choice.

In **2015-2016** GCSE scores declined compared to a high point of the previous year.

Assessment

- In response to this we prioritised gaining a more robust understanding of the abilities and progress of our students across all year groups, and intervention programmes devised to support pupils at risk of failing. While we already used PIE and PIM and Ye11is, the former only provided information on numeracy and literacy while the latter focused on most subjects but only at the end of Year 10. Four assessments were introduced per year for all subjects. These Assessment recording points (ARPs) would act as a robust and sustained indicator of pupil performance across their subjects at four distinct periods of the school year. All assessments were drawn up by departments and based on agreed mark schemes to ensure consistency within departments. Two assessments were taken in class at a time of the department's choosing, with results published by a set deadline, while two were taken in a formal examination setting at a time set by the SLT. The results of assessments were moderated by departments before being entered on SIMs. Parents received four ARP reports over the academic year, three of these reports being grade only and a further detailed comment report. In order to help further inform pupil learning, a user friendly pro forma was created for teaching staff that contained not only the results of assessments but also information on pupil scores in the GL, PIE and PIM and Ye11is. In addition, information was provided on pupil attendance, SEN level and, where appropriate, SEN need. Such pupils also received support from Form Teachers, Heads of Year and SLT as appropriate. Some of this support involved personal interviews, target setting, home contact and study skills classes for pupils and parents.

Supporting Pupil Learning

A range of pupil support mechanisms were put in place including:

Maths, English & Science clinics, parental and pupil study skills workshops, Easter school revision programme, a targeted programme of support led by the senior teacher in charge of KS4 and focused meeting between HoDs and Principal/Curriculum VP to discuss predicted pupil outcomes and in class support.

An audit of KS3 in class strategies for supporting weaker pupils was conducted.

Promoting the raising of Standards of Attainment

Pupils requiring particular levels of support in English and Maths were provided with targeted intervention programmes delivered by our Learning Support Tutors.

- There was also a renewed focus on numeracy and literacy, particularly the former. All KS3 classes were provided with a weekly timetabled period of Learning Support. These classes were designed to provide additional support/experience for pupils in numeracy. The classes in numeracy focused on reinforcing work already introduced in Maths lessons. The Principal also observed lessons across KS3 and KS4 by all of the teachers of Maths. Collective feedback was given to the Maths department with an emphasis on good and bad practice. A new structure for the teaching of Maths was introduced, with a focus on ensuring that all KS3 pupils would take either T2 or T3 by the end of Year 10, and all of their GCSE Maths by the end of Year 11. This change was introduced to provide a consistent focus by teachers and pupils of the requirements of GCSE Maths, and provide the pupils with the maximum opportunities for familiarising themselves with GCSE Maths examinations. A whole school literacy programme was introduced to share best practice in relation to SPG and to encourage reading for fun.

In **2016-2017** A level results improved significantly. However, GCSE results continued to decline. As a consequence, we prioritised the following:

Assessment

- Modification of the ARPs. Target grades for all pupils in all subjects were introduced. These grades were set by the classroom teacher and provided a more accurate means of measuring pupil progress, and therefore those pupils in most need of support. Providing parental reports of ARPs with the subject target grade also allowed them to benchmark their son's progress against pre-agreed targets.
- In order to address pupils with poor/incomplete Controlled Assessment in certain subjects a number of changes were introduced, including better communication with parents (Year 12 Induction and Calendar) and a more efficient referral intervention system involving HODs and SLT. A catch-up clinic supervised by a member of the SLT was also introduced in June. This programme significantly reduced the number of pupils completing Year 11 with aspects of their Controlled Assessment incomplete.
- Progress with Learning Outcomes/Feedback and evaluation of this initiative has been severely impacted by the heightened industrial action. The vast majority of teachers are closely following the union directive not to take part in 'new initiatives' and to oppose any classroom observation by the Principal outside of PRSD. Further, the INTO have instructed their members not to take part in PRSD and the NASUWT have instructed their members not to agree to take part in anything not agreed by the NASUWT in advance. Department/Pastoral meetings did not take place. After an initial start, union members refused to implement the programme, arguing that it was a new initiative.

Supporting Pupil Learning

- Later in the year an Academic Achievement Officer was appointed to work with underachieving pupils and their parents, liaising with HODs and classroom teachers. This support has not been measured fully at this point due the staff member's maternity leave. The full impact of this initiative will be monitored in this cycle of the SDP.

Teaching and Learning

- A renewed focus on lesson planning and delivery. Departments identified learning outcomes for pupils in one chosen Year Group, explicitly identifying what pupils would be expected to be able to do by the end of a lesson/unit of work. Departments also identified how they would assess pupil understanding of the key aspects of their learning. To that end, departments drew up a Feedback Policy that focused on the key Learning Outcomes for the pupils in their chosen Year Group. In addition, departments were asked to provide first hand evidence on OneDrive of pupil work and the associated feedback.

Literacy and Numeracy

- The focus on numeracy and literacy was maintained. The LS classes continued in KS3 and literacy was added. The literacy elements of the LS classes in Years 8 and 9 focused on reinforcing key skills such as spelling, punctuation and grammar. Year 10 literacy classes focused on developing literacy through the study of a novel, Animal Farm. Pupil voice exercises indicated that the numeracy classes were valued by pupils, though there were some suggestions for improvement. PIM and PIE scores indicated an overall improvement in Maths and English.
- Issues in relation to feedback and, in one case, the teaching of Year 10 Literacy LS, were noted and addressed.
- Teachers of underperforming subjects/classes were interviewed by the Principal and Curriculum Vice-Principal. Priorities for improvement were identified. These were discussed at the annual meeting of the HOD with the Principal, Curriculum Vice-Principal and a member of the Board of Governors, and revisited at the second HOD, Principal and Curriculum Vice Principal meeting. These meetings also involved HODs identifying the support put in place for struggling pupils.

Support Pupil Learning

The range of pupil support mechanisms continued and were reinforced by the focus on CA and the appointment of an Academic Achievements Officer (AAO).

Maths, English & Science clinics, parental and pupil study skills workshops, Easter school revision programme, a targeted programme of support led by the senior teacher in charge of KS4 and focused meeting between HoDs and Principal/curriculum VP to discuss predicted pupil outcomes and in class support.

Pupils requiring particular levels of support in English and Maths were provided with targeted intervention programmes delivered by our Learning Support Tutors.

2017-2018

Learning and Teaching

There are a range of strategies established to support Learning, Teaching and Assessment. These include policies for Learning and Teaching, Assessment, Departmental Homework Policies, Use of Computers and the Internet BYOD, Additional Educational Needs (AEN), Examinations and Controlled Assessment Policy, Literacy, Numeracy and ICT. These policies and procedures have been rolled out over the past SDP cycle. There is a need in the next SDP cycle to review the curriculum to meet the needs of the particular cohort of learners.

Teaching and support staff work together to create and maintain a motivating and stimulating learning environment. Staff use a range of teaching approaches to enhance learning including effective questioning, at elbow support, formative feedback and pupil voice.

To facilitate ongoing review, departmental and SLT Teaching and learning review meetings are scheduled regularly throughout each year.

Teachers set realistic targets for all students and work collaboratively with technicians, librarians and classroom assistants in order to maximise the learning potential of all students. The learning and teaching approaches are adapted to ensure students of ability can achieve suitably high standards.

A Level results dipped slightly. While GCSE English and Maths demonstrated considerable improvement, overall GCSE performance was down and a number of subjects produced very disappointing results. As a result, the BOG introduced a programme of Support and Challenge for a number of subjects that included the review of pupil work, regular meetings with the HODs to discuss pupil progress, pupil voice exercises and observation of lessons by the Principal.

A range of factors contributed to a major review of curricular provision.

- Declining GCSE performance in the last two years.
- Major changes to GCSE Specs including the removal of Tiers of entry and the reduction/elimination of Controlled Assessment in many subjects.
- The very weak academic profile of the current Year 10 students and the implications of the above for their transition to KS4.
- The introduction of the C* grade at GCSE.
- Following negotiation with the teaching staff, resulting in all of the staff, with the exception of those in the INTO, agreeing to a much enhanced focus on differentiation in Year 11 next year. Training was provided and time set aside for the review of lesson planning to address the strengths and weaknesses of groups/individual pupils. Lesson planning and the production of resources was informed by class specific PTE and PTM data.

Curriculum

- As a result, a major revision of the GCSE curriculum was introduced. Some subjects were dropped from the curriculum offer, including GCSE Construction and IT, while others more suited to the abilities and interests of the pupils were introduced, such as Digital Applications and Digital Technology, Finance and Contemporary Crafts. A banding system was introduced as part of the Options process to ensure pupils were offered a range of pathways suitable to their interests and abilities. A tutorial system was also introduced in English, Maths and Science for those students who find these subjects most challenging. The impact of these curricular changes as the pupils move to the end of KS4.
- Saint Mary's CBGS is fully compliant with The Entitlement Framework offering 27 subjects at GCSE and also A Level. All courses are offered on the Saint Mary's site.

Assessment

- An enhancement of our assessment procedures with the introduction of PTE, PTM and CAT4. Staff were provided with user friendly results for all pupils, with a particular emphasis on Year 11. The more precise identification of areas of strengths and weaknesses generated by the use of PTE and PTM will allow for more personalised learning and therefore greatly assist differentiation.
- Formal Internal Assessments (Assessment Reference Points ARP1) occur on 4 occasions throughout the school year. Parents in students in Year 8 – 11 receive grade reports and a full written report. Pupils in Year 12 – 14 receive written reports early in Term 2. The SIMS Student Tracking Module (lesson Monitor) is used to monitor students in the classroom.

- Members of SLT used ARP data to identify those Yr. 12 students who may be at risk of underachieving/failing to meet a minimum of 7 A*-C GCSE grades. A formal interview day was scheduled during INSET with these students and parents at which revision techniques, study planners etc. were provided and ongoing, regular contact & support between SLT and these pupils took place until the commencement of study leave.
- ARP data continued to be monitored, across all Key Stages, by SLT and HOYs with specific intervention, pupil interviews and support provided.

Support Pupil Learning

- The AEN Team ensures a range of effective interventions are in place to meet learning needs of pupils with additional requirements. To help these students overcome barriers to learning
- The Learning Support classes in KS3 will also be significantly revised, especially Years 9 and 10. Pupils will continue to be taught in Form Classes. However, pupils will be grouped on the basis of PTE/PTM data. Senior students will be trained to support the class teacher deliver differentiated units of work.
- Tutorial sessions were introduced whereby those Yr 12 students identified as struggling and at risk of underachieving with English and/or Maths GCSE were offered support by Senior School students with proven success in these subject areas. These were scheduled and monitored by the AAO.
- Senior School students were also recruited to offer assistance to Learning Support classes and worked alongside Key Stage 3 teachers and pupils to guide and tutor individuals as required.

Evaluation

All departments conduct end of Year reviews following the publication of public examination results in August. The results of each review are discussed with the Principal, Curriculum Vice-Principal and a member of the Board of Governors. More detailed reviews of departments whose public examination results have been disappointing are conducted in August/September. A second formal review of all departments takes place in April. SLT meet with the link departments every half term to review progress made for Year 11 classes referring to evidence gathered from pupil voice, book scoops and ARP results. The ARP data is monitored and interrogated at the end of each assessment cycle and intervention from HOYs, HOS and all other members of SLT ensures that pupils are targeted and supported whilst parents are made fully aware of the current academic level in the four ARP reports.

The mentor support offered by senior students, in line with the targeted intervention of the AAO, allows those GCSE students struggling with Maths and/or English an opportunity for tutorial peer support at which they are more likely to seek advice and assistance.

Differentiated pupil materials are evident at Yr 11 and are monitored by the respective SLT links.

Interrogation of the ARP data and ongoing monitoring by HODs will allow for evaluation of the benefits of this material and the ability of weaker students to access course content at an appropriate level commensurate with their ability.

There has been great effort made to personalise the curricular offer based on the abilities and aspirations of the pupils. Such decisions were informed by data (ARP, PTE, PTM, CAT4) and discussions with parents, pupils and our Careers Adviser. It is hoped that future ARP and terminal examination data will reflect the benefit of such tailoring of the curriculum.

A Levels

The percentage of pupils receiving three A*-C grades rose by 6 points to 74%, the highest in the history of the school. Given the GCSE profile of this cohort, this performance represented considerable value added.

GCSE

GCSE results were rather more mixed. The recent trend of declining performance in the category 7 A*-C, and 7 A*-C including English and Maths was arrested and partially reversed. However, there was a slight decline in the percentage of students receiving 5 A*-C and 5A*-C, including English and Maths, grades.

Evidence

Pupil Achievement at GCSE 2018

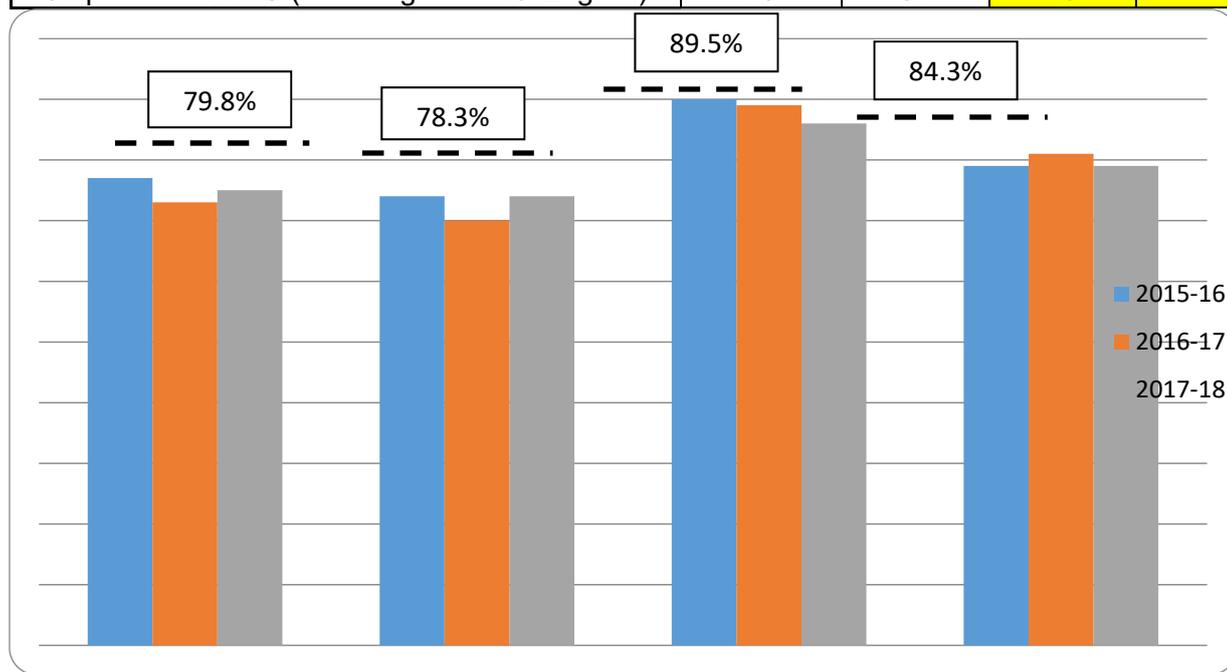
| | |
|----------------------------------------|------------|
| Number of pupils studying GCSE: | 161 |
|----------------------------------------|------------|

| Achievement | % of pupils |
|-----------------------------------------------|--------------------|
| 7+ passes at A*-C | 75 |
| 7+ passes at A*-C (including Maths & English) | 74 |
| 5+ passes at A*-C | 86 |
| 5+ passes at A*-C (including Maths & English) | 79 |

This table shows the percentage of pupils achieving at least five and at least seven passes at A*- C at GCSE. Figures for the same number of passes but only including those pupils who achieved at least A*-C in Mathematics and English are also highlighted. The majority of pupils (86%) achieved five or more passes at GCSE and 75% achieved seven or more passes, with 74% recording seven or more passes including Mathematics and English.

3. Pupil Achievement at GCSE – Historical Comparison 2015-16 to 2017-18

| Performance Indicator/Year | 2015-16 | 2016-17 | 2017-18 | NI Ave (Males, Grammar schools 2016/17 with 20%+ FSM) |
|-----------------------------------------------|----------------|----------------|----------------|--------------------------------------------------------------|
| 7+ passes at A*-C | 77 | 73 | 75 | 79.8 |
| 7+ passes at A*-C (including Maths & English) | 74 | 70 | 74 | 78.3 |
| 5+ passes at A*-C | 90 | 89 | 86 | 89.5 |
| 5+ passes at A*-C (including Maths & English) | 79 | 81 | 79 | 84.3 |



Our recent GCSE results show a slight decrease in figures for 5+ passes and 5+ passes including Maths & English from the previous year. Results for 7+ passes and 7+ passes including Maths & English demonstrate an increase on the previous year.

Comparing our recent GCSE performance at all key indicators against the 2016-17 NI Grammar (Males 20%+FSM) benchmark for A*-C passes, we currently sit within five percentage points below these averages for all key indicators.

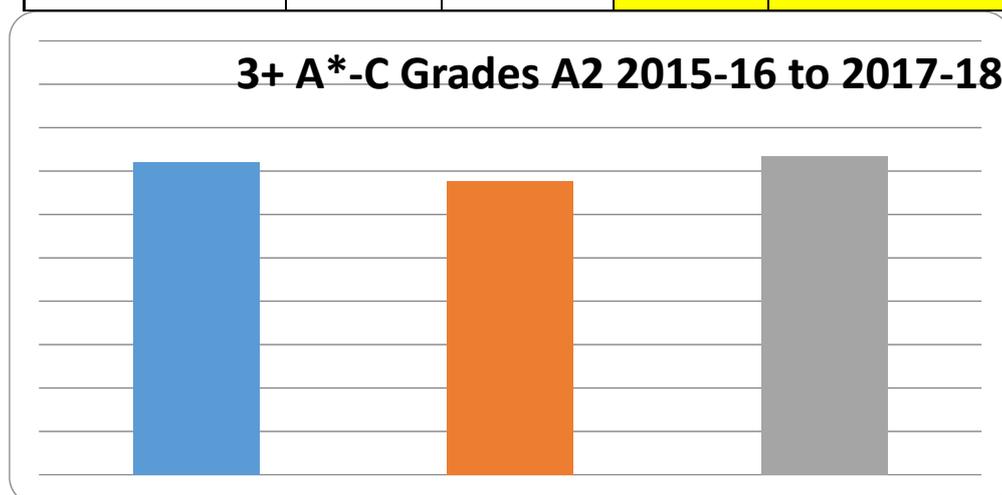
2. Pupil Achievement at A2 2017-18

| | |
|--------------------------------------|--------------------|
| Number of pupils studying A2: | 117 |
| Achievement | % of pupils |
| 3+ A*-C grades | 73.5 |

73.5% of the 117 pupils studying A2 from 2017-18 achieved a minimum of three grades at A*-C or equivalent.

3. Pupil Achievement at A2 – Historical Comparison

| Achievement | 2015-16 | 2016-17 | 2017-18 | NI Ave (Males, Grammar Schools with +20% FSM) |
|----------------|---------|---------|-------------|--------------------------------------------------|
| 3+ A*-C grades | 72 | 67.7 | 73.5 | 66.5 |



The percentage of pupils achieving 3 or more passes at A*-C has increased by nearly 6% from 2016-17, and also shows an increase of 1.5% when compared to the 2015-16 figures.

The latest NI Average for Grammar Schools (Male 20%+FSM) for %3+ A2 grades achieved at A*-C is 66.5%. Our current A-Level performance sits 7% above this benchmark (please refer to Appendix 1 for relevant benchmarking data).

Evaluation

- The school has a broad and balanced curriculum on offer in Key Stage 3, 4 and 5.
- The school is fully compliant with the Entitlement Framework.
- Parent questionnaires (June 2018) 79.6% agreed that staff in, “school provide appropriate support for my son’s academic needs”. In relation to the quality of teaching 77,7% of parents agreed that, “...teaching is good at the school.”

- Parent questionnaires results indicated that 81.7% of parents agreed that, “my son is making good progress”.

Evidence

- Heads of Departments are responsible for planning the work of their department with Schemes of Work in place and departmental procedures for all members to follow. Students written work is evaluated and reviewed on a regular basis. INSET days provide an opportunity to have regular evaluation meetings with Department Heads and their link SLT.
- Baseline Assessments for Year 8 and 10 PTE, PTM (CAT4 - end of KS3, but planned for Yr.8 Sept. 2019)
- Curriculum Policy
- Teaching and Learning Policy
- Assessment for Learning
- Departmental Homework Policy
- Examination and Assessment Policy
- ICT Policy and BYOD Policy
- AEN Policy
- Departmental Schemes of Work
- Parent, Pupil and Staff Questionnaires/Surveys June 2018
- Pupil Tracking and SIMS Lesson Monitor

Areas for Development

- Data used to plan for interventions and student support in all departments
- Examples of pupil assessment collated and reviewed by HOD and Link SLT.

Requirement 2:

2(a) A summary of the strategies in place for learning, assessment and promoting the raising of standards of attainment, in particular, in communication, using mathematics and using ICT

Consideration for Compliance

Teaching, learning and assessment continued to be a central focus and was developed in school through the implementation of all strands of the Northern Ireland Curriculum, the implementation of revised GCSE and GCE specifications and the development of the Key Stage 4 (KS4) and Post-16 curriculum. The school is fully compliant with the Entitlement Framework. This is used to widen pupil choice and is revised to meet the needs of particular cohorts.

The school uses data to identify areas of strength and further areas for improvement. The strategies used to help pupils to achieve are evaluated against pupil outcomes.

Learning and Teaching:

There are a range of curricular policies to guide teaching, learning and assessment. These include: learning and teaching policy, Controlled Assessment and Reporting Policy, Departmental Homework Policy, Examinations Policy, Literacy, Numeracy and ICT policies. These are reviewed regularly, considering their impact on learners within the classroom and also whole school. Departments and SLT carry out self-evaluation against their Action Plans. This involves continuous monitoring of pupil outcomes, reflecting on the quality of learning and the quality of written feedback given to pupils to inform further progress. Teacher/ departments reflect on their own work and learning in their classrooms as well as the outcomes of individual students.

Review meetings take place supported by SLT, VP, P and HODs throughout the year. The focus is on pupil progress against set targets and progress is measured against predictive data. This is used to support and motivate learning and improvement across the school.

Departments produce and share teaching resources and assessment practices as well as look for opportunities for shared practice via TCN. Staff have participated in INSET on encouraging Independent Learning and these strategies are used in the classroom to encourage the pupils to think for themselves and be responsible for their own learning.

Teachers have realistically high expectations for the pupils. 98,5% of parents agreed that, 'Staff expect my son to work hard and do his best.' (Parent survey, June 2018). 61.8% of staff agree that, 'The learning and teaching approaches are such that pupils are likely to achieve suitably high standards.' 75.4% of pupils agreed that, '*Teachers explain clearly what you need to do to achieve by the end of the lesson*'.

There has been staff INSET training on use of data, SIMs Lesson Monitor, AfL in the classroom and One Drive to aid teaching and learning. SLT monitor policies, progress and outcomes against the SDP.

Curriculum Planning and Provision:

The curriculum fully meets the Entitlement Framework. The school has developed the curriculum on offer to include a range of applied and general subjects. There is a clear, coherent plan for the delivery of the NI Curriculum at KS3 and 4. There has also been a range of Level 2 courses introduced in Key Stage 4. Heads of Department are responsible for Schemes of Work and these are reviewed regularly. These guide the teachers' day-to-day work in the classroom, with the in-cooperation of appropriate AfL.

The cohort influences the curriculum offer, therefore CAT4 data, PTE, PTM and public examination predictors are used to inform choice. The Curriculum working party are used to review the curriculum offer and assist with planning and implementing change in a timely and measured manner.

The AEN department further support those students who are on the COP or who require additional support.

Assessment (including cross curricular skills):

Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.

- In response to this we prioritised gaining a more robust understanding of the abilities and progress of our students across all year groups, and intervention programmes devised to support pupils at risk of failing. While we already used PIE and PIM and Ye11is, the former only provided information on numeracy and literacy while the latter focused on most subjects but only at the end of Year 10. Four assessments were introduced per year for all subjects. These Assessment recording points (ARPs) would act as a robust and sustained indicator of pupil performance across their subjects at four distinct periods of the school year. All assessments were drawn up by departments and based on agreed mark schemes to ensure consistency within departments. Two assessments were taken in class at a time of the department's choosing, with results published by a set deadline, while two were taken in a formal examination setting at a time set by the SLT. The results of assessments were moderated by departments before being entered on SIMs. Parents received four ARP reports over the academic year, three of these reports being grade only and a further detailed comment report. In order to help further inform pupil learning, a user friendly pro forma was created for teaching staff that contained not only the results of assessments but also information on pupil scores in the GL, PIE and PIM and Ye11is. In addition, information was provided on pupil attendance, SEN level and, where appropriate, SEN need. Such pupils also received support from Form Teachers, Heads of Year and SLT as appropriate. Some of this support involved personal interviews, target setting, home contact and study skills classes for pupils and parents.
- Modification of the ARPs. Target grades for all pupils in all subjects were introduced. These grades were set by the classroom teacher and provided a more accurate means of measuring pupil progress, and therefore those pupils in most need of support. Providing parental reports of ARPs with the subject target grade also allowed them to benchmark their son's progress against pre-agreed targets.
- In order to address pupils with poor/incomplete Controlled Assessment in certain subjects a number of changes were introduced, including better communication with parents (Year 12 Induction and Calendar) and a more efficient referral intervention system involving HODs and SLT. A catch-up clinic supervised by a member of the SLT was also introduced in June. This programme significantly reduced the number of pupils completing Year 11 with aspects of their Controlled Assessment incomplete.
Later in the year an Academic Achievement Officer was appointed to work with underachieving pupils and their parents, liaising with HODs and classroom teachers.

Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular , in communication, using mathematics and ICT

Outcome for Learners – Standards Attained – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>School has raised attainment and/or maintained consistently high standards of attainment for pupils;</p> | <p>How do we know that more able pupils achieve to their fullest potential?</p> <p>The school has an Assessment Policy. There is formal continuous assessment via ARPs four times/ year. Parents are fully informed with a full written report once per year and a graded report once per year.</p> <p>The reports are designed to provide information on Thinking Skills and Personal Capabilities within each subject and assessments of the cross-curricular skills are also incorporated.</p> <p>CAT4, PTE and PTM are used to create a baseline and provide predictors for GCSE and GCE. SLT work with HODS to identify under-achievement and low-achieving pupils through analysis of internal ARPs and external modules. Other information informs decision making including SEN requirements, FSME and percentage attendance.</p> <p>There are Literacy and Numeracy supports available to pupils. Pupils eligible for this support are identified by HODs and the AEN team work to help these pupils.</p> <p>73.5% of the 117 pupils studying A2 from 2017-18 achieved a minimum of three grades at A*-C or equivalent.</p> <p>More specifically, 100% of St Mary’s students achieved grades A* to C in A2/A level Biology, Chemistry, Further Maths, English, Art & Design, Moving Image Art, Media Studies, Irish, and Spanish.</p> <p>Business Studies, Computing, Finance, History, Mathematics, and BTEC Sport were also very successful, with pass rates of over 90% at grades A*-C or equivalent.</p> <p>At GCSE 85% to 90% GCSE students achieved grades A* to C in English Literature and English Language, Mathematics and Further Mathematics, SA Science and Double Award Science, Geography and Sports Studies. 100% of students studying Art & Design, Gaelge, Irish, French achieved grades A* to C.</p> |

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| | <p>The recent trend of declining performance in the category 7 A*-C GCSEs, and 7 A*-C GCSEs including English and Maths was arrested and partially reversed. However, there was a slight decline in the percentage of students receiving 5 A*-C and 5A*-C, including English and Maths, grades.</p> |
| <p>The attainment trend compare well when benchmarked against similar schools;</p> | <p>To what extent do the standards achieved by pupils benchmark positively against similar schools over the past three years? See previous tables above Comparing our recent GCSE performance at all key indicators against the 2016-17 NI Grammar (Males 20%+FSM) benchmark for A*-C passes, we currently sit within five percentage points below these averages for all key indicators (please refer to Appendix 1 for relevant benchmarking data).</p> <p>The percentage of pupils achieving 3 or more passes at A*-C has increased by nearly 6% from 2016-17, and also shows an increase of 1.5% when compared to the 2015-16 figures.</p> <p>2017-2018 The latest NI Average for Grammar Schools (Male 20%+FSM) for %3+ A2 grades achieved at A*-C is 66.5%. Our current A-Level performance sits 7% above this benchmark (please refer to Appendix 1 for relevant benchmarking data).</p> |
| <p>Through high quality and teaching the pupils are able to achieve and apply very good standards in literacy, numeracy and information and communication technology (ICT) within and across the curriculum;</p> | <p>How do we know that pupils are able to achieve and apply very good standards in literacy, numeracy and information and communication technology (ICT) within and across the curriculum? There are whole school literacy, numeracy and ICT policies in place. There are two members of staff with responsibility for supporting literacy and numeracy. There is an ICT scheme of work at KS3 which is delivered in timetabled classes. There is a need to review the current literacy, numeracy and ICT whole school policies. There is a need to focus on Literacy and Numeracy support during learning support classes in key stage 3 There is a need to monitor progress/ improvement in PTE and PTM and the outcomes following Learning Support classes. E Learning provision needs to be reviewed to ensure coverage is appropriate.</p> |

The pupils who have special educational needs or additional learning needs achieve high standards in line with or above the appropriate learning goals set for them;

How do we know that the pupils with special educational needs in our school achieve the highest possible standards of work and learning?

PLPs are produced for students on Stages 2-5 of the Code of Practice. Individual targets are set and are reviewed twice annually.

Baseline and screening data (PTE/PTM/CAT4/ Reading age scores/ Spelling age scores) are used to inform individual pupil targets.

ARP scores are analysed by the SENCo and intervention meetings are arranged with under-performing students. Postcards of recognition are sent to recognise the achievements of SEN pupils.

The outcomes achieved by SEN Statemented pupils in comparison to the overall cohort over the last three years at KS4 are:

2018: 3 Stage 5 pupils

100% achieved 5+ GCSEs at grades A*-C (86% for the overall cohort)

100% achieved 7+ GCSEs at grades A*-C (75% for the overall cohort)

100% achieved 5+ GCSEs including English and Maths (79% for the overall cohort)

100% achieved 7+ GCSEs including English and Maths (74% for overall cohort)

2017: 5 Stage 5 pupils

100% achieved 5+ GCSEs at grades A*-C (89% for the overall cohort)

100% achieved 7+ GCSEs at grades A*-C (73% for the overall cohort)

100% achieved 5+ GCSEs including English and Maths (81% for the overall cohort)

100% achieved 7+ GCSEs including English and Maths (70% for overall cohort)

2016: 3 Stage 5 pupils

67% achieved 5+ GCSEs at grades A*-C (88% for the overall cohort)

67% achieved 7+ GCSEs at grades A*-C (76% for the overall cohort)

67% achieved 5+ GCSEs including English and Maths (79% for the overall cohort)

67% achieved 7+ GCSEs including English and Maths (73% for overall cohort)

The outcomes of SEN statemented pupils over the past 3 years in comparison to the overall cohort at A-Level are:

2018: 1 Stage 5 pupil

100% achieved 3 A Levels (74% for the overall cohort)

2017: 4 Stage 5 pupils

50% achieved 3 A Levels (68% for the overall cohort)

2016: 3 Stage 5 pupils

33% achieved 3 A Levels (72% for the overall cohort)

| <p>The standards attained, across the curriculum, by pupils with barriers to learning are improving and/or are in line with those of their peers.</p> | <p>How well does the performance of discernible group of pupils, such as boys with free school meals entitlement (FSME), compare with that of their peers? Currently 35% of pupils with a FSM entitlement attend St. Mary's. There is a need to fully interrogate data (FFT/GL predictors) to measure this fully.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Shared education experiences contribute to improve educational outcomes for the pupils;</p> | <p>How do the pupils benefit from Shared Education? The sporting facilities in St. Mary's are used extensively by local schools and youth teams. This includes our outdoor pitches, gym, 3G pitch and swimming pool. The Eco Club are involved in a gardening project with a Choice Housing complex on the Glen Road (Ballydown Court). The boys visit the complex and help with gardening projects such as filling window boxes and tending raised beds. A number of our senior BTEC Sport boys also volunteer one morning a week in a local feeder primary schools, offering PE and any other assistance. They also volunteer at various sporting competitions for Disability Sport NI for local Special schools. Year 9 and 10 students take part in Belfast District Schools soccer competition. They attend trials with players from all Belfast schools and if successful represent the Belfast District. This involves training sessions, meetings and matches against schools from other school districts in Ireland and Scotland. Currently we have a reading buddies club where senior pupils mentor younger pupils with low reading scores.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The pupils are prepared well for the next stage of education, work based learning or employment and have attained the most relevant qualifications to support their destinations; and</p> | <p>How does tracking the destinations of pupils inform future curriculum and careers planning to meet the needs, interests and abilities of all the pupils? Destinations are used to inform Teaching and Learning when we review the curriculum. This is supported by our careers advisor.</p> <table border="1" data-bbox="808 1054 2103 1359"> <thead> <tr> <th></th> <th>2015-2016 (156)</th> <th>2016-2017 (122)</th> <th>2018-2019 (122)</th> </tr> </thead> <tbody> <tr> <td>Employment</td> <td>3</td> <td></td> <td>14</td> </tr> <tr> <td>Further Education</td> <td>16</td> <td>2</td> <td>4</td> </tr> <tr> <td>Higher Education</td> <td>121 (77.5%)</td> <td>100 (81.9%)</td> <td>90 (73.7%)</td> </tr> <tr> <td>Gap Year</td> <td>5</td> <td></td> <td>2</td> </tr> <tr> <td>Work based training</td> <td>2</td> <td></td> <td>7</td> </tr> <tr> <td>Year 15</td> <td>7</td> <td>6</td> <td>5</td> </tr> <tr> <td>Unknown</td> <td>2</td> <td>14</td> <td></td> </tr> </tbody> </table> | | | | 2015-2016 (156) | 2016-2017 (122) | 2018-2019 (122) | Employment | 3 | | 14 | Further Education | 16 | 2 | 4 | Higher Education | 121 (77.5%) | 100 (81.9%) | 90 (73.7%) | Gap Year | 5 | | 2 | Work based training | 2 | | 7 | Year 15 | 7 | 6 | 5 | Unknown | 2 | 14 | |
| | 2015-2016 (156) | 2016-2017 (122) | 2018-2019 (122) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employment | 3 | | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Further Education | 16 | 2 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Higher Education | 121 (77.5%) | 100 (81.9%) | 90 (73.7%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gap Year | 5 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work based training | 2 | | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 15 | 7 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unknown | 2 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The pupils' levels of attendance are high, and suspension and expulsion rates are low

How effectively do we monitor attendance rates and suspension and expulsion rates in order to identify and address the underlying reasons behind them?

Attendance is always a main focus under the guidance of the Pastoral team. The Senior teacher with responsibility for attendance monitors this closely and is supported by the form teachers, and Heads of Year in the management of attendance. We are also supported by the EWS team

In 2015-2016 the whole school attendance figure was 93.6%, in 2016-2017 the figure increased to 94.8% and in 2017-2018 the whole school attendance figure was 93.7%. This continues to be a target for further improvement and is monitored closely by the SLT.

No pupil has been expelled from St. Mary's, but there are a number of short suspensions for pupils. The number and frequency of these are monitored by the SLT and the BOG. The school operates a well-established positive behaviour management policy.

2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular, in communication, using mathematics and ICT

Outcome for Learners – Progression – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>Through appropriate intervention and support, most pupils demonstrate consistent progress commensurate with their abilities and the barriers they face in learning;</p> | <p>How do we ensure that the interventions we implement positively on the progress in learning that pupils make? Teaching and Learning and Pastoral.</p> <p>Staff use Lesson Monitor to track classroom engagement by the students and progress through the ARPs are clearly tracked again GL data/ attendance and Pastoral information. Staff have been trained in the use of Sims and data handling to inform Teaching and Learning.</p> <p>AEN needs are met through a range of interventions at classroom level, through additional support classes at lunch time and after school and with the specific support of the AEN department when required to ensure the pupils are supported to overcome their barriers to learning.</p> <p>School policies and procedures are monitored and reviewed regularly by SLT. The Pastoral team meet weekly and overall progress is monitored carefully by the VP pastoral via written reports from the HOY on a monthly basis. The SENCo ensures that classroom assistants are used appropriately to support specific pupils and ensure learning is enhanced. The pupils are rewarded for their efforts at assembly and also in Prize giving ceremonies and via the Edmund Rice Awards.</p> |
| <p>The pupils have high expectations for themselves and set appropriate targets for improvement;</p> | <p>To what extent are pupils involved in setting and reviewing their own targets for improvement?</p> <p>Class teacher/ Form Teacher/ Head of Year and Key Stage Leaders set high expectations for the pupils and progress is measured carefully against these targets. This is used to inform support/ remediation steps. Parents and pupils are fully engaged in this process. This is encouraged through reward assemblies, prize giving events and Edmund Rice Awards. Successes across the school are publicised and celebrated using our Facebook page. In the classroom there are established AFL strategies as well as pupil voice exercises throughout the departments. The Academic Achievements Officer (AAO) was established to better assist pupils to meet their targets. The impact of the AAO will be closely monitored in the next SDP cycle.</p> |
| <p>The pupils are developing well as self-reliant and resilient pupils;</p> | <p>To what extent do we ensure pupils acquire, develop and transfer their knowledge, skills and understanding across their learning?</p> |

| | <p>There is evidence of the sharing of good practice among colleagues within departments and across department areas. Pupils are set targets to meet and challenged to meet these. Pupils are supported to remain on track and encouraged to take ownership and responsibility for their own part in their learning. Staff have had training on encouraging 'Independent Learning'.</p> <p>Pupil voice in the classroom.</p> <p>Teacher written feedback to pupils to develop learning</p> <p>Extra-curricular activities to build wider skills for the pupils.</p> <p>Teacher/ Parent/ Pupil partnership established.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Pupils are supported well to assess their own work and to identify to good effect strengths and areas for improvement.</p> | <p>To what extent are pupils involved in setting and reviewing their own targets for improvement?</p> <p>GL/CAT4 data is used to measure expected performance in GCSE/ GCE against predictors.</p> <p>HODS meet with SLT to analyse results and discuss next steps to progress during meetings during staff training days.</p> <p>HODs meet regularly with the link SLT member to discuss progress against the departmental AP.</p> <p>SLT link feedback finding to the full SLT team (Minutes)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The pupils act on high quality feedback to improve their work; and</p> | <p>How engaged are pupils in effective Assessment for Learning practices?</p> <p>Quality feedback is measured in regular book scoops carried out by SLT and collated. This feedback is discussed at HOD and Link SLT meetings. This is also discussed and guided by further meetings with the VP curriculum/ Principal and HODs throughout the year. (See Departmental APs, minutes of SLT, see One Drive evidence of data collection by SLT)</p> <p>Findings in the staff survey in June 2018 indicated that 66.1% of staff felt that, 'the pupils receive clear guidance, sometimes in the form of written comments, on the quality of their work and effort and have the opportunity to discuss, reflect on and improve their achievements.'</p> <p>Quality of feedback will be further developed in the next cycle of the SDP.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The pupils progress successfully to further and higher education, training or employment.</p> | <p>How does tracking the destinations of pupils inform future curriculum and careers planning to meet the needs, interests and abilities of all the pupils?</p> <p>Destinations are used to inform Teaching and Learning when we review the curriculum. This is supported by our careers advisor.</p> <table border="1" data-bbox="707 1114 2011 1372"> <thead> <tr> <th></th> <th>2015-2016 (156)</th> <th>2016-2017 (122)</th> <th>2018-2019 (122)</th> </tr> </thead> <tbody> <tr> <td>Employment</td> <td>3</td> <td></td> <td>14</td> </tr> <tr> <td>Further Education</td> <td>16</td> <td>2</td> <td>4</td> </tr> <tr> <td>Higher Education</td> <td>121 (77.5%)</td> <td>100 (81.9%)</td> <td>90 (73.7%)</td> </tr> <tr> <td>Gap Year</td> <td>5</td> <td></td> <td>2</td> </tr> <tr> <td>Work based training</td> <td>2</td> <td></td> <td>7</td> </tr> </tbody> </table> | | | | | 2015-2016 (156) | 2016-2017 (122) | 2018-2019 (122) | Employment | 3 | | 14 | Further Education | 16 | 2 | 4 | Higher Education | 121 (77.5%) | 100 (81.9%) | 90 (73.7%) | Gap Year | 5 | | 2 | Work based training | 2 | | 7 |
| | 2015-2016 (156) | 2016-2017 (122) | 2018-2019 (122) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employment | 3 | | 14 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Further Education | 16 | 2 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Gap Year | 5 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work based training | 2 | | 7 | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | Year 15 | 7 | 6 | 5 | |
| | Unknown | 2 | 14 | | |

2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular, in communication, using mathematics and ICT

Outcome for Learners – Wider skills and dispositions/capabilities – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>The pupils are motivated, curious and engage well in their learning;</p> | <p>How do we provide sufficient opportunities, across the curriculum, for pupils to develop further their wider skills, capabilities and dispositions? There is a culture of Assessment for learning across the school and this is built into AP across departments. This is monitored by SLT in regular book looks and challenged and developed in meetings with the Principal and VP Curriculum. Pupil voice surveys are used in each department to measure pupil opinions and inform further ways to engage pupils better in their learning. 72.6% of pupils (survey June 2018) said that ‘they learn in all of their lessons’. 79.1% of pupils in the same survey felt, ‘I am able to work independently and take responsibility for my own learning’.</p> |
| <p>The pupils develop well their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour;</p> | <p>How do we ensure that the confidence, self-esteem, self-awareness and sense of responsibility of pupils are developed sufficiently? The Eti inspection (2015) indicated that, the pupils ...spoke with maturity and confidence. The (pupils) spoke highly about the level of consultation during form periods’. There is evidence of positive behaviour throughout the school, chaplaincy and a sense of Christian Brother identity, with regular reference to our Edmund Rice ethos in assemblies, form period and across school activities. Pupils are encouraged and supported with a wide range of enrichment learning opportunities before school, at lunch time and after school. Evening study is available for students four evenings per week. KS5 pupil mentors also support literacy and numeracy in some classes. Positive behaviour is encouraged by all staff with frequent reminders and positive acknowledgments of good behaviour given regularly. There is a sense of order and organisation throughout the school.</p> |
| <p>The pupils work well in teams, demonstrating respect for different perspectives and reaching agreement through compromise;</p> | <p>How do we ensure that pupils have appropriate opportunities to experience different perspectives and to develop their ability to work in teams? There is a significant level of participation and achievement in a wide range of sporting and charitable activities building a team spirit among the pupils. This stems from the Edmund Rice ethos evident throughout the school. There is an established ER Camp for new Year 8 pupils and transition programmes as the pupils move through their school career. The sporting teams are encouraged and success celebrated throughout the school community (and via social media). The Social Justice</p> |

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| | <p>Advocacy, Edmund Rice Education Beyond Borders (EREBB) – Project Zambia, School Council, Prefect Roles, ECO Club and ER Camp as part of the transition programme to foster team work are well established and their teamwork is evident throughout the school. Pupils make decisions following good communication at a range of levels, and then agree a way forward as a group. These groups both sporting, extra-curricular and co-curricular make a positive contribution to the school, the local community and beyond. These opportunities help to develop the pupils' wider skills and dispositions and develop a social conscience among the students.</p> |
| <p>The pupils can think flexibly, critically and creatively, make predictions and informed decision, and solve problems;</p> | <p>How do we ensure that pupils are developing intellectually, socially, emotionally, physically and morally/spiritually? SLT regularly review the suite of Pastoral policies. The pastoral team monitor behaviour, attendance, welfare support for the pupils.</p> <p>There is a wide range of opportunities for the pupils to develop holistically outside of the classroom. These opportunities are encouraged by the staff. As a result, there is a significant level of participation and achievement in a wide range of sporting and charitable activities building a team spirit among the pupils. This stems from the Edmund Rice ethos evident throughout the school. The sporting teams are encouraged and success celebrated throughout the school community (and via social media). The Social Justice Advocacy, Edmund Rice Education Beyond Borders (EREBB) – Project Zambia, School Council, Prefect Roles and Eco Club are well established and their teamwork is evident throughout the school.</p> |
| <p>The pupils are able to research and manage information and communicate effectively for audience and purpose;</p> | <p>How do we ensure that pupils are confident in learning in organisations beyond the school, such as other schools, further education and the workplace? The Social Justice Advocacy, Edmund Rice Education Beyond Borders (EREBB) – Project Zambia, School Council, Prefect Roles and the Eco Club's work with local fold residents and primary schools and Belfast City Council. Debating society, work experience careers opportunities including participating in WBALC careers events. Pupil voice collections throughout the classrooms. Curriculum offered to meet the needs of cohort established by having good communication with parents and pupils and using predictors for future employment needs.</p> |
| <p>The pupils contribute well to the life of the school and to the wider community; and</p> | <p>How do we ensure that pupils have meaningful opportunities to contribute to the life of the school, including the school self-evaluation process? Pupil voice activities across some departments inform resources used, teaching strategies and additional supports that the students require at classroom level to enhance learning. Pupil survey (2018) feeds into the school self-evaluation process and informs the SDP.</p> |

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| | <p>Student Council – this is a valued group in the school, who meet regularly and make a valuable contribution to decision making leading to school improvement.</p> <p>Prefects make a contribution to whole school organisation, assisting at all school events, helping younger students and providing leadership. This is monitored carefully by SLT to inform further development opportunities.</p> |
| <p>The pupils develop personally and socially and have participated in a range of activities outside the classroom such as sport, drama, enterprise and music.</p> | <p>How do we ensure that pupils have opportunities to make a positive contribution to local and wider community and/or global community Senior Leadership Team?</p> <p>In keeping with the Edmund Rice ethos the students in the school have many opportunities to give back to their community and to make a positive difference globally. These team activities also build a range of personal and social skills. The wide range of sporting teams are encouraged and success celebrated throughout the school community through form class announcements, assemblies, school publications (and via social media). The Social Justice Advocacy, Edmund Rice Education Beyond Borders (EREBB) – Project Zambia, School Council, Prefect Roles, Pope John Paul II Awards, shoe box appeals, helping the homeless, Trocaire collections and the Eco Club are well established and their teamwork is evident throughout the school. The drama and music departments contribute to school liturgy and also and the Spring Concert as well as other celebrations and public occasions in the school calendar.</p> <p>The recent pupil survey (June 2018) indicated that 78.5% of pupils felt that, ‘There are many extra-curricular clubs and after school activities I can join’. 68% of parents agreed when asked the same question.</p> |

2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular, in communication, using mathematics and ICT

Quality of Provision – Quality of the Curriculum – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>The Curriculum reflects the statutory curricular requirements, providing pupils with access to a broad, balanced and flexible range of academic and vocational options matched well to their needs and interests, providing relevant pathways to appropriate destinations;</p> | <p>Does the curriculum reflect statutory requirements? The school fully meets the Entitlement framework with a range of applied and general subjects to meet the needs of the cohort of students. The Eti inspection (2015) noted that, “The school is currently meeting the requirements of the entitlement framework. The current sixth form curriculum has been strengthened with the introduction of applied subjects and a review of both the provision at KS4 and in sixth form to ensure that the needs of the pupils are being more effectively met. Since then the curricular offer has been strengthened with additional applied subjects being added as well as a number of Level 2 applied subjects joining the offer to better meet the needs of KS4 pupils. 73.4% and 60% of parents in the June 2018 survey considered that, ‘There are appropriate subject choices for my son at GCSE and GCE’ respectively. Staff were also supportive of the curriculum on offer with 67.9% considering that, ‘The curriculum is planned to take account of the pupils’ differing stages of development, abilities and attainments and to ensure that their individual needs are met’.</p> |
| <p>The cross-curricular skills of literacy, numeracy and information and communication technology (ICT), are integrated to good effect across the curriculum.</p> | <p>How do we know that the cross-curricular skills are effectively integrated with good opportunities provided for the pupils to develop and apply the skills in a variety of subject related contexts? CCS are embedded in the departmental schemes of work.</p> |
| <p>The pupils have access to a wide range of enrichment and extra-curricular activities which are inclusive and are valued by the pupils;</p> | <p>What are our provisions for a wide-ranging enrichment and extra-curricular facilitation? There are opportunities to participate in sport, extra-curricular, co-curricular, charity, environmental, musical and drama activities in school. These are supported by our Edmund Rice ethos, the ER Camp, fundraising for many charities throughout the year, Pope John Paul II Awards, the Homelessness project and Project Zambia</p> |
| <p>There is progressive development of employability skills;</p> | <p>There are timetabled careers classes, a full range of speakers, work experience and support for university preparation. The school careers department is also fully involved with the WBALC careers team. Pupils with AEN are also supported by the Transitions’ Officer (EA) to move from KS3 to 4 to 5 and then to FE or HE.</p> |
| <p>There is regular review of the curriculum, at all levels, to meet the needs and interests of the current cohorts of pupils,</p> | <p>How well do we manage change and innovation in curriculum and qualification? Staff participate in Curriculum working parties as required to support whole school curriculum development. CAT4 data is used to analyse predicted grades for GCSE and chance for GCE. This is used to help inform curriculum offer and is coupled by pupil and parent voice to ensure the curriculum on offer meets the needs</p> |

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| <p>in order to enable them to realise their potential;</p> | <p>of the cohort. The school works hard to meet the needs of pupils, taking note of their interests and aspirations.</p> |
| <p>Shared education experiences enrich the pupils' learning experiences and promote the outcomes they achieve; and</p> | <p>How do we ensure that the shared education provision enriches the pupils' experiences and promotes better outcomes?</p> <p>Formal classes are made up of St. Mary's students only, although the school is fully committed to the WBALC.</p> <p>The school supports shared education in a number of other ways: The sporting facilities in St. Mary's are used extensively by local schools and youth teams. This includes our outdoor pitches, gym, 3G pitch and swimming pool.</p> <p>The Eco Club are involved in a gardening project with a Choice Housing complex on the Glen Road (Ballydown Court). The boys visit the complex and help with gardening projects such as filling window boxes and tending raised beds.</p> <p>A number of our senior BTEC Sport boys also volunteer one morning a week in a local feeder primary schools, offering PE and any other assistance. They also volunteer at various sporting competitions for Disability Sport NI for local Special schools.</p> <p>Year 9 and 10 students take part in Belfast District Schools' soccer competition. They attend trials with players from all Belfast schools and if successful represent the Belfast District. This involves training sessions, meetings and matches against schools from other school districts in Ireland and Scotland.</p> <p>Pupils in Key Stage 5 have supported local P. schools with literacy projects where possible. Pupils in Key Stage 5 support the younger pupils of St. Mary's in the Learning support classes across KS3.</p> |
| <p>The programmes available through the Area Learning Community (ALC) are of a high quality and demonstrates a commitment to meeting the needs, abilities and aspirations of all of the pupils within the ALC.</p> | <p>How do we ensure that the programmes available through the ALC are of a high quality and demonstrate a commitment to meeting the needs, abilities and aspirations of all the pupils within the ALC?</p> <p>Within school minority subjects continue to be offered to meet the needs of specific students.</p> <p>In the recent pupil survey (June 2018) 69,78% of pupils said they were happy in St. Mary's.</p> <p>Pupil voice is extensively used in subject areas to monitor learning and ensure resources produced meet the learning needs of our students.</p> <p>The school has a well-established school council.</p> |

2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular , in communication, using mathematics and ICT

Quality of Provision – Effectiveness of guidance and support in bringing about high quality individual learning experience – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>Working relationships are characterised by a climate of openness, trust, mutual respect and care for the pupils.</p> | <p>How do we promote the welfare of the pupils and staff and meet effectively the needs of all pupils in the school?</p> <p>There is a staff Mass and a range of staff social events throughout the year e.g. Christmas and End of Year events and the lunch time Friday quiz. Staff are given membership of Benenden private health care. School Counselling</p> <p>Staff pupils and parents are consulted through regular staff surveys. The School Council is consulted about curriculum and pastoral developments Written feedback is promoted as part of the AFL to provide constructive guidance for improvement. Pupil successes across all areas of school life are celebrated and acknowledged. Each Year Group has their own designated noticeboard. Classroom Displays Promoting DT/DDT The school Child Protection and Safeguarding Policy includes a Code of Conduct that is reinforced with staff annually. Pupils are aware of who to talk to if they have a problem. In the ETi inspection (2015), stated that, ‘the pupils feel safe and secure in school... and know what to do if they have any concerns about their safety or well-being.’</p> |
| <p>The arrangements for the care and welfare of the pupils contribute significantly to the identification and overcoming of barriers to learning such as: health, family circumstances, social and emotional factors;</p> | <p>To what extent do we implement a comprehensive range of policies that align with current DE guidance and best practice, and which best the needs of pupils, including appropriate access to internal and external services?</p> <p>The school has a strong Pastoral care structure which is set out in an overarching Pastoral Care Policy. The Pastoral team: VP Pastoral, Heads of School, Heads of Year and the SENCo have interlocking roles which identify pupils who require support and they work together to encourage the pupils to achieve fully. The school has appointed an Academic Achievement Officer to work closely with identified pupils, liaising closely with teachers and parents to support their learning.</p> <p>The Pastoral team liaises with a range of outside agencies to support pupils:</p> |

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| | EA Safeguarding Team, The Gateway Team, The Child and Adolescent Mental Health Service (CAMHS), The Educational Welfare Service (EWS), Social workers in the Trust, the EA Educational Psychology Service, Family Works Counselling Service and AAIS. |
| The taught personal and social curriculum (including e-safety) is effectively planned to meet the needs of the pupils and supports well their holistic development; | How do we ensure a high quality, taught pastoral programme that meets the pupils' social, emotional and cognitive needs? KS3 pupils study Personal Development as part of the LLW curriculum. Form Teachers cover a personal development curriculum with their form class. This includes a careers input. The Head of RE and the Head of LLW attended training on Relationships and Sexuality Education in June 2018 which was run by the Belfast Health and Social Care Trust. The school plans to use this training to support a revised RSE policy for the school. |
| The pupils take responsibility for their own learning and they are able to work independently and co-operatively; | Staff have completed INSET on encouraging Independent learning among pupils. In the pupil survey (June 2018) results indicated that 79.1% of pupils felt that they were able to, '...work independently and take responsibility for (their) own learning'. Parents were in agreement with 84,1% considering that, 'staff encourage (their) son to become mature and independent'. The school also offers independent study facilities Monday – Thursday evening supported by members of staff, who volunteer to assist the students learning. |
| The pupils' views on aspects of school life are sought, valued and are acted upon; | There are regular opportunities to consult with the pupils e.g. School Council, pupil voice exercises in classrooms/departments, pupil whole school surveys (June 2018). |
| The needs of individual pupils, including those on the special educational needs register, inform the development and effective implementation of individualised educational programmes; and | How well do we identify appropriately, and at an early stage, any special educational needs of pupils and provide clear and agreed education plans that are enacted by all staff and will progress their learning? The SENCo works closely with primary schools, parents and monitors SIMs data from our feeder primary schools to identify pupils who are on the SEN Register. Pupils who are experiencing difficulties with the curriculum are identified by class teachers, HODs, Heads of School, Heads of Year and parent voice, through tracking and monitoring of progress, attendance and behaviour. These pupils are referred to the SENCo for further assessment. When necessary PLPs are agreed with the pupil, parent and SENCo and are used by the classroom teachers to assist learning and ensure progress is made. The SEN Register is maintained by the SENCo at all times to ensure accuracy. The progress of pupils on the SEN register is monitored and reviewed following the results of public examinations. English Department – spelling and reading age and free writing score. Additional reading assessments for targeted pupils. Diagnostic screening – Screening tests at the beginning of academic year. PTE/PTM |

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| <p>The provision for careers education is characterised by well-informed, impartial careers education, information, advice and guidance and relevant, well-planned and challenging workplace experiences for pupils which enhance their employability and effectively informs career planning.</p> | <p>How do we ensure that the careers programme enables all pupils to make well-informed decisions about their career aspirations and preferred pathways and destinations?</p> <p>There are timetabled Careers classes, a full range of speakers, work experience, university preparation. The school careers department is also fully involved with the WBALC careers team. Pupils with AEN are also supported by a Specialist Advisor from the Careers' Service (NI) and Transition Officer (EA) to move from KS3 to 4 to 5 and then to FE or HE. The careers department supported by the VP (Curriculum) hosts information evenings for Year 10 GCSE choices and Year 12 post 16 choices.</p> |
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2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular , in communication, using mathematics and ICT

Quality of Provision – Effectiveness and impact of planning, teaching and assessment in promoting successful learning – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| Curriculum and department planning take account of the NI curriculum (NIC), school policies and priorities outlined in the SDP and impacts positively on the pupils' learning experiences and the outcomes they attain; | <p>How do we ensure that we have clearly understood and consistent approaches to planning for learning and teaching, which are informed by research and ensure continuity and progression in learning and high outcomes for our pupils?</p> <p>Schemes of work Range of activities in the classroom to ensure learning is taking place Pupil voice and AFL used to monitor pupil understanding and learning. Regular periods of assessment throughout the academic year (ARPs are published so pupils can prepare appropriately). The results of which are carefully monitored by teachers, discussed with pupils, remediation and support added where required and supported by clear communication with parents to support their son's progress.</p> |
| The long term planning promotes clear progression from year to year; | <p>How do we provide teachers and middle leaders with evaluative feedback on the quality of planning for learning?</p> <p>Resources and Schemes of Work are monitored carefully. This is supported with regular 'book looks' to monitor written feedback (AfL). Teacher Tutor supports new members of staff, Induction and EPD teachers Common SOW and teaching materials are shared within departments. Time is provided for departments to self-evaluate, review their planning and practices against Departmental APs and pupil progress in internal assessments and public examinations against CAT4 predictors.</p> |
| The medium-term planning meets the requirements of the NIC and subject specifications and includes; clear learning intentions; appropriate pedagogy to develop the pupils' wider skills, dispositions and capabilities; effective differentiation which addresses the needs of the range of ability within classes; and connected learning across and between areas of learning, including ICT, literacy and numeracy; | <p>Departmental members plan and produce teaching resources together, especially when introducing new KS4 & KS5 specifications. This collaboration ensure agreement within the department and contribution from all members.</p> <p>How do we ensure that we develop pupils' cross-curricular skills including ICT, literacy and numeracy; and their thinking skills and personal capabilities (TSCP), including their independence, creativity and ability to manage risks in their learning?</p> <p>Classroom practice is monitored by regular 'book looks' and analysis of marking feedback by SLT. Feedback is then discussed with the HODs and fed back to the department There are whole school literacy, numeracy and ICT policies in place. These policies will be reviewed in the next cycle of SDP.</p> |

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| | <p>There is a Homework policy in each department.</p> <p>Review CCT in the next cycle of School development planning.</p> <p>Pupils participate in Maths Challenges throughout the year. This is linked with fund raising for our Edmund Rice Projects.</p> <p>Some KS5 pupils offer support in Literacy and Numeracy to younger pupils.</p> |
| <p>The intended learning; builds upon the pupils' interests, needs and prior learning; is challenging; encourages commitment; build confidence; creates high expectations; and develops deep conceptual learning;</p> | <p>How do we know that pupils receive, understand and apply incisive feedback on their learning and progress, including on the development of their wider skills, dispositions and capabilities?</p> <p>Pupil voice gathered within departments.</p> <p>Surveys among pupils following AfL written feedback</p> <p>Comparisons made between ARP points in the year to monitor pupil progress, understanding and learning.</p> <p>Remediation strategies in place and discussed with SLT link person and VP curriculum for students identified as requiring additional support.</p> <p>Assessment Policy in place</p> |
| <p>The teachers use a range of effective approaches that: provide open-ended activities and challenges; focus on explicit thinking; encourage children's questioning; enable collaborative learning; promote independent learning; and make meaningful connections beyond the classroom.</p> | <p>AfL – formative feedback, progress made is monitored by SLT.</p> <p>Effective monitoring and evaluating strategies including pupil book scoops, departmental planning, resources for learning reviewed to ensure the pupils are provided with more consistently challenging learning experiences and to promote further improvement.</p> <p>The staff survey (June 2018) 61.8% of staff agreed, 'The learning and teaching approaches are such that pupils are likely to achieve suitably high standards.' 88.4% of staff agreed, 'The teachers' expectations of pupils are realistic, differentiated and reflected in tasks and outcomes'.</p> |
| <p>The pupils receive, understand and apply appropriate verbal and written feedback from teachers on their progress in learning, including on their self-management and persistence, which leads to improvement</p> | <p>Pupil voice gathered within departments.</p> <p>Surveys among pupils following AfL written feedback</p> <p>Comparisons made between ARP points in the year to monitor pupil progress, understanding and learning.</p> <p>Remediation strategies in place and discussed with SLT link person and VP curriculum for students identified as requiring additional support.</p> |
| <p>The school assessment policy reflects statutory requirements and whole school understanding about the purpose of effective assessment, the</p> | <p>Assessment Policy in place</p> <p>How meaningfully do we engage with parents about the pupils' progress?</p> |

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| methods to be used, the range and type of evidence to be retained and the uses made of the assessment information; and | Pupil reports sent home (grade reports and full reports) Follow up interventions and support via phone calls home, letters, text messages, social media reminders for all parents, formal reviews to meet particular needs, PLP review and the setting of targets, Annual reviews for pupils at stage 5 of the COP, Parents meetings and whole school events e.g. Prize Givings, Carol Service, Year 8 Graduation & Edmund Rice Awards ceremony. |
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2(a) Evidence and consultation focus for learning, teaching. Assessment and promoting the raising of standards of attainment, in particular , in communication, using mathematics and ICT

EVALUATION STATUS:
Rating:

Select an evaluative position regarding the requirement or part requirement (equality indicator).

| | |
|-------------------------------------|------------------------------|
| <input type="checkbox"/> | 1 = Strength |
| <input type="checkbox"/> | 2 = Needs some development |
| <input checked="" type="checkbox"/> | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Areas for Improvement: Learning and Teaching. Assessment and promoting the raising of standards of attainment are school priorities and these are reflected in our self-evaluation and our action plans for 2019.

2b: AEN

In keeping with our ethos, St. Mary's strives to meet fully the needs of our pupils with AEN. Great attention is paid to relationships with parents including regular contact, dedicated time with the SENCO at all PTMs and an annual coffee morning to enable parents to meet their child's CA. Currently there are 37 pupils with a statement of special educational needs enrolled in the school with approximately 233 more on the SEN register. As of September 2018 the AEN register records the following:

| | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---------|---------|---------|---------|---------|---------|
| Year 8 | 19 | 10 | 5 | 0 | 5 |
| Year 9 | 18 | 11 | 6 | 2 | 3 |
| Year 10 | 20 | 13 | 7 | 1 | 8 |
| Year 11 | 12 | 19 | 3 | 1 | 7 |
| Year 12 | 8 | 29 | 4 | 0 | 7 |
| Year 13 | 7 | 8 | 4 | 0 | 3 |
| Year 14 | 11 | 13 | 2 | 0 | 4 |

The SENCo liaises regularly with external agencies such as the Education Authority's (EA) Educational Psychology Services, ASD Outreach Support Service, Family Works Counselling services and EA services for those with visual or hearing impairment. The SENCo produces a monthly AEN report which is shared with the Pastoral V.P.

Teachers use the Personal Learning Plans (PLPs) to inform lesson planning and differentiation for those AEN students who need additional support. Teachers make use of the materials provided to them accessing the AEN folder on the Staff area of the school network. Several generic targets are set by the AEN team for every student on the SEN Register. These are based on the current needs of the individual pupil and are recorded on the PEP. Each teacher familiarises themselves with these targets and ensures that they are providing opportunities for the targets to be worked on and hopefully met.

Review Meetings

Statemented pupils have a formal Annual Review Meeting each year. Pupils in Years 10-14 have a Transition Plan which is reviewed annually and amended accordingly. Transition Meetings for Statemented pupils in Years 10, 12 and 14 are held in December and Annual Review Meetings for Years 8, 9, 11 and 13 students are scheduled across February and March. Relevant professionals from EA and DfE Careers Service are invited to attend Annual Review meetings and contributions are sought from medical professionals where applicable.

Statemented pupils are invited to attend their Annual Review Meeting alongside their parent(s) and Classroom Assistant. During each academic year, pupils on stages 2-5 of the Code of Practice have two informal review meetings with a member of the AEN team; one at the beginning of term 2 and one at the end of term 3. Following these meetings, PLP targets are amended as appropriate. Whilst some pupils on the AEN register will make great progress and may have new targets, others may take longer to meet the targets identified.

To support pupils on the Code of Practice and pupils who present with AEN the SENCo liaises regularly with external agencies including the Education Authority's (EA) Education Psychology Service, the linked school psychologist, Stage 3 Support Services including ASD Services and EA Services for sensory impairments. We collaborate with Allied Health Professionals including CAMHS. Whole school pupil learning is carefully monitored to identify those pupils who require

additional individualised learning support. This allows for targeted support for those pupils who are finding it difficult to access the curriculum and addresses barriers to learning. Staff are supported through training as appropriate and have access to school polices and additional materials to assist pupils with identified AEN. Staff also have access to reference and support materials through the C2K network.

Personal Learning Plans (PLP)

PLPs are provided to students and are used by the classroom teachers to assist learning. The PLP targets are tailored to the student's individual needs and are devised in collaboration with parents, the student and the SENCo. The AEN team send home a copy of each student's PLP once per year. Teachers either print off a copy of the PLPs for their students or keep an online folder in their "My Documents" area to allow them to make amendments or subject specific annotations of strategies that work within their subject. The AEN needs of students and the content of the Personal Learning Plan should be referred to during parental meetings. The primary role of our Classroom Assistants is to support the holistic development of their named pupil but also to support the AEN needs of the other non-statemented students in their class. All classroom assistants ensure they are familiar with and regularly update their awareness of the specific need of the pupil, including the pupil's statement and the targets and support that should be in place.

Home/School Links

The SENCO communicates regularly with parents/guardians on pupil wellbeing and academic progress. At the beginning of each academic year, parents of statemented pupils are invited to a coffee morning for an opportunity to meet with the AEN team and to speak to their son's designated Classroom Assistant so that relationships can be forged and developed. Members of the AEN team also send postcards home throughout the year to raise the self-esteem of pupils and share positive achievements with parents.

Classroom Assistants

There are currently 23 Classroom Assistants employed to support statemented pupils. Classroom Assistants complete a half-term report on their AEN student and an end of year review of the support offered and subsequent progress made. This also informs the setting of targets for the Classroom Assistant and pupil for the next academic year. The daily work of a Classroom Assistant involves a combination of academic, emotional and pastoral support including:

- Ensuring the pupil arrives punctually to each class
- Helping the student understand teacher instructions/tasks/assignments etc.
- Encouraging focus, concentration and pupil engagement in the work of the class,
- Liaising with teachers to ensure the work is at an appropriate standard for the AEN student
- Ensuring a robust record of homework, study and assignment logs and completion of these tasks.
- Providing opportunities for pupil independence thus avoiding over reliance on the C/A
- Encouraging the development of the student's social skills and his ability to interact and develop meaningful relationships with his peers
- Balancing support for the student whilst avoiding a "learned dependence" on the C/A for tasks he is capable of.
- Establishing and maintaining constructive relationships with parents/carers
- Keeping up to date with the specific AEN of the pupil and developing the necessary strategies to best support his academic and pastoral well-being.
- Challenging and motivating pupils, promoting and reinforcing self-esteem.

- Helping the student develop study skills and revision techniques which best support his learning style – Teaching the student how to do this if necessary.
- Mentoring and supporting other AEN students, either in the class or identified by the SENCo, as appropriate.
- Offering support to the teacher with other pupils in the class who may need assistance in so much as this does not impact the progress of the statemented student.
- Liaising with the teacher to ensure that appropriate PLP targets are developed, evaluated and reviewed to ensure suitability and progress.

Classroom Assistants play a role, alongside the SENCo, in developing and reviewing the personal learning plan of the statemented student and of the other non-statemented students on the SEN register. The PLP is reviewed and updated twice annually. As the classroom assistant has a close working relationship with the pupil they are well placed to provide suggestions for pupil targets and can also offer strategies which have worked with pupils of similar need in the past.

Once per half-term all classroom assistants complete a progress report for their student. An end of year evaluation of the classroom assistant's role, progress made with the pupil and development of targets is completed by all AEN team members. Classroom Assistants also partake in training opportunities to further support their pupils and share learned skills/good practice techniques with other members of the AEN team. New Classroom Assistants are mentored by an experienced member of the AEN team and the SENCO.

Alongside attending class with pupils and completing other SENCo designated tasks, Classroom Assistants are allocated to support specific Key Stage groups and be involved with events and activities linked to that group. In addition, Classroom Assistants work with the SENCo to offer support to pupils in the following areas:

Literacy / Numeracy /Behaviour Support / Attention and Concentration skills / Anger management / Attachment and befriending issues / Study Skills and Revision support / ICT skills development.

A "Friendship" club operates at lunchtime for AEN students who may feel uncomfortable or ill-equipped to interact with the majority of other students during the noisy lunchtime. It offers an opportunity for AEN students to relax and unwind in a quiet and supportive environment. The club is supervised by Classroom Assistants on a voluntary basis and has proved invaluable in helping AEN pupils make the transition from a range of primary schools to St. Mary's.

Access Arrangements

An Access Arrangements Policy is in place. Lucid Exact is used for diagnostic assessments and teacher evidence is gathered to confirm specific needs and capture the 'natural way of working' for identified students. Children with AEN are supported by the provision of approved Access Arrangements for examinations, including additional time, a separate centre, the provision of a scribe, prompter etc. Access Arrangements applications are made on-line by the SENCO and copies of approved documentation are provided to the Examinations Officer. Teaching Staff have access to information pertaining to Access Arrangements via the AEN e-Folder in the Staff area of the school network and this is also emailed, by the SENCO, to all staff twice annually prior to ARP2 and ARP4. Mrs Amanda Barr, SENCO, is currently in the process of securing Level 7 Specialist Assessor Certification.

| 2(b) Statement on the provision made for the special, additional and other individual educational needs of pupils | |
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| Care and Welfare – Effective practice is demonstrated when: | |
| Statement | |
| There a safe secure environment for all members of the school community | In the parent questionnaire in June 2018 83% of parents agreed or strongly agreed that their ‘son was safe and well cared for at school’. Staff agreed with 85.1% agreeing that there was a ‘caring ethos’ within the school. Similarly, 88% of pupils agreed to feeling safe in school. To the question on a caring ethos in school 86% of staff agreed. There is an established, well planned Induction programme for pupils joining the school in Year 8. |
| Relationships for learning are characterised by mutual respect, openness and trust; | The 2015 ETi inspection report noted that, <i>“the pupils who met with members of the inspection team spoke with maturity and confidence and their connections with the school community, and the wide range of learning approaches they had experienced”</i> |
| All pupils are supported effectively to overcome barriers to learning and to realise their potential; | In the 2018 parent survey 80% of parents responded that ‘the school provides appropriate support for my son’s academic needs’. |
| The effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils; | All pupils in Key Stage 3 study Personal Development as part of the Learning for Life and Work curriculum. The Head of RE and the Head of LLW attended training on Relationships and Sexuality Education in June 2018 which was run by the Belfast Health and Social Care Trust. Future SDP cycle The school plans to use this training to support a revised RSE policy for the school. |
| The school works effectively with outside agencies to support the care and welfare of the pupils; | The SLT team work with a range of outside agencies to support our pupils. These include: EA Safeguarding Team, The Gateway Team, The Child and Adolescent Mental Health Service (CAMHS), The Educational Welfare Service (EWS), Social workers in the Trust and the EA Educational Psychology Service. |
| Good behaviour is promoted positively and consistently; | Good behaviour is evident in the school. Pupils are guided by their form teacher and assemblies reinforce expectations and celebrate good behaviour. The 2015 Etl inspection report noted very good Pastoral arrangements. This includes the arrangements for the |

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| | <p>management and promoting of positive behaviour. Good behaviour is promoted by the Head of Year and the Head of School at weekly assemblies and through the school reward system and the special Edmund Rice Awards. In the 2018 surveys 16 parents did not agree that the pupils behave well. There are close working relationships between the Head of Year and the form teachers, and concerns are communicated to parents as necessary with phone call and meetings. Heads of Year complete a monthly report for the Pastoral VP.</p> |
| <p>There is high levels of attendance, punctuality and engagement throughout the school community, which is monitored so that issues can be identified and addressed promptly;</p> | <p>There is an Attendance Policy, SLT regularly discuss attendance as an agenda item at meetings. Attendance is closely monitored and encouraged at form teacher and class teacher level. Interventions are in place where poor punctuality becomes an issue. The school attendance figure for 2015-2016 was 93.6%; for 2016-2017 it was 94.8% and for 2017-2018 it was 93.7%. SIMs is used to record and analyse patterns of attendance and to inform decision making. Parents are fully informed and work with staff to assist individual students.</p> |
| <p>The pupils are active contributors to the life and work of the school and to the local and global community;</p> | <p>The school has an active School Council who meet regularly and contribute to the school community. Issues are fed to and from the form classes and minutes are provided to the SLT to inform planning. The intercom system is used to inform the school community of events and items of concern for the day. Staff and pupils can contribute to these and also make the announcements.</p> |
| <p>Relationships with the wider community, including employers, support the holistic development of the pupils.</p> | <p>The school has a wide range of links with the local and wider Belfast region. These links include past pupils, local employers and support agencies. These are used widely as speakers, for school trips, work experience opportunities, careers input and for sponsorship. Work experience is provided in Year 12 for some students and in Year 13 for all students.</p> |

2(b) Statement on the provision made for the special, additional and other individual educational needs of pupils

EVALUATION STATUS:

Rating:

Select an evaluative position regarding the requirement or part requirement (equality indicator).

| | |
|---|------------------------------|
| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Areas for Improvement

- Review and improve the PLP
- Implement SEN changes including introduction of a separate AEN and Medical register
- Consider linking PLP and other relevant documentation to SIMs records

There are clear roles and responsibilities for the Special Education Needs Team these are outlined in the AEN policy. Heads of Departments and class teachers are fully supported so that they can assist learners who are on the Code of Practice or who present with specific learning difficulties.

Evidence

- PLPs in place
- Staff informed via inset training regarding SEN register and Health issues.
- AEN policy in place
- Clearly defined roles and responsibilities for the AEN team.
- Clear communication lines between SENCo and parents.
- Support packages for pupils on Stage 5 on the COP evaluated monthly
- Training and guidance provided to the classroom assistants and new staff

Areas of Improvement

- Review and improve the PLP
- Implement SEN changes including introduction of a separate AEN and Medical register
- Consider linking PLP and other relevant documentation to SIMs records

2c

How do we promote the health and wellbeing, safeguarding and child protection, attendance, good behaviour and discipline of pupils?

Pastoral Care

- Pastoral Care is the responsibility of the whole school community. This is led by the VP Pastoral and supported by Heads of School, Heads of Year and Form Teacher. There is an update Pastoral Care Policy in place. All staff have a responsibility to support our pupils. This begins with morning registration/assembly with the Form Teacher. There is a timetabled form period in place to support pupils' pastoral care and for the delivery of a personal and social development programme.
- Inset time is used to provide training for staff regarding their responsibilities in delivering high quality pastoral care support.
- A counselling service is available to assist pupils with social and emotional difficulties, this is managed by the school SENCo and provided by Family Works Counselling.
- There is a Prefect System in school to encourage pupils to take responsibility within the school community and to enhance their personal development.
- There is a reward system/ school house system/ merits in place to acknowledge and celebrate positive behaviour, attendance, punctuality and learning achievements. There are reward ceremonies across the Key Stages throughout the year.
- We have a particular focus on celebrating the success of pupils and enhancing the pupil voice. This is carried out at classroom level or during form period and through the School Council.

Pupil attendance

- Pupil attendance is good. The following procedures are adhered to as we continue to address pupil attendance. All parents have been sent a copy of "School Attendance Matters - A Parent's Guide". A flow chart explaining staff roles in relation to following up poor attendance was produced and made available to all staff. An "Attendance" area on RM staff was created. This area was populated with new attendance letters produced in line with the flow chart. A monthly audit of attendance is carried out by the SLT attendance staff member. This attendance data is presented to the Pastoral Leadership Team on the first Monday of the month, detailing attendance for each year group. The data identifies any student whose attendance has dropped below 95%. It gives both an analysis of attendance for the current month and a rolling Year Group attendance level for the school year to date. This data is emailed to all teaching staff and placed into RM Staff for easy access.
- Once the data is made available, Form Teachers, Year Heads and, where necessary, the Senior Teacher with responsibility for pupil attendance correspond with parents to support them in improving their son's attendance. Year group assemblies regularly reference the importance of full attendance. Attendance is a target for Year Heads to address as part of their annual performance review. As such, the strategies for improving pupil attendance are evaluated and discussed at the annual meeting between the Year Heads, Principal, Pastoral Vice-Principal and Governor with responsibility for Child Safeguarding.
- The senior teacher with responsibility for pupil attendance meets the West Belfast EWO approximately every six weeks to carry out a detailed audit of those students whose attendance has dropped below 85%. The information on who will be referred to EWO is then emailed to staff to keep them fully informed. The parents of referred pupils are informed by letter and a written referral is made to EWO.

- Attendance audits of each Year Group are carried out once per term. Year Heads liaise with Form Teachers to ensure that all absences are accompanied by a parental letter or the appropriate school attendance return sheet. Form Teachers also verify that reasonable steps have been taken to address absenteeism in their form group. All form teachers are required to comment on attendance levels for the annual report to parents, using the following criteria: Excellent: 99-100%; Very Good: 97-98%; Good: 96%; Fair: 95% (This is the grammar school average); Poor: Less than 95%.

Child Protection and Safeguarding

- The School has revised safeguarding and child protection procedures to bring them into line with statutory requirements and best practice guidance provided by DENI and the Education Authority (EA). These procedures are summarised in the Safeguarding and Child Protection Policy (reviewed annually) and are monitored and evaluated by the School Safeguarding Team. The Designated Teacher, Deputy Designated Teacher and Designated Governor attend regular training from the EA and safeguarding and child protection training is provided to teaching and support staff. Our newly appointed SENCO has received training on appointment and now increases the number of DT's in the school. As part of the revised Induction procedures established in 2014, which includes registration and initial induction online, procedures are in place to ensure that all adult volunteers receive a criminal record check before working in the school and they also receive safeguarding and child protection training. Our ETI inspection on Child Safeguarding in November 2017 reported "The pupils reported that they feel safe in school and that they are aware of what to do if they have any concerns about their safety or well-being."

Health and Wellbeing

- A healthy lifestyle is promoted in the School through the curriculum (particularly in Home Economics, Learning for Life and Work and Physical Education classes), through the provision of a healthy menu in the dining facilities and the absence of unhealthy food and drink from the vending machines. A wide range of opportunities for exercise are provided to pupils through timetabled PE lessons and through the provision of a wide range of extra-curricular clubs and societies including the new 'mile before breakfast' running initiative. This provision is enabled by the commitment of staff and by on-site sporting facilities. The lack of a Sports Hall for such a large school remains a major concern. The school has recently built an outdoor 3G pitch to further enhance our sporting facilities. This pitch was paid for entirely through fund raising by the school community.

Positive Behaviour

- Positive behaviour and the building of good relationships is well established in St Mary's. This is built on our school ethos and ERST values. Teachers are encouraged to praise pupils and build mutual respect across the school community. Consistency of approach and providing predictable safe learning environments is encouraged and is evident in practice. A range of sanctions are in place when pupils misbehave to help remediate issues. We have a systematic process for rewarding students which is understood by staff and pupils. Pupils are expected to be familiar with the school rules and relevant policies which are available in the pupil homework diaries for each key stage. Clear standards of behaviour are explained to the pupils at the beginning of the year, at assemblies and during form period. A consistency of approach is enforced by classroom teachers.
- An increasing number of our pupils' experience significant Social, Emotional and Behavioural difficulties. We implement a wide range of strategies, led by the work of the PLT and supported by the SENCO, Counselling Support Services and external agencies, to help the pupils meet these challenges. Recently conducted PASS surveys have helped identify pupils needing extra support to deal with emotional and behavioural issues.

| 2(c) Summary of the strategies in place for promoting the health and wellbeing, child protection and good behaviour of pupils | |
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| Safeguarding: Effective practices demonstrated when | |
| Statement | |
| The pupils feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to and appropriate action taken; | 88% of pupils agreed to feeling safe in school. The school has an active School Council where requests for changes are listened to and acted upon. The split lunch has reduced numbers of pupils on lunch and provided a more relaxed environment for pupils' recreation time. |
| The school has implemented fully an appropriate child protection/safeguarding policy which is in line with requirements and reflects the guidance issued by the DE; | There is a Child Protection and Safeguarding Policy in place and this is reviewed regularly. |
| The pupils, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children and young people at risk; | Parents have access to policies on request and via the school website. There will be a need to review policies and refresh the school website in the 2018-2022 cycle of the SDP. |
| The school carries out self-evaluation of its own child protection/safeguarding policy and practice, at least annually, using the phase appropriate ETi safeguarding proforma | The ETi safeguarding proforma has been used to prepare for inspections. This proforma will now be used in the 2018-2021 cycle of the SDP to review child protection/safeguarding. |
| The school regularly reviews policies, procedures and reporting arrangements including those relating to child protection/safeguarding, anti-bullying and positive behaviour management; | The child protection/safeguarding policies and procedures are reviewed regularly and shared with the staff. Staff, parents and pupils are aware of who to speak to if they are worried. This was evidenced in the last inspection. In the 2018-2022 cycle of the SDP the VP (Pastoral) and the Principal will meet with the new governor with responsibility for child protection/ safeguarding to review procedures and policies. |
| The Staff monitor and assess the extent to which people know how to keep themselves safe (including on line) and how to seek help; | All staff are reactive and proactive in ensuring all pupils know how to keep themselves safe, particularly through the Personal Development Programme. They respond appropriately to any concerns raised. All staff signed up to e safety policy (2017) Training on e-safety for pupils and staff (needs refresh) Clear guidelines in the policy (P 13- 18) stipulate appropriate and acceptable online activities. |

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| | <p>Copies of acceptable use also distributed to parents explaining acceptable activities. Parents also sign up to this policy for pupils using own device.</p> <p>Staff supported by technician/ICT coordinator/VP Curriculum.</p> <p>Pupils delivered talk on e-safety as a part of Year 13 induction.</p> <p>PSNI workshop with pupils on e-safety (2018).</p> <p>Various assemblies delivered by outside agencies including the PSNI regularly remind all pupils about the importance of personal safety in relation to drugs, alcohol and online activity.</p> |
| The school works effectively with a range of external agencies to support safeguarding and child protection practices; | <p>The Pastoral team liaises with a range of outside agencies to support pupils:</p> <p>EA Safeguarding Team, The Gateway Team, The Child and Adolescent Mental Health Service (CAMHS), The Educational Welfare Service (EWS), Social workers in the Trust and the EA Educational Psychology Service.</p> |
| Staff and governors regularly receive training including safeguarding and child protection. | <p>DT & DDT receive training and refresher training every 2 years.</p> <p>Designated BoG members are trained according to EA requirements.</p> <p>All staff receive Child Safeguarding presentations at the start of every academic year with regular appropriate reminders throughout the year.</p> |

- Our focus in **2015-2016** was enhancing the mechanisms for celebrating the success of our pupils. The role of celebrating the successes of our pupils was allocated, for the first time, to a member of the SLT. **An Internal Communications Team** was established and training provided on Social Media administration. In collaboration with Wholeschool a new website was built and a twitter page and Facebook account established. Engagement with print and broadcast media was also reenergised in order to establish new lines of communication. This programme has enabled the school to ensure that the many successes of our pupils and the school, such as sporting, academic, cultural achievements, the opening of our 3G pitch and setting of a hurling world record have received the publicity they deserve. More traditional forms of communication were not ignored, e.g. an academic achievement board was set up to acknowledge success at GCSE and A Level. In addition, a KS3 House System was introduced. Pupils are allocated to particular Student Houses and earn points for their Houses through good attendance, punctuality and behaviour, academic achievement, extra-curricular involvement and contribution to the wider life of the school community. The House system helps develop a team identity and a competitive spirit.
- In **2016-17** the student voice was enhanced. Following a review of the **Student Council pilot**, a new whole school student council was launched. Student councillors play a key role in discussing issues of concern to students in Form Classes. The student council has proved very active and has helped inform SLT decision making. The student council has also been involved in funding raising to enhance the school environment.
- The launch of the new student council has been complemented by the establishment of a **Social Justice Advocacy Group**. This is central to the ethos of the school, allowing pupils the opportunity to prioritise the needs of others less fortunate than themselves and advocate for social justice and social change at home and abroad. This group has been actively involved in a wide range of issues, including homelessness, supporting a local business that had been burgled, organising and hosting a forum in which students from a number of schools engaged in a question and answer session with politicians from a range of political parties and meeting with an Executive Minister to lobby on the issue of homelessness. The Social Justice Advocacy Group (SJAG) has been very active in this field, organising Christmas presents and dinner for forty homeless people, with surplus gifts delivered to local hostels, including the Morning Star and Rosemount Hostel, and others provided to the St Patrick's Soup Kitchen for Christmas morning.
- **An Eco Club** has been established and has proven both popular and successful. In January 2018 the Eco Club won the Live Here Love Here Litter Heroes Award for Belfast. This was for the work of the Eco Club on litter in the school and in the community. Two months later the Eco Club secured second place in the Young Reporters for the Environment competition with their film "The Recycling Mystery". Finally, in May the Eco Club won Belfast City Council's Wheelie Big Challenge with a project on food waste management in the school.
- In **2017-2018** we enhanced the opportunities for pupils to be active at **lunchtime in a safe environment**. We were concerned at the low levels of participation in lunchtime activities by some pupils, and also wished to ensure that 'play areas' in the school were fully utilised in a safe environment. A supervisor for the 3G pitch at lunchtime was appointed and distributed footballs for pupils. This allowed us to zone particular areas for specific Year Groups, thus enhancing a safe environment. In addition, supervision was provided on the grass pitches for Year 12 soccer players and hurlers from all Year Groups. The hurlers were provided with helmets to ensure they could play safely, and supervision put in place. Picnic tables were provided for the lower yard to create seating areas for the pupil.

2(c) Summary of the strategies in place for promoting the health and wellbeing, child protection and good behaviour of pupils

EVALUATION STATUS: Select an evaluative position regarding the requirement or part requirement (equality indicator).

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| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Evidence

- Attendance policy
- Attendance figures
- Pastoral Care Policy and structures in place
- Behaviour policy - lesson monitor, detention records and suspension records
- Child Protection and Safeguarding Policy
- SEBW pupils are supported by pastoral care and SENCo

Areas for Development

- Review Personal Development Programme for form teachers
- Review the Relationships and Sexuality programmes in all Key Stages
- Annual Review of Pastoral Care and Child Protection/Safeguarding Policy
- Review training on e-safety for pupils and staff
- Completion of ETi Safeguarding proforma as an evaluating tool in conjunction with the Board of Governor with responsibility for safeguarding.
- Review of uniform in collaboration with the School Council
- Extend the Student Mentor Programme to support other learners
- Establish a Staff Council for well-being in the school community
- Review lunchtime supervision and update accordingly
- To address student mental health issues – bullying, ways to build resilience, handling stress and motivate learning linking with careers and past pupils
- Update all aspects of Pastoral Care on the revised website
- Review Anti-Bullying policy and record keeping in this area
- Staff handbook to include guidance on Pastoral Care and Safeguarding and roles and responsibilities for specific staff members
- Review of the current homework diary information inserts to support pupil learning and engagement
- To raise levels of student attendance.

2(d) A summary and evaluation, including through the use of data, of the school's strategies for: providing for the Professional Development of staff.

- The school is committed to the on-going professional development of all of its staff. Staff training is focused on enhancing staff capabilities to further meet the changing needs of our pupils. Recently staff training has focused on ICT training, including the use of One Drive and Microsoft 365, the introduction of ARPs and the associated interrogation and use of data, improving learning and teaching through the identification and use of Learning Outcomes, the sharing of effective classroom practice, Learning Hub and effective questioning.
- More recently training has focused on differentiation and the interrogation of PTE/PTM/CAT4 data, and on best practice in relation to lesson delivery informed by education research including the work of the Sutton Trust and John Hattie.
- Many of the teaching staff have been trained to Level One by Oakwood and many of the Classroom Assistants have been trained to Level 2. In addition, Classroom Assistants have received training in literacy and numeracy and anger management.
- Much training is now in-house or facilitated by the WBALC and the sharing of good practice through groups led by Dr. Shevlin. Very little training is now provided by the EA and budget pressures pose obstacles to 'buying in' training.
- There has been Continuing Professional Development in the planning and delivery of GCSE, GCE and Level 2 specifications, to enhance classroom practice and prepare pupils for public examinations and controlled assessments. Staff at all levels are encouraged to take responsibility for their own professional development. Staff requirements are met as far as possible.
- New staff are supported with an Induction programme by a member of SLT.
- An induction programme in place for new staff who are supported by a designated member of SLT.

2(d) Summary, including through the use of data, of the school's strategies for: providing for the professional development of staff.

Leadership and Management – Effectiveness and impact of the strategic leadership – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>The senior leaders have a shared, strategic vision for school improvement leading to high quality learning, teaching, standards and pupils' care, which is communicated effectively to all stakeholders;</p> | <p>Review carried out with all stakeholders: Pupils- pupil voice surveys in departments, feedback on courses/ subjects, class council reps., student council, pupil SDP survey (June 2018) Staff – Departmental AP Review, Staff discussions with SLT, Departmental members, SLT Review meetings with HODs, Pastoral End of Month and End of Year reports with Pastoral VP, Staff Inset programme SLT – Review of Policies, Review of progress through SDP Aps, Meetings with Post holders and BoG. Parents – PTM, Options Parent Evenings, Parent survey (June 2018) BoG – Minutes of meetings, BoG survey (January 2019)</p> <p>Management Development/ Professional Development EREBB – Leadership Certificate – one member of SLT Middle Management Training- Steps to Leadership – one member of SLT, one member of the pastoral team SEND Training – SENCo completing specialist training.</p> |
| <p>The senior leaders ensure leadership development is informed by first-hand evidence and research;</p> | <p>Teaching and Learning reports to BoG on results analysis Strategic planning for Teaching & Learning developments in KS5 BOG Report Staff Survey (June 2018) INSET attendance and feedback at departmental level and to SLT External training and feedback at departmental level and to SLT Staff Development Policy Staff Audit annually to meet the needs of the school Minutes of Board of Governor meetings, Finance committee of the BoG CCEA Moderation and Agreement Trials for Heads of Department and classroom teachers SENCO training Annual Staff Development Programme Child Protection/Safeguarding annual training for staff August 2018 Coursework clinics for new specifications Links with CCEA subject supports for introduction/ delivery of new specifications New staff Induction Staff Handbook to inform and support staff</p> |

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| <p>Monitoring, evaluation and systematic accountability are well-embedded processes;</p> | <p>Staff survey (June 2018) used to monitor staff opinions on school issues Survey Monkey used to capture staff voice regularly following school events – PTM, Open night(s)</p> <p>Improvements Need to evaluate all staff training Need to use SIMs to update individual staff training/professional development register</p> |
| <p>There is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity;</p> | <p>Staff Inset used to share good practice within departments, and to use data effectively to inform and enhance practice to better meet the needs of pupils.</p> <p>There is good practice at all levels of sharing good practice to enhance teaching & learning e.g. cascading of training, sharing resources, sharing classroom practice methodologies.</p> <p>Could evaluate the use of INSET/SDD days Survey among staff to find out if they are completing any independent staff development Review of SLT roles and responsibilities by governors.</p> |

2(d) Summary, including through the use of data, of the school's strategies for: providing for the professional development of staff.

Leadership and Management – Effectiveness and impact of the middle leadership – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| Middle leaders demonstrate clear and effective strategic and pastoral leadership within their area of responsibility, informed by professional knowledge and expertise; | How do we evaluate the work of our areas of responsibility and how do evaluations inform future planning? SDP evaluated Progress against SDP Action plans evaluated ARPs are evaluated within departments and supported by Link SLT. The Departmental action plans mirror the priorities identified in the SDP |
| A culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement; | How do we account for our work? HODs meet with Principal & V. Principal to discuss progress against the agreed targets for each department Heads of Year produce monthly pastoral reports and an end of year report. Middle leaders (Year Heads & HoDs) meet with their SLT Link and BoG/Principal/VP throughout the course of the year to update on plans and report on progress made against targets for development. |
| The action planning process is well developed and informed by self-evaluation: targets are specific, coherent and measurable; | To what extent are the priorities for improvement appropriate and aligned to the priorities in the school development plan, including whole-school strategies for improving literacy, numeracy and ICT skills? Common AP profroma is used in all departments. Targets are linked to the SDP and within this sharply focused on the priorities for the department within these specific targets. Departmental targets are set following an analysis of examination results. These are focused on improving achievements and standards, especially at GCSE. Targets have associated success criteria and HoDs have identified evidence that will be gathered and checked to ascertain if satisfactory progress is being made. |
| Middle leaders analyse and use accurate data effectively to track the pupils' progress and intervene as necessary; | How do we use accurate data effectively to assess, monitor and track the pupils' progress in learning and to inform our understanding of overall performance? PTM and PTE is used at intervals throughout KS3 to track progress and inform interventions. Pupil progress is benchmarked against CAT4 potential throughout the year (Yr. 11-14) |

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| | <p>ARP results are collated and scrutinised by middle leaders at four points in the year. Post ARP pupil follow up is conducted by the curricular and pastoral teams and pupils are supported in their learning accordingly.</p> <p>CAT4/PTM/PTE/ARP data used by HoDs/VP to inform curriculum planning.</p> |
| <p>Middle leaders monitor and evaluate the quality of the work in their area of responsibility, including the impact of planning, teaching and assessment on the pupils' learning and progress;</p> | <p>How do we monitor and evaluate the impact of planning, teaching and assessment on the pupils' learning?</p> <p>HODs review KS3 provision with department members</p> <p>Schemes of work are up to date and available to departmental members and SLT</p> <p>HODs have regular meetings with their link department HODs to review planning, teaching and assessment (SEE SLT minutes, One Drive FHE Folder)</p> <p>Book scoops are carried out by SLT across Link Departments, these are reviewed and discussed with at HOD/Link SLT meetings</p> <p>HoDs submit revised units of work to SLT link which demonstrates an approach to differentiated planning for Year 12 classes.</p> |
| <p>There is clear evidence of the focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice;</p> | <p>Professional development is linked with whole school priorities as identified in the SDP e.g.</p> <p>Use of data by staff to better identify and meet student needs.</p> <p>Use of One Drive to enhance the sharing of good practice/ resources within departments and across the school.</p> <p>Senior/Middle leaders registered and completing the Senior pathways course with the RTU 2018-19.</p> <p>Staff from Pastoral team registered to attend training day on Promoting Positive Pupil Behaviour to inform planning (VP Pastoral and HOS (KS3)). Information to be disseminated to the SLT and Pastoral team. Aspects used to inform SDP AP on Promoting Positive Pupil Behaviour.</p> <p>All staff given the opportunity to register and complete the online course for the EREBB Leadership Certificate.</p> <p>Curricular CPD provided by exam boards to keep HoDs/teaching Staff up to date with curricular change.</p> <p>Literacy CPD for Learning Tutor.</p> <p>Training for Classroom assistants organised by SENCO.</p> |

2(d) A summary, including through the use of data, of the school's strategies for: providing for the professional development of staff.

Leadership and Management – Effectiveness and action to promote and sustain improvement, including self-evaluation and the development planning process – Effective practice in promoting improvement is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>The school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.</p> | <p>How effectively do we consult with key stakeholders, including the pupils with regard to the school development planning process? Suggestions are brought forward from the School Council to the SLT Pupil voice exercises in departments inform SLT via HODs/ Link meetings Pupil, Staff & Parent Questionnaires (June 2018) to inform the SDP The Board of Governors are involved in the SDP priorities – discussed in BOG meetings.</p> |
| <p>The identified priorities and associated action plans focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent and measureable way;</p> | <p>To what extent does the school development plan set out clear direction for improvement, with a focus on the school's key priorities that have been identified by a rigorous and evidence-based process of self-evaluation? BOG questionnaire Jan 2019 Parent, pupil and Staff questionnaires Annual Report to the Board of Governor SLT review meetings with link HODs</p> |
| <p>The school has developed and embedded a systematic and effective process of self-evaluation leading to improvement;</p> | <p>To what extent is self-evaluation for improvement at the core and integral to work of the school? Policies are evaluated regularly (SLT minutes) Action plans in the SDP are evaluated against progress made (SLT minutes) ETi ISEF used to review school performance</p> |
| <p>Low and under performance are identified and addressed;</p> | <p>Minutes of all meetings recorded Sharing of good practice within departments Strategies and resources to improve pupil learning are shared within the department</p> |
| <p>A well-embedded culture of accountability, at all levels, is evident and applied consistently across the school;</p> | <p>Across the school, how do we ensure a clear, agreed understanding of our strengths and areas for development? To what extent are the evaluations informing our understanding of the work of the school drawn from a wide range of relevant evidence? SLT review meetings with post holders</p> <p>SDP – Progress against priorities measured May/June Priorities/ APs prepared for Year 2</p> |

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| | <p>Priorities displayed in the classrooms/ departments</p> <p>BOG involved in review of the SDP AP progress</p> |
| <p>The school can demonstrate clear evidence of sustainable improvement based on actions taken as a result of self-evaluation.</p> | <p>Review meetings with BOG, Principal, SLT, HODs, Heads of School</p> <p>Results from Questionnaires (June 2018) with stakeholders</p> <p>HOD Action Plans and regular evaluation of progress against APs</p> |

2(d) A summary, including through the use of data, of the school's strategies for: providing for the professional development of staff.

Evaluation & Evidence

- ETI Inspection Reports September 2014 – Quality of leadership and management
- SDP 2015-18.
- Staff Development Policy.
- Minutes from Board of Governors meetings.
- In-service training programmes & INSET agendas.
- CPD Application and evaluation forms.
- Minutes of Working Parties 2015-2018.
- Principal's Annual Report to the Board of Governors.
- Middle management are encouraged to complete leadership programmes e.g. Leadership courses (Steps to Leadership- RTU)
- SENCo training

Rating: Select an evaluative position regarding the requirement or part requirement (equality indicator).

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| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Area(s) for Development:

- Continued staff CPD by looking at providing students with effective written feedback.
- Continued support of teachers work with exam boards
- CPD for staff involved in CoPE and Cert in Personal Development.
- CPD for all staff in the effective use of SIMs – tracking/behaviour
- CPD for staff in relation to working with and supporting pupils who have a statement of SEN.
- Records of staff INSET to be recorded on SIMs
- All staff to complete written evaluations following attending external training to help disseminate information to colleagues and inform future CPD.
- Further training for Classroom assistants to enhance pupil support.
- Review Staff structure and duties with all post holders.
- Whole school training on building Resilience in our pupils.
- Role of form teacher as learning mentor
- Further encouragement / opportunities for middle managers to complete leadership courses – leadership at all levels
- Collate a list of staff for who have progressed up the staff structure, completed leadership courses, contributed to school development via working parties for presentation to the Board of Governors (2018-2021 SDP cycle)

Planned INSET 2018- 2019

| Staff INSET Day | Agenda Items |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INSET 1 (28/8/18) | <ul style="list-style-type: none"> • Principal's address • Analysis of GCSE/A2 Results • Safeguarding and Split Lunch Supervision • Pastoral Briefings • Departmental work on SDP |
| INSET 2 (14/9/18) | <ul style="list-style-type: none"> • Options Working Group • AEN Parents morning • Departmental work on Differentiation • SLT QA Written Feedback • Pastoral meetings |
| INSET 3 (28/10/18) | <ul style="list-style-type: none"> • Health & safety briefing • Departmental Follow up ARP1 • Amazing Brains workshop • Evaluation of Careers Programme |
| INSET 4 (5/11/18) | <ul style="list-style-type: none"> • Year 9 PTM • Departmental work on Differentiation • SLT QA Written Feedback • Options Working Group |
| INSET 5 (21/12/18) | <ul style="list-style-type: none"> • Pupil reports • HoDs gathering evidence identified in HoD report |
| SSD 1 (04/01/19) | <ul style="list-style-type: none"> • Principal's address • Pastoral update • Departmental work on Differentiation • HoD SLT meeting to QA AFI in HoD report • Staff Mass |
| SDD 2 (18/01/19) | <ul style="list-style-type: none"> • Departmental work on Differentiation • ARP2 Meetings • Staff Welfare • Staff council • Year 13/14 PTM • Departmental work on new website |
| SDD 3 (15/02/19) - | <ul style="list-style-type: none"> • HoD SLT meeting to QA AFI in HoD report • Year 11 PTM • Staff council |
| SDD 4 (15/03/19) | <ul style="list-style-type: none"> • Departmental work on Differentiation • Year 8 PTM • Staff council |
| SDD 5 (18/04/19) | <ul style="list-style-type: none"> • Moderation & GCSE Focus • Staff council • Review of SDP Action Plan progress |

2e:

How do we manage attendance and promoting the health and wellbeing of staff?

- Staff attendance is very good and is evidence of the commitment of staff and recognition that a positive working environment has been created within the School. A range of strategies has been put in place to manage the attendance of teaching and support staff and the Managing Attendance at Work Policy is part of our Whole-School induction process. Return to work interviews are conducted by the Principal and the Bursar. A sympathetic approach to paid leave is taken when staff experience bereavement.
- Staff wellbeing continues to be an integral part of our new School Development Plan as a signal of the commitment of the Governors and School Development Team to supporting the teaching and non-teaching staff. All permanent staff are enrolled in Benenden Health, which allows staff to access health services more speedily, reduces stress and therefore enhances efficiency at work. Training has also been provided on resilience, and most recently on well-being by Mensana. Many staff participated in the Darkness into Light Walk organised by Pieta House which provides support and counselling for those experiencing mental health issues. Staff make use of the fitness suite and swimming pool outside teaching hours.

2(e) Managing attendance and promoting health and wellbeing of staff

Leadership and Management – Effectiveness and impact of the strategic leadership – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>The resources, including accommodation, are well organised, sufficient, accessible, up-to-date and managed in a sustainable way and the use of resources is monitored to evaluate the impact on the outcomes for the pupils;</p> | <p>The building is old and therefore there is a lot of maintenance and upkeep required. There are also budgetary concerns heating an old building with limited insulation and single pane windows in many areas.</p> <p>There is a bid in place for Sustaining Improvement funding to secure a new Sports hall.</p> <p>In the recent past a 3G pitch has been built and this has extended the Sporting facilities.</p> <p>In the future it is hoped that we can plan for a new building.</p> |
| <p>There is effective financial stewardship ensuring that finances are well managed, are used appropriately for long and short-term priorities.</p> | <p>How do we properly and effectively manage the resources at the disposal of the school, ensuring appropriate arrangements are in place for financial management?</p> <p>The Financial sub-committee of the board of governors meet regularly to review the accounts and the vision for the school.</p> <p>Finance is a standing agenda item and accounts are presented to the board of governors for review</p> <p>Accounts are audited by Kevin Gennings & Co, 40 Greenan Rd, Newry BT34 2PZ annually and presented for approval.</p> <p>Three -year financial plan produced annually to the Board of Governors</p> <p>The past 3 financial years have seen accounts in credit.</p> |
| <p>There is effective and appropriate arrangements in place for promoting the health and well-being of staff</p> | <p>Family friendly working arrangements are available</p> <p>Temporary Variance of Contract available for staff</p> <p>Career break scheme available for staff</p> <p>There are a number of staff who have flexible working arrangements currently 6 teaching staff / 4 non- teaching staff.</p> <p>On certain occasions scones and other hospitality is made available to staff e.g. certain INSET days.</p> <p>A planned refurbishment of the staffroom will take place in the next cycle of the SDP</p> |

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| | <p>There are kitchen facilities available to the staff in the main staff room and there are a number of satellite staff rooms throughout the school building.</p> <p>The staff with pastoral roles have time on their timetable to meet with pupils and parents</p> <p>Each form teacher has 15 minutes registration period each morning for supporting pupils and to carry out pastoral work.</p> <p>Training has also been provided on resilience, and most recently on well-being by Mensana (Sept. 2017)</p> <p>All permanent staff are enrolled in Benenden Health, which allows staff to access health services more speedily.</p> <p>Staff make use of the fitness suite and swimming pool outside teaching hours.</p> |
| <p>There are effective provisions and procedures in place for the promotion and management of working relations of staff</p> | <p>Staff communicate widely using e-mail to enhance communication</p> <p>All school events and items of interest are communicated via the morning intercom announcements</p> <p>Staff are consulted about developments on the curriculum and pastoral arrangements</p> <p>Planned in the next cycle of the SDP – Introduction of a Staff Council and time for them to meet on Staff Development Days</p> <p>There is a regular quiz in the staff room on Friday lunch times to promote good relations.</p> |
| <p>Procedures are in place to ensure effective management of staff attendance</p> | <p>Staff are made aware of the procedures for managing attendance at the beginning of each academic year</p> <p>There is a policy in place for the Management of all staff attendance (Teaching and non-teaching). This is ratified by the Board of Governors.</p> <p>The Principal meets and supports staff when they return to work.</p> <p>The Principal keeps in regular contact with members of staff who are on long-term sick to offer support (as applicable)</p> <p>'Inspire workplaces – wellbeing at work' is promoted in the school as a support mechanism for staff who may require this.</p> |

2(e) Managing attendance and promoting health and wellbeing of staff.

EVALUATION STATUS:

St. Mary's is committed to promoting the attendance and promoting the health and wellbeing of staff. The VP (Pastoral) who manages Cover and the Director of Corporate Services provide support and promote our ethos of care for all staff. Staff also have access to 'Inspire workplaces – wellbeing at work' a counselling service offering free, confidential and immediate support.

Rating:

Select an evaluative position regarding the requirement or part requirement (equality indicator).

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| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Evidence:

Managing attendance Policy

Staff attendance is monitored and evaluated

Staff social Events

All permanent staff are enrolled in Benenden Health.

Staff make use of the fitness suite and swimming pool outside teaching hours.

Staff survey (June 2018)

All areas of staff communication reviewed

Areas for Development

Staff handbook to be updated

Staff Council to be introduced

Positive Behaviour Management of pupil behaviour followed by all staff to promote good behaviour and enhance well-being of staff

Focus on staff well-being.

2f: How do we promote links with the parents of pupils at the School and with the local community?

- The School continues to promote links with parents through, for example, a variety of paper and online publications, PTFA, Year 8 Graduation, Parent Consultations and Parent Information Evenings, Year 8 Family B-B-Q, four annual induction evenings, careers evening, events and the work of the PLT. The school continues to develop its links with the community through participation in WBALC and work with the WBPB, with a particular focus on careers, numeracy and literacy, action research, AEN and pastoral care. The school also encourages community use of its facilities, including sporting and cultural. In addition, the school supports local charities such as SVP, Catholic Caring and the Social Justice Advocacy Group, as well as making a significant contribution to the global community through EREBB and the Zambian Immersion Project. Work placements, business links forged through the work of the Careers Department, close ties with universities and hosting Young Enterprise events ensure that the school meets the needs of all our pupils. The Careers Adviser is present at Year 10 and all KS4 and KS5 PTMs. An AEN coffee morning takes place in September each year which allows parents of AEN pupils to meet their son's CA. In addition, the SENCO is present at all PTMs.
- The school works with a range of outside agencies such as Young Enterprise, Amazing Brains and the West Belfast Partnership Board in order to enhance pupil learning.
- Links with the community are also promoted through the extensive use of social media, in particular Facebook and Twitter.
- The school also works closely with the PSNI on a range of issues such as car safety, anti-social behaviour, knife crime and internet safety.
- In September 2017 the school hosted a major event when pupils set a world record for the largest hurling lesson.

What we achieved:

- Enhanced traffic on school website, Facebook and Twitter – evidence of increased usage by parents and pupils and widely accessed for celebrating pupil achievements, notices and parent information.
- Year 8 group enjoyed numerous occasions for parents and pupils to come together. The successful induction ended again with the very successful Family BBQ which was very well attended and feedback on the night was very positive. The Year 8 graduation afforded another opportunity for parents to visit the school and celebrate the boys' success in a festive and ethos focussed event.
- Parent information and induction evenings for Year 8, 11, 12, 13 were well attended and again, feedback from parents was that the evenings were worthwhile and very informative, allowing the opportunity for parents to engage with form teachers and other staff.
- St Teresa's Primary School accepted an invitation for their literacy and numeracy coordinators to visit the English and Mathematics department to share good practice on literacy and numeracy support at KS2/KS3 transition. The Principal of St Teresa's communicated that they have adopted some of the strategies and resources shared at the meeting.
- Our school facilities are widely used by a range of groups including sports teams and clubs, cultural bodies and the community is aware of the generosity of the school in facilitating use of its resources.
- Local charitable bodies are to the fore in the school's engagement with the local community. Christmas time saw huge efforts in collecting for Catholic Caring gift appeal and hampers for St Vincent de Paul. The Social Justice Advocacy Group held a trolley collection in Sainsbury's and put together 'shoe-box' gift packs to be distributed to the homeless community. Public engagement with the boys was huge and extremely positive. BBC Newsline gave prime-time coverage to the boys serving Christmas dinner to members of the homeless community at an event in the city centre.
- The school was represented at a number of gatherings promoting Edmund Rice Education Beyond Borders, adding a global dimension to the boys' work on social justice issues.
- The new SENCO continued the good practice of close engagement with parents and the AEN coffee morning was well attended by parents who were able to meet the team in an informal and relaxed manner.
- The school's links with the business community was further enhanced and evidenced by the numerous speakers who came to address various groups of students. Work experience for selected Year 12 students and all of Year 13 allowed for further opportunities of forging ties with business and universities.
- The pastoral provision in the school has allowed for close links to be created with a wide range of community groups and service providers including PSNI, NIFRS, various mental health charities,

homeless organisations, community groups addressing solvent, substance and alcohol abuse, to name but a few.

- The school hosted a successful World Record Attempt which was unprecedented and brought huge publicity to the school, further enhancing its standing in the community.
- The music department continued its annual visits to local nursing homes at Christmas for their carol service.
- The newly established Eco Club has had high profile involvement in a number of events and competitions and took to the local streets for a litter-pick.
- The Parent Teacher and Friends Association had a successful grant application to the National Lottery and was awarded just under £10,000 to improve the outdoor lunch facilities for the students. The PTFA also ran a successful quiz in the school for Mental Health Charity Lighthouse. The PTFA also was successful in its application to be awarded a Defibrillator for the school and aims to fundraise to purchase a secure, lockable outdoor cabinet.
- The parents of the school were consulted and asked to complete a detailed survey which helped inform the writing of the new School Development Plan.

2(f) Promoting links with the parents of pupils at the School and with the local community

School Connected to its Local Community – Effectiveness of action to promote and sustain links with parents and the local community, other schools, the business community, voluntary bodies and statutory bodies improvement is demonstrated when:

| Statement | Evidence and Evaluation |
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| <p>We promote links with parents of students to ensure continuity of provision at St Mary's CBGS</p> | <p>Communication: School website, Twitter and Facebook Text Messaging service Written communication throughout the academic year Simmarian publication</p> <p>Consultation and Collaboration: Parent Teacher Meetings Individual Parent/ teacher contact meetings Annual Written Report and follow-up Grade Report and follow-up Options Evenings at transition points Edmund Rice BBQ Year 8 Year 8 Graduation and Edmund Rice Awards ceremony Parent Questionnaire</p> <p>Invites to school events: Edmund Rice BBQ Year 8 Induction Meetings Parent Teacher & Friends Association Events and fundraisers Year 13 Prize Giving KS3 Prize Giving Open Days SENCo Coffee morning</p> <p>Outreach Support Careers Convention (Yr 10 – 13) Career support interviews from Careers officer EA Careers Officer support Transitions Officer support for parents/ pupils Stage 5 COP</p> |

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| | <p>Links with local businesses for Work Experience placements Belfast City Council – supporting Eco club The Eco Club - involved in a gardening project with a Choice Housing complex on the Glen Road (Ballydown Court). The boys visit the complex and help with gardening projects such as filling window boxes and tending raised beds. Social Justice Advocacy Group – supporting and working with local charities EREBB – links with Zambia, local Homeless charities (supported by local businesses) Sending pupils to Open Days FE/HE Links with local primary schools, attendance at P6/P7 Transition Fairs at local feeder Primary Schools. Attendance at P6/P7 Transition Fairs at local Feeder Primary Schools Sporting facilities The sporting facilities in St. Mary’s are used extensively by local schools and youth teams. This includes our outdoor pitches, gym, 3G pitch and swimming pool. Senior BTEC Sport boys volunteer one morning a week in a local feeder primary schools, offering PE and any other assistance. They also volunteer at various sporting competitions for Disability Sport NI for local Special schools. Pupils in Key Stage 5 support local P. schools with literacy projects. Post Holders annual report to the Board of Governors</p> |
| <p>The school is held in high regard in the community and by parents</p> | <p>The school is oversubscribed each year A high number of the pupils are retained from Year 12 into Year 13. Open Nights and PTMs are well supported World Record Attempt – supported by local community and parents Parent questionnaire feedback (June 2018) is positive</p> |
| <p>We meet the needs of the local community in offering our premises to local residents and other groups. These groups are able to run their events in a venue which is deemed to be neutral by the local community</p> | <p>PE – pupils are involved in a full range of tournaments with local school and the wider school network in Belfast and N. Ireland. Our sports facilities are offered and used widely by other schools and local sporting clubs. Music – the department provides music as required for school events. The Spring concert is well supported each year with parents and friends of the school. Annual visits to local nursing homes at Christmas for their carol service Art & Design – the parents are invited to the annual exhibition of GCSE & A Level work. One GCSE and one A Level student (June 2018) had their work displayed in the Ulster Museum by CCEA. RE - Parents are invited to the school Masses and the Edmund Rice Awards Careers – Bi-annual Careers Event for Year 11-13 pupils and parents supported by local employers and past-pupils) WBALC – Various teams e.g. Pastoral leaders use the facilities in St. Mary’s for meetings</p> |

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| <p>The school has a range of links to industry</p> | <p>Work Experience Bi-annual Careers Event for Year 11-13 pupils and parents supported by local employers and past-pupils) Local University links Careers service – individual interviews for pupils</p> |
| <p>St. Mary's CBGS works closely with other relevant statutory and voluntary agencies whose work impacts on education</p> | <p>Belfast Trust School Health Programme Local PSNI Familyworks Counselling (EA) Education Welfare Service (EA) The Gateway Team AEN – AAIS Service, The Cedar Foundation, EA Special Education Team and EA Educational Psychology, EREBB, St. Vincent de Paul, Macmillan, Homeless charities, Belfast City Council and Local businesses in the Kennedy Centre The Careers Department liaises with the Careers Service, Queen's University, Belfast, Ulster University, St. Mary's University College and Stranmillis University College. Year 12 and 13 students participate in a work experience programme.</p> |

2(f) Promoting links with the parents of pupils at the School and with the local community

EVALUATION STATUS:

There are clear lines of communication with parents and staff, external agencies, the local community, business partners and FE/HE institutions
74.7% of parents considered that, 'The school contributes to the local community'. 77.8% of parents agreed or strongly agreed that, 'The School is well thought of within the community' (Parent survey June 2018).
72.4% of pupils agreed or strongly agreed that, '...this is a good school and (I am) proud to be here' (Pupil survey June 2018)

Rating: Select an evaluative position regarding the requirement or part requirement (equality indicator).

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|---|------------------------------|
| | 1 = Strength |
| 2 | 2 = Needs some development |
| | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Evidence

Parent, Pupil and Staff survey (June 2018)

Parent, Teacher & Friends Association minutes

Links with the Careers Service, Queen's University, Belfast, Ulster University, St. Mary's University College and Stranmillis University College

Use of facilities by community and sporting organisations

Links with voluntary organisations

Careers Event evening

Work experience placement records

Edmund Rice Events

Links with Belfast City Council

Links with WBALC – HODs (Literacy & Numeracy), Careers, SENCo, Pastoral, Curriculum, Principal level

Areas for Improvement:

Improved links with feeder primary schools (Literacy, numeracy, mentor programmes)

Improved links with past pupils

Review structure for dealing with parents contacting the school

Improved continuity for literacy and numeracy to identify barriers to learning

Review KS5 Induction – Prefect duties, senior pupils giving back to the school, supporting the younger members of the school community

Re-present home study expectations

Increase parental contact to enhance parent/school partnership

2(g) A summary of promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Strategies for promoting the use of ICT should take account of:

- The statutory requirements for Using ICT as a Cross Curricular Skill, Progression in ICT skills and ICT Accreditation
- Teachers' use of online resources for professional development

How ICT is used for efficient communication and management of information including the use of SIMs, Assessment Manager, Shared folders, e-mail etc.

Statement

Evidence and Evaluation

Introduction of Microsoft 365

Staff are continuing to develop their ICT skills as an aid to pupil learning. A considerable volume of lesson resources are now available on Microsoft 365. Shift to Microsoft 365 – exploring the use of a cloud-based platform to enhance the communication between staff and pupils.

What we achieved:

- Curriculum VP visit to Omagh CBS to look at best practice in relation to the use of OneDrive and other Microsoft applications.
- Presentation to all teaching staff on the basics on OneDrive and OneNote. Opt in for all staff to attend additional training in M365.
- Training for opt in group delivered by Samantha O'Leary (Tablet Academy) on the use of OneNote, OneDrive and SWAY.
- Pilot of the use of SAWY in MIA classes. Pilot of the use of OneNote by Maths Department staff.
- Pilot of the use of OneDrive with all classes for teachers in opt in group.

SIMs (School Information Management System) modules are in use in St. Mary's. The most widely used modules relate to pupil and staff records, attendance, behaviour management, examinations and timetabling.

School Leadership and Management

E-mails are used extensively between staff to enhance communication

Website and social media are used to promote St. Mary's and communicate information to parents and students

A text messaging service is widely used to communicate with parents

SLT use shared documents on 0365 for minutes and for dissemination of information and review

Survey monkey is used to conduct surveys and as a self-evaluation tool

Evaluation:

- Core group of staff confident in the use of Microsoft applications – (Evaluations of Training)
- Core group of staff successfully piloting applications with some of their classes – (Pupil work sampled to show work completed with the aid of Microsoft applications)
- All staff in opt in group have set up and are using OneDrive to store and share materials with the pupils in their classes. (Evidence of staff folders setup and populated with resources)

Use of OneDrive to enhance learning and teaching

Enhance the use of OneDrive in the classroom to include the use of the mobile application and the use of video tutorials for pupil revision. Fully support staff in extensive CPD in relation to this.

Train all pupils in the use of OneDrive. Update the use of our AUP to include the use of mobile phones in the classroom.

What we are intending to achieve:

Application made through C2k Exchange to allow staff and pupils access to Microsoft OneDrive.

Representative from Microsoft to meet with and train Curriculum VP in the use of Microsoft Online.

Curriculum VP to attend training hosted by C2K/Microsoft and Google.

Training for all teaching staff in how to use Office 365 to include:

OneDrive

- Setting up folders in a departmental area
- Sharing folders with pupils and other staff
- Uploading documents to created folders from existing data files.
- Online Word, PowerPoint, Excel & Sway

Incorporate the training of all Year 13 pupils on the use of OneDrive for storing and sharing school work within the Year 13 Induction programme. Communicate all aspects of the school's Acceptable Use Policy which includes 'Bring Your Own Device'.

Allow pupils to use their own device in a controlled way in the classroom to access the suite of Microsoft 365 apps for Education. This will involve an update of the school's Acceptable Use and Bring Your Own Device policies. Pupils and parents will have to be informed and agree to the changes in these policies.

| 2(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management | |
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| Leadership and Management – Effectiveness and impact of the Strategic leadership in the promotion of ICT, including Professional development and supporting Learning and Teaching – Effective practice is demonstrated when: | |
| Statement | Evidence and Evaluation |
| The senior leaders are developing a whole-school approach to shared education, with an emphasis on high quality experiences and improved educational outcomes for the pupils; | VP Curriculum – promoting Office 365 Inset provided to staff OneDrive in use by Departments and SLT Training for all Senior Pupils on the use of OneDrive |
| There is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity; | How do we ensure that professional development opportunities focus clearly on improvement and building expertise and capacity? Staff Development time used to promote staff learning and sharing best practice Staff evaluations of INSET days OneDrive resources folders Whole staff training on OneDrive |
| The resources, including accommodation are well organised, sufficient, accessible, up-to-date and managed in a sustainable way and the use of resources is monitored to evaluate the impact on the outcomes for the pupils; | WiFi access set up in both study areas and enhanced Meru WAPs supplied by CAPITA. Lap top provision – bring your own device policy and setup for senior students. Bookable computer suites – 7 in use by departments Each classroom has an interactive whiteboard/LCD smart screen and laptop or standalone PC. AEN resource room in ER building with limited ICT access. WiFi across entire school. Secure access to WiFi for students via bring their own device policy. Mac suite for Media studies. Pupil survey (June 2018) 58% of pupils agreed that that, ‘... are given the opportunity to make use of ICT in class’. 63% of staff agreed or strongly agreed that, ‘resources (<i>in general</i>) are easily accessible Future Staff and pupils would like a review of ICT hardware provision across the school (SDP priority in next cycle) Review of Hardware resourcing in conjunction with hardware refresh. Plan to enhance ICT provision to meet curricular demand – 2019-20 Provision for AEN to be enhanced in 2019-20 to expand area for diagnostic testing and curricular support. |

The senior leaders ensure arrangements for safeguarding are effective, reviewed regularly and reflect statutory requirements;

The DTCP reports annually to the BOG on safeguarding activity within the school. The DTCP is the VP (Pastoral) and is a member of the school's SLT team and reports Safeguarding arrangements to this group and the wider staff.

2(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Leadership and Management – Effectiveness and impact of the middle leadership in the promotion of ICT, including Professional development and supporting Learning and Teaching – Effective practice is demonstrated when:

| Statement | Evidence and Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle leaders demonstrate clear and effective strategic and pastoral leadership within their area of responsibility, informed by professional knowledge and expertise; | <p>How do we evaluate the work of our areas of responsibility and how do evaluations inform future planning?</p> <p>Staff make a contribution to the SDP (Review Survey and Departmental/ Pastoral APs)</p> <p>Review of SDP Action Plan progress</p> <p>The Departmental Action Plans feed into the SDP priorities</p> |
| The action planning process is well developed and informed by self-evaluation: targets are specific, coherent and measurable; | <p>To what extent are the priorities for improvement appropriate and aligned to the priorities in the school development plan, including whole-school strategies for improving literacy, numeracy and ICT skills?</p> <p>HODs have meetings with VP (curriculum) and Principal and a member of the Board of Governors in October/November to discuss progress against the action plan targets</p> <p>SLT Link meets with allocated HODs at regular intervals to review progress and to discuss book scoop analysis.</p> <p>Departments meet regularly during INSET days to plan teaching and learning, differentiated resources and to analyse results following ARPs.</p> <p>Data is used when analysing progress of students.</p> |
| There is clear evidence of a focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice; | <p>APs and progress made is evidenced at Departmental level (OneDrive and SLT minutes, book look evidence)</p> <p>End of month and End of Year Pastoral Reports</p> <p>Some post holders contribution to the Board of Governor Report</p> <p>Staff attended INSET on OneDrive and use of SIMs modules</p> <p>In the future all post holders to contribute to the Report to the Board of Governors.</p> |

| 2(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and Management – Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process – Effective practice in promoting improvement is demonstrated when: | |
| Statement | Evidence and Evaluation |
| The identified priorities and associated action plans focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent and measurable way; | To what extent does the School Development Plan set out clear direction for improvement, with a focus on the school's key priorities that have been identified by a rigorous and evidence-based process of self-evaluation? SLT Review Meetings with Link HODs SDP INSET Day with staff Future – next SDP cycle Review of SDP progress against Action Plans with staff Plan for SLT Review meetings with post-holders BOG to complete Governance questionnaire |
| The school has developed and embedded a systematic and effective process of self-evaluation leading to improvement; Low and underperformance are identified and addressed; | To what extent is self-evaluation for improvement at the core and integral to work of the school? The school is beginning to use ISEF criteria for review to measure progress See SLT minutes summary of Link SLT meetings with HODs HOD meetings with Principal and Vice Principal reviewing progress against agreed AP. Book look evidence A number of measures are currently in place to identify and support underachieving pupils, including academic monitoring, independent learning programmes, parental support meetings, target setting and regular parental contact; Linked to the amendment of the assessment cycle and effective use of baseline and assessment data, further support is available to the pupils from class teachers and form teachers. Pupils requiring intervention are more readily identified both through initial data and the enhanced assessment cycle. Shared resources within departments to impact positively on T & L (One Drive/Staff shared area) The Careers team provide support with advice and work experience for pre-identified leavers. |

Use of SIMs modules –

Lesson Monitor

Attendance Manager

Behaviour Management Record

AEN records

Future –next SDP cycle

All Statements of SEN Stage 5 COP to be linked to Pupil Profiles on SIMS

All PLPs to be linked to Pupil Profiles

Evaluation

Though St. Mary's is quite well equipped with ICT facilities, there is an increasing demand among teachers and pupils to use equipment. The BYOD has not been taken up by as many pupils as expected. Some of the ICT equipment now requires a refresh. This will be reviewed by ELT

2(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

EVALUATION STATUS:

Rating: Select an evaluative position regarding the requirement or part requirement (equality indicator).

| | |
|---|------------------------------|
| | 1 = Strength |
| | 2 = Needs some development |
| 3 | 3 = Priority for development |

SUMMATIVE EQUATIVE STATEMENT FOR SECTION

Areas for Improvement

Audit Staff ICT training requirements and continue to develop ICT skills.

To extend e-learning opportunities

Update of the school's acceptable use and bring your own device policies

Review of ICT hardware provision across the school: to develop use of ICT across the curriculum

Review E- Learning Safety training for staff and pupils

Review of SDP progress against Action Plans with staff

Plan for SLT Review meetings with post-holders

BOG to complete Governance questionnaire using Survey Monkey

Further develop ICT extra-curricular opportunities e.g. more students attending the Coding Club

Review opportunities for pupils to use ICT facilities after school

SIMS

All Statements of SEN Stage 5 COP to be linked to Pupil Profiles on SIMS

All PLPs to be linked to Pupil Profiles

Section C - School Finances and other Resources

3a: An assessment of: How are we doing in relation to the School's current financial position and the use made of its financial and other resources?

The School has had to face significant challenges due to a cut in real terms to the school's delegated budget from DE and these ongoing financial constraints have had a significant impact across the school.

3b:

How are doing in relation to the planned use of the School's projected resources in the period covered by the plan in support of actions to bring about Improvement in standards?

The Board of Governors, in conjunction with the Senior Leadership Team (SLT), have constructed a budget that reflects the on-going fiscal situation across Northern Ireland with particular reference to staff costs versus curriculum need, refreshing of ICT resources, learning and teaching and extra- and co-curricular resources, utility costs, and contract cleaning.

| | | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 |
|--------------------|-----------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Income | | | | | | | | £ |
| 1 | School Budget Share Income | 5,158,768 | 5,293,153 | 5,380,313 | 5,235,806 | 5,189,476 | 5,181,588 | 5,160,221 |
| 2 | Excepted Items | 296,403 | 392,962 | 317,238 | 259,590 | 233,568 | 176,601 | 163,303 |
| 3 | Earmarked funding | 37,855 | 43,539 | 139,017 | 56,298 | 244,611 | 57,203 | 300,756 |
| | Other Income | 12,443 | 13,359 | 19,750 | 39,325 | 52,677 | 38,497 | 3,960 |
| | Total Income | 5,505,469 | 5,743,013 | 5,856,318 | 5,591,019 | 5,720,332 | 5,453,889 | 5,628,240 |
| Expenditure | | | | | | | | |
| 4 | Teaching F/T & Sub | 3,756,008 | 3,856,265 | 3,767,737 | 3,696,169 | 3,635,620 | 3,658,438 | 3,542,250 |
| 5 | Support Services | 1,071,926 | 1,037,280 | 1,011,261 | 883,069 | 878,316 | 797,598 | 842,584 |
| | Music Tuition | 51,492 | 50,582 | 50,032 | 48,930 | 40,893 | 39,615 | 36,129 |
| | Language Assts | 16,670 | 21,626 | 22,209 | 20,052 | 17,071 | 16,727 | 12,083 |
| | Redundancy | | - | 93,989 | - | 165,470 | 0 | 202,485 |
| 6 | Insurance | 39,676 | 46,352 | 36,930 | 38,824 | 34,386 | 36,322 | 37,253 |
| 7 | Fuel, Light and Water | 127,583 | 118,075 | 132,953 | 126,621 | 165,398 | 193,619 | 172,734 |
| | Cleaning Supplies & Protective clothing | 11,158 | 12,203 | 12,550 | 13,970 | 12,132 | 11,950 | 8,735 |
| 8 | Maintenance of Grounds and Buildings | 116,900 | 130,187 | 160,452 | 272,998 | 197,874 | 219,606 | 281,989 |
| 9 | Maintenance of Equipment | 10,222 | 33,823 | 25,111 | 35,563 | 6,566 | 4,555 | 3,772 |
| | Hire of equipment | 20,543 | 17,260 | 15,066 | 7,233 | 9,941 | 6,552 | 15,938 |
| | Photocopying/Printing/publications | 37,675 | 35,279 | 28,750 | 33,160 | 39,119 | 32,976 | 34,279 |
| | Advertising | 9,828 | 9,604 | 10,370 | 14,237 | 13,687 | 8,129 | 14,140 |
| | Postage | 10,803 | 10,756 | 11,245 | 10,958 | 10,037 | 8,145 | 7,368 |
| | Telephones | 4,372 | 5,121 | 3,751 | 4,607 | 6,306 | 6,367 | 5,679 |
| 10 | Stationery | 14,396 | 24,746 | 35,986 | 17,074 | 37,922 | 45,441 | 25,844 |
| 11 | Text books | 9,970 | 6,805 | 11,925 | 15,496 | 15,859 | 24,533 | 27,861 |

| | | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 |
|----|---------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Consumables (Class Materials) | 22,641 | 23,181 | 30,269 | 31,147 | 37,645 | 38,199 | 40,732 |
| 12 | Extra-Curricular | 24,724 | 33,418 | 16,137 | 22,928 | 29,959 | 26,554 | 36,187 |
| | Canteen costs | 942 | 1,041 | 9,385 | 4,541 | (6,873) | 23,632 | 19,489 |
| | Professional fees | 25,819 | 27,768 | 28,314 | 10,692 | 31,960 | 24,164 | 39,046 |
| | Accountancy fees | 5,200 | 5,200 | 5,200 | 5,200 | 6,240 | 6,240 | 6,240 |
| | Field Trips | 12,686 | 10,564 | 27,040 | 23,361 | 12,571 | 18,457 | 8,452 |
| 13 | Examination Fees | 108,539 | 98,547 | 109,712 | 111,032 | 117,638 | 112,119 | 104,170 |
| 14 | Purchase of Equipment | 12,515 | 9,171 | 45,278 | 111,584 | 130,945 | 50,517 | 96,889 |
| 15 | Transport, Subsistence and Minibus expenses | 16,533 | 29,908 | 32,266 | 15,873 | 51,373 | 16,638 | 14,518 |
| 16 | Hospitality | 2,408 | 13,200 | 3,642 | 13,863 | 20,999 | 4,747 | 3,573 |
| | Staff course fees | 4,802 | 1,340 | 4,049 | 2,772 | 2,745 | 7,242 | 5,157 |
| | Sundry Expenses | 14,523 | 17,954 | 15,568 | 46,544 | 18,588 | 14,818 | 15,600 |
| | | | | | | | | |
| | Total Expenditure | 5,560,553 | 5,687,256 | 5,757,177 | 5,638,498 | 5,740,387 | 5,453,900 | 5,661,176 |
| | | | | | | | | |
| | Surplus/Deficit | -55,084 | 55,757 | 99,141 | -47,479 | (20,055) | -11 | -32,936 |
| | | | | | | | | |
| 17 | Surplus C/F | 21,926 | 77,011 | 21,254 | -77,887 | -30,408 | -10,353 | -10,342 |

Section D

4. A Review of Old School Targets

| 2015-16 | | |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
| <ul style="list-style-type: none"> Introduction of Assessment Recording Points and associated intervention. | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> Need for more subject specific intervention | <ul style="list-style-type: none"> Presentations by Principal and Curriculum VP. Department assessments and mark schemes. Year Group ARP outcome sheets with different levels of pupil intervention highlighted. Record of SLT intervention notes. HOS (KS4) intervention impact evaluation Evaluation of Department revision clinics in terms of the VA figures for pupils attending, comparing scores between their GCSE/A2 predicted grades against actual outcomes. |
| <ul style="list-style-type: none"> Whole school Literacy Programme | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> Use of dictionary.com proved very problematic due to ongoing issues with tablets, particularly internet connection and number of pupils without tablets due to ongoing repairs. PIE scores for KS3 were rather disappointing in relation to progress made. | <ul style="list-style-type: none"> 'Framework for Marking' displayed in all classrooms. Literacy Co-ordinator presentation on use of PIE data, reading ages and strategies for improved reading within classrooms. Literacy Calendar displayed in all classrooms. PIE data identifying Year 8 pupils who would benefit from reading support. Literacy Toolkit. Literacy Co-ordinator email reminders to all staff. English teachers will deliver familiarisation lesson to Year 8s on Dictionary.com for use across subjects. Pupils rewarded if their book is selected. Staff Evaluations from Aug. 2015 INSET. Feedback from Departmental Voice exercise. Staff survey results show that there was an improvement in the promotion of literacy within the school and that available resources were being used. Book looks show that the 'Framework for Marking' is being used in the majority of subjects, with several subjects only applying it to extended pieces of written work. |

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| <ul style="list-style-type: none"> Tablet Technology - The Use of Educational Apps | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> Use of tablets in classes phased out because of issues around insurance/breakages/devices missing in class/connectivity to Wi-Fi. Production of PRSD evidence severely disrupted due to industrial action. | <ul style="list-style-type: none"> PRSD documentation. Extracts submitted by a small number of HoDs from their SoW referencing where and how they are using electronic resources. Pupil Voice exercise. Staff Voice exercise. Record of training. |
| <ul style="list-style-type: none"> Celebrating pupil success | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Internal Communications Team (ICT) minutes Records of training on Social Media and Website administration New Website ICT to be led and managed by Senior Teacher. Records of engagement with print and broadcast media to establish clear lines of communication Introduction of House System in KS3. Pupil naming of different Houses. Agreed criteria for success and awarding of prizes for most successful Houses. |
| <ul style="list-style-type: none"> Learning Support classes introduced at Key Stage Three for Numeracy | <p>Achieved:</p> <p>1 2 3 4 5</p> | <ul style="list-style-type: none"> Numeracy programmes that reflected material being covered in Maths classes. Training of relevant staff. PIM results Self-evaluation report in conjunction with DCU (VP Cluster). |

2016-17

| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Modification of Assessment Recording Points/Academic Achievement Officer | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Baseline information on pupils – PIE/PIM/Yellis/Chance/ SEN/Current Attendance Subject Target Grade or Minimum Potential Grade (MPG) Colour coded sheets to highlight pupils who are below, on or above target. |

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|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> Overall average subject grade that carries over to inform the next MPG for the pupil the following year. Interview record sheets and improvement targets. Grade only reports to parents. Intervention records of AAO. |
| <ul style="list-style-type: none"> HoD/SLT monitoring of Controlled Assessment | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> CA calendar for Year 11 and 12 pupils. Year 11/12 Induction presentations by Principal and HOS re: expectations in relation to the completion of CA and internal deadlines. HOS record of intervention and its impact |
| <ul style="list-style-type: none"> Enhanced Pupil Voice through the Whole School Student Council and Social Justice Advocacy Group. | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Pupil voice exercise on current student council. Presentations/documentation on setting up of Whole School Student Council and minutes of meetings. Record of WSSC actions. Commissioned WSSC tie. Record of creation of SJAG and of its work, particularly on homelessness. |
| <ul style="list-style-type: none"> Learning Outcomes and effective feedback | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <p>Progress with Learning Outcomes/Feedback and evaluation of this initiative has been severely impacted by the heightened industrial action. The vast majority of teachers are closely following the union directive not to take part in 'new initiatives' and to oppose any classroom observation by the Principal outside of PRSD. Further, the INTO have instructed their members not to take part in PRSD and the NAS have instructed their members not to agree to take part in anything not agreed by the NAS in advance. Department/Pastoral meetings did not take place.</p> | <ul style="list-style-type: none"> LOs created by departments on OneDrive. Principal's feedback sheets for HoDs. SLT book scoop. Record of progress (HOD Report). |

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| <ul style="list-style-type: none"> Extension of Learning Support classes at Key Stage Three to Literacy | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> Inconsistent delivery of KS3 programme. This was as a result of non-specialist teachers delivering the programmes. This was due to budget and timetable constraints. | <ul style="list-style-type: none"> Literacy Programmes. Training of staff. PIE scores. Pupil voice exercise. |
| <ul style="list-style-type: none"> Use of Microsoft 365 | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Presentation to all teaching staff on the basics on OneDrive and OneNote. Training for opt in group delivered by Samantha O’Leary (Tablet Academy) on the use of OneNote, OneDrive and SWAY. Staff folders setup and populated with resources Induction for all Year 13 students. Bring your own device, Key Stage 5. Relevant policies. Subject specific training: Business and PE. |
| <ul style="list-style-type: none"> Enhancement of lunchtime recreation facilities | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Installation of 3G pitch. Supervision rota. Most table tennis tables relocated to all-weather pitch. Supervisor allocated to grass pitches. 30 hurling helmets bought and distributed to pupils at lunchtime. Enhanced seating arrangements for students at lunch through the purchase of picnic tables. |

| 2017-18 | | |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
| <ul style="list-style-type: none"> Differentiated Units of Work for Year 11 Classes | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> How good practice can be shared within their department and across facilities. | <ul style="list-style-type: none"> Presentations to staff. PTE/PTM material. 7 Ts of differentiation, Sue Cowley. Differentiated units. Public examination/modular results. ARP results. |
| <ul style="list-style-type: none"> Differentiated Learning Support classes in Literacy and Numeracy in Year 9 and 10 | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <ul style="list-style-type: none"> Third term unit based on joint literacy/numeracy project. | <ul style="list-style-type: none"> Presentation. Training materials for staff and senior students. Teaching materials on One Drive. Pupil voice exercise. Self-evaluation report. |
| <ul style="list-style-type: none"> Enhanced Curricular Offer | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Pupil Voice Exercise on Options process. Pupil and Staff Voice Exercises. PTE/PTM, CAT4 and ARP. Presentations to staff, pupils and parents. Options booklet. Parent voice exercise. Analysis of leavers' destinations. |
| <ul style="list-style-type: none"> Use of OneDrive for staff and pupils (video) | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Training material for all staff. Support clinics: use of devices, videoing aspects of lessons. Training materials for staff support sessions. |

After each year we will review the progress made by looking at first hand evidence gathered. This will inform our objectives for subsequent years in the plan.

5: An Assessment of the Challenges and Opportunities Facing the School

| Challenges: Catholic Values and Elements of Edmund Rice School embedded | Opportunities |
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| <p>Facilities: The facilities, particularly the totally inadequate sporting provision represent a continuing major challenge. The school has well established sports courses at both GCSE and A Level that are very popular. These produce very good examination outcomes and provide clear pathways for progression within the school, university and employment, despite the very limited indoor provision.</p> <p>The overall condition of the building, and the associated expenditure required in maintenance, is particularly disappointing given the large number of post-primary schools in the area that have been rebuilt in recent years. None of these schools cater for as many pupils as St. Mary's, and several were younger than St. Mary's is now, when rebuilt.</p> | <p>Facilities: The school has applied under the Sustaining Improvement Scheme again, for a new sports hall. If this bid is successful then this will enhance the PE facilities and therefore learning and teaching within this area.</p> <p>The 3G Pitch continues to enhance the experience of the pupils in relation to core PE, examination classes and extra-curricular provision. This also is used by a range of clubs and local community groups and helps to build a strong community link.</p> <p>The Board of Governors, SLT with the help of ERST need to move forward with a rationale and proposal for a new build. This can be build upon the work that had previously been carried out including the most up to date feasibility study. We now need to plan for significant estate improvements.</p> <p>The Sustaining Improvement bid for New Sports Hall (approved January 2019) has given the school great encouragement and will make a great difference to improving the facilities for the students.</p> <p>There is a opportunity at this stage to audit the ICT provision throughout the school and ensure that this is matched carefully to the curriculum on offer.</p> |
| <p>PPR: The recent decision to amalgamate three post-primary schools in West Belfast in order to create a co-educational secondary school, and to change St. Louise's to a co-educational school, is likely to produce greater competition for pupils. The challenge will be greater if either school is granted a new build.</p> | <p>Status of the school: Following several years of damaging uncertainty, the BOG settled the future status of the school by rejecting the proposals of the PPR and deciding that the school will remain a selective voluntary grammar school. With this decision now made we need to build certainty in the community and confidence with parents that St. Mary's is the right choice for their son.</p> |

| Challenges: Catholic Values and Elements of Edmund Rice School embedded | Opportunities |
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| <p>GCSE results: Enhancing pupil outcomes, particularly in relation to 5 and 7 GCSEs including English and Mathematics, is the greatest challenge facing the school.</p> <p>Maintaining and improving whole school examination performance in the context of changes in GCSE and A Level courses, including recalibration of standards and scoring and the return of linear courses with terminal examinations and the reduction/loss of coursework elements. The new examination rubric may not address the needs of our pupils.</p> | <p>Learning outcomes: Focus by teachers on what pupils will be able to do at the end of a lesson and how this will be assessed. The focus on what pupils will be able to do should enhance learning and teaching and pupil outcomes.</p> <p>Embedding Assessment for Learning strategies/ Assessment Policy: Clear focus on feedback to pupils that concentrates on how pupils can improve the learning outcomes should enhance pupil understanding of lesson content and improve pupil outcomes. There is a need also to encourage more independent learning among the pupils.</p> <p>ARPs: Robust assessments four times per year, followed by focussed interventions, should enable teachers to have much more detailed knowledge of their pupils and therefore allow the teachers to help pupils improve much more effectively.</p> <p>There are opportunities to further develop pupil independent learning and use these skills to encourage increased outcomes for pupils</p> <p>Links with Primary Schools: Curricular links to feeder primary schools to develop more shared opportunities for progression of learning between KS2 – KS3. There is a potential for staff development to aid progression within pupil learning – supporting and learning from KS2 curriculum, in particular literacy and numeracy.</p> |
| <p>Entitlement Framework: While the school has made great strides towards broadening its curricular provision, currently offering 30 subjects at GCSE and 26 at A Level, further development is required to respond to the changing needs of our pupils. Unfortunately, the withdrawal of funding several years ago to facilitate curricular redundancies will make this task much more difficult.</p> | <p>Curriculum Change: While we have a very broad curriculum at Key Stage Four and Five, further change is necessary. Such change should enable an increasing number of pupils to experience examination success and pursue pathways relevancy to the abilities and interests of the cohort. In doing so this should help to address low and under-achievement among a group of students. Subject choices by each cohort at GCSE and A Level will be monitored and evaluated throughout the life of this SDP.</p> |

| Challenges: Catholic Values and Elements of Edmund Rice School embedded | Opportunities |
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| <p>Financial: The current and likely future financial position is extremely challenging. Our budget has been reduced by c. £200000 due to increased costs passed on to us by the Department of Education, including Employer's National Insurance and Pension Costs and pay increases. This situation has been exacerbated by the lack of any warning by the Department and the failure of the Department to supply budget details in a timely fashion. Given the extent of these cuts it will be difficult to maintain current provision for the pupils, let alone continue to enhance pupil experience in the school.</p> <p>The biggest single challenge is to build on existing standards while operating with a substantially reduced budget and fewer teachers. This has meant that staff timetables are at capacity and there is reduced flexibility within cover opportunities to offer CPD to staff.</p> <p>The challenge is to ensure that the school's financial and other resources are utilised more effectively to deliver high quality teaching and learning and pastoral care for all of our pupils.</p> | <p>Wind Turbine: Improve the carbon footprint of the school and save money that can be diverted to meeting the needs of the pupils.</p> |
| <p>Enhanced Middle Manager Training: There is a need to 'future-proof' the school and to build the skills and experiences of our middle leadership team</p> | <p>Enhanced Middle Manager Training: A small number of staff are involved in completing RTU Steps to Leadership and other management courses. We now need to increase these opportunities to build the skills of the staff. We need to embed a culture of continuing professional development among teaching and support staff and provide opportunities for staff (and pupils) to undertake leadership responsibilities</p> |
| <p>Pastoral Care The school provides very good pastoral care. There are a range of societal impacts on young people today including e-safety and particularly using social media</p> | <p>There is a need at this stage to review the taught Personal Development programme delivered by form teachers and consider how we can build 'Growth Mindset' into these programmes to increase resilience through effort and</p> |

| Challenges: Catholic Values and Elements of Edmund Rice School embedded | Opportunities |
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| <p>and having an awareness of the need for healthy physical and mental health</p> <p>Staff Morale: Sustaining effectiveness in the context of increased workload for teachers and impact on staff energy. Staff morale and well-being is also eroded by the context of continual and arbitrary educational change e.g. examination specifications.</p> <p>AEN- Pupils with additional learning needs are well supported and their needs are met. The Challenge is to implement the SEN changes as smoothly as possible and to the benefit of our pupils.</p> | <p>persistence. The challenge is to provide a relevant programme of personal development that will improve pupil self-belief and self-motivation and impact positively on mental health, behaviour, learning and outcome.</p> <p>Staff Morale: School improvement in a sustainable way. There is an opportunity to manage school improvements with the right tone and pace. Ensuring that the solidarity between the board of Governors, teachers, pupils, parents and the wider community served is sustained and protected.</p> <p>SEN – There is an opportunity to review SEN provision throughout St. Marys, the environment and the use of SIMs to build communication of information to staff to inform teaching & learning</p> |
| <p>Faith Development / ERST Charter – The Five Elements of the Edmund Rice School - We have a role to play in faith development within an Edmund Rice school. Our students are living and growing up in an increasingly secular society therefore the challenge is to focus pupils on their Christian spirituality and Gospel-based values as well as guide their moral development so they can make healthy decisions in the wider world.</p> | <p>Faith Development -The central purpose of our school community is the education of the pupils in a caring Christian environment in the Blessed Edmund Rice tradition. Our strong Edmund Rice tradition is at the forefront of our mission and our current vision is in solidarity with the original and founding vision of the school. There is an opportunity as we begin this three year SDP cycle to relaunch the Edmund Rice ethos among the staff and the pupils. There has also been an opportunity to review the provision of the taught curriculum within religion throughout the school, with an increased provision now in place. The pupils are involved in a full range of Social Justice Advocacy Projects, there is an opportunity now to involve an increasing number of staff and students in these activities.</p> |

**6:
What were the arrangements made by the Board of Governors to consult and take account of the views of all key stakeholders in the preparation of the plan?**

The Board of Governors, in conjunction with the Senior Leadership Team, have ensured that the School Development and Action Plans have been developed in consultation with all major stakeholders.

The School Development Plan takes into consideration:

- circulars, advice and guidance from the Department of Education, CCEA and other examination boards.
- Public examination results
- Pupil voice exercises.
- 2018 staff, parental and pupil surveys.

Requirement 7 Identification of the areas for development, which shall be informed by the school's self-evaluation and include (a) the school's key priorities for 2018-2021 based on the Department's priorities for education.

| | SDP Requirement | Documentation/ Section |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 7a | Identification of key areas for development, informed by the school's self-evaluation, including the school's key priorities for the period of the plan, based on DE priorities for education | See the 3-year overview – the school's key priorities for 2018-2021 based on the Department's priorities for education. (Pages 95-98) |
| 7b | Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT | See targets set for KS4/5 (Page 99) |
| 7c | Actions to be taken to achieve these outcomes, with final dates for completion | See Action Plans for 2018-19 (Pages 103-147) |
| 7d | The financial and other resources available to be used in support of these actions to achieve the planned outcomes | |
| 7e | The arrangements for the Board of Governors, in consulting with the principal, to monitor, review and evaluate progress made against the school development plan. | |

| Priorities | 2018-2019 Review, Develop and Build | 2019 – 2020 Enhance and Share | 2020 – 2021 Embed and Review |
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| <p>Leadership Review the Interim School Development Plan and agreed final SDP Review staff structure and posts of responsibility Enhanced culture of self-evaluation Review school policies CPD/ INSET Financial Management (including accommodation) Health & Wellbeing of staff</p> | <p>New Principal to review the Interim SDP – consultation with BOG, post holders, staff, review stakeholder surveys, and agree school priorities. Use ISEF criteria to establish a base line position for the school. Review job descriptions; Re-establish and develop self-evaluation and review in departments and throughout the school. Review and further develop the preventative curriculum across the school (rules and routines and policies). Develop CPD opportunities for all staff but particularly at middle management level Launch a Staff Council within the school community with a remit of health & well-being.</p> <p>Review and update a range of school policies with SLT and post holders and present these to the Board of Governors for ratification.</p> | <p>Enhanced consultation processes with all stakeholders in the annual evaluation of the SDP and plan the priorities for year two. Build the skills of staff in self-evaluation to ensure clear focus and overall school development Review the PRSD process in school and classroom practice</p> <p>Review Staff Development opportunities for middle managers and other staff.</p> <p>Develop further the Staff Council contribution within the school community with a remit of health & well-being.</p> <p>Continue to review and update a range of school policies with SLT and post holders and present these to the Board of Governors for ratification.</p> | <p>Consultation with all stakeholders in the annual evaluation of the SDP and plan the priorities for year three. Embed staff self-evaluation skills and review progress in this area. Continued Review of the PRSD process in school and classroom practice</p> <p>Continued Review Staff Development opportunities for middle managers and other staff.</p> <p>Further enhance the Staff Council within the school community involving additional/new members and consider further areas where they can contribute to staff well-being.</p> <p>Continue to review and update a range of school policies with SLT and post holders and present these to the Board of Governors for ratification.</p> |
| <p>High Quality Teaching & Learning Enhanced Curricular Offer KS5 – Create a Transition Year to enable all pupils to progress from Year 12 to Year 13 Differentiated Learning Support</p> | <p>Develop an enhanced curricular offer KS5 (appropriate Pathways). Design a curriculum that facilitates a transition year for specific pupils from KS4 to KS5 Review Assessment for Learning (AfL)</p> | <p>Continued roll out of curricular change in Key Stage 4 and Key Stage 5</p> <p>Review Assessment for Learning (AfL) and Develop regular and meaningful feedback for focus Year Groups.</p> | <p>Continued roll out of curricular change in Key Stage 4 and Key Stage 5</p> <p>Enhancement of AFL across the school.</p> |

| Priorities | 2018-2019 Review, Develop and Build | 2019 – 2010 Enhance and Share | 2020 – 2021 Embed and Review |
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| Assessment for Learning - Feedback to pupils Literacy, Numeracy and ICT Self-evaluation | <p>and Develop regular and meaningful feedback to pupils – Department specific approach to frequency and nature of pupil feedback.</p> <p>Differentiated Learning Support- To raise the levels of Literacy within KS3, by reviewing the policy and review and plan for involvement of KS5 students in a leadership role assisting younger pupils in the school.</p> <p>Differentiated Learning Support - To raise the levels of Numeracy across KS3 by reviewing the policy and practice and further involve KS5 students in a leadership role in assisting younger pupils and building enhanced links with feeder primary schools</p> <p>To review the provision and map the use of ICT in the classroom (including e-safety) and provision/ demand in study areas in order to improve the student experiences and raise attainment levels.</p> | <p>Roll out of effective techniques to focus Year Groups</p> <p>Develop Literacy across the school, by sharing the policy with staff, mapping progress and beginning to build involvement of KS5 students in a leadership role in assisting younger in school and in feeder primary schools.</p> <p>Develop Numeracy across the school, by sharing the policy with staff, mapping progress and beginning to build involvement of KS5 students in a leadership role in assisting younger in school and in feeder primary schools.</p> <p>Continued review of ICT across the school, by sharing policy and practice as well as the e-safety policy with staff, mapping ICT across the school to understand better the needs of the school as T&L requirements change with each cohort.</p> | <p>Roll out of effective questioning techniques across the school</p> <p>Embed Literacy across the school, by communicating the policy with staff, analysing the mapping findings and further building involvement of KS5 students in a leadership role in improving literacy by assisting younger in school and in feeder primary schools.</p> <p>Embed Numeracy across the school, by communicating the policy with staff, analysing the mapping findings and further building involvement of KS5 students in a leadership role in improving literacy by assisting younger in school and in feeder primary schools.</p> <p>Embed the efficient and effective use of ICT across the school, by sharing policy and practice as well as the e-safety policy with staff, mapping ICT across the school to understand better the needs of the school as T&L requirements change with each cohort.</p> |
| Child Centered Provision | Build and provide an enhanced experience | Enhance and share the strategies for promoting | Extend the use of Pass data to Year 8 |

| Priorities | 2018-2019 Review, Develop and Build | 2019 – 2010 Enhance and Share | 2020 – 2021 Embed and Review |
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| Pastoral Care, Child Protection and Safeguarding Promoting Positive Pupil Behaviour and Personal Development SEN Pupil Attendance | <p>for pupils at lunchtime by introducing a split lunch. Review the roles and responsibilities of all staff to ensure we provide a consistent approach to promoting positive behaviour across the school</p> <p>Reduce barriers to learning among Year 12 pupils reflecting on the GL PASS data to inform decision making for this year group. Enhance pupil resilience by developing a 'Mindset Programme' in Year 12</p> <p>The improve the environment for those pupils on the special educational needs register, Implement SEN statutory amendments and monitor and enhance curricular provision and outcomes for learners with special educational needs.</p> <p>Differentiated Learning Support to improve further the Year 9 and 10 Learning Support programme.</p> <p>To develop earlier identification of pupils with reduced attendance by effectively monitoring attendance rates and identifying and addressing effective ways to improve attendance and punctuality</p> | <p>positive pupil behaviour throughout the school Review of strategies for promoting positive pupil behaviour and share these with staff, pupils and parents through policy, taught curriculum and classroom and recreation routines</p> <p>Enhance and Extend the Mindset Programme to Year 8</p> <p>Develop an area in the school for Special Educational Needs. Build and develop the SEN and medical registers in a suitable format ensuring statutory regulations are fully addressed.</p> <p>Build further the Differentiated Learning Support to support pupils in KS3 extending the differentiated LS programme to Year 8.</p> <p>To enhance the methods used for identification of pupils with reduced attendance with a particular focus on Year 12-14 to improve attendance and punctuality in the senior school</p> <p>To review and further develop the taught personal and social curriculum to enhance pupil personal development, resilience, motivation,</p> | <p>Embed and review positive behaviour management in all Key Stages.</p> <p>Further Extend the Mindset Programme to the rest of the school</p> <p>Embed and review SEN provision to ensure pupils with additional needs are appropriately catered for in all aspects of school life.</p> <p>Embed and Review the Differentiated Learning Support to support pupils in KS3.</p> <p>To embed and review methods used for identification of pupils with reduced attendance across all year groups to improve attendance and punctuality.</p> <p>To review and further develop the taught personal and social curriculum to enhance pupil personal development, resilience, motivation, independence and self-belief. Embed and complete the revised Personal Development Programme for form</p> |

| Priorities | 2018-2019 Review, Develop and Build | 2019 – 2020 Enhance and Share | 2020 – 2021 Embed and Review |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| | To review and begin to develop the taught personal and social curriculum to enhance pupil personal development, resilience, motivation, independence and self-belief. Begin by preparing a revised Personal Development Programme for form teachers to deliver across one key stages taking account of our ERST ethos and E-Progress Files. | independence and self-belief. Continue to prepare a revised Personal Development Programme for form teachers to deliver across two key stages taking account of our ERST ethos and E-Progress Files. | teachers to deliver across all key stages taking account of our ERST ethos and E-Progress Files. |
| School and Community links Refreshed school website Refreshed school publications – prospectus, staff handbook, homework diaries. | Communication with all stakeholders – Review and refresh the school website as an effective method of informing parents and the wider community about life in St. Mary’s. To Review and Refresh school publications (including the prospectus, feeder primary school literature, staff handbook and homework diaries <i>(inserts to support pupil learning and engagement)</i>)as a way of communicating more effectively with parents/ pupils and prospective parents/pupils | Develop communication lines with all stake holders especially parents and pupils. Continue to build further links with the community. Consider the introduction of a School App to enhance communication. | Review and continue to build school and community links. |

Name of School: St. Mary's Christian Brothers' Grammar School

| Target Area | Current Baseline Position | School Target 2018-2019 |
|---------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|
| % of pupils achieving Level 5 or above (teacher assessed) in Communication at the end of KS3 | | |
| % of pupils achieving Level 6 or above (teacher assessed) in Communication at the end of KS3 | | |
| % of pupils achieving Level 5 or above (teacher assessed) in Using Mathematics at the end of KS3 | | |
| % of pupils achieving Level 6 or above (teacher assessed) in Using Mathematics at the end of KS3 | | |
| | | |
| % of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C | 85.7% | 68% |
| % of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C inc Maths & English | 78.9% | 66% |
| % of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C | 74.5% | 62% |
| % of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C inc Maths & English | 73.9% | 61% |
| | | |
| % of Year 14 students gaining at least 2 or more A Levels (or equivalent) at grades A*-E | 98.3% | 100% |
| % of Year 14 students gaining at least 3 or more A Levels (or equivalent) at grades A*-C | 74.4% | 75% |

*
Targets for KS3 levels not available as data is incomplete. This is due to some staff not assessing these levels as directed by their union.

Action Plans 2018-2021



| | Objective | Led by | Monitored by | Implemented by |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>New Principal to review and present the Interim School Development Plan, staff structure and duties with all post-holders. To embed a culture of self-evaluation and systematic accountability across the school (<i>Governance, Leadership & Management</i>)</p> <p>To review school policies with changes in the school leadership team, (<i>Leadership & Management, Quality of Provision/ Care & Welfare, Safeguarding</i>)</p> | S. Kelly | <p>Board of Governors(BOG)</p> <p>SLT/ELT with responsibility for specific posts/ BOG</p> | <p>ELT, SLT, HODs, HOY, Post holders, Form teachers and classroom teachers (involving all stakeholders, Student Council)</p> <p>SLT/ELT with responsibility for specific posts, DTCP, DDTCP.</p> |
| 2 | Assessment for Learning - Feedback to pupils (<i>Quality of Provision</i>) | G. O'Connor and HODs | S. Kelly & G. O'Connor | HODs and classroom teachers |
| 3 | Enhanced Curricular Offer KS5 (<i>Quality of Provision, Leadership & Management</i>) | G. O'Connor and HODs | S. Kelly & G. O'Connor | HODs and classroom teachers |
| 4 | Promoting Positive Pupil Behaviour by reviewing and amending the Positive Behaviour School Policy and imbedding consistency in the management of behaviour across the school during class and recreation times. (<i>Care & Welfare</i>) | F. Crookes | S. Kelly | HOY, Form teachers and classroom teachers |
| 5 | <p>Differentiated Learning Support – to better meet the needs of individual pupils and improve outcome.</p> <p>To raise the levels of Literacy and Numeracy focussing on KS3 initially, by reviewing the policy and practice and further involve KS5 students in a leadership role in assisting younger pupils, building enhanced links with feeder primary schools (<i>Quality of Provision</i>)</p> | M. Hatchell & M. Leydon | G. O'Connor | HOD English, HOD Maths, Assistant HOD Maths, SENCo, Learning support staff, classroom assistants |
| 6 | <p>Communication with all stakeholders – Review and refresh the school website as an effective method of informing parents and the wider community about life in St. Mary's. (<i>Leadership & Management, Care & Welfare</i>)</p> <p>To Review and Refresh school publications (including the prospectus, feeder primary school literature, staff handbook and homework diaries (<i>inserts to support pupil learning and engagement</i>)) as a way of communicating more effectively with parents/ pupils and prospective parents/pupils (<i>Leadership & Management, Care & Welfare</i>)</p> | <p>R. Herron</p> <p>M. Lewis</p> | <p>S. Kelly (supported by all SLT)</p> <p>S. Kelly (supported by all SLT)</p> | <p>R. Herron, ELT, SLT, HODs, HOY, Post holders.</p> <p>M. Lewis, ELT, SLT, HODs, HOY, Post holders.</p> |

| | Objective | Led by | Monitored by | Implemented by |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------|
| 7 | To raise levels of Pupil Attendance by effectively monitoring attendance rates and identifying and addressing enhanced ways to aim prove attendance and punctuality(<i>Outcomes for Learners</i>) | M. Robinson | F. Crookes | HODs, HOY, Form teachers and classroom teachers |
| 8 | To review the provision and map the use of ICT in the classroom (including e-safety) and provision/ demand in study areas in order to improve the student experiences and raise attainment levels. | O. Convery | G. O'Connor and D. Finnegan | HOD ICT, all HODs, ICT technician, classroom teachers |
| 9 | The improve the environment for those pupils on the special educational needs register, Implement SEN statutory amendments and monitor and enhance curricular provision and outcomes for learners with special educational needs. | A. Barr | F. Crookes | Director of Corporate Services, VPs, HODs, HOY, Form teachers, classroom teachers and classroom assistants |
| 10 | To further develop the taught personal and social curriculum to enhance pupil personal development, resilience, motivation, independence and self-belief. Prepare a revised Personal Development Programme for form teachers to deliver across the key stages taking account of our ERST ethos and E-Progress Files. (<i>Quality of Provision</i>) | F. Crookes, Heads of School (M. Robinson, R. Herron & M. Lewis) | S. Kelly | G. O'Connor (INSET), Head of RE, School Chaplin, HOD for LLW, HOY, Form teachers, classroom teachers |
| 11 | Staff Development -To develop CPD opportunities for all staff but particularly at middle management level (<i>Professional Development of Staff</i>) | G. O'Connor | S. Kelly | ELT, SLT, HODs, HOY, Post holders, Form teachers and classroom teachers, classroom assistants |

The above objectives have associated Action Plans.

3.1 St. Mary's Christian Brother's Grammar School – Action Plan 3.1 School Development Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: School Development Plan | | | | | |
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| AREA FOR IMPROVEMENT: <ul style="list-style-type: none"> To review the Interim School Development Plan against the ISEF criteria for self-evaluation To interview all post holders throughout the school to identify their priorities and evaluate these against the already identified areas for improvement To agree an improved profroma for action planning to include progress check-up / evaluation points throughout the year. To ensure the identified priorities and the matching action plans focus clearly on effecting improvement in pupils' learning an attainment. Ensure that the agreed school development priorities are baselined against a rigorous analysis of the full range of data available and is referenced against feedback from pupils, parents, staff and governors. To review all school policies with the appointment of a new Principal. | | | | | |
| WHERE ARE WE NOW? <ul style="list-style-type: none"> New Principal has interviewed all post holders and SLT to review practice, areas of responsibility and individual priorities. The Interim SDP has been evaluated and forms the basis of the new SDP 2018-2021 The school is following the steps in the SDP process and is using the ETi ISEF criteria to self-evaluate progress made. Action Plans for this year's priorities are being formulated and agreed. There are monitoring and evaluation slots built into the school calendar, measured against success criteria. The Board of Governors have completed a Survey in January 2019, this has been added to the findings of the Pupil, Parent and Teacher surveys in June 2018 and these comments and results have contributed to the identification of school priorities for development. Review of school policies is on-going with ELT, SLT and post holders | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Staff with responsibilities for leading particular priorities have been identified. They have led the preparation of action plans and will use One Drive and Staff Shared Folders to collate evidence against the planned activities. There will be check-up points | <p>Shared Action Planning with the SLT to realise success against the school development plan priorities.</p> <p>Post holders fully involved in monitoring, evaluating and providing evidence against the identified priorities.</p> | <p>Base line established</p> <p>ISEF criteria used to evaluate the Interim SDP</p> <p>Action Plans are available to the post-holders via Shared Area and One Drive.</p> <p>Review and self-evaluation supported by</p> | <p>SLT and relevant post holders have time to contribute the SDP Action Plans and execute tasks.</p> <p>List of AP Priorities for SLT</p> <p>Action Plan Templates</p> | <p>SLT</p> <p>INSET for staff on SDP priorities</p> <p>One Drive support as required</p> | <p>On-going support for lead person for each AP.</p> <p>SDP priorities shared with staff on 15/3/19</p> <p>Check-up against priorities/ activities first week in April, 27/5/19</p> |

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| <p>throughout the year to evaluate progress towards meeting the priorities. Evidence collated will be used during post holder interviews (SLT Targets for PRSD) throughout the year; Findings will be presented in the Board of Governor annual Report.</p> | <p>Staff INSET time given to meet and discuss progress with Action Plan leaders and to communicate whole school priorities and progress made with the staff as a whole.</p> | <p>SLT with post holders. Evidence saved in One Drive.</p> <p>Evidence of activities completed against the action plans to be stored in a shared location.</p> | <p>Survey results Pupils, parents, staff (June 2018)</p> <p>Survey results Board of Governors (January 2019)</p> <p>Regular slots of time to monitor progress against the action plan priorities/activities</p> | | <p>June 2019 PRSD evidence against Aps and SLT targets.</p> <p>June 2019 – BOG Report with contributions from all areas of the school.</p> |
| <p>The senior leaders have a shared, strategic vision for school improvement leading to high quality learning, teaching, standards and pupils' care, which is communicated effectively to all participants.</p> <p>The senior leaders ensure development is informed by first-hand evidence and research.</p> <p>To collaborate with the Board of Governors, staff, staff council, student council to ensure the views of all are represented within the School Development Plan evaluation process</p> | <p>SDP is available to the Board of Governors, staff and parents. SDP priorities are discussed in the Pupil Council meetings and given to the Staff Council.</p> <p>Consultation against the priorities and achievements takes place with all stakeholders.</p> <p>The SDP using a process of self-evaluation linked closely with the ISEF criteria to establish a culture of self-evaluation and secure quality outcomes.</p> <p>Reviewed school Policies are robust and fit for purpose and have been ratified by the BOG.</p> | <p>Revised SDP made available to the Board of Governors on 1/4/19 meeting.</p> <p>Priorities on the SDP are available on the school website for parents by June 2019</p> <p>INSET for staff on SDP priorities and summary of the AP targets</p> <p>SDP priorities are used to plan agenda items of meetings chaired by Principal or Vice Principals or HoDs. Used as evidence in evaluating progress against SDP priorities.</p> <p>Prioritise the policies for review in Year 1 and execute a full review. Communicate changes to the school community for implementation.</p> | <p>SDP PDF version for staff</p> <p>Summary PDF document for school website, school council, staff council</p> <p>Current School Policies</p> <p>Regular meeting time to review, develop and agree policies to meet the school needs.</p> | <p>Principal, Board of Governors SLT Website manager – Mr Herron Student Council Staff Council</p> | <p>Term 2 – Staff INSET on revised SDP</p> <p>SDP presented to BOG at Spring meeting</p> <p>Term 3 – Evaluation process all post holders.</p> <p>Staff Development Day 27th May 2019 aspects of the SDP to be evaluated.</p> <p>Policies review and presented to the BOG at Spring and Summer meetings.</p> |

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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on pupils. | |
| Review Activity 1: Revised SDP communicated to the Board of Governors, staff, pupils & parents | Date: March/April 2019 |
| Review Activity 2: All Post holders with responsibility for aspects of the SDP priorities have produced action plans. Evidence against the identified priorities to be collated in shared folders. Principal's Report to the Board of Governor completed with all areas of school life included. PRSD targets for P, VPs and SLT reflecting the priorities identified in the school development plan | Date: June 2019 |
| Review Activity 3 School policies reviewed by the Principal and relevant staff and presented to the Board of Governors. | Date: April 2019 and June 2019 |

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| WHOLE SCHOOL EVALUATION: | |
| Success Criteria 1 Interim School Development Plan evaluated against ISEF guidelines | |
| Evidence ISEF Evaluation carried out and evidenced in the SDP final document | |
| Success Criteria 2 School Development Plan presented to the Governors for Approval April 2019 | |
| Evidence School Development Plan was presented to the BOG in the April 2019 meeting. This has also been presented to staff at INSET on 15 March 2019 | |
| Success Criteria 3 Action Plans are led by the SLT and staff are aware of their role in meeting the action points | |
| Evidence Interim meetings with the SLT in April/May 2019. Final presentation of Action Plan evaluations and supporting evidence in June 2019 | |

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| CONCLUSIONS |
| What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
| There is now a clear strategic plan for improving the learning and teaching of the pupils in St. Mary's including SEN. This is supported by a review of behaviour management, improvements in our methods of communication with stakeholders and a focus on improved attendance. |

3.2 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: Quality of Provision | | | | | |
| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> • Assessment for Learning – Feedback to Pupils. | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • Evidence that departments do not have fit for purpose policies for ongoing marking and checking of books. • Limited evidence of marking/ checking of pupil books outside of detached written feedback on specific pieces of work. • Due to ongoing industrial action, collegiate book sharing and moderation within departments is not happening. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Regular marking of Year 12 books with associated feedback provided to pupils in line with departmental expectations highlighted in Marking and Feedback policy. | <p>Approved Marking and Feedback policy in place for each department which reflects the demands of Year 12 classes.</p> <p>Year 12 pupil books are regularly marked and pupils receiving feedback in line with frequency and nature of marking detailed in departmental policy.</p> | <p>Departments review and submit, for SLT approval, their own departmental Marking and Feedback policy for ongoing book checking and feedback for Year 12s.</p> <p>HODs must clearly communicate department policy & expectations to their staff.</p> <p>Teachers will check regularly & quality assure Year 12 pupil books.</p> | <p>HoD and teaching staff time during INSET and staff meetings to review policies.</p> <p>HoD time required on an ongoing basis throughout year to monitor marking and feedback of books.</p> <p>SLT link time associated to 'book scoops' and link meetings.</p> | <p>Initial presentation to HoDs and teaching staff by VP Curriculum.</p> <p>HoDs lead the review and updating of their departmental Marking and Feedback policy and monitor ongoing book checking within their department.</p> <p>HoDs address any issues with staff.</p> <p>SLT links liaise with HoDs via link meetings and conduct 'book scoops' to determine if</p> | <p>Presentation to HoDs & staff INSET 20th June 2018.</p> <p>Departmental time to review policy on pupil work checking – 20th June 2018 / Staff meetings August 2018.</p> <p>INSET time Aug 2018 for completion & submission to SLT.</p> <p>Implementation of policy throughout academic year 2018/19.</p> <p>'Book scoops' completed in November 2018, February 2019 and April 2019.</p> |

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| | | <p>Neither detailed written feedback nor correction of all spellings is necessary however key words or repeated errors should be highlighted.</p> <p>Pupils challenged about sub-standard /missing/poorly presented work.</p> <p>Timely follow up/check by teacher – evidenced by teacher signature & date.</p> <p>HoDs to monitor on-going book checking within their dept. This can be through book submission to HoD, on-going, collegiate book sharing and moderation at Dept meetings.</p> | | <p>departmental policies are being followed.</p> <p>All Year 12 teaching staff required to follow departmental policy.</p> | |
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| TARGET(S) REVIEWING PROGRESS | |
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| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 Submission of revised departmental feedback policies to Curriculum VP | Date: September 2018 |
| Review Activity 2 Book monitoring and SLT/HoD Feedback meetings – November, February & April | Date: November 2018, February 2019 & April 2019 |
| Review Activity 3 Summative review and revised plan for 2019-20 | Date: June 2019 |

WHOLE SCHOOL EVALUATION:

| Evaluation of Year 1 Action Plans – SDP 2018-19 | | | |
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| Area of Focus: | Assessment for Learning – Feedback to Pupils | | |
| Associated Actions | Summary of what is achieved to date | Achieved (A)/ Not Achieved (NA)/ Partially Achieved (PA) | Sources/Location of Evidence used |
| Departments review and submit, for SLT approval, their own departmental Marking and Feedback Policy for ongoing book checking and feedback for Year 12s. | Departments provided with detail of what is expected in relation to the creation of a marking policy. Areas such as the nature and frequency of the feedback must be included in the policy. All departmental marking policies updated and submitted to SLT. | A | Departmental policies available to view in departmental areas on OneDrive. |
| HODs must clearly communicate department policy & expectations to their staff. | Time allocated for HoDs during INSET to formulate and communicate their marking policy with their departmental members. Revised departmental policies were discussed with SLT links. | A | Minutes from departmental meetings. Minutes from SLT/HoD Link meetings. Staff INSET agenda. |
| Teachers will check regularly & quality assure Year 12 pupil books. | Due to industrial action departments are not directly involved in Collegiate Book Discussion (CBD). SLT have been sampling work from Year 12 classes to QA feedback provided for students as per departmental policy. | A | Samples of work on OneDrive. Feedback for HoDs from SLT on QA of sampled work. |
| Neither detailed written feedback nor correction of all spellings is necessary however | This has been addressed through the sampling of work and where this is missing it is discussed with the | PA | Evident in some QA feedback sheets completed by SLT in conjunction with HoD. |

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| <p>key words or repeated errors should be highlighted.</p> | <p>HoD who in turn addresses this with subject teacher(s). In some cases sampling of work has focused on the quality of the feedback that was provided for the pupils rather than this aspect.</p> | | |
| <p>Pupils challenged about sub-standard /missing/poorly presented work.</p> <p>Timely follow up/check by teacher – evidenced by teacher signature & date.</p> | <p>Pupils have been made to redo or resubmit work, especially ARPs that have been missed and/or of a poor standard. This has been evident in some departments but not all. It has not been widely evident in the sampled feedback offered to students that issues relating to presentation/missing work/work that is sub-standard have been addressed with the pupils. Staff will be reminded of this and further sampling completed.</p> | <p>NA</p> | <p>Samples of work on OneDrive.</p> |

3.3 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: Quality of Provision, Leadership and Management | | | | | |
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| AREA FOR IMPROVEMENT: <ul style="list-style-type: none"> Enhanced Curricular Provision KS5. | | | | | |
| WHERE ARE WE NOW? <ul style="list-style-type: none"> No current provision for transition into Year 13 for pupils who do not meet the academic entrance criteria for AS studies after GCSE. The overall academic profile of the 2018-19 Year 12 cohort is significantly weaker than previous year groups and it is likely that a significant number of these pupils will not meet the entrance criteria for AS studies. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| To design and successfully introduce an alternative curricular pathway that provides pupils with a one year transition into AS Level. | <p>All pupils from our 2018-19 Year 12 cohort who meet the pastoral criteria are provided with the opportunity to make a successful transition either to the traditional Year 13 AS or a Year 13 transition year.</p> <p>Pupils who are in the new transition year have access to appropriate Level 2 subjects and timetable.</p> <p>Pupils in the transition year and those in Year 13 (AS)</p> | <p>Set up Working Group involving relevant staff to assist research and planning process.</p> <p>In conjunction with relevant Heads of Department and utilising feedback from Working Group, design and plan the subject pool and timetable allocation for each Level 2 subject for the transition year.</p> <p>Set realistic entrance criteria (expectations from GCSE) for pupils</p> | <p>Staff time for Working Group during INSET.</p> <p>Cost of staff training and CPD work with awarding bodies.</p> <p>Cover costs for above.</p> <p>Staff and HoD time planning and preparing new courses.</p> <p>Cost of additional exam entries.</p> <p>Cost of using external agencies for enrichment opportunities.</p> | <p>Research, planning and implementation led by Curriculum VP in close liaison with relevant staff – Working Group, SLT, teacher in charge of timetabling, relevant Heads of Department, KS5 Head of School, Year 13 and 14 Year Heads.</p> <p>Training and CPD work with awarding bodies will involve subject teachers and Heads of Department.</p> <p>SLT hold meetings with pupils and their parents to discuss</p> | <p>Working Group meetings during Staff Insets in first term 2018.</p> <p>Design and planning of transition year completed by February 2019.</p> <p>Communication of transition year plan to relevant staff February 2019.</p> <p>Individual meetings with pupils and parents identified as possibly suitable for transition year June 2019.</p> <p>Timetabling completed in June 2019.</p> <p>Further meetings with pupils and parents and finalisation of</p> |

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| | <p>who have failed GCSE English and/or Maths have the opportunity to repeat these subjects via timetabled classes.</p> <p>In the longer term, at the end of the transition year pupils should be in a position to successfully move on to Level 3 studies.</p> | <p>entering the transition year.</p> <p>Design both the transition year and Year 13 timetables to enable GCSE English and Maths classes for pupils who need to repeat one or both of these subjects.</p> <p>Provide students with opportunities for enrichment outside of timetabled classes. This can include relevant Work Experience.</p> <p>Effectively communicate all aspects of the transition year to all relevant stakeholders.</p> <p>Ensure that all classes provided for students during the transition year are staffed using our current staff complement.</p> | <p>Possible need for coaching qualifications.</p> <p>Possibility of overtime costs.</p> <p>SLT time meeting parents and pupils in June and August 2019.</p> | <p>admission to transition year and/or traditional Year 13.</p> | <p>pupil admissions for both transition year and traditional Year 13 after GCSE results are published in August 2019.</p> <p>Transition year commences September 2019.</p> |
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| TARGET(S) REVIEWING PROGRESS | |
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| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 Minutes from meetings from working group and SLT meetings RE AS transition | Date: September/October 2018 |
| Review Activity 2 Review of overall staffing model post options | Date: March 2019 |
| Review Activity 3 Creation of timetable and staffing of Year 13 classes – General & Applied | Date: May 2019 |

| WHOLE SCHOOL EVALUATION: | | | |
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| Evaluation of Year 1 Action Plans – SDP 2018-19 | | | |
| Area of Focus: | Enhanced Curricular Provision KS5 | | |
| Associated Actions | Summary of what is achieved to date | Achieved (A)/ Not Achieved (NA)/ Partially Achieved (PA) | Sources/Location of Evidence used |
| Set up Working Group involving relevant staff to assist research and planning process. | Working Group set up and meetings held to discuss the format of Programme of Study for the Transition Year. Ideas discussed in relation to entrance criteria, subjects offered and the structure of the programme. | A | Minutes and notes from meetings. Staff agendas. |
| In conjunction with relevant Heads of Department and utilising feedback from Working Group, design and plan the subject pool and timetable allocation for each Level 2 subject for the Transition Year. | Programme designed and communicated to all BoGs, HoDs and staff. Classes allocated and staffed for Year 1 of the Transition Programme. Parents informed about the Transition Programme with more detail to follow. | A | HoD Allocation sheets. PowerPoint presentation to HoDs. Handouts for BoGs. Staffing sheets for relevant departments involved in Year 1 of the transition. PowerPoint for pupils and parents. |
| Set realistic entrance criteria (expectations from GCSE) for pupils entering the Transition Year. | Entrance criteria set and communicated to staff. Implementation in August after GCSE results. | A | Entrance criteria outlined in PowerPoint presentations to all stakeholders. |

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| Design both the Transition Year and Year 13 timetables to enable GCSE English and Maths classes for pupils who need to repeat one or both of these subjects. | Included in the curricular offer for the pupils in Year 1 of the Transition Programme is a class for GCSE Maths and GCSE English, allowing pupils to repeat/enhance their GCSE grades in these key subjects. | A | Will be included in Nova T section of the timetable for Transition Year. Allocation sheets for English & Maths Department. |
| Provide students with opportunities for enrichment outside of timetabled classes. This may include relevant Work Experience. | We have sourced an enrichment programme (A Mind for Success) that can be delivered to the pupils over a 12-week period. Pupils in the transition class will be free for an hour every Tuesday/Wednesday afternoon. Running the programme is dependent on cost @ £1800 to be decided. | PA | |
| Effectively communicate all aspects of the Transition Year to all relevant stakeholders. | All staff are aware of the Programme with information disseminated through their HoD and Year 1 of the Programme emailed to all teaching staff after departmental allocations were sent to HoDs. All HoDs were presented with information outlining all aspects of the Programme. | A | PowerPoint presentations. Email to teaching staff. |
| Ensure that all classes provided for students during the Transition Year are staffed using our current staff complement. | Transition class is staffed on Nova T6 and ready to run from August 2019. | A | Whole School Staffing and Curriculum Audit. Timetables on Nova T6. |

3.4 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: | | | | | |
| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> • Positive Behaviour Policy – to design the school culture we want to see, to build that culture in practice with as much detail and clarity as possible & maintain that culture constantly. | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • We have in place a behaviour policy which provides the boundaries & structure of what is acceptable behaviour from all pupils. We need to review this policy in line with the training provided by EA. • Home/School Agreement in place • Comprehensive list of sanctions in place • Code of Conduct reviewed annually | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| To develop a new Positive Behaviour Policy | <ul style="list-style-type: none"> *There is a safe, secure environment for all members of the school community *Good behaviour is promoted positively and consistently *There are high levels of attendance and punctuality and engagement throughout the school *Pupils contribute actively and | <p>Audit current behaviour policy – consultation & participation in the review & development of a new policy</p> <p>Promote positive behaviour throughout the whole school</p> <p>Develop a Classroom Behaviour Management Plan for Learning</p> | <p>EA Audit template</p> <p>Pastoral Care in Schools: Promoting Positive Behaviour (2001)</p> <p>ISEF, ETI 2017</p> <p>Safeguarding & Child Protection in Schools</p> <p>Addressing Bullying in Schools Act 2016</p> <p>ESAGS 2009</p> | <p>All staff</p> <p>All pupils</p> <p>Board of Governors</p> | <p>Process will begin March 2019</p> <p>Completion by Christmas 2019</p> |

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| | positively to school life *Relationships are characterised by mutual respect, openness and trust | Review and develop our Rewards & Sanctions system Review how we acknowledge and celebrate success Define roles for subject teachers/classroom assistants/form teachers/year heads/heads of school/VP/Principal | | | |
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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 School environment to reflect the promotion of positive behaviours and values | Date: January 2019 |
| Review Activity 2 SLT staff to attend Promoting Positive Behaviour training | Date: January 2019 |
| Review Activity 3 Enhance staff presence on the lane in the morning | Date: April 2019 |

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| WHOLE SCHOOL EVALUATION: |
| Success Criteria 1: School environment enhanced to promote positive behaviour. |
| Evidence Pupils own artwork reflecting core values and positive behaviours displayed around the school. Additional posters promoting positive attitudes displayed. |

Success Criteria 2: Staff training on developing a new positive behaviour policy.

Evidence VP & HoSKS3 attended 2-day training course on developing a new positive behaviour policy.

Success Criteria 3: Daily presence of staff on the 2 main entrances to the school.

Evidence One permanent member of staff on the front lane daily accompanied by a member of SLT/PLT. Staff rota for the back lane beginning in May 2019 on a volunteer basis.

CONCLUSIONS

What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):

Through the development and production of the artwork pupils have a daily reminder of the positive attitudes we aim to instil. This is further enhanced by the presence of staff on the front and back lane, greeting the pupils in the morning and reminding them of the standards we expect of them as they start their day in St. Mary's. Staff are now engaged fully in the process of continuing to raise the overall standards of acceptable behaviour.

3.5 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: Quality of Provision | | | | | |
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| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> Differentiated Learning Support – to better meet the needs of individual pupils and improve outcome. | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Learning Support (LS) classes of one period per week operate via a half-termly programme delivered by a core team of teachers. LS classes are taught in form classes and are mixed ability. In 2017/18 the final project was not achieved due to time restrictions. Pupils do not receive a reported grade for LS. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| <p>To ensure pupils within Year 9 and 10 LS classes are sufficiently supported and challenged.</p> <p>To raise literacy and numeracy standards within the school.</p> <p>To build upon pupil mentoring programme for improved promotion of literacy and numeracy.</p> <p>Through the joint project, increase pupil awareness of how literacy and numeracy skills transfer beyond the classroom.</p> | <p>Improving levels of literacy and numeracy as measured by ARP, PTE and PTM data.</p> <p>LS teachers will be more confident in using data to inform classroom practice and pedagogy.</p> <p>Pupils will have an enhanced learning experience within LS classes and feel supported by their LS teacher and senior mentors.</p> | <p>Analysis of PTE/PTM data and comparison against previous year's results to evaluate and inform target setting/priorities for learning.</p> <p>Relevant staff examine data and where necessary make amendments to LS Programme informed by data.</p> <p>Literacy and Numeracy Co-ordinators with HoDs for English and Maths agree teaching timetable and revise resources for Term 1, with programme adapted as needed for individual classes to address common weaknesses evident through testing.</p> | <p>Financial costs for PTE/PTM and CAT4 data.</p> <p>Time for HoDs, Co-ordinators and LS tutors and teachers to meet to review data and resources.</p> <p>Financial costs for photocopying of resources.</p> <p>Financial costs for purchase of new resources.</p> | <p>Curriculum VP to co-ordinate and manage PTE/PTM and CAT4 data and liaise with SLT, HoDs and Co-ordinators.</p> <p>HoDs for English and Maths to analyse PTE/PTM data and liaise with Co-ordinators to revise LS Programme.</p> <p>Literacy and Numeracy Co-ordinators and LS Tutors to meet regularly, analyse data, support LS teachers in ensuring effective differentiation, manage the joint project and assess pupil performance.</p> | <p>Online testing of incoming Years 9 and 10 followed by analysis of data and resulting changes to LS programme completed June 2018.</p> <p>Lesson materials for the first half term distributed to LS teachers for discussion and review August 2018.</p> <p>Year 13 student mentors recruited and trained August 2018.</p> <p>Core LS team to meet at the end of each half term to review lessons and share resources for the next half term.</p> |

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| | <p>The needs of pupils will be met quickly within lessons due to effective differentiation.</p> <p>Common misunderstandings and misconceptions will be addressed to ensure pupils are better prepared for GCSE study.</p> <p>LS teachers will be supported by the Literacy and Numeracy Co-ordinators and the Learning Support Tutors.</p> <p>The annual programme will culminate in a joint literacy/numeracy project to raise pupil awareness of the importance and relevance of literacy and numeracy skills.</p> | <p>Using data, LS teachers group pupils so that those of similar ability levels are seated together.</p> <p>Lesson materials distributed to LS teachers for discussion and review on half termly basis.</p> <p>Year 13 student mentors recruited and trained as part of induction programme. Year 13s will be assigned LS classes which they will support throughout the academic year.</p> <p>Completion of CAT4 assessment for current Year 10 and analysis to include analysis of attainment (PTE/PTM) against potential (CAT 4),</p> <p>Final joint literacy/numeracy project to be completed and assessed in the last term with grades included in ARP 4 report.</p> | | <p>Subject specialists/LS Tutors to support non-specialists as required.</p> <p>Principal and Curriculum VP to observe LS classes as part of monitoring and evaluation process.</p> | <p>CAT 4 assessment for current Year 10 followed by analysis to be completed December 2018.</p> <p>Core LS team to meet and agree the Term 3 programme (joint literacy/numeracy project) during INSET days in Feb/March 2019.</p> <p>Training provided to LS teachers on assessment of final project March 2019.</p> <p>Joint literacy/numeracy project completed during Term 3.</p> <p>Assessment of final project and inputting of grades onto ARP 4 report June 2019.</p> <p>Analysis of new PTE/PTM and Cat 4 data to track improvements in target skill areas June 2019.</p> |
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TARGET(S) REVIEWING PROGRESS

- How will monitoring take place throughout the development of the Action Plan
- The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning.

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| Review Activity 1 Principal/Curriculum VP/ SLT will monitor LS classes through classroom visits and book looks. | Date: March/April 2019 |
| Review Activity 2 Interim review of LS Programme via staff and pupil voice exercises carried out by Literacy and Numeracy Co-ordinators. | Date: March 2019 |
| Review Activity 3 Evaluation of LS Programme for Years 9 and 10 with follow-up action to be taken to refine and improve for 2019/20. | Date: June 2019 |

WHOLE SCHOOL EVALUATION:

| Area of Focus: | | Differentiated Support in Literacy & Numeracy | |
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| Associated Actions | Summary of what is achieved to date | Achieved (A)/ Not Achieved (NA)/ Partially Achieved (PA) | Sources/Location of Evidence used |
| Analysis of PTE/PTM data and comparison against previous year's results to evaluate and inform target setting/priorities for learning. | All pupils tested in PTE/PTM. Data summarised in coloured class charts, explained and disseminated to all LS staff. | A | Data charts and class breakdown of PTM/PTE. PTM/PTE on SIMs mark sheets. |
| Relevant staff examine data and where necessary make amendments to LS Programme informed by data. | Programmes of study for LS reviewed and revised in light of data. Resources for these saved on OneDrive and disseminated to all LS staff and subject mentors. | A | INSET agenda. Minutes from LS meetings. |
| Literacy and Numeracy Co-ordinators with HoDs for English and Maths agree teaching timetable and revise resources for Term 1, with programme adapted as needed for individual | Areas of weakness identified on a class by class basis and tailored programmes created for groups in each class. For some classes in Mathematics whole class resources were | A | INSET agenda. Minutes from LS meetings. |

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| classes to address common weaknesses evident through testing. | developed and used for algebra as it was identified as a common weak area. | | |
| Using data, LS teachers group pupils so that those of similar ability levels are seated together. | Grouping has worked well in some of the classes but not all. Where common resources are being used, the support of senior students has helped weaker students in completing the set tasks. | PA | INSET agenda. Minutes from LS meetings. Breakdown of class groupings. |
| Lesson materials distributed to LS teachers for discussion and review on half termly basis. | All lesson materials are available on OneDrive for LS staff. They have been reviewed once so far this year and feedback from LS staff has been taken on board and resources updated. These will be further reviewed in light of new data for pupils in June and with the information from combination reports from CAT4/PTM/PTE. | PA | Resources on OneDrive |
| Year 13 student mentors recruited and trained as part of induction programme. Year 13s will be assigned LS classes which they will support throughout the academic year. | HoS for Year 13 & 14 recruited and met with all subject mentors. Timetables were created. Expectations/rules/course content disseminated to pupils. Pupils provided support during LS classes as directed by the LS teacher. | A | Timetables for senior mentors. Minutes from meeting with senior mentors and guidance provided. |
| Completion of CAT4 assessment for current Year 10 and analysis to include analysis of attainment (PTE/PTM) against potential (CAT 4), | To be completed for new Year 8 pupils in September. Use of combination report (CAT4 compared to performance in PTE/PTM) to help identify pupils with specific learning needs in literacy and numeracy. | NA | |
| Final joint literacy/numeracy project to be completed and assessed in the last term with grades included in ARP 4 report. | To be completed in the third term after Easter. | NA | |

3.6.1 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: | | | | | |
| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> • Communication with all stakeholders – Review and refresh the school website as an effective method of informing parents and the wider community about life in St. Mary's. (Leadership & Management, Care & Welfare) | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • Current Website inadequate both in content and in functionality. Gaps in menu tabs and content. • Functionality has not married with what was proposed by service provider – difficult to manage and limited access to site map. • Service package has expired with provider • New format and website provider being researched to meet the needs of the school • Facebook and Twitter vibrant and successful as a means of communication and celebrating success | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| <p>Research school websites and identify format which would meet the needs of the school – Visit school and meet website manager</p> <p>Establish a modern and informative website which promotes the school.</p> | <p>Functionality of proposed website is in line with the needs of the school</p> <p>Visit to host school/website provider will address informed questions about functionality of website based upon experience of good practice and areas for improvement</p> <p>Possible staff voice on proposed website style</p> | <p>Research existing websites</p> <p>Arrange site visits to speak with website manager (school) and service provider</p> | <p>Adequate time provided for research phase</p> | <p>RH, SKY</p> | <p>To March 2019</p> |

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| Collate material from HoDs and postholders to populate new website | Ongoing population of web folder in staff area | Communicate to staff at INSET Email guidelines to all staff Create folder in staff area and populate with existing departmental and other post-holder web material Identify other areas for website not previously created MER progress | Adequate time provided to departments during INSET Time provided to post-holders for creation of new material and/or updating of pre-existing material | ELT, SLT, HoDs, post-holders, all staff | To Feb 2019 |
| Agree new website, site map (tabs, drop down menus etc) and populate site with material | New website design to meet the needs of the school for clear communication of school information, celebration of success and easy access to material by parents. | Clear site map to be drawn up. Menu tabs and sub tabs to be proposed and agreed Format of front page and image slideshow to be agreed Support from website builder to be clearly agreed. Provisional final website to be accessed by staff for consultation and review | Financial, time, IT | RH, SLT, HoDs, Post-holders | To June 2019 |
| Training on website management to be provided to ICT | Team adequately trained to update, populate and manage website and its key areas | Training to be provided by website host/provider to RH and team of website administrators including Stephen Smart | Financial, adequate time | RH, Internal Communications Team, possible HoDs | To June 2019 |

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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 – Research and identify new website format Meeting with SKY, update on website research – arrange meeting with host school | Date: post-mid-term February 2019 |
| Review Activity 2 – Collate website material MER staff Web folder and communicate any concerns with HoD and post-holders | Date: 25th February 2019 |
| Review Activity 3 Agree new website site-map - Present proposal for consultation @SLT and all staff | Date: Easter 2019 |
| Review Activity 4 – Training on website management to be provided to ICT Post-training, evaluation to be completed and follow-up training provided as and when necessary | Date: June 2019 |

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| WHOLE SCHOOL EVALUATION: | |
| Success Criteria 1 – Website function and design meets the needs of the school | |
| Evidence Concept Document illustrates the website design and functionality to be appropriate to the proposed needs of the school. Concept document was discussed by RH, SKY and RH attend meetings at Wibble offices to clarify aspects of the website design. Confirmation of such changes were confirmed in email. Further research has been carries out by RH to impliment a synchronised calendar system across all staff which it is hoped can be linked to the school website. Research and trials are ongoing in relation to the possibility of synchronising with the website. Sharing permissions via C2K are being investigated. | |
| Success Criteria 2 – Ongoing population of staff web material folder | |
| Evidence Staff folder populated on Staff area. Some areas of responsibility are being updated to be current when the new website is ready to be populated. Folder contents displayed in screen grab and can be accessed at any time. | |
| Success Criteria 3 - Agree new website, site map (tabs, drop down menus etc) and populate site with material | |
| Evidence Email trail of correspondence between RH and Wibble. Fine tuning of Concept document confirmed after a number of meetings. Basic structure of website agreed and menu modifications can be applied at any time. Material is ready to be uploaded to the site as soon as the site has been constructed. | |

CONCLUSIONS**What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):**

It is too early to assess the impact as the site is still under construction. All evidence to date from meetings and the production of the Concept document would suggest that the content and the functionality of the website will meet the needs of the school, be practical in its functionality, and will enhance not just the promotion of the school, but the access to information for parents. If the synchronisation of the calendar is successful, this will give parents and friends of the school a daily calendar of school events.

3.6.2 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: | | | | | |
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| AREA FOR IMPROVEMENT: | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • School publications | | | | | |
| <ul style="list-style-type: none"> • Existing Prospectus to be updated due to the appointment of the new Principal • Staff handbook is available in staff area but needs to be updated to reflect changes to procedures. • Homework diaries are tailored to each Key Stage. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| New Prospectus | <p>Production of new prospectus.</p> <p>New version of prospectus available in PDF version for the school website.</p> | <p>Review of the existing prospectus – content, layout and photographs.</p> <p>Discussion of existing prospectus with SLT (see SLT minutes).</p> <p>Discussions about content and use of photographs for new prospectus (MDL and SKY).</p> <p>Initial meeting with printers (Shanway).</p> <p>Organisation of photographer (several sessions), organisation of pupils and activities to be photographed.</p> | <p>Photographer</p> <p>Shanway Printers</p> <p>Time</p> | <p>MDL, Principal, SLT</p> <p>MDL, SKY</p> <p>MDL, SKY</p> <p>MDL, subject teachers, HoDs</p> | <p>Complete by mid-December 2018. To be printed by mid-January 2019.</p> |

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| | | <p>Regular email contact plus meetings with graphic designer during design of prospectus.</p> <p>Consultation with SKY regarding final version of prospectus.</p> <p>Collation of additional material in supplementary booklet to be printed by Shanway.</p> | Time | <p>MDL</p> <p>MDL, SKY</p> <p>Anne-Marie Collins, MDL</p> | |
| Updated version of staff handbook. | New version of handbook. | <p>Audit and reorganised of existing handbook.</p> <p>Discussion of handbook at several SLT meetings.</p> <p>Amendments made to reflect current procedures. Links made to school policies to be read in conjunction with the Staff Handbook.</p> | <p>Existing handbook</p> <p>Time during SLT meetings</p> | <p>MDL</p> <p>SLT</p> <p>MDL</p> | By June 2019 |

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| | | PDF version of handbook. | | Stephen Smart | |
| Homework Diaries to include relevant material and inserts to support pupil learning and engagement. | Updated homework diaries. | Review of existing homework diaries. Discussion at PLT. Opportunity for form teachers to discuss pupils' views on what extra material they would find useful in the homework diaries. | Time during PLT meeting. Form period | PLT Form teachers | By June 2019 |
| Promotional material | 'Flyer' Pop-up posters | Organisation of photographer. A range of activities and groups of pupils to be photographed. Photographs to be used to produce a promotional 'flyer' about the school. Meetings with Shanway (Printers). Appropriate text to be written to reflect the school's aims and pupils' experiences. Pupils to be given opportunity to write comments for the | Photographer Rooms/venues Rota cover | SKY, MDL MDL, HoDs, subject teachers MDL, SKY MDL MDL | By June 2019 |

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| | | <p>'flyer'. Input from Years 8, 11 and 13).</p> <p>'Flyer' to be printed.</p> <p>Photographs to be used on pop-up posters to advertise the school. Design to be agreed.</p> | | <p>MDL</p> <p>MDL, SKY</p> | |
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| TARGET(S) REVIEWING PROGRESS | |
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| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 Prospectus | Date: January 2019 |
| Review Activity 2 Staff Handbook | Date: June 2019 |
| Review Activity 3 Homework Diaries | Date: June 2019 |
| Review Activity 4 Promotional Material | Date: June 2019 |

| WHOLE SCHOOL EVALUATION: |
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| Success Criteria 1 <ul style="list-style-type: none"> • New prospectus printed in advance of the January Open Night |
| Evidence <ul style="list-style-type: none"> • Prospectus, minutes from SLT meeting, new supplementary booklet. |
| Success Criteria 2 <ul style="list-style-type: none"> • Staff Handbook updated to include new procedures. |
| Evidence <ul style="list-style-type: none"> • Staff Handbook, minutes from SLT meetings re: discussion of the handbook |

Success Criteria 3

- **Updated homework diaries ready for September**

Evidence

- **Diaries – include amended Home/School Agreement, Code of Conduct, Every School Day Counts plus updated Careers information**
- **Form Teachers/pupils given opportunity to make suggestions about what should be included in the diary**

Success Criteria 4

- **Promotional material produced: flyer plus pop-up posters**

Evidence

- **New set of photographs for use in promotional material and new website**
- **Flyer for distribution to P6 pupils**
- **Pop-up posters design for use at school events/outside visits**

CONCLUSIONS

What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):

Communication with all stakeholders enhanced. Parents working in partnership with the school in the choice of school to best meet their son's requirements, and in their son's learning once enrolled.

3.7 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: 10 - TO RAISE LEVELS OF PUPIL ATTENDANCE | | | | | |
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| AREA FOR IMPROVEMENT: <ul style="list-style-type: none"> Working to raise the attendance levels of our students in line with the Grammar School average of 95% Addressing ways to continue regular attendance audits despite union directives to staff Reward system pilot programme for good attendance | | | | | |
| WHERE ARE WE NOW? <ul style="list-style-type: none"> Baseline figures for our last three school years - August 2017 – June 2018 - 93.7% August 2016 – June 2017 - 94.8% August 2015 – June 2016 - 93.6% EWO support is very welcome but many referred students are placed on monitoring and removed from the EWO caseload after a short period of improvement which is often not sustained by the pupil post-referral closure. We have well developed standardised attendance procedures and information on the staff network but industrial action has limited Form Teacher engagement | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Effectively monitor attendance rates | <p>Monthly evidence/attendance data will be available on Staff network</p> <p>FTs will have monthly absence letters up-to-date & appropriately filed for HoY/SLT/EWO analysis & audit</p> | <p>To continue with the HoY Audits for EWO analysis</p> <p>To regularly remind FTs of the protocols for attendance</p> | <ul style="list-style-type: none"> Attendance data Standardised HoY audit sheets Staff Network – Attendance Folder | <p>SLT – Attendance</p> <p>Heads of School</p> <p>Heads of Year</p> <p>Form Teachers</p> | Monthly |

| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
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| Identify and address enhanced ways to improve attendance | FTs will submit completed audits Rewards system for pupils – positive engagement by Yr8 form classes | Introduction of rewards system pilot for Yr 8s to encourage attendance Re-introduce Form Teacher monthly audits (to be carried out with time provided during INSET) Develop a standardised parental/pupil interview sheet for use by FT/HoY/HoS as required HoYs to continue to address punctuality as Assembly item Use of EA Attendance Award Scheme (as appropriate) INSET days – time built in for HoYs to interview/telephone parents about attendance issues Academic Underachievement Officer to take a role in attendance linked to underachievement (Liaison with HoYs) | <ul style="list-style-type: none"> • Break time passes • 100% attendance lists • Form Teacher Audit Document • INSET Slot • Interview Sheet • Assembly time • School social media – celebrating pupil attendance – awards etc | SLT Attendance Heads of School Heads of Year Form Teachers Academic Underachievement Officer | Rewards – Half termly Monthly audit INSET time |

| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
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| Identify and address enhanced ways to improve punctuality | <p>Punctuality levels will have improved across the Year groups – Evidenced by the number of DTS/Suspensions</p> <p>HoS/HoY morning monitoring should identify less pupils arriving late</p> | <p>To monitor daily late arrivals – HoS & HoY stationed at top of lane & ER Compound from 9am</p> <p>FTs to analyse & identify monthly to HoY medical & genuine lates Vs casual punctuality issues</p> <p>HoYs to run monthly punctuality audits and set DTs etc as per school guidelines</p> <p>HoYs to continue to address punctuality as Assembly item</p> | <ul style="list-style-type: none"> Daily 9am – 9.10am slot supervised by HoS & HoY Assembly time | <p>Heads of School</p> <p>Heads of Year</p> <p>Form Teachers</p> | <p>Daily</p> <p>Monthly</p> |
| TARGET(S) REVIEWING PROGRESS | | | | | |
| <ul style="list-style-type: none"> How will monitoring take place throughout the development of the Action Plan The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | | | | | |
| Review Activity 1 Form teachers will collect notes for monthly retention by HoY Monthly attendance data will be emailed to staff & put on Staff Network HoY Attendance audits made available for EWO/SLT meetings | | | | Date: On-going throughout the academic year | |
| Review Activity 2 Half-termly pupil rewards & Certificates presented at Yr 8 assembly | | | | Date: On-going throughout the academic year | |

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| FT audits completed during INSET (Not Completed as INSET time did not match audits) Attendance meeting sheets available for EWO perusal | |
| Review Activity 3 HoY/HoS monitoring in designated areas Monthly punctuality audits generated by HoY & explanations furnished by FTs | Date: On-going throughout the academic year |

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| WHOLE SCHOOL EVALUATION: |
| Success Criteria 1 Monthly evidence/attendance data will be available on Staff network FTs will have monthly absence letters up-to-date & appropriately filed for HoY/SLT/EWO analysis & audit |
| Evidence The “Staff” area of the school network contains detailed monthly reports on attendance for each year group. This monthly data is broken down into both Form class analyses for that calendar month only and a running total from August to the end of that month. The data also includes an explanation sheet of what the monthly percentage attendance equates to with regard the number of days absent that month. Heads of Year continue to take responsibility for ensuring that their form teams collect and collate absence letters on a monthly basis. The respective Heads of Year were tasked with completing an audit for each EWO attendance visit. This formed the basis of conversations between the SLT attendance staff member and our EWO on the decision to refer or defer students to the Education Welfare Service. |
| Success Criteria 2 Rewards system for pupils – positive engagement by Yr8 form classes |
| Evidence 100% attendance records were analysed and produced for each Year 8 Form Class on a half-termly basis. The class with the most 100% attendance pupils that half-term had individual certificates printed for each 100% attender. Each student was also given a break time tuck shop reward pass for one free break on the day of their choice. Attendance levels were reset at the next half-term to encourage all pupils, regardless of their previous half-term total, to strive for full attendance. The Head of Year 8 was furnished with half-termly lists, certificates and reward passes and requested to make this an assembly theme with the students to both publicly acknowledge and reward the winners whilst encouraging the other students to achieve this. Pupils reported that they liked this initiative and developed a competitive nature and form team spirit to try to win the reward for the next half-term. |

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| Success Criteria 3 Punctuality levels will have improved across the Year groups – Evidenced by the number of DTS/Suspensions HoS/HoY morning monitoring should identify less pupils arriving late |
| Evidence The HoY monitoring has anecdotally identified less pupils arriving late but there are still large numbers of punctuality issues which will continue to be addressed in the next stage of the action plan. As part of the SDP staff consultation a text service to parents has been suggested which could make parents more immediately aware of late arrival and absenteeism. |

The “Lates Matrix” document unfortunately does not point to an improvement but a worsening level of punctuality as the school year progresses especially in Yr10/12/13/14.

CONCLUSIONS

What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):

Attendance is closely monitored and allows all members of staff immediate access to data for that school year and for the previous years. It is held in a central online location and is produced in an accessible and meaningful format.

The Year 8 reward programme was a success and will also be rolled out to Year 9 for the 2019/2020 academic year

The punctuality sanction programme is very robust but the level of “lates” worsened as the year proceeded and continues to need addressed.

3.8 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: |
| AREA FOR IMPROVEMENT: |
| <ul style="list-style-type: none"> To review the provision and map the use of ICT in the classroom (including e-safety) and provision/ demand in study areas in order to improve the student experiences and raise attainment levels. |
| WHERE ARE WE NOW? |
| <p>Hardware Provision</p> <ul style="list-style-type: none"> 370 C2k PC/Laptops (230 managed and 170 unmanaged) All classrooms are equipped with <ul style="list-style-type: none"> A C2K PC/Laptop Data Projector with Interactive Whiteboard or Samsung TV Maintenance Identified <ul style="list-style-type: none"> New ICT suite required to meet current demands Updated infrastructure needed to enhance facilities (includes furniture/network cabling & switches) <p>Use of ICT in the Classroom</p> <ul style="list-style-type: none"> 1 discrete ICT period per week for students in years 8 – 10 where most classes taught by non-specialist teachers. Schemes of work across the KS3 curriculum have embedded tasks with 'Desirable Features' intended to assess Using ICT Levels of Progression. Industrial action has limited the coordination and assessment of this. <p>E-Safety</p> <ul style="list-style-type: none"> All staff, students and parents signed up to e safety policy (2017). 1 module of e-safety embedded into each year of KS3 ICT curriculum. E-safety awareness built into year 13 Induction <p>Provision/Demand in Study Areas</p> <ul style="list-style-type: none"> 18 PCs in study areas (10 in Library Study, 8 in ER study) of which currently 8 are unreliable and facing disposal by the end of the year due to hardware limitations and constant maintenance. Library study PCs available to students from 3.15-5.30pm daily |

| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
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| Enhanced Hardware Provision | Audit of location & installation of devices by August 2018 | <ul style="list-style-type: none"> • Refresh of 54 current C2K PCs • Retention of 51 PC to distribute to other areas • New ICT room to be created • Enhanced Provision in Student Study Areas | <ul style="list-style-type: none"> • 54 new PCs • Building/maintenance to equip new ICT suite • Replacement furniture in some ICT suites • Relocation of DC5800 PCs around the school. • Technician time to set up/relocate hardware | GOC/OC/SS/DF | January 2019 – September 2019 |
| E-Safety awareness at KS4 | <p>FT discussion & feedback to relevant staff.</p> <p>Student evaluation questionnaires.</p> | <ul style="list-style-type: none"> • Seminar has been planned for April 9th to deliver awareness of E-safety and online bullying. • Liaise with Head of KS4 to embed E-safety awareness into KS4 pastoral programme. | <ul style="list-style-type: none"> • Liaise with External agency 'The Prime Agency' and pay for in-school production. • Time to meet with HoS • CEOP training materials | OC/RH | <p>Planning May/June 2019</p> <p>Implement 2019/2020</p> <p>Evaluate June 2020</p> |
| Ensure that we develop pupils' cross- curricular skills of ICT | ICT Tasks embedded into all schemes of work KS3/KS4 | <ul style="list-style-type: none"> • Use SLT link meetings to analyse whole school SOWs checking for ICT provision. • Distribute examples of good practice in the use of ICT. • Ask HODs to include evidence of ICT | <ul style="list-style-type: none"> • Links with other schools • Analysis of ICT needs to deliver these new tasks. • Planning provision for increased demand. • CCEA examples of good practice | GOC/OC/HODs/SLT | Feb 2019-June 2019 |

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| | | provision 2019-2020 SoWs. | <ul style="list-style-type: none"> • Training provided to HoDs/nominated departmental staff | | |
| Planned review for refresh of unmanaged Devices | Equipment in key departments is well maintained and meets curricular demands. | <p>Analysis of hardware performance in departmental ICT Suites (MIA, Sports Studies, Technology).</p> <p>Identify opportunities for software/hardware upgrades to improve machine performance.</p> <p>Establish costs for replacement hardware if required.</p> | <p>Technician time.</p> <p>GOC time to liaise with relevant HODs to establish needs.</p> <p>DF time to establish C2K costs.</p> | GOC/DF/OC/SS | Begin in Summer Term 2019 |

TARGET(S) REVIEWING PROGRESS

- How will monitoring take place throughout the development of the Action Plan
- The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning.

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| Review Activity 1: Audit of replacement resources. | Date: June 2019 |
| Review Activity 2: Analysis of student questionnaires after e-safety presentation. | Date: April 2019 |
| Review Activity 3: Audit of 2019/2020 SoWs. | Date: June 2019 |

WHOLE SCHOOL EVALUATION:**Success Criteria 1 –**

- Planning document completed and returned to C2K after liaising with GOC.
- New HW arrived and installed in April 2019 (27 PCs retained to be installed in E15 by SS during summer break)
- Retained HW currently being upgraded to Windows 10
- Cabling requirements for E21 have established and sourced. Work to begin imminently (June/July 2019).
- Installation E21 furniture (benches/chairs) to take place in July/August in preparation for MAC PCs ready for new term.
- Retained C2K HW relocated to Sport/MIA/Technology to enhance provision.
- GOC currently liaising with HODs to establish future needs.

Success Criteria 2 -

- All year 11 students took part in E-safety awareness presentation on 9th April.
 - Questionnaires forwarded to a class group of year 11 students.
 - Overall opinions of students can be summarised as:
 - Students appreciated the novel style of presentation in the form of a rock band delivery.
 - Students did agree that they should always review their behaviour/activities online and be informed of latest developments/risks.
 - Students in general said that the band did highlight some of the risks for young people online and most said that they needed to do more to protect themselves.
 - Students in general felt that there could have been more clear guidance about recommended actions that they themselves could take after the presentation in order to protect themselves online/manage their own e-safety.
 - They felt that the material presented should have included real-life scenarios/examples which they could relate to at their age.
 - Verbal feedback from staff who attended the presentation supported the feedback from the students in terms of the value of the message delivered but they also felt that the band were more interested in promoting themselves to a captive audience of teenagers than in delivering e-safety awareness.
- Overall goal of enhancing e-safety has been partially achieved.

Success Criteria 3 –

- GOC will audit HoDs to establish how ICT is embedded into KS3 SoWs.
- GOC/OC to liaise with HoDs in term 1 for new year to assist HoDs to enhance SoWs.
- OC has established bank of sample tasks for distribution to HODs

CONCLUSIONS**What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):**

- Enhanced awareness among KS4 students about e-safety has been evidenced in the questionnaires.
- C2K planning document has been completed and is currently being implemented.
This work will be fully completed prior to the start of the new academic year 2019/2020.
This increase in provision should have a positive effect on teaching and student learning throughout the school.
- In the absence of taught year 8 ICT classes, student provision and experiences will be more subject specific, genuine and applied throughout the curriculum as evidenced in SoWs.

3.9 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: Special Educational Needs | | | | | |
| AREAS FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> To improve the environment for those pupils on the special educational needs register; To implement SEN statutory amendments and monitor and enhance curricular provision and outcomes for learners with special educational needs; To improve CPD opportunities for SEN staff | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Pupils with SEN have a limited space to use within the AEN room when need arises. The SEN room has become a multi-function room, being used to accommodate pupils requiring time-out; diagnostic assessments; counselling; visits from the AAIS team and a quieter study area for Post-16 pupils so they can engage in a dialogue with their classroom assistant. It is recognised that the SEN Team require a designated base for purpose, to best support the needs of learners in a safe and nurturing environment so that pastoral provision and learning outcomes for SEN pupils can be enhanced. Planning is on-going throughout the academic year 2018-19 to ensure the teaching staff, classroom assistants, parents and pupils are informed and prepared for the implementation of SEN statutory amendments and improved curricular provision and outcomes for learners with identified SEN. All classroom assistants avail of Level 1 training in ASD through the EA Autism Advisory and Intervention Service (AAIS) but more training is required to ensure staff are able to support pupils with a diverse range of needs so that outcomes can be improved. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Improved professional identity for SEN support staff and improved collegiality within the department to enhance the experiences and outcomes for SEN pupils. | <p>Pupils will recognise SEN staff as contributors to their academic, emotional and social development.</p> <p>SEN staff have increased accountability for the outcomes achieved by SEN pupils.</p> | <p>Sept 2018: SEN team to meet with parents of pupils with Statements of SEN in advance of producing PLPs for current academic year.</p> <p>Sept 2018: Designated period on all SEN staff timetables for weekly</p> | <p>SEN Training Audit</p> <p>PLPs</p> <p>Preparing for Success resource</p> <p>SEN meeting agendas and minutes</p> | <p>Principal</p> <p>Pastoral VP</p> <p>SENCo</p> <p>Classroom Assistants</p> <p>Learning Tutors</p> | <p>Process will commence September 2018</p> <p>Completion by August 2019</p> |

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| <p>SEN team will be upskilled to achieve more effective deployment in improving provision</p> <p>Staff are appropriately qualified, trained and experienced and have the necessary expertise to meet the needs of learners.</p> <p>The skills and expertise of the SEN team is recognised with opportunities to share best practice with all members of staff</p> <p>Leaders develop effective links and collaborative partnerships with a wide range of stakeholders and external bodies to support learning and teaching</p> | <p>SEN staff have valuable input into staff awareness training of SEN needs and their expertise and experience is recognised by teaching staff.</p> <p>Regular meetings between the SENCo and SEN team to build cohesion and vision</p> | <p>team meetings to improve collegiality and responsibility amongst staff in supporting the SENCo.</p> <p>Nov 2018: Preparing for Success resource used with KS3 pupils to review ARP 1 outcomes and target set for ARP 2 performance.</p> <p><u>Training Calendar for SEN team:</u> Oct 2018: new CAs completed ASD training delivered by AAIS SENCO attended EA training on SEN changes Two team members attended ADHD training Nov 2018: member of SEN team attended Raising Resilience Conference at QUB December: SENCo completed specialist assessor training (CCET and ATT delivered by ERIM)</p> | <p>ISEF: Post Primary and Special Education Framework</p> <p>EA documentation regarding SEN changes</p> <p>Monthly SEN report produced by SENCo for Pastoral VP</p> <p>WBALC – time for CAs to visit colleagues in other schools</p> | <p>All staff</p> | |
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| | | <p>Jan 2019: SENCo delivered risk management training to SEN team and disseminated details of SEN changes and discussion of implications for the SEN team and school based provision.</p> <p>Jan 2019: 6 SEN staff attended ICT training delivered through WBALC</p> <p>March 2019: two members to attend dyslexia training</p> <p>April 2019: two members to attend training on working with pupils with low processing scores</p> <p>Following training there is an opportunity for dissemination of information at weekly SEN team meetings.</p> <p>Term 2/3: SENCO has established links within the WBALC and has arranged for CAs to visit neighbouring schools to help enhance their own practice and</p> | | | |
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| | | witness the use of ICT to support SEN learners. August 2019: AEN training/update for all staff. | | | |
| The pupils who have special educational needs or additional learning needs achieve standards in line with or above the appropriate learning goals set for them; | At KS3, PTE and PTM data is used to identify target areas for development within literacy and numeracy. Learning Support Tutors target pupils and, in consultation with SENCo devise programme to address identified needs. At KS3, ARP tracking data shows that, with reasonable adjustments, pupils with SEN are performing in line with identified teacher target grades. At all key stages PLPs and review meetings, allow for the identification of personal targets to ensure each pupil is supported in their journey to success. | Analysis of PTE/PTM/CAT4 and ARP data. Termly reviews of PLPs and pupil targets by SENCo. Monthly reviews by CAs are shared with SENCo Half-termly reports produced by CAs are discussed with pupils and inform ongoing monitoring and evaluation. Informal communication between SENCo and subject/form teachers to ensure SEN pupils are well supported and meeting expectations. Subject teachers share long and short | PTE data PTM data CAT 4 data ARP data PLPs CA reports Emails between SENCo and subject specialists | Principal Pastoral Vice Principal Curriculum Vice-Principal SENCo Classroom Assistants Learning Support Tutors All staff | Ongoing |

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| | <p>Improvements made over the past 3 years which show stated pupils at KS4 are achieving outcomes which are in line with or exceeding their peers, will continue.</p> <p>There will be an improvement in the outcomes achieved by stated pupils at Post-16 so that they are performing in line with or exceeding the targets identified.</p> <p>Curricular changes will offer alternative pathways which might be more suitable for SEN students.</p> | <p>term planning with CAs to ensure challenges can be pre-identified and appropriate reasonable adjustments made to enhance the learning for SEN students.</p> | | | |
| <p>The needs of individual pupils on the special educational needs register, inform the development and effective implementation of individualised educational programmes</p> <p>The school is implementing</p> | <p>SENCo has attended EA training and is supported by SLT and ELT in preparing for SEN changes, including the roll out of a standardised PLP</p> <p>Staff training has been delivered to disseminate the SEN changes</p> | <p>SENCO attends EA training and disseminates information to SLT/ELT to plan effectively for implementation (completed Nov 2018)</p> <p>SENCo produces letters for parents:</p> | <p>Time for SENCo to attend training</p> <p>EA sub cover provided for SENCos to be taken by 31st March 2019</p> <p>Letters sent to parents informing them of SEN changes</p> | <p>Principal</p> <p>Pastoral Vice Principal</p> <p>SENCo</p> <p>Classroom assistants</p> <p>Office staff</p> | <p>SENCo training – Oct 2018</p> <p>SENCO presentation to SLT/ELT – Nov 2018</p> <p>Communication with parents: Feb – March 2019</p> <p>Annual Review Meetings: Feb-March 2019</p> |

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| <p>changes to SEN Code of Practice and staff are aware of and meeting statutory requirements</p> | <p>Effective communication has taken place with parents to inform them of SEN changes and clarify any implications for their child.</p> <p>There is a separation of SEN and medical needs with staff responsibilities clearly defined</p> <p>Improved storing and sharing of SEN information on SIMS, including copies of statements and professional/medical reports and PLPs.</p> | <p>Stage 1: February 2019 Stages 2/3/4: March 2019 Stage 5: Will be communicated at Annual Review Meetings with support from EA staff.</p> <p>Admin staff upload SEN information to SIMS.</p> <ul style="list-style-type: none"> - Begin with uploading of statements in Feb 2019 | <p>Monthly SEN report to Pastoral VP will track progression and actions taken</p> | | <p>Uploading of SEN information: Feb 2019 – August 2019</p> |
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| <p>TARGET(S) REVIEWING PROGRESS</p> <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| <p>Review Activity 1 Separation of SEN and Medical Registers</p> | <p>Date: May 2019</p> |
| <p>Review Activity 2 A Barr to complete Level 7 Specialist Assessor Training (CCET and AAT)</p> | <p>Date: June 2019</p> |
| <p>Review Activity 3 Updated PLPs and pupils' SEN information uploaded to SIMS for teacher access and consultation</p> | <p>Date: June 2019</p> |

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| <p>WHOLE SCHOOL EVALUATION:</p> |
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| Success Criteria 1: Achieved |
| Evidence: SIMS SEN and Medical Registers |
| Success Criteria 2: Achieved |
| Evidence Certificate issued by ERIM (awaiting receipt) JCQ Inspection report (January 2019) |
| Success Criteria 3: Achieved |
| Evidence Linked Documents in SIMS |

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| CONCLUSIONS |
| What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
| <ol style="list-style-type: none"> 1. The separation of the SEN and Medical Registers has reduced the number of pupils requiring PLPs. Currently, 86 pupils are on the SEN register and requiring a PLP. The new SEN and Medical categories have replaced the old descriptors and information has been revised on SIMS as directed by EA. This separation of registers has resulted in a more manageable number of students identified as requiring specific support within lessons to meet identified targets. The SEND Act (2016) has a proposed implementation date of September 2020. The priority next year will be to roll out the revised Code of Practice and the 3 SEN Stages. 2. The specialist training received by Mrs Barr means that St Mary's currently has two qualified specialist assessors. This has allowed for improved response to concerns reported by teachers and more pupils have availed of diagnostic testing to determine barriers to learning and specific supports or Access Arrangements required. St Mary's successfully passed the JCQ Access Arrangements inspection in January 2019. 3. Subject teachers now have immediate access to SEN documentation for identified SEN pupils. Statements, Educational Psychology reports and PLPs can be accessed by teachers and consulted to improve their knowledge of SEN pupils and to familiarise themselves with recommended strategies to support learners. The priority this term has been for the AEN team to upload the relevant information, update the PLPs and capture the voice of the SEN student and their parent(s). Next year, staff will be trained in accessing and using the relevant information within SIMS. Consequently, subject teachers should have an increased awareness of pupils on the SEN Register who legitimately require specific provision and be cognisant of these students when planning for learning and producing lesson resources. |

3.10 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

| AREA OF RESPONSIBILITY: | | | | | |
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| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> The taught Personal Development Programme | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Variety of elements of Personal Development Programme delivered through lessons in RE, LLW, Science, Careers and Form Period. Outside speakers/agencies add to the Programme through Year Group assemblies and workshops. Personal Development Programme in place for KS3. Personal Development material is available for KS4 and KS5. Induction/Transition Programmes in place for Years 8, 11 and 13. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Development of appropriate resources for Years 8, 11 and 13 which can be delivered during form period. | Resources for the targeted Year Groups identified and produced in appropriate format. Appropriate time given for PLT meetings to discuss the existing programmes and to produce new materials. | Audit existing resources. Identify key pastoral themes/issues for inclusion in the updated resources. Key aspects of the ERST Charter and elements of the ER Ethos to be considered when designing the Programmes. | PLT to be given adequate time to audit existing materials and identify areas for inclusion in the new programmes. Existing Personal Development booklets for KS3. Growth Mindset materials. Materials from outside agencies. | PLT, SLT, Year Heads, Form teachers, Subject Teachers, LLW Co-ordinator, HoD RE, Careers Adviser, School Chaplain. | End June 2019. Programmes to be delivered from September 2019. |

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| | <p>Time given during INSET for Form Teachers and Year Heads to meet.</p> <p>Pupil and staff voice exercises.</p> <p>Form teachers of Years 8, 11 and 13 will explore the resources with their classes during from period.</p> <p>Timeline for delivery of key aspects of the Programmes is followed by all form teachers in Years 8, 11 and 13.</p> | <p>Form teachers to be given time during INSET days to contribute to the resources. (Year Head to lead discussion)</p> <p>Material will be included to focus on:</p> <ul style="list-style-type: none"> a) positive behaviour b) independent learning c) positive mental health d) building resilience e) bullying/cyber-bullying f) e-safety g) Substance misuse. <p>Use of PASS data to identify pupils in need of emotional support</p> <p>Timeline for the delivery of key aspects of the programmes.</p> | <p>Appropriate time set aside during INSET days for Pastoral Meetings in order to allow form Teachers to contribute to the Programmes.</p> | | |
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| WHOLE SCHOOL EVALUATION: |
| Success Criteria 1: Year 13 pastoral programme developed |
| <p>Evidence Pastoral programme Minutes from Staff Development Day meetings on 27th May 2019</p> |

Pastoral materials developed for use with all form classes in September

Success Criteria 2: Form teachers given opportunity to discuss the quality of the taught pastoral programmes

Evidence
Minutes from Staff Day 15th March 2019.

Success Criteria 3 All staff given the opportunity to discuss values, rules and responsibilities in relation to the new Promoting Positive Behaviour Policy which will be explored with pupils during the taught pastoral programmes in September 2019.

Evidence
Minutes from Staff Development Day meetings on 27th May 2019.

CONCLUSIONS

What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):

Staff in process of reviewing and rewriting pastoral programmes.

3.11 St. Mary's Christian Brother's Grammar School – Action Plan Year 1 Sept 2018 – June 2019

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| AREA OF RESPONSIBILITY: Professional Development of Staff | | | | | |
| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> To develop CPD opportunities for all staff but particularly at middle management level. | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Staff CPD delivered primarily through planned INSET based on necessary training to address areas for improvement in current SDP. CPD opportunities with exam boards provided for HoDs and subject teachers– agreement trials/moderation/information days on revised specifications/curricular information days. Some but limited staff development opportunities for middle/senior leaders using external bodies – Senior Teachers, Heads of School, Year Heads & Heads of Department. Limited evaluation of current staff CPD and the use of this evaluation to identify and plan for additional staff CPD. Incomplete records of staff CPD on SIMs. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Staff are provided with the relevant CPD which will equip them in conducting their role associated with key areas identified in our SDP. | <p>All CPD linked to the SDP has been planned for and delivered through INSET and, where necessary, external courses.</p> <p>Evaluation of staff CPD identifies that all training needs have been met.</p> | <p>Planned CPD for staff linked to key areas in the SDP.</p> <p>CPD delivered as a part of INSET and externally where required.</p> <p>Curricular CPD provided by exam boards to keep HoDs/teaching staff up to date with curricular change.</p> <p>Literacy CPD for Learning Tutor. Training for Classroom Assistants organised by SENCO.</p> | <p>Cost of sub cover for staff attending external training.</p> <p>Cost of external training providers.</p> | <p>Curriculum VP in liaison with Principal, SLT and other relevant staff ensures that CPD necessary to meet requirements of SDP is planned, delivered and evaluated.</p> <p>All teaching staff, Classroom Assistants & Learning Tutors ensure they attend required training.</p> | <p>Staff CPD through INSET ongoing throughout the course of the year.</p> <p>Evaluation of CPD after each INSET/completion of CPD external course.</p> |

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| <p>We have an effective mechanism for staff to apply for and evaluate relevant CPD.</p> <p>We have an up to date and comprehensive record of all staff CPD.</p> | <p>Staff training needs identified after an evaluation of staff CPD and/or CPD applications to the Curriculum VP.</p> <p>SIMs records up to date and evaluation records kept of all CPD delivered through INSET or externally.</p> | <p>The following procedures planned and communicated to all staff:</p> <ul style="list-style-type: none"> – All requests for staff CPD must be made through and approved by the Curriculum VP. – The Curriculum VP will update staff on any CPD opportunities that may arise throughout the course of the year. <p>Staff CPD records updated on SIMs. This will be completed by Curriculum VP upon receipt of completed CPD evaluation form.</p> | <p>Staff CPD Evaluation Proforma for external courses.</p> <p>Survey Monkey staff CPD Evaluation for INSET.</p> <p>Access to staff SIMs CPD.</p> | <p>Curriculum VP & all staff.</p> | <p>Procedures for application and evaluation of CPD in place January 2019.</p> <p>Update of staff SIMs CPD records ongoing.</p> |
| <p>Focus on enhancing CDP for middle/senior leaders by providing them with CPD opportunities.</p> | <p>By the end of this academic year:</p> <ul style="list-style-type: none"> – We will have at least two middle/senior leaders completing the Senior Pathways course run by the RTU. – We will have at least two members of staff completing the EREBB Leadership Certificate. – We will have at least two member of the | <p>BMC & AB registered and completing the Senior Pathways course with the RTU 2018-19.</p> <p>MDL & FC registered to attend training on promoting positive pupil behaviour. Information to be disseminated to the SLT and Pastoral team. Aspects used to inform SDP AP on</p> | <p>Cost of sub cover for staff attending external training.</p> <p>Applications made for external training through the school.</p> <p>Cost of external training provider for CPD course for middle leaders (2019-20).</p> | <p>Curriculum VP, HoDs/YHs, relevant staff.</p> | <p>RTU Senior Pathways completed in June 2019.</p> <p>EREBB Leadership Cert. completed in June 2019.</p> <p>Middle Leaders training programme ready for launch August/Sept 2019.</p> |

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| | <p>pastoral team (VP Pastoral/Year Heads/Heads of School) trained in aspects of promoting positive pupil behaviour.</p> <p>– We will source and QA an external provider who can deliver relevant CPD for all HODs/Year Heads. This will be delivered as a part of the CPD INSET programme for 2019-20.</p> | <p>Promoting Positive Pupil Behaviour.</p> <p>All staff given the opportunity to register and complete the online course for the EREBB Leadership Certificate.</p> <p>CPD needs of middle leaders will be audited. Curriculum VP will source and QA training providers to deliver CPD to HoDs/Year Heads.</p> <p>A relevant training programme developed for delivery in 2019-20.</p> | | | |
| Update school Staff Development Policy in line with proposed changes for 2018-19. | Policy on Staff Development updated and completed by the end of the academic year. | <p>Curriculum VP to make changes to Staff Development policy.</p> <p>Changes communicated to relevant stakeholders.</p> <p>Policy ratified by BoG.</p> | Existing Staff Development Policy. | Curriculum VP. | Completed by June 2019. |

TARGET(S) REVIEWING PROGRESS

- How will monitoring take place throughout the development of the Action Plan
- The Post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning.

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| Review Activity 1 Review of whole school targets and associated CPD | Date: August 2018 |
| Review Activity 2 Ongoing review of CPD & INSET Evaluation & identification of staff training needs | Date: Ongoing 2018-19 |
| Review Activity 3 Review of plan for middle leaders CPD for 2019-20 | Date: June 2019 |

WHOLE SCHOOL EVALUATION:

| Area of Focus: | | Professional Development of Staff | |
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| Associated Actions | Summary of what is achieved to date | Achieved (A)/ Not Achieved (NA)/ Partially Achieved (PA) | Sources/Location of Evidence used |
| Planned CPD for staff linked to key areas in the SDP. | Our current SDP and associated action plans contain elements that require staff development. These have been catered for during INSET and will be further developed in Year 2 of the SDP for 2019-20. | PA | SDP and associated Action Plans. |
| CPD delivered as a part of INSET and externally where required. | CPD needs identified in current SDP and provided for staff during INSET and externally. | A | INSET agendas & current SDP Action Plans that identify staff training needs. |
| Curricular CPD provided by exam boards to keep HoDs/teaching staff up to date with curricular change. | All HoDs provided with relevant CPD for the introduction of new specifications at GCSE. HoDs attending Agreement Trials for feedback in relation to Controlled Assessment for changes in new specifications. | A | Log of courses attended by HoDs & teaching staff. |
| Literacy CPD for Learning Tutor. | Specific training for Literacy Learning Tutor on improving pupils oracy skills. Information taken from the course has been used to help better resource this area for pupil support in Fronter. | A | Record of course logged and evaluation of training received by LT. New resources generated on Fronter. |

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| Training for Classroom Assistants organised by SENCO. | A number of Classroom Assistants have been on training courses to include XXX. The information from these has been used to help plan for a better provision for xxx | A | Record of training needs and provision kept by the SENCO. Minutes from SENCO/CA meetings. Plans for 2019-20 provision for SEN. |
| The following procedures adopted and communicated to all staff: – All requests for staff CPD must be made through and approved by the Curriculum VP. – The Curriculum VP will update staff on any CPD opportunities that may arise throughout the course of the year. | Staff emailed regarding new protocol for applying for CPD opportunities that may arise. All CPD opportunities distributed to the appropriate staff members via the Curriculum VP. All CPD approved by Curriculum VP in conjunction with Pastoral VP for cover. | A | Emails to staff on procedure and CPD opportunities. |
| Staff CPD records updated on SIMs. This will be completed by Curriculum VP upon receipt of completed CPD evaluation form. | Staff CPD collated by Curriculum VP. Records are up to date on SIMs under Staff Professional Details. | A | Collated record of staff CPD held by Curriculum VP. |
| BMC & AB registered and completing the Senior Pathways course with the RTU 2018-19. | Staff registered and completing this course during the academic year 2018-19. | A | Staff evaluations from completed course. Ongoing work on positive pupil behaviour from BMC in relation to whole school development project. |
| MDL & FC registered to attend training on Promoting Positive Pupil Behaviour. Information to be disseminated to the SLT and Pastoral team. Aspects used to inform SDP AP on Promoting Positive Pupil Behaviour. | Staff registered and attended training. Evaluation completed. Dissemination of course information to SLT in May 2019. Information from course used to plan for the promotion of positive pupil behaviour for Year 2 of SDP. | PA | Registration of staff on course. Course evaluation from MDL. |
| All staff given the opportunity to register and complete the online | Two members of staff currently registered and completing this course online. Course due to be completed in June 2018. | A | Registration of staff on course. |

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| course for the EREBB Leadership Certificate. | | | |
| CPD needs of middle leaders will be audited. Curriculum VP will source and QA training providers to deliver CPD to HoDs/Year Heads. | Audit of middle leaders' CPD needs to be carried out in May/June 2018. | NA | |
| A relevant training programme developed for delivery in 2019-20. | Not completed and to be sourced. Curriculum VP will consult CPD audit from middle leaders and seek advice from sister school in relation to using external agencies for CPD. | NA | |
| Curriculum VP to make changes to Staff Development policy. Changes communicated to relevant stakeholders. Policy ratified by BoG. | Staff policy updated to include new procedures for applying for and evaluation of CPD courses. Policy yet to be ratified by BoG. | PA | Updated Staff Development policy. |

YEAR 2

Action Plans

2019-2020



| | Objective | Led by | Monitored by | Implemented by |
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| 1 | <p>Quality of Provision</p> <ul style="list-style-type: none"> • Seek ways in which we as classroom teachers can maximise pupils' learning experiences during lessons. • Agree upon what expectations we as teaching staff have of pupils and pupils have of staff in order to bring about effective learning. • Communicate and instil these expectations so they are adhered to during lessons. <p><i>(Leadership and Management, Quality of Provision)</i></p> | G. O'Connor | G. O'Connor SLT/ELT with responsibility for specific departments | ELT, SLT, HODs, and classroom teachers |
| 2 | <p>Effective use of Baseline Data in Year 8</p> <ul style="list-style-type: none"> • More effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties • To upskill staff on the interpretation of pupil baseline data which will inform academic and pastoral interventions and supports • To enhance the role of support staff (Classroom assistants, LS Tutors and Academic Achievement Officer) to support pupils presenting with academic and/or pastoral needs <p><i>(Leadership and Management, Quality of Provision)</i></p> | A. Barr | G. O'Connor | HODs, PLT, HOY, Form teachers, classroom teachers, learning support staff, classroom assistant mentors |
| 3 | <p>Promoting Positive Pupil Behaviour:</p> <ul style="list-style-type: none"> • To update and present the Positive Behaviour Policy to staff • School values identified through staff and pupil voice exercises • Form teachers to explore values, rights and responsibilities with their classes to create common agreed school values, rights and responsibilities which are shared with staff, pupils and parents and displayed throughout the school. • Whole school drive on implementing positive behaviour supported by staff at all levels. | F. Crookes/ M Lewis | S. Kelly | <p>HOY, Form teachers and classroom teachers</p> <p>Sims training – OC</p> <p>Positive Behaviour Management strategies training for staff – EA</p> |

| | Objective | Led by | Monitored by | Implemented by |
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| | <ul style="list-style-type: none"> To develop whole school rewards and recognition system <i>(Care & Welfare)</i> | | | |
| 4 | To raise levels of Pupil Attendance <ul style="list-style-type: none"> Working to raise the attendance levels of our students in line with the Grammar School average of 95% Key Stage 3 Reward Programme for good attendance To develop initiatives that can address pupil attendance beyond EWO involvement <i>(Outcomes for Learners)</i> | M. Robinson | F. Crookes/ S.Kelly | HODs, HOY, Form teachers and classroom teachers |
| 5 | To promote the Edmund Rice Ethos within the school <ul style="list-style-type: none"> Promoting and embedding the Edmund Rice Ethos Greater sense of identity as an ER school and sense of belonging to an ER Community | R. Herron | S.Kelly | RH, MR, ERSTNI. CW, SLT, TON, Westcourt Centre, all teaching and non-teaching staff |

The above objectives have associated Action Plans.

3.1 St. Mary's Christian Brother's Grammar School – Action Plan

Year 2 Sept 2019 – June 2020

| AREA OF RESPONSIBILITY: Quality of Provision | | | | | |
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| AREA FOR IMPROVEMENT: <ul style="list-style-type: none"> Seek ways in which we as classroom teachers can maximise pupils' learning experiences during lessons. Agree upon what expectations we as teaching staff have of pupils and pupils have of staff in order to bring about effective learning. Communicate and instil these expectations so they are adhered to during lessons. | | | | | |
| WHERE ARE WE NOW? <ul style="list-style-type: none"> Baselining from Principal's visits to lessons demonstrate that the quality of learning experienced by the pupils is varied. Results from pupil survey on learning demonstrate that pupils are in some lessons finding it difficult to learn. Pupils have listed what works/doesn't work for them in relation to helping them learn best. There are no agreed expectations between staff and pupils for creating an environment for effective learning. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Seek ways in which we as classroom teachers can maximise pupils' learning experiences by planning and delivering a series of lessons to include the four key components for learning. | As a departmental group, plan for and deliver a series of lessons to include aspects of effective pedagogy addressing the four key components for learning. Measure the impact that the delivery of these lessons has on pupil learning. | Departments select four key topics in their Year 12 or Year 13/14 SoW. Plan a series of lessons for each of these topics. The planning of these should be split up across departmental members, collectively reviewed and discussed. The planning must focus on methods of pedagogy (covering 4 key aspects) to be used in order to help maximise learning. | Feedback from pupils' survey for staff. Lesson planning template for SoW to include four aspects of lesson delivery for effective learning. Time for departments to meet, plan, discuss and refine lessons. Time for PRSD observations Additional Pupil Voice focusing on topics | Departmental members led by HoD to complete pedagogy plans. Teaching staff to teach key topics to pupils covering all four aspects for learning during the delivery of these planned lessons. SLT, HoD, ST involved in PRSD observation target. Observation of lessons to ascertain if all four aspects of pedagogy have been | Key topics and pedagogy plans containing the four elements for learning completed within departments in August 2019 INSET. PRSD observations will coincide with departmental teaching schedule for planned lessons for key topics. |

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| | | <p>The planning of these lessons must include the following detail:</p> <ol style="list-style-type: none"> 1. Introduce a lesson – a focus/purpose for the lesson (pre-determined). 2. Explain/convey concept of lesson to the pupils. How do pupils understand the detail required in the lesson? 3. Ensure pupils practise and consolidate their learning. 4. Evaluate pupil learning. <p>HoDs submit these plans to their SLT link as an addendum to the departmental SoW, outlining how it is intended to cover all four aspects listed above to bring about effective learning.</p> <p>Allow time for lesson observation and review.</p> | <p>delivered within year groups.</p> | <p>covered in accordance with planning.</p> <p>Pupils involved in evaluative feedback through additional Pupil Voice exercise.</p> <p>HoDs will coordinate Pupil Voice after series of lessons have been taught to focus group.</p> <p>GOC to create opt in list for TCN.</p> <p>GOC to coordinate TCN within departments with a focus on observing at least one of the four elements for learning in planned lessons for key topics.</p> | <p>Pupil Voice completed after series of planned lessons have been taught.</p> <p>TCN opt in list generated in August.</p> <p>Timetable/schedule for TCN to align with the delivery of planned lessons.</p> |
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| | | <p>Lesson observations through PRSD (classroom observation target). Lesson observation through continued visits by the Principal.</p> <p>Pupil Voice specifically targeting their feedback in relation to taught topics in Year 12, 13 or 14.</p> <p>Provide staff with an opportunity for peer observation (TCN). Staff opt in for TCN and departmental opt in list created. Time created through cover for staff to participate in TCN within departments to peer observe some aspects of the planned lessons. Peer observation can focus on one or more of the four elements for learning.</p> | | | |
| Formulate, communicate and adhere to a contract for learning which | Staff and pupils recognise that they both have a role to play | Results from Pupil Voice issued to staff. | Learning contract created from staff and pupil feedback material. | Departmental members led by HoD to complete Venn diagram of | Staff Venn diagrams completed during INSET in May 2019. |

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| <p>contains a list of expectations that staff have of pupils and pupils have of staff in order to create an environment for effective learning.</p> | <p>in preparing for effective learning.</p> <p>Both staff and pupils are clear on the expectations that each have of the other in order to create an environment for effective learning. These expectations are clearly described in a learning contract and are included in all relevant school literature, displayed in classrooms and frequently communicated to pupils.</p> | <p>Staff to complete a Venn diagram listing expectations for learning.</p> <p>The Venn diagram contains information on the expectations staff have of students and students have of staff in order to bring about effective learning. This forms the school's contract for learning.</p> <p>Feedback from staff and pupils used to create a contract for learning drafted up by SLT.</p> <p>Contract for learning communicated to all teaching staff.</p> <p>Posters of learning contract displayed in every classroom.</p> <p>Contract for learning communicated to all pupils at the start of term outlining expectations.</p> | <p>Contract created in posters and laminated for display in all classrooms.</p> <p>Updated school literature and homework diary.</p> | <p>expectations for learning.</p> <p>SLT to collate staff and pupil feedback and complete contract for learning.</p> <p>Teaching staff to communicate and instil expectations contained within learning contract with pupils in their classes.</p> <p>SLT, HoD, ST involved in PRSD observation target. Observation of lessons to ascertain if expectations for learning are adhered to.</p> <p>Form Teachers, Year Heads work with parents during induction to communicate expectations for learning.</p> <p>MDL to update school homework diary.</p> | <p>Contract for learning drafted up and ratified by staff in August 2019.</p> <p>Peer observation as above for PRSD, which can include observation of adherence to learning contract.</p> <p>Learning contact reinforced with pupils during induction/registration by all Form Teachers and Year Heads in August 2019.</p> |
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| | | <p>Contract for learning in the homework diary for all pupils and also communicated to pupils and parents during induction in August.</p> <p>Adherence to detail within contract monitored by Principal through classroom visits and also through PRSD.</p> | | | |
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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 | Date: |
| Review Activity 2 | Date: |
| Review Activity 3 | Date: |

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| WHOLE SCHOOL EVALUATION: |
| Success Criteria 1 |
| Evidence |
| Success Criteria 2 |
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| Success Criteria 3 |
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| CONCLUSIONS What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
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3.2 St. Mary's Christian Brother's Grammar School – Action Plan

Year 2 Sept 2019 – June 2020

| AREA OF RESPONSIBILITY: effective use of baseline data in Year 8 | | | | | |
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| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> • More effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties • To upskill staff on the interpretation of pupil baseline data which will inform academic and pastoral interventions and supports • To enhance the role of support staff (Classroom assistants, LS Tutors and Academic Achievement Officer) to support pupils presenting with academic and/or pastoral needs | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • PTE/PTM/CAT4 data is shared with all teaching staff on an annual basis and teachers can interpret stanine data but do not interrogate this data or use Combination Reports to pre-identify pupils requiring specific support. • PASS data has not been consulted thoroughly to identify pupils requiring pastoral support or to inform pastoral provision • LS Tutors and AEN Staff require training in data interpretation and interventions to support pupils | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| To ensure that the interventions we implement for individual pupils impact positively on the progress in learning they make Staff can confidently interpret data and use | Through appropriate intervention and support, most pupils demonstrate consistent progress commensurate with their abilities and the barriers they face in learning; Pupils are supported effectively to overcome barriers to learning and to realise their potential | May 2019: INSET day devoted to staff consultation as part of SDP HODs to discuss the following with their respective teams and feed back to SLT link: 1. What type of support can we provide for pupils who have been identified as academically underachieving and/or | Cost of PTE/PTM/CAT4/PASS assessments Access to ICT suites for the completion of PTE/PTM/CAT4/Pass assessments and repeat assessments for monitoring and evaluation. INSET time for staff training | Eileen Donnelly will deliver whole staff training on the interpretation and use of PTE/PTM/CAT4 and PASS data. Year 8 YH, FTs, AEN Pastoral Mentors and AMCK to will avail of specific training in pastoral support strategies. | August 2019: Year 8 pupils complete CAT4 assessments Sept/Oct 2019: Year 8 pupils complete PTE/PTM/PASS assessments GOC and ABR analyse Combination reports and pre-identify targeted pupils. AMcK produces individual pupil data |

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| <p>PTE/PTM/CAT4/Pass baseline data to target Year 8 pupils requiring intervention.</p> <p>Data analysis will inform the specific intervention required for individual pupils identified for support.</p> <p>Under the direction of the Curriculum VP, SENCO, Literacy and Numeracy Co-ordinators, LS Tutors will deliver a programme to meet the needs identified in PTE/PTM data.</p> <p>AEN Pastoral Mentors will be assigned to each Year 8 Form class. Under the direction of the YH, they will embark upon pastoral interventions.</p> | <p>Staff have completed training and report improved confidence in the interpretation of baselining data</p> <p>Targeted pupils in Year 8 are quickly identified and an individual intervention programme is embarked upon and delivered by the LS Tutors and/or AEN pastoral mentors.</p> <p>PTE/PTM/Pass assessments show progress following targeted intervention.</p> | <p>have been identified as having a pastoral need?</p> <p>2. Who can deliver this support in the school?</p> <p>3. What can you as a subject/form teacher do to further support identified pupils?</p> <p>4. What training would you require to enable you to further support pupils with an identified academic and/or pastoral need?</p> <p>SLT to review staff responses to inform Year 2 planning.</p> <p>Baseline testing of Year 8 pupils for 2019-20:</p> <ul style="list-style-type: none"> • Year 8 CAT4 – August 2019 Induction • Year 8 PTE & PTM – September 2019 • Year 8 PASS – September/October 2019 | <p>Time for Literacy and Numeracy Co-ordinators and LS Tutors to devise intervention programmes and associated resources</p> <p>Time for CAs to be trained as pastoral mentors</p> <p>Time for pastoral interventions (Monday Form Period)</p> <p>SurveyMonkey platform used to capture staff and pupil voice.</p> | <p>GOC will upload all baseline data scores onto SIMS for all staff.</p> <p>GOC, AMB, ML and MH to analyse Combination Reports</p> <p>GOC and AMB to devise individual pupil data reports.</p> <p>AMcK to populate individual pupil data reports for Year 8 subject teachers.</p> <p>AMB will assign AEN pastoral mentors to Year 8 classes and co-ordinate meetings during Monday form period.</p> <p>LS Tutors to devise and deliver literacy/numeracy intervention programmes.</p> <p>GOC and AMB to co-ordinate retesting of pupils in PTE/PTM/PASS</p> | <p>reports for subject teachers.</p> <p>Oct 2019: Training for Staff</p> <p>LS Tutors carry out PTE/PTM analysis and plan for intervention</p> <p>Year 8 Pastoral Team carry out PASS analysis and plan for intervention</p> <p>Nov 2019: LS Tutors and Pastoral Mentors commence intervention with targeted Year 8 pupils.</p> <p>Dec – May 2019 Ongoing review of Pass and associated interventions. Repeat of PASS to monitor and evaluate impact.</p> <p>Following completion of literacy/numeracy interventions delivered by LS Tutors, pupils will be retested in PTE/PTM to monitor and evaluate impact.</p> |
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| | | <p>•Year 8 PASS – June 2020 (In house exams)</p> <p>Sept 2019: Year 8 PTE/PTM/CAT4 data shared with staff on Sims</p> <p>GOC, AMB and Literacy and Numeracy Co-ordinators to analyse Combination Reports, analyse PTE/PTM performance against CAT4 and pre-identify pupils underachieving</p> <p>AMcK to prepare individual data report sheets for identified pupils and distribute to Year 8 subject teachers</p> <p>Oct 2019: staff training PTE/PTM training for all staff PASS training for Year 8 Pastoral Team Supported by the Literacy and Numeracy Co-ordinators, LS Tutors will conduct a deeper analysis of PTE/PTM data for identified pupils, devise and deliver a</p> | | | |
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| | | <p>programme of intervention.</p> <p>Looking at the Year 8 PASS data the YH will identify pupils who will require additional pastoral support. YH will co-ordinate with Pastoral Mentors to devise and deliver intervention programme.</p> <p>Following a specific intervention, pupils will be retested in PTE or PTM or PASS.</p> <p>GOC, AMB and Year 8 YH will conduct a staff and pupil voice exercise to evaluate the intervention programmes.</p> | | | |
| To promote strong partnerships with parents by informing them of how St Mary's will support their son and how they can support their son as he transitions into Year 8. | <p>Parents of Year 8 will receive details of school-based support as part of the Induction Meeting.</p> <p>Parents will receive a leaflet informing them</p> | <p>Year 8 parent Induction PowerPoint updated to inform parents of baseline data and its use.</p> <p>Parental info leaflet produced and</p> | <p>Year 8 Parent Induction PowerPoint</p> <p>Time to produce leaflet for parents</p> <p>Costs for copying of leaflet.</p> | <p>GOC will update and deliver Induction presentation.</p> <p>AMB will produce parent info leaflet and standard letters.</p> | <p>August 2019: update and deliver presentation to Year 8 parents at Induction Meeting.</p> <p>Disseminate info leaflets to parents.</p> |

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| | <p>of what baseline assessments are conducted and when.</p> <p>Parents will be advised on how they can support their son as he settles into Year 8 in St Mary's.</p> | <p>distributed as part of Info pack. This will inform parents of how we make use of data and the various support programmes provided. It will also advise parents on how they can support their son.</p> <p>Standard letters produced to be sent to parents to seek consent for specific intervention.</p> | <p>Postage costs for standard letters to parents.</p> | <p>LS Tutors/ Pastoral Mentors will send letters to parents of targeted pupils.</p> | <p>On-going: letters sent to parents to seek consent to commence intervention and again at the end of the intervention to update on progress achieved.</p> |
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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 Training delivered in the interpretation of PTE/PTM for all staff and in PASS for Year 8 pastoral team | Date: |
| Review Activity 2 Data analysis and tracking pre and post intervention | Date: |
| Review Activity 3 Completed Staff and student voice | Date: |

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| WHOLE SCHOOL EVALUATION: |
| Success Criteria 1 |
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| Success Criteria 2 |
| Evidence |
| Success Criteria 3 |
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| CONCLUSIONS What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
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3.3 St. Mary's Christian Brothers' Grammar School – Action Plan Year 2 Sept 2019 – June 2020

| AREA OF RESPONSIBILITY: Pastoral Care | | | | | |
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| AREA FOR IMPROVEMENT: Promoting Positive Behaviour | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> • 2 members of SLT have attended training days on 'Promoting Positive Behaviour'. • Home/School Agreement Updated. • Code of Conduct Updated. • Comprehensive list of sanctions in place and shared with parents. • Audit of current Behaviour Policy begun. | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| To develop a school culture of promoting positive behaviour. | School values, focusing on key character strengths and the ability to cultivate and develop them will be promoted through assemblies and across the school. | Promoting Positive Behaviour Policy will be updated and presented to staff. | EA resources | SLT/PLT | June 2020 |
| | | School's values identified through staff and pupil voice exercises. | ETI values document | All staff | End Oct '19 |
| | | Form teachers will explore values, rights and responsibilities with their form classes. | Teacher resource pack | Form Teachers | End Sept '19 |
| | | Common, agreed school values, rights and responsibilities will be | Classroom displays Website Text message Assemblies | SLT | Nov '19 |

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| | | <p>shared with staff, pupils and parents. These will be displayed around the school.</p> <p>Whole school drive on the implementation of expected positive behaviour.</p> | <p>Form Period Assemblies</p> | <p>All staff All pupils</p> | <p>Sept '19 – June '20</p> |
| <p>Good behaviour is evident in classrooms, on corridors, during assemblies, at break and lunch times.</p> | <p>Support for teachers:</p> <ul style="list-style-type: none"> Clearly defined roles for all staff outlined. SLT timetables identifying when Senior Teachers are available to support staff if needed will be made available. Year Heads to visit form classes on a regular basis during form period to support staff and pupils. De-escalation strategies training for staff. | <p>Staff handbook</p> | <p>All staff</p> | <p>Sept '19 – June '20</p> | |
| | | <p>Emailed to staff</p> | <p>SLT</p> | <p>Sept '19 – June '20</p> | |
| | | <p>Form Period</p> | <p>PLT</p> | <p>Sept '19 – June '20</p> | |
| | | <p>EA training</p> | <p>All staff</p> | <p>Inset 23rd Aug '19</p> | |
| | | <p>OC</p> | <p>All staff + OC</p> | <p>Inset 27th Aug '19</p> | |

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| | | <ul style="list-style-type: none"> • Training for all staff in the use of SIMs Behaviour Management Module. <p>Support for all staff:</p> <ul style="list-style-type: none"> • Clearly defined roles for break and lunch supervision shared with all staff. • Expectations of pupils' behaviour at break and lunch shared with pupils during form period/assemblies. | <p>Staff handbook Inset training</p> <p>Form Period Assemblies PPT</p> | <p>All staff</p> <p>Year Heads Form Teachers</p> | <p>August '19 Inset</p> <p>Sept '19</p> |
| | <p>Whole school rewards and recognition system will have been reviewed and investigated.</p> | <p>All staff to explore the current rewards system and examine ways to best recognise effort and achievement.</p> <p>School council to discuss the whole school rewards system and identify ways to improve recognition across curricular and extra-curricular activities.</p> | <p>Inset discussion</p> <p>Outline of current awards systems</p> <p>Form Period</p> | <p>All staff</p> <p>RH & School Council</p> | <p>Term One Inset</p> <p>Term One</p> |
| | <p>Leadership opportunities for Senior Prefects and</p> | <p>Head of Senior School/Year Heads to explore ways to enhance</p> | <p>PLT meeting Pupil Voice exercise</p> | <p>PLT Senior Students</p> | <p>Term One</p> |

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| | Year 14 pupils will be developed. | leadership opportunities for senior pupils. | | | |
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| TARGET(S) REVIEWING PROGRESS | |
| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The post holder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 | Date: |
| Review Activity 2 | Date: |
| Review Activity 3 | Date: |

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| WHOLE SCHOOL EVALUATION: | |
| Success Criteria 1 | |
| Evidence | |
| Success Criteria 2 | |
| Evidence | |
| Success Criteria 3 | |
| Evidence | |

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| CONCLUSIONS |
| What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
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3.4 St. Mary's Christian Brother's Grammar School – Action Plan Year 2 Sept 2019 – June 2020

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| AREA OF RESPONSIBILITY: Pupil Attendance | | | | | |
| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> Working to raise the attendance levels of our students in line with the Grammar School average of 95% Key Stage 3 Reward Programme for good attendance To develop initiatives that can address pupil attendance beyond EWO involvement | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Baseline figures for our last three school years – <ul style="list-style-type: none"> August 2018 – June 2019 - % August 2017 – June 2018 - 93.7% August 2016 – June 2017 - 94.8% Well-developed standardised attendance procedures and information on the staff network Monthly attendance data is emailed to staff & put on Staff Network HoY Attendance audits made available for EWO/SLT meetings | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Introduce a half-termly audit of attendance (Registration certificates V Absence Notes) | All recorded absences will be accounted for by notes held by FT Missing explanations of absence/failure to submit notes will result in DTs having been set | Half-termly audit of attendance notes and registration certificates Pupils with lack of explanations will have DTs set Regular failure to explain absences will | Registration certificates DT records Pupil Absence Notes/FT explanation sheet | SLT Attendance SLT – Audits HOYs & FTs | Half-termly |

| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
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| Pilot of Attendance Interview Panels | <p>Parents made aware of interview panels at Yr group induction meetings</p> <p>Problematic attendance will have been identified and addressed by FTs & HoYs</p> <p>Lack of improvement will result in parental/pupil interviews with Pastoral VP / HoS / HoY</p> | <p>Letter from Principal explaining our drive for 95% attendance with copy of “Every school day counts.” sheet</p> <p>Attendance drive & interview panels referred to at Induction events</p> <p>Monitoring of attendance continued on monthly basis – pupils below 90% require FT/HoY interview</p> <p>Failure to improve results in Panel Interview engagement</p> <p>EWO involvement for those who drop below 85%</p> | <p>Parental Letter & Literature</p> <p>Monthly attendance audits</p> <p>Interview letter</p> <p>Attendance Panel interview sheet</p> <p>Senior School Contract form</p> <p>EWO referral forms</p> | <p>Principal</p> <p>Pastoral Vice-Principal</p> <p>SLT Attendance</p> <p>Heads of School & Heads of Year</p> <p>Form Teachers</p> | <p>Monthly audits</p> <p>On-going intervention as required</p> |
| TARGET(S) | SUCCESS CRITERIA | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |

| What do we want to achieve? (ISEF statement) | How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | | | | |
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| Roll-out of attendance rewards to include Yr 8 & 9 | <p>Introduction of rewards system for new Yr 8s & Yr 9 classes to encourage attendance</p> <p>HoYs to continue to address attendance & punctuality as Assembly item</p> | <p>SLT Attendance to produce half-termly list of 100% attendees</p> <p>Best class receive Break time tuck shop passes & Certificate</p> <p>All 100% pupils receive certificate</p> <p>Assembly theme & celebration of attendance</p> <p>HoY to ensure social media/ school website posts</p> | <p>Assembly time</p> <p>School social media – celebrating pupil attendance –awards etc</p> | <p>SLT Attendance</p> <p>Head of Year</p> | Half-termly |

| TARGET(S) REVIEWING PROGRESS | |
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| <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 Introduce a half-termly audit of attendance notes | Date: |
| Review Activity 2 Pilot of Attendance Interview Panels | Date: |
| Review Activity 3 Roll-out of attendance rewards to include Yr 8 & 9 | Date: |

WHOLE SCHOOL EVALUATION:

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| Success Criteria 1 |
| Evidence |
| Success Criteria 2 |
| Evidence |
| Success Criteria 3 |
| Evidence |

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| CONCLUSIONS |
| What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected): |
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3.5 St. Mary's Christian Brother's Grammar School – Action Plan Year 2 Sept 2019 – June 2020

| AREA OF RESPONSIBILITY: | | | | | |
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| AREA FOR IMPROVEMENT: | | | | | |
| <ul style="list-style-type: none"> Promoting and embedding the Edmund Rice Ethos Greater sense of identity as an ER school and sense of belonging to an ER Community | | | | | |
| WHERE ARE WE NOW? | | | | | |
| <ul style="list-style-type: none"> Limited ER/ERST displays throughout the school other than main foyer Limited ER/ERST material visible in classrooms Limited ethos provision for new students and staff in the school Limited ethos 'top-up' activities at inductions in KS4/KS5 Limited ER/ethos content in INSET annually Under-developed links with other schools in the ER Network locally, nationally, globally Plenty of initiatives and activity enshrining ER ethos throughout the school but perhaps not 'marketed' as part of ER/EREBS Small group of staff and students involved in most of the ER initiatives | | | | | |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Create a greater sense of belonging to an ER Community | Knowledge of the Edmund Rice Prayer – pupils and staff Teacher awareness of the ERST Values Student awareness of the ERST Values Visitor awareness of ER identity | ER Prayer to be clearly displayed in all classrooms Teachers asked to say the prayer with students at the beginning of each class and registrations | ER Prayer to be provided to each student and staff member Display material for each classroom – prayer, ERST key areas, student produced | RH, MR, ERSTNI RH, CW, SLT | ER Prayer displayed in classrooms September 2019 Prayer said at beginning of class, registrations and assemblies September 2019 onwards |

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| | | <p>Assemblies and school events to begin with ER Prayer</p> <p>ERST values and identity to be clearly communicated to new staff</p> <p>Existing staff to receive refresher session on ERST identity and values at INSET annually</p> <p>Year Heads to facilitate assemblies throughout the year on a Key Area of the ERST Charter</p> <p>Permanent / temporary displays in foyer and throughout school promoting ER identity ER Prayer to be read over PA at beginning of each week</p> <p>School motto derived from ER Prayer 'Grá agus seirbhís'?</p> | <p>interpretations of ER values</p> <p>ERST Induction Pack for all new staff</p> <p>INSET provision on ETHOS and Identity annually – presentation based, and activity based</p> <p>Stimulus material provided for Year Heads at key points throughout the year to inform assemblies.</p> | <p>RH, MR, TON</p> <p>RH, ELT, SLT, CW, ERST, WESTCOURT CENTRE</p> <p>RH, CW, ERST, WESTCOURT CENTRE</p> | <p>Induction pack for Staff September 2019</p> <p>INSET material TBC, material developed and reviewed annually September 2019 onwards</p> <p>Stimulus material for assemblies October 2019 onwards</p> |
| <p>TARGET(S) What do we want to achieve? (ISEF statement)</p> | <p>SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions)</p> | <p>TASKS/ACTIONS</p> | <p>RESOURCES</p> | <p>STAFF INVOLVEMENT</p> | <p>TIMESCALE</p> |

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| Celebration of Edmund Rice Day | <p>A range of events involving students and staff will take place to highlight and celebrate Edmund Rice Day, on or near to the 5th May.</p> <p>Links to be enhanced with partner ER school both locally and globally to celebrate this occasion</p> | <p>A working group to be established to discuss ideas.</p> <p>Staff who have not traditionally involved themselves in ER activities will be encouraged to become involved.</p> <p>Skype and email can be used to enhance links with other schools to participate in shared projects with other ER schools</p> | <p>INSET time</p> <p>Activities to be discussed for ER day</p> <p>Transport for linking with other schools</p> <p>IT facilities for global link-ups</p> <p>Website and Social media to advertise and promote activities</p> | <p>RH, SLT, YH, HOD, FT, all teaching and non-teaching staff</p> | <p>Sep 2019 – May 2020</p> |
| TARGET(S) What do we want to achieve? (ISEF statement) | SUCCESS CRITERIA How will we know we are doing well? (pupil focus – ISEF Evaluation questions) | TASKS/ACTIONS | RESOURCES | STAFF INVOLVEMENT | TIMESCALE |
| Promotion of EREBB as an umbrella covering a number of already existing ER initiatives | <p>Existing good practice is to be harnessed as work already promoting the values of Edmund Rice and key to the identity and ethos of St Mary's.</p> <p>Staff leading initiatives will</p> | <p>Summary document of EREBB produced and presented to all staff</p> <p>Existing work within the school to be highlighted as falling under the aims of EREBB</p> <p>FT and YH will be trained on promoting the aims</p> | <p>INSET</p> <p>Form class Assemblies</p> <p>Information material for staff and students</p> <p>IT suites</p> | <p>RH, CW, SLT, HoDs, FT, all staff</p> <p>RH, CW, ERST, WESTCOURT CENTRE</p> | <p>EREBB Summary Document September 2019</p> <p>Training provided at INSET Sptember 2019 on EREBB values and aims</p> |

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| | <p>actively promote the values of ER and the ERST Charter in their work with the students.</p> <p>FTs and YHs will understand the key aims of EREBB as a vision for ER Education globally and locally and as a pathway for a living faith</p> <p>Senior Student Council / SJAG members to be considered for Edmund Rice International Youth Ambassadors Programme</p> | <p>of EREBB as a whole-school initiative.</p> <p>FT and YH will promote our school as part of a wider national and global family of ER schools all living the same values of Edmund Rice</p> <p>Staff will be encouraged to develop their understanding of ER ethos through the EREBB Leadership certificate through MIE</p> <p>Research ERI Programme to assess suitability for senior students IYA Programme</p> | | | <p>October 2019 onwards – Classes to volunteer for linking with partner schools globally and nationally</p> <p>September 2019 EREBB Leadership Certificate promoted to staff</p> <p>Suitability of ERI Youth Ambassador Programme to be examined September 2019</p> |
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| <p>TARGET(S) REVIEWING PROGRESS</p> <ul style="list-style-type: none"> • How will monitoring take place throughout the development of the Action Plan • The Postholder is accountable for monitoring implementation and the evaluation of the impact of actions on e.g. student learning. | |
| Review Activity 1 – | Date: |
| Review Activity 2 – | Date: |
| Review Activity 3 | Date: |

WHOLE SCHOOL EVALUATION:

Success Criteria 1 –

Evidence

Success Criteria 2 –

Evidence

Success Criteria 3 -

Evidence

CONCLUSIONS

What IMPACT has the actions had on e.g. Learning and Teaching? (Qualify your evaluation by referencing evidence collected):

Appendices

Appendix 1: Documents used in writing this plan:

- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- DE: Circular 2009/10 – School Development Planning and Target Setting (June 2008)
- DE: Every School a Good School – A Policy for School Improvement (30 April 2009)
- DE: Every School a Good School SEN – A Policy for School Improvement (30 April 2009)
- DE: Count, Read: succeed – A strategy to Improve Outcomes in Literacy and Numeracy (21 March 2011)
- DE: The Chief Inspector’s Biannual Reports 2006-2014
- DE: School Development Planning Guidance (June 2005)
- DE: An Evaluation of School Development Planning 2007-2008 (April 2009)
- DE: Together Towards Improvement (2010) and ETI Inspection & Self-Evaluation Framework (January 2017)
- DE: The Reflective Teacher
- DE: Empowering Schools Strategy (2003)
- DE: An Evaluation by ETI of ICT in Post-Primary Schools (2006)
- DE: Annual Bench-Marking Data, Secondary Schools
- St Mary’s Christian Brothers’ Grammar School, School Development Plan (2015-2018) – last three year cycle.
- GTCNI: Teaching – the Reflective Profession
- School Student Survey, June 2018
- School Parent Survey, June 2018
- School Staff and Governor Survey June 2018
- School Governor Survey Jan 2019
- NICCE: Vision for Catholic Schools

Appendix 2: Key DE Policies for Education

The following lists set out the Department of Education's key policies for schools:

- Every School a Good School – a policy for school improvement
- Inspection and Self Evaluation Framework (ISEF, January 2017)
- Statutory curriculum and its assessment arrangements
- Entitlement Framework
- Literacy and Numeracy Strategy
- Science, Technology, Engineering and Mathematics (STEM)
- The Way Forward for Special Educational Needs and Inclusion
- Student Health and Well-Being
- Child Protection and Pastoral Care
- Professional development of teachers, leaders and school workforce
- Promoting stronger links between schools and communities, including the Extended Schools and Full Service Schools Programmes.

Appendix 3: Acronyms used in the School Improvement Plan

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|-------|-----------------------------------------------------------|----------------|--------------------------------------------------|
| ABP | Area-based Planning | IWB | Inter-active Whiteboard |
| AEN | Additional Educational Needs | LLW | Learning for Life and Work |
| AfL | Assessment for Learning | St Mary's CBGS | St Mary's Christian Brothers' Grammar School |
| ALC | Area Learning Community | NIC | Northern Ireland Curriculum |
| C2K | Classroom 2000 – NI schools' IT network | PC | Pastoral Care |
| CEA | Council for Examination and Assessment | PD | Personal Development |
| CEIAG | Careers, Education, Information, Advice and Guidance | PE | Physical Education |
| CPD | Continuous Professional Development | PSHE | Personal, Social & Health Education |
| DE | Department of Education | POCVA | Protection of Children and Young Adults |
| EA | Education Authority | PQH | Professional Qualification of Headship |
| WBALC | West Belfast Area Learning Community | PRSD | Performance Review and Staff Development |
| EF | Entitlement Framework | PLP | Pupil Learning Profile |
| EFL | Education for Love (Relationship and Sexuality Education) | RSE | Relationship and Sexuality Education |
| ELT | Executive Leadership Team | RTU | Regional Training Unit |
| EPD | Early Professional Development | SEN | Special Educational Needs |
| ETI | Education and Training Inspectorate | SENCo | Special Educational Needs Co-ordinator |
| GCSE | General Certificate of Secondary Education | SDP | School Development Plan |
| HE | Higher Education | SLT | Senior Leadership Team |
| HoD | Head of Department | SoW | Scheme of Work |
| HoY | Head of Year | STEM | Science, Technology, Engineering and Mathematics |
| HoS | Head of School | TSPC | Thinking Skills and Personal Capabilities |
| ICT | Information Communication and Technology | VP | Vice Principal |
| INSET | In-Service Training | WBALC | West Belfast Area Learning Community |

Appendix 4: SCHEDULE Regulation 4

MATTERS TO BE ADDRESSED IN SCHOOL DEVELOPMENT PLANS

1. A statement and evaluation of the ethos of the school.
2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for—
 - a) learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT);
 - b) providing for the special, additional or other individual educational needs of pupils;
 - c) promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils;
 - d) providing for the professional development of staff;
 - e) managing attendance and promoting the health and well-being of staff;
 - f) promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies; and
 - g) promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.
3. An assessment of—
 - a) the school's current financial position and the use made of its financial and other resources; and
 - b) the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.
4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.
5. An assessment of the challenges and opportunities facing the school.
6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.
7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include—
 - a) the school's key priorities for the period of the plan, based on the Department's priorities for education;
 - b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT;
 - c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;
 - d) the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcome identified at sub-paragraph (b); and
 - e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.