School Development Plan 2018-2021

YEAR 2
Action Plans
2019-2020

	Objective	Led by	Monitored by	Implemented by
1	Quality of Provision • 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. (*Leadership and Management, Quality of Provision*)	G. O'Connor Page 5-10	G. O'Connor SLT/ELT with responsibility for specific departments	ELT, SLT, HODs, and classroom teachers
2	Effective use of Baseline Data in Year 8 • 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 (*Leadership and Management, Quality of Provision*)	A. Barr Page 11 - 16	G. O'Connor	HODs, PLT, HOY, Form teachers, classroom teachers, learning support staff, classroom assistant mentors
3	Promoting Positive Pupil Behaviour: • 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	F. Crookes/ M Lewis Page 16-20	S. Kelly	HOY, Form teachers and classroom teachers Sims training – OC Positive Behaviour Management strategies training for staff – EA

	Objective	Led by	Monitored by	Implemented by
	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. • To develop whole school rewards and recognition system *(Care & Welfare)*			
4	To raise levels of Pupil Attendance • 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 *(Outcomes for Learners)*	M. Robinson Page 21 - 24	F. Crookes/ S.Kelly	HODs, HOY, Form teachers and classroom teachers
5	To promote the Edmund Rice Ethos within the school • 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 Page 25 - 29	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

AREA FOR IMPROVEMENT:
• 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?
• 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	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.	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	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

		on methods of pedagogy (covering 4 key aspects) to be used in order to help maximise learning. The planning of these lessons must include the following detail: 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. HoDs submit these plans to their SLT link as an addendum to the departmental	Time for PRSD observations Additional Pupil Voice focusing on topics delivered within year groups.	observation target. Observation of lessons to ascertain if all four aspects of pedagogy have been covered in accordance with planning. Pupils involved in evaluative feedback through additional Pupil Voice exercise. HoDs will coordinate Pupil Voice after series of lessons have been taught to focus group. GOC to create opt in list for TCN. 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.	planned lessons for key topics. Pupil Voice completed after series of planned lessons have been taught. TCN opt in list generated in August. Timetable/schedule for TCN to align with the delivery of planned lessons.

| | | SoW, outlining how it is intended to cover all four aspects listed above to bring about effective learning.

Allow time for lesson observation and review.

Lesson observations through PRSD (classroom observation target). Lesson observation through continued visits by the Principal.

Pupil Voice specifically targeting their feedback in relation to taught topics in Year 12, 13 or 14.

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.			
Formulate, communicate and adhere to a contract for learning which contains a list of expectations that staff have of pupils and pupils have of staff in order to create an environment for effective learning.	Staff and pupils recognise that they both have a role to play in preparing for effective learning. 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.	Results from Pupil Voice issued to staff. Staff to complete a Venn diagram listing expectations for learning. 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. Feedback from staff and pupils used to create a contract for learning drafted up by SLT.	Learning contract created from staff and pupil feedback material. Contract created in posters and laminated for display in all classrooms. Updated school literature and homework diary.	Departmental members led by HoD to complete Venn diagram of expectations for learning. SLT to collate staff and pupil feedback and complete contract for learning. Teaching staff to communicate and instil expectations contained within learning contract with pupils in their classes. SLT, HoD, ST involved in PRSD observation target. Observation of lessons to ascertain if	Staff Venn diagrams completed during INSET in May 2019. Contract for learning drafted up and ratified by staff in August 2019. Peer observation as above for PRSD, which can include observation of adherence to learning contract.

| | | Contract for learning communicated to all teaching staff.

Posters of learning contract displayed in every classroom.

Contract for learning communicated to all pupils at the start of term outlining expectations.

Contract for learning in the homework diary for all pupils and also communicated to pupils and parents during induction in August.

Adherence to detail within contract monitored by Principal through classroom visits and also through PRSD. | | expectations for learning are adhered to.

Form Teachers, Year Heads work with parents during induction to communicate expectations for learning.

MDL to update school homework diary. | Learning contact reinforced with pupils during induction/registration by all Form Teachers and Year Heads in August 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.**	
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):

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

AREA FOR IMPROVEMENT:
- 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?
- 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 pupil's impact positively on the progress in learning they make	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	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	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.	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	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-

Staff can confidently interpret data and use PTE/PTM/CAT4/Pass baseline data to target Year 8 pupils requiring intervention. Data analysis will inform the specific intervention required for individual pupils identified for support. 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. AEN Pastoral Mentors will be assigned to each Year 8 Form class. Under the direction of the YH, they will	overcome barriers to learning and to realise their potential Staff have completed training and report improved confidence in the interpretation of baselining data 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. PTE/PTM/Pass assessments show	who have been identified as academically underachieving and/or have been identified as having a pastoral need? 2.Who can deliver this support in the school? 3.What can you as a subject/form teacher do to further support identified pupils? 4.What training would you require to enable you to further support pupils with an identified academic and/or pastoral need? SLT to review staff responses to inform Year 2 planning.	INSET time for staff training Time for Literacy and Numeracy Co-ordinators and LS Tutors to devise intervention programmes and associated resources Time for CAs to be trained as pastoral mentors Time for pastoral interventions (Monday Form Period) Survey Monkey platform used to capture staff and pupil voice.	specific training in pastoral support strategies. GOC will upload all baseline data scores onto SIMS for all staff. GOC, AMB, ML and MH to analyse Combination Reports GOC and AMB to devise individual pupil data reports. AMcK to populate individual pupil data reports for Year 8 subject teachers. AMB will assign AEN pastoral mentors to Year 8 classes and co-ordinate meetings during Monday form period. LS Tutors to devise and deliver literacy/ numeracy intervention programmes.	identify targeted pupils. AMcK produces individual pupil data reports for subject teachers. Oct 2019: Training for Staff LS Tutors carry out PTE/PTM analysis and plan for intervention Year 8 Pastoral Team carry out PASS analysis and plan for intervention Nov 2019: LS Tutors and Pastoral Mentors commence intervention with targeted Year 8 pupils. Dec – May 2019 Ongoing review of Pass and associated interventions. Repeat of PASS to monitor and evaluate impact.

| embark upon pastoral interventions. | progress following targeted intervention. | Baseline testing of Year 8 pupils for 2019-20:
•Year 8 CAT4 – August 2019 Induction
•Year 8 PTE & PTM – September 2019
•Year 8 PASS – September/October 2019
•Year 8 PASS – June 2020 (In house exams)

Sept 2019: Year 8 PTE/PTM/CAT4 data shared with staff on Sims

GOC, AMB and Literacy and Numeracy Co-ordinators to analyse Combination Reports, analyse PTE/PTM performance against CAT4 and pre-identify pupils underachieving

AMcK to prepare individual data report sheets for identified pupils and distribute | | GOC and AMB to co-ordinate retesting of pupils in PTE/PTM/PASS | Following completion of literacy/numeracy interventions delivered by LS Tutors, pupils will be retested in PTE/PTM to monitor and evaluate impact. |

		to Year 8 subject teachers 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 programme of intervention. 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. Following a specific intervention, pupils			

		will be retested in PTE or PTM or PASS. GOC, AMB and Year 8 YH will conduct a staff and pupil voice exercise to evaluate the intervention programmes.			
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.	Parents of Year 8 will receive details of school-based support as part of the Induction Meeting. Parents will receive a leaflet informing them of what baseline assessments are conducted and when. Parents will be advised on how they can support their son as he settles into Year 8 in St Mary's.	Year 8 parent Induction PowerPoint updated to inform parents of baseline data and its use. Parental info leaflet produced and 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. Standard letters produced to be sent to parents to seek consent for specific intervention.	Year 8 Parent Induction PowerPoint Time to produce leaflet for parents Costs for copying of leaflet. Postage costs for standard letters to parents.	GOC will update and deliver Induction presentation. AMB will produce parent info leaflet and standard letters. LS Tutors/ Pastoral Mentors will send letters to parents of targeted pupils.	August 2019: update and deliver presentation to Year 8 parents at Induction Meeting. Disseminate info leaflets to parents. 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.

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.**	
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:**

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):**

3.3 St. Mary's Christian Brothers' Grammar School – Action Plan
Year 2 Sept 2019 – June 2020

AREA OF RESPONSIBILITY: Pastoral Care					
AREA FOR IMPROVEMENT: Promoting Positive Behaviour					
WHERE ARE WE NOW? • **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. School's values identified through staff and pupil voice exercises. Form teachers will explore values, rights and responsibilities with their form classes.	EA resources ETI values document Teacher resource pack Classroom displays	SLT/PLT All staff Form Teachers	June 2020 End Oct '19 End Sept '19

		Common, agreed school values, rights and responsibilities will be shared with staff, pupils and parents. These will be displayed around the school.	Website Text message Assemblies	SLT	Nov '19
		Whole school drive on the implementation of expected positive behaviour.	Form Period Assemblies	All staff All pupils	Sept '19 – June '20
	Good behaviour is evident in classrooms, on corridors, during assemblies, at break and lunch times.	Support for teachers: • Clearly defined roles for all staff outlined.	Staff handbook	All staff	Sept '19 – June '20
		• SLT timetables identifying when Senior Teachers are available to support staff if needed will be made available.	Emailed to staff	SLT	Sept '19 – June '20
		• Year Heads to visit form classes on a regular basis during form period to support staff and pupils.	Form Period	PLT	Sept '19 – June '20
		• De-escalation strategies training for staff.	EA training	All staff	Inset 23rd Aug '19

		• Training for all staff in the use of SIMs Behaviour Management Module. Support for all staff: • 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.	OC Staff handbook Inset training Form Period Assemblies PPT	All staff + OC All staff Year Heads Form Teachers	Inset 27th Aug '19 August '19 Inset Sept '19
	Whole school rewards and recognition system will have been reviewed and investigated.	All staff to explore the current rewards system and examine ways to best recognise effort and achievement. School council to discuss the whole school rewards system and identify ways to improve recognition across curricular and extra-curricular activities.	Inset discussion Outline of current awards systems Form Period	All staff RH & School Council	Term One Inset Term One
	Leadership opportunities for Senior Prefects and	Head of Senior School/Year Heads to explore ways to enhance	PLT meeting Pupil Voice exercise	PLT Senior Students	Term One

	Year 14 pupils will be developed.	leadership opportunities for senior pupils.			

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.**	
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):**

3.4 St. Mary's Christian Brother's Grammar School – Action Plan
Year 2 Sept 2019 – June 2020

AREA OF RESPONSIBILITY: Pupil Attendance

AREA FOR IMPROVEMENT:

- **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?
- Baseline figures for our last three school years –
    - 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	Half-termly audit of attendance notes and registration certificates Pupils with lack of explanations will have DTs set	Registration certificates DT records	SLT Attendance SLT – Audits HOYs & FTs	Half-termly

	absence/failure to submit notes will result in DTs having been set	Regular failure to explain absences will result in parental interviews	Pupil Absence Notes/FT explanation sheet		
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**
Pilot of Attendance Interview Panels	Parents made aware of interview panels at Yr. group induction meetings Problematic attendance will have been identified and addressed by FTs & HoYs Lack of improvement will result in parental/pupil interviews with Pastoral VP / HoS / HoY	Letter from Principal explaining our drive for 95% attendance with copy of "Every school day counts." sheet Attendance drive & interview panels referred to at Induction events Monitoring of attendance continued on monthly basis – pupils below 90% require FT/HoY interview Failure to improve results in Panel Interview engagement	Parental Letter & Literature Monthly attendance audits Interview letter Attendance Panel interview sheet Senior School Contract form EWO referral forms	Principal Pastoral Vice-Principal SLT Attendance Heads of School & Heads of Year Form Teachers	Monthly audits On-going intervention as required

		EWO involvement for those who drop below 85%			

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
Roll-out of attendance rewards to include Yr. 8 & 9	Introduction of rewards system for new Yr. 8s & Yr. 9 classes to encourage attendance HoYs to continue to address attendance & punctuality as Assembly item	SLT Attendance to produce half-termly list of 100% attendees Best class receive Break time tuck shop passes & Certificate All 100% pupils receive certificate Assembly theme & celebration of attendance HoY to ensure social media/ school website posts	Assembly time School social media – celebrating pupil attendance – awards etc.	SLT Attendance Head of Year	Half-termly

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.**	
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:
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):**

3.5 St. Mary's Christian Brother's Grammar School – Action Plan
Year 2 Sept 2019 – June 2020

AREA OF RESPONSIBILITY:					
AREA FOR IMPROVEMENT: • **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? • **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/EREBB** • **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	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	RH, MR, ERSTNI RH, CW, SLT	ER Prayer displayed in classrooms September 2019 Prayer said at beginning of class, registrations and assemblies

	Student awareness of the ERST Values Visitor awareness of ER identity	Assemblies and school events to begin with ER Prayer ERST values and identity to be clearly communicated to new staff Existing staff to receive refresher session on ERST identity and values at INSET annually Year Heads to facilitate assemblies throughout the year on a Key Area of the ERST Charter Permanent / temporary displays in foyer and throughout school promoting ER identity ER Prayer to be read over PA at beginning of each week School motto derived from ER Prayer 'Grá agus seirbhís'?	produced interpretations of ER values ERST Induction Pack for all new staff INSET provision on ETHOS and Identity annually – presentation based, and activity based Stimulus material provided for Year Heads at key points throughout the year to inform assemblies.	RH, MR, TON RH, ELT, SLT, CW, ERST, WESTCOURT CENTRE RH, CW, ERST, WESTCOURT CENTRE	September 2019 onwards Induction pack for Staff September 2019 INSET material TBC, material developed and reviewed annually September 2019 onwards Stimulus material for assemblies October 2019 onwards

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
Celebration of Edmund Rice Day	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.

Links to be enhanced with partner ER school both locally and globally to celebrate this occasion | A working group to be established to discuss ideas.

Staff who have not traditionally involved themselves in ER activities will be encouraged to become involved.

Skype and email can be used to enhance links with other schools to participate in shared projects with other ER schools | INSET time

Activities to be discussed for ER day

Transport for linking with other schools

IT facilities for global link-ups

Website and Social media to advertise and promote activities | RH, SLT, YH, HOD, FT, all teaching and non-teaching staff | Sep 2019 – May 2020 |
| 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 | Existing good practice is to be harnessed as work already promoting | Summary document of EREBB produced and presented to all staff | INSET

Form class | RH, CW, SLT, HoDs, FT, all staff | EREBB Summary Document September 2019 |

| already existing ER initiatives | the values of Edmund Rice and key to the identity and ethos of St Mary's.

Staff leading initiatives will actively promote the values of ER and the ERST Charter in their work with the students.

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

Senior Student Council / SJAG members to be considered for Edmund Rice International Youth | Existing work within the school to be highlighted as falling under the aims of EREBB

FT and YH will be trained on promoting the aims of EREBB as a whole-school initiative.

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

Staff will be encouraged to develop their understanding of ER ethos through the EREBB Leadership certificate through MIE

Research ERI Programme to assess suitability for senior students IYA Programme | Assemblies

Information material for staff and students

IT suites | | RH, CW, ERST, WESTCOURT CENTRE | Training provided at INSET September 2019 on EREBB values and aims

October 2019 onwards – Classes to volunteer for linking with partner schools globally and nationally

September 2019 EREBB Leadership Certificate promoted to staff

Suitability of ERI Youth Ambassador Programme to be examined September 2019 |
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	Ambassadors Programme				

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.**

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):