



St. Mary's Christian Brothers' Grammar School

SCHOOL DEVELOPMENT PLAN

2021 - 2024



Edmund Rice  Schools Trust

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Preface

This school Development Plan (SDP) details the priorities for St. Mary's CBGS for the period 2021-2024. These priorities have been identified after an analysis of a range of information, extensive consultation with parents/guardian, students, 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 evidence gathered, 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. Other post holders 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. An update on the SDP is presented to the Board of Governors at their meetings.

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 moved to our current site in 1968. St. Mary's was incorporated into the Edmund Rice Schools Trust in 2007 and the school embraces the vision to promote full personal and social development in a caring Christian community of teaching and learning. Currently we have 1,207 students from Year 8 to Year 14. and have an intake of 181 to Year 8 and a Sixth Form of 300 students. The school offers a very broad and balanced curriculum that offers students 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 students live within three miles of the school. The levels of socio-economic deprivation are illustrated by the large number of students entitled to Free School Meals, 25%, and a large number of our senior students who are eligible for EMA, currently 41% of students in Year 13 and 14, 6.9% of students are identified as having a Special Educational Need (SEN).

The School Development Plan (SDP) reflects carefully on the progress made, particularly over the most recent period when schools have had to manage the Covid-19 pandemic. The Covid-19 pandemic has had a significant impact on many of our students and indeed the progress and direction of the SDP in 2018-2021. The school has reviewed the progress made during the most recent SDP period and refocused our priorities following the recent Covid-19 challenges.

The current School Development Plan provides a foundation for strategic development for St. Marys from 2018 – 2021. It considers how the financial resources available are used in the delivery of quality education and also addresses the wider curriculum ensuring the provision of a caring and supportive environment for the school community. The current SDP is designed to address the areas of continuing improvement following the recent backdrop of Covid-19 and the changes this has meant for St. Mary's. The plan includes the priorities we need to address over the coming three years to ensure we continue to make progress and meet our goals.

The current SDP is based on the outcomes of a wider range of self-evaluation. During this process of self-evaluation, the School Leadership Team (SLT) have consulted with parents, students, 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 students to realise their full potential and provide them with a first class education while building their wider skills and values set so they are able to make a positive contribution to wider society.

The School Development Plan recognises our key strengths, areas for improvement and the necessary action plans to move St. Mary's forward following the recent Covid-19 pandemic. As a Catholic school, we are responsible not only for offering a first class education but are also equally endeavour 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.

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 our students can realise their full potential within 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 students who can contribute to the wider community, treating all people with a sense of justice and to work with parents/guardians as partners in their son's education. We are committed to ensuring each student 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.

Our Catholic Christian ethos continues to be a cornerstone for education in St. Mary's

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 1207 with a Year 8 enrolment of 181 students.
- Our 77 teaching staff deliver a curriculum which fulfils the entitlement framework.
- Currently 25% of students are entitled to FSM.
- Current attendance figures for the school are 93.2%.
- We have 6.9% of students on the SEN register.
- 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, but we have been successful in our SEP 2 application and are currently planning for our new Sports Hall which should commence building during this current SDP cycle.

Vision Statement:

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 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.

Mission Statement:

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

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:

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.

Evaluation:

We proudly proclaim St. Mary's Christian Brothers' Grammar School 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. 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. We model ourselves on the example of Blessed Edmund by promoting faith, generosity and selfless service to others. The students and staff continue to be involved in a wide range of social justice activities, support nominated charities and address environmental issues on the school site and the local community. 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. Our Edmund Rice ethos is strengthened by the St. Mary's family and particularly with contact from Alumni. This work is continuing with the introduction of new bursaries with the help of our Alumni and regular opportunities for current students to meet and engage with past pupils within a range of fields of industry. This work continues and helps to enhance and develop the history of St. Mary's and develop our core values among our current Simmarians. We understand that our past Alumni make a significant contribution to school life and help in the education and development of our current student body.

St. Mary's PTFA also make a valuable contribution to fundraising. The running of events, and the sourcing of other funding and successful grant applications have contributed to the facilities, resources and additional provisions on offer for the students.

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". The involvement of parents in the life of St. Mary's helps further the experiences on offer for the students. In our most recent parental surveys regarding provision to support our students working remotely (Jan 2021), there were 283 responses to the whole school parental questionnaire with 53% commenting that they feel supported by the school. Parental comments included:

"Thank you for all the support that the teachers are providing. I know if my son asks a question of his teachers, they respond really quickly. We are delighted with the support that is being provided!"

"My son is coping well and working very well. The school is very helpful thank you."

"My child has settled well into year 8 and as they completed their work in last term of primary school in google classroom he has found the transition smooth. He works independently each day and has occasionally asked for help, he has enjoyed the zoom meetings with his class and I feel he is getting on very well work wise and his personal health. Thank you to the school and to his teachers who have been quick to reply with questions and feedback. Also thanks to his form teacher in 8G who has been a great support from the beginning of the school year."

The ethos of St. Mary's was reviewed and evaluated with teaching and support staff (full-time and part-time) and students via our Student Council, following INSET workshops at the beginning of the 2019-20 academic year. Prior to the writing of our new Positive Behaviour Management Policy the staff, parents and students contributed to the evaluation process. In the parental questionnaire 387 parents completed and returned their questionnaires, with the majority stating they were happy with the procedures for managing behaviour. Less than 1% of the feedback comments received said that consistent application of the policy could be improved upon. One parent commented,

"The school is an exceptional school with high standards and appropriate codes of conduct positive behaviour will shine through."

It was agreed that our core values and mission statement should remain unchanged and continue to be relevant to the current family of St. Mary's. The school will continue to celebrate our ethos and heritage as we move forward with our new SDP. Students were subsequently presented with 'pocket ERST Charter' summaries to carry with them and refer to in their daily lives.

In the KR staff survey in June 2021 one staff member commented when asked about our ethos, *"A great staff and wonderful pupils with parents who place faith that we deliver for their sons' development in and after school. A great school and a responsibility on all to ensure we continue the legacy of previous generations."*

Evidence (reflecting ERST Charter):

Nurturing faith, Christian spirituality and Gospel-based values;

- Assemblies
- Celebration of school, staff, year group Masses.
- **School chaplaincy** and Celebrations of liturgical events
- **Prayer Cards** for each form class – designed and distributed by the school Chaplin in Feb. 2019.
- Prayers and **Reflections for Staff Events**
- Prayer at start of lesson
- Advent Prayer Service
- October Rosary

- **Oratory** full furnished and functional
- **Stations of the Cross** on display
- **Deceased** staff and student Memorial Board
- Carol Service
- Ash Wednesday Prayer Service
- Lenten Prayer service
- Catholic School's Week
- Post 16 RE Programme
- John Paul Awards
- **Edmund Rice Feast Day** – celebrated each year in the school, Edmund Rice project, Edmund Rice Camp, Year 8 prize winners trip to birth place of Blessed Edmund.
- **Ethos** Induction Pack for new staff
- **Catholic Ethos – use of the Framework for Self-Evaluation** (Down and Connor Catholic Schools Trustee Support Service) 4th January 2019, Contributions from staff across the school at all levels in the completion of the evaluation.
- **The Spirit of Catholic Education Awards 2020-21** – school awarded the award in recognition of the ongoing work and commitment to promoting the Ethos and Values of Catholic Education – 31st January 2021.
- One member of the teaching staff has completed the **EREBB Leadership Certificate** during the last SDP cycle.

Promoting partnership in the school community:

- Musical Recitals
- **Student voice** – Student council, Prefect Team, Mental Health Ambassadors, St. Vincent de Paul Team, Pope John Paul II Awards.
- **Edmund Rice Summer Camps**
- Charity Collections
- SVP Christmas Collection
- Coffee Morning for Local residents and parent of AEN students.
- Enterprise Business Partnership visits
- **Sports facilities** shared with the community and 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 students;
- **PTA and friends of St Mary's** established.

Teaching and Learning

- Curriculum provision (EA compliant);
- Learning and Teaching strategies;
- **Differentiated curriculum** designed to offer a very broad and balanced range of pathways for our students, reviewed annually in line with cohort needs.
- Assessment of learning/data analysis/used to inform practice in the classroom
- Literacy and Numeracy;
- **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.

- Pass Mentoring
- **AEN training** for teachers and support staff including classroom assistants.
- **Careers Adviser** employed and Career programmes delivered to all pupils
- Self-evaluation across the school community
- Pastoral structures supporting learning
- Prefects
- Student Council
- Anti-bullying policy
- Positive Behaviour Management Policy
- **St. Mary's Pupil Code of Conduct** – reflecting our ERST values, updated and reviewed annually.
- Attendance Policy
- Counselling services
- **Mentoring programmes** -Mental health initiative, literacy, numeracy and PE.
- **House System**
- **Extra-Curricular activities** - sporting, curricular and environmental.
- **Annual ERST Awards** at annual Year 8 Graduation.
- Personal Education programmes in each Key Stage delivered by our form teachers.
- Educational and sporting trips
- Trips aboard e.g. Ski trip, EREBB
- Sports events

Creating a Caring School Community.

- **Pastoral provision** designed to support all of our pupils, especially the most vulnerable.
- Safeguarding and Child protection
- **Communication** – regular communication with staff, students and parents/ guardian throughout the academic year.
- **TV Presentations** in canteen and foyer celebrating our ethos and events.
- PFTA established
- **School Events**- some events cancelled (March 2020 – June 2021) as a result of the pandemic, however many events have been possible during the 2018-21 SDP cycle including: New Academic Year Masses, Carol Services, Lunch time music recitals, Annual Spring concert (Yr. 1 of SDP cycle), Evening Carol Service in St. Teresa's Parish, ERST Awards, Advent and Easter Liturgies, Open Day on site and remote Open Day video presentation, P6 Taster Days (Yr. 1 of SDP cycle), Curriculum and Induction mornings for parents and guardians, Careers Night for KS4 and 5 students and parents (Yr. 1 of SDP cycle), PTMs, Motivational speaker events assisted by out Alumni members, PTFA Events.
- Project Zambia/St Vincent de Paul/Welcome Centre **Outreach** established links well embedded and linked to annual school calendar of events.
- Pupils and staff involvement in a range of **charitable organisations** (Trocaire, Catholic Caring, St Vincent de Paul)
- **Simmarian Magazine** - published each academic year.
- **Annual Coffee morning** – AEN parent/ guardian coffee morning hosted by the AEN teachers and classroom assistants
- **Social Media** - School Website, Twitter and Face Book
- Award winning **Student Eco Club** (green Flag Award June 2020, WBALC Ark Housing Award Dec 2020).
- School Chaplain
- AEN Interventions/support
- Healthy school (Exercise, Diet, Mindfulness)

- Breakfast Club
- ER Lunch Club for vulnerable and AEN pupils.
- AEN student support hub (Green room)
- Links with educational agencies
- Close links with Local Council, environmental groups; WBALC; West Belfast Partnership Board
- **3G pitch and Sports grounds, School hall** - used by our local community.
- **EREBB**: attendance of senior staff member at annual conferences and pupil links established with ER schools e.g. Geneva Feb. 2020.
- **John Paul II Awards** annually Year 14 students participate in the awards and linked community work.
- **Social Justice Advocacy Group**, with particular emphasis on the plight of the homeless.
- **Annual Edmund Rice Family BBQ** - hosted at the beginning of the academic year.
- Student and Staff (Aspire) **Counselling and Support services** available
- St. Mary's continues to be **over-subscribed** indicating the high esteem it is held in within the local and wider community.

Inspiring transformational leadership Effective Leadership

- School development plan (SDP)
- **SDP August/ September 2019 Audit** - (staff, students, parents), reflecting on the quality indicators of ISEF.
- **School Policies** -
- Continuing Professional Development for staff
- Inset Training
- Curriculum leadership
- Financial – resources/school environment
- Pastoral leadership
- Middle Management Professional Development delivered
- Staff Development Days/ INSET
- CCEA Moderation and Agreement Trials for HoDs and Teachers
- Specialist Training for SENCo
- Staff training Child Protection and Safeguarding, CCEA Subject Support, Medical needs
- Revised Positive Behaviour Management **Policy** and Sanctions (Nov. 2020).
- Introduction to new Positive Behaviour Management Policy to staff – **INSET** 2nd Nov. 2020)
- Review of the **roles and responsibilities** of FT, HOY, HOS in relation to Positive Behaviour Management
- Review of the role of **Classroom supervisors** and staff development provided for staff who supervise
- Review of role of **Lunch and Break time supervisors** and staff development provided for staff who supervise.
- **Staff Handbook** updated to reflect revisions in policies (April 2021).
- The Board of Governors completed an **ethos questionnaire** in January 2019
- Review meeting with **DC Trustee Service** 13th Feb. 2019.

Areas of Further Development:

Student Council – enhanced communication throughout the school regarding the work undertaken by the students who represent their class/ year group on the Council.

TV notices – enhanced use of the TV in the canteen and foyer to communicate important messages, celebrations, themes, upcoming events to the school community.

Positive Behaviour Management Policy to be formally rolled out to Pupils.

Prayer promoted in the morning registrations - Review and reissue the prayer cards for each form class.

2a:

A summary and evaluation of the school's 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.

CURRICULUM

The curriculum of the school seeks to fulfil both the educational aims specified in the School Development Plan and the complementary school aims which are stated in our Prospectus. In addition to the compulsory subjects specified for study at each key stage, it is the policy of the school to provide an enriched curriculum for all pupils, offering optional subjects as appropriate and making a wide choice of extra-curricular activities available to all age groups.

Key Stage 3 Curriculum

At Key Stage 3 (Years 8-10) the school provides a broad and balanced curriculum and has fully implemented the revised curriculum as required by the Education Order 2006, including Skills and Capabilities (incorporating Communication, Using Mathematics, Using ICT, Thinking Skills and Personal Capabilities) and the general Areas of Learning: English with Media Education, Maths & Numeracy, The Arts (*Art, Drama and Music*), Learning for Life and Work, Modern Languages, Environmental Studies (*Geography and History*), Science & Technology, Physical Education and Religious Education. In addition to the subjects listed above, Year 8-10 pupils undertake a Personal Development programme in the second and third terms each year.

Upon entry to Year 8, pupils are allocated to a form class initially on the basis of ability in English. Maths groupings are streamed within each of the three year group bands. The majority of the subjects listed above are taught within the form class with the exception of languages and practical subjects. Pupils in Year 8 study two languages from a selection of French, Spanish or Irish and in Year 9 choose to continue to study one language. Pupils who attended an Irish Medium primary school will complete GCSE Irish at the end of Year 10. Pupils will also be allocated to a separate class for practical subjects; these are not taught in form classes.

Key Stage 4 Curriculum

At Key Stage 4 (Years 11-12) the school aims to address the following:

- Provide a broad and balanced curriculum that will enable pupils to have access to studying a range of subjects that are in their sphere of interest.

- Provide a curriculum that is accessible for pupils who display evident barriers to learning but enables us to stretch those pupils who are gifted and talented.
- Provide pupils with a curriculum that provides appropriate and viable pathways for transition into Key Stage 5 at St Mary's and then into further education or employment.
- Deliver a curriculum that will meet the Entitlement Framework and is realistic to deliver with our current staff/resources.

To achieve these aims, the school streams Key Stage 4 pupils which will dictate the number of GCSEs studied (from 8 to 10 GCSEs) and available subject choice. Decisions based on determining a student's core curriculum are completed through an extensive analysis of available data, including Progress in English and Mathematics assessments, Year 9 and 10 ARP Tracking data and staff feedback for student suitability for Further Maths, English Literature & Double Award Science.

Year 10 students and parents are invited to attend an Options presentation in February which provides detailed information regarding the options process and subject choices. There are 34 subjects in total on offer – 25 General/9 Applied (Entitlement Framework compliant). All students will also study Religion, Science and PE.

Key Stage 5 Curriculum

Students will complete 3 or 4 A Level subjects – two-year course. Entry onto this pathway will be based upon academic and pastoral entrance criteria (GCSE performance & conduct/attendance record). Specific academic entrance criteria will apply for entry into Maths, Biology, Chemistry, Physics and Computing. Year 12 pupils and parents are invited to attend a presentation in February which provides detailed information regarding the options process, subject choices, entry requirements and timelines.

Entitlement Framework (EF) at Key Stage 5

Through participation in the West Belfast Area Learning Community, St Mary's works alongside other local schools to ensure that pupils in the West Belfast area have access to a wider selection of AS and A2 subjects than those available to them in their home schools. St Mary's acts as the providing school for a number of subjects. Not all of our current subjects are accessed by EF pupils from other schools every year but we accommodate EF pupils where we have space in classes and where the EF pupils achieve the same entrance criteria as our own pupils.

Enrichment Programmes

Pupils are encouraged to participate in at least some of the enrichment activities which are on offer, for example, the Pope John Paul II Award, Public Speaking and Debating, the school magazine, Young Enterprise, the Engineering Education Scheme, Public First Aid, music and drama productions, orchestras, bands and choirs, exchange visits abroad, a wide range of sporting activities and the Catholic Caring and Trocaire campaigns.

Curriculum Planning and Provision:

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 incooperation of appropriate AfL. SOW provide evidence of planning to ensure effective delivery of the curriculum. On staff INSET days there is time set

aside to ensure departments can discuss, complete workshops and share best practice for learning and teaching.

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.

Curricular Policies

There are a number 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 (see Appendix 4). 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. This was evidenced in the most recent remote learning parental survey (Feb. 2021). There were many positive comments by parents,

“Thank you for all the support that the teachers are providing. I know if my son asks a question of his teachers, they respond really quickly. We are delighted with the support that is being provided.”

Another parent commented,

“Firstly I would like to thank the school and every teacher for their continued commitment to my son through these trying times, teachers I feel aren’t getting the thanks and recognition for their hard work throughout lockdown. Many thanks.”

Another parent reflected on the improvements made from the first lockdown in March 2020 to the latest one in January 2021 stating,

“I am very pleased that my son has taken on the responsibility of home learning this time round compared to last year. Much appreciation to all the teachers they have done an amazing job during this difficult time.”

Through additional staff training in the use of Google Classroom staff have become more confident in the delivery of live lessons during the school closures.

There has been staff INSET training on use of data, PASS, CCEA Analytics, Google Classroom, SIMs to aid teaching and learning.

SLT monitor policies, progress and outcomes against the SDP.

Middle Leaders

Heads of Department and Teachers in Charge work to develop a strategic vision for their departments. They have responsibility for learning and teaching within their department in line with the curriculum and pastoral policies, the ethos, aims and values of St. Mary's.

Heads of Department are responsible for the production of schemes of work and are overseen by the VP Curriculum.

Each Head of Department is assigned a Link Senior leader who meets with them regularly.

Learning and Teaching methods

There are a variety of learning and teaching methods used according to the specific lesson and subject, but all include whole-class, group, paired and individual work. Pedagogy reflects the school's position on the positive benefits of using a range of learning strategies. In this way, the needs of our learners whose preferred learning style is didactic, aural, visual or kinaesthetic can be met. Independent learning and student responsibility for their own learning is encouraged by the teachers. Teachers set high expectations for their students and deliver high quality teaching, creating the correct conditions within their learning environments to enable the students to reach their full potential. The teachers also foster our strong pastoral foundations in their classrooms, encouraging mutual respect and providing a friendly but formal professional environment where learning is enhanced.

Assessment (including cross curricular skills):

- Both Summative and Formative assessments are carried out in line with the Assessment and Reporting Policy (June 2021).
- Homework is an integral part of learning and seeks to develop the potential of each student. Homework gives opportunities for students to practice new learning experienced in lessons.
- We prioritise a 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.

- Students are encouraged to take an active role in their own learning, with active engagement with classroom learning, homework activities and preparation for assessments. On-going target-setting is inbuilt into the student learning process. Target grades for all students in ARP assessments are inbuilt for all subjects. These grades were set by the classroom teacher and provided a more accurate means of measuring pupil progress, and therefore those students in most need of support. Providing parental reports of ARPs with the subject target grade also allowed parents 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. This programme with on-going monitoring, significantly reduced the number of students completing Year 11 with aspects of their Controlled Assessment incomplete.

Careers Education, Information, Advice and Guidance (CEIAG)

There are timetabled Careers classes, a full range of speakers and 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.

Work Experience

Year 13 students have the opportunity of participating in work experience which usually lasts for one week. It gives them insight into the world of work and helps them with their choice of career. Some Modern Language pupils may have the opportunity of completing their work experience in the country of their target language. However, in 2019-20 and 2020-21 there was a move to virtual work experience as a result of Covid-19 restrictions and in line with health and safety guidelines for schools (see below).

Careers Department 2020-2021

A new Careers Advisor was appointed in 2020.

Student and Parental Communication

- A separate 'Careers News' section has been added to the school website. This and the school Facebook page are being updated regularly to assist with communication of general careers news and events.
- Careers Google Classrooms for Year 13 and 14 were set up in January to enhance communication with students in these year groups during lockdown. Use of the Google Classrooms continued after students returned to school in late March to assist in readily communicating with the entire year group.
- The text system has been utilised to send Careers communications to parents of students in Year 12, 13 and 14:
 - As a follow-up to the Careers presentation which was provided part of the Options process, all Year 12 parents were sent a document to explain alternatives to continuing with A level studies, e.g. training organisations, further education colleges and apprenticeships, and providing contact details and links to relevant information.
 - Year 13 parents have been provided with information regarding virtual work experience and virtual university open days for the local universities, which were each held on Saturdays. In June, Year 13 students and parents will receive a recorded presentation outlining the application processes for UCAS, CAO, St Mary's University College and Regional Colleges that will be undertaken next year.
 - Year 14 parents have been sent several updates and communications in relation to UCAS, CAO, replying to offers, back-up options, Student Finance, university news, and bursaries and scholarships.
- Careers advice, guidance and support were available to individual students and parents during lockdown via telephone and email. Face to face advice and guidance resumed for students once they returned to

school in March, and this was particularly utilised by Year 13 and 14 students. Advice and support continues to be provided for parents by telephone and email.

Year 12 Careers Interviews

- In line with statutory requirements, every Year 12 student is offered a Careers Guidance Interview with the Department for the Economy's Careers Service.
- This year, interviews have been successfully completed remotely through a combination of video calls while students were in school and telephone calls to students' homes during the period of remote learning in the second term. All interviews are co-ordinated by the school's Careers Advisor, with telephone interviews during lockdown organised through parents.

Year 12 Information and Advice for Potential Leavers

- The Careers Advisor visited classes 12A, 12B and 12C and delivered a presentation on alternative options to continuing in school to complete A level or equivalent qualifications. These classes were focused on as they have the highest numbers of students who had indicated during the Options process that they did not wish to return to St Mary's to study next year.
- Question and Answer sessions with Workforce and People 1st were arranged for those students who expressed an interest in attending these organisations, and several students subsequently signed up to Training for Success programmes starting in September.

Virtual Work Experience

- In response to the challenges presented by the pandemic in relation to safely organising physical work experience, many leading companies and organisations have developed virtual, interactive work experience programmes which provide excellent opportunities for students to engage with leading employers and learn more about their preferred career area.
- So far, 105 Year 13 students have registered for virtual work experience in a range of programmes, including the Kainos Coding programmes, Generation Innovation five day virtual team experience involving students from various schools, Construction Boot Camps organised by the Construction Industry Training Board, Allstate IT experience, FinTrU financial technology programme, Deloitte 'Career Shapers' accountancy and professional services experience and Ulster University Embracing Talent Employability programme.
- One Yr. 13 student has been successful in gaining a place on the PwC 'New World, New Skills' one week paid work experience programme in August 2021.

University and Apprenticeship Open Days

- Year 13 students have been provided with the opportunity to attend various virtual university Open Days, talks and Roadshows, including QUB and UU Open Days, the University Roadshow, UCAS Discovery Day and Scottish Universities Virtual Roadshow.
- A wide range of virtual talks and events promoting apprenticeships, with an emphasis on higher level and graduate apprenticeships, were made available to students and publicised on the school website and Facebook page during NI Apprenticeship Week at the end of April.

Preparation for Year 13 students applying for highly selective courses and universities

- This year two Year 13 students were successful in gaining places on the QUB Pathway Opportunity Programme, while twenty Year 13 students are taking part in the Cambridge HE+ programme. Both programmes focus on the development, preparation and support which will provide students from less advantaged backgrounds with an increased opportunity to be successful in applying for and transitioning to these universities.
- Four Year 13 students have indicated an interest in studying medicine, and one of these students wishes to apply to Cambridge. An additional student has indicated that he may be interested in applying to Cambridge to study Natural Sciences.

- A past pupil, who studied medicine at QUB and is now working in the RVH, has very generously offered to mentor and help St Mary's students who may wish to apply to medicine. This process started with a video call in June 2021 facilitated by the Careers Advisor.

Year 14 Applicants to University

- This year, 98 of 117 Year 14 students have applied to university through UCAS. Four of these students have also applied to St Mary's University College and five students have also applied through CAO to universities in the South.
- UCAS applicants replied to offers by 10th June 2021, most have accepted QUB or Ulster University as their firm choices, with a wide range of courses represented. Other firm choices include Birkbeck College, University of Glasgow, University of Liverpool, Liverpool John Moores University and University of Manchester.
- Those who have decided not to apply to university have opted for several alternatives, the most popular being Level 5 HND courses in Sport and Sport and Exercise Science at Belfast Met.

Leavers' Destinations

Destinations are used to inform Teaching and Learning when we review the curriculum. This is supported by our careers advisor.

Leavers' Destinations

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| | 2018-2019 (122 Students) | | 2019-2020 (117 Students) | | 2020-2021 (117 Students) | |
|---------------------|------------------------------------|-----|------------------------------------|-----|------------------------------------|-----|
| Higher Education | 90 | 74% | 100 | 85% | 88 | 75% |
| Further Education | 4 | 3% | 3 | 3% | 6 | 5% |
| Work-Based Training | 7 | 6% | 1 | 1% | 5 | 4% |
| Employment | 14 | 11% | 5 | 4% | 11 | 9% |
| Gap Year | 2 | 2% | 5 | 4% | 2 | 2% |
| Year 15 | 5 | 4% | 0 | 0 | 0 | 0 |
| Unknown | 0 | 0 | 3 | 3% | 5 | 4% |

Evaluation 2018-2019

Learning and Teaching

- 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.

Promoting the raising of Standards of Attainment - Student Support

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.
- Staff use Lesson Monitor to track classroom engagement by the students and progress through the ARPs are clearly tracked against GL data/ attendance and Pastoral information. Staff have been trained in the use of Sims and data handling to inform Teaching and Learning.
- 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.
- School policies and procedures are monitored and reviewed regularly by SLT (Appendix 4).
- 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.

Assessment

- Modification of the ARPs. Target grades for all pupils are in place in all subjects. 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 (2018-19) 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-catch-up clinics supervised by a member of the SLT 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 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 (Industrial action ceased in 2020 during the Covid-19 pandemic).

Transition Year

St. Mary's CBGS is fully compliant with The Entitlement Framework offering 27 subjects at GCSE and also A Level.

A Working Group was set up in 2018 with the aim of establishing an appropriate curriculum to meet the needs of pupils who would benefit from a Transition Year within the Year 12 cohort. The final curriculum design included opportunities for enrichment outside of timetabled classes including relevant Work Experience.

Twelve students participated in the transition curriculum. Outcome of the programme show 100% of the transition students achieving full pass grades in all the Level 2/GCSE subjects: GCSE Maths/English/Statistics, Level 2 OCN Certificate in Religion, Level 2 Certificate in ICT and the Bridging course in Financial Services. 100% of these students successfully returned to study Level 3 subjects in '21-'22 continuing their studies in BTEC in Sport (Single Award), BTEC in IT (Single Award) and Certificate in Financial Services. Success in these subjects will allow these pupils access to a number of higher education courses to include Foundation degrees/Higher National Certificates (HNCs)/Higher National Diplomas (HNDs)

Evidence:

Working group established
Nova T timetable design
Transition curriculum prepared – KS5 Options booklet
PowerPoints for Options presentations
Student reports (Transition group) 2019-2020.
Work experience opportunities (partially achieved)
Transition – Summer 2020 results report

Assessment for Learning – Feedback to Pupils

Each Department reviewed and submitted for approval, their own departmental Marking and Feedback Policy for ongoing book checking and feedback for Year 12s. HODs communicated their marking policy to their departmental members (evidence of revised policies in departmental area in OneDrive, minutes from departmental meetings, SLT/HOD Link meetings, Staff INSET agenda). There is now a more robust understanding of the procedures and expectations regarding standards of marking and student feedback to improve student learning. Evidence indicated that teachers check the Year 12 pupil books regularly and quality assure the work. Unfortunately, Collegiate Book Discussion (CBD) was only partially achieved due to industrial action. Sampling by SLT of samples of work from Year 12 classes to QA feedback provided for students as per departmental policy. In some cases, sampling of work focused on the quality of the feedback that was provided for the pupils. This work was partially achieved. Staff still need to encourage students regarding sub-standard /missing/poorly presented work.

Evidence:

Departmental Marking Policies (OneDrive)
INSET schedule (August 2018)
Minutes from departmental meetings
SLT/HOD Link meetings
Collegiate Book Discussion (CBD)
Sampling of work

The Covid-19 pandemic meant a loss of face to face teaching time during lockdown from March to June 2020. Many of our students, despite the best efforts of the school to support them, found lockdown and home learning particularly difficult due to issues with access to technology, home support with learning and other aspects such as the delay and issues in access to free school meal financial support etc. It was these students, who even in normal circumstances face barriers to learning due to their home circumstances, were disproportionately affected by the school closures.

Teaching staff also experienced significant pressure in trying to ensure that all necessary content from 2019-20 had been covered.

Evaluation 2020-2021 – ongoing adjustments as a result of the pandemic

General Curriculum Adjustments – Covid 19

The adjustments to the curriculum introduced from August 2020 to ensure the school follows the Department of Education's COVID-19 guidelines remained in place in 2020-2021 and are detailed below.

KS3

- KS3 pupils were timetabled and housed in form rooms within class bubbles for their linear subjects.
- There were some adaptations made for practical subjects, where we have had to limit pupil involvement in practical elements.
- We encouraged teaching staff to, where appropriate, utilise demonstrations in class for practical elements of subject areas. In some subjects, for example Science, video demonstrations were used by teaching staff to illustrate practical components and the Art department made use of visualisers to enhance student understanding.
- Our KS3 practical PE curriculum was significantly changed to include only a restricted amount of activities; namely walking, running and football (not above head height). The use of practical equipment was limited.
- Music, Art and Technology were timetabled as normal but with restrictions in place for the use of practical equipment, which could only be used individually and sanitised before and after use.
- No practical elements of Home Economics are delivered at KS3.

KS4 & 5

- It was not possible to adopt a bubble approach at KS4 and KS5 due to the need for pupils from different classes to mix for optional subjects. At KS4, students were taught in their form room for linear subjects and split for optional subjects. At KS5, students split for all subjects.
- Similar adaptations for practical subjects as those detailed for KS3 were undertaken i.e. use of teacher/video demonstrations for some components, restricted PE activities and the use of individual equipment which was sanitised after use in Music, Art and Technology.

Learning and Teaching at Key Stage 4 & 5

Following a CCEA consultation with all schools in Northern Ireland during September 2020 in relation to adaptations to GCSE, AS and A Level qualification in 2020/21, the Education Minister wrote to schools on 9th October 2020 to confirm his decision on the proposed changes.

The late timing of both the consultation and final publication of information relating to teaching schedules and content raised significant concerns among teaching staff both due to the reduction in time to properly plan for the delivery of the revised specifications and, in some cases, due to the level of content teachers must cover with pupils at a time when pupil absence and disruption to learning and teaching is significantly increased.

CCEA's adaptations to GCSE, AS and A Level qualifications and the subsequent decision in Term 3 of 2020-2021 to award qualifications using CDGs, continued to impact on students, their parents and staff until the end of the year.

KS4

- In most GCSEs, one unit was omitted from assessment. CCEA specified the compulsory units which was assessed.
- There is no change to GCSE Mathematics. Pupils were assessed in all units. However, as Maths was completed in St Mary's for most pupils in Year 11, 92% of our pupils have already achieved A*-C and have commenced GCSE Further Maths or Statistics. The effect of this was therefore not significant. This did however impact on our Year 11 students completing CDGs in Year 11.
- In GCSE English Language, only the speaking and listening element was omitted, and in GCSE Modern Languages and Gaeilge, only the speaking element was omitted. The removal of these elements did not significantly reduce the volume of content required to be taught, and so teaching staff in these subjects worked to ensure all aspects of the courses were sufficiently covered with the pupils. Due to the differing experiences of learning of our students during lockdown, substantial elements of the Year 11 course was revisited with pupils before being able to commence teaching of usual Year 12 content.
- In GCSE Religious Studies, Politics and Statistics, a Controlled Assessment element was introduced as an option to replace one of the two examinations normally sat in these subjects.

KS5

- There are no changes to the A Level specifications and the predicted AS grades awarded in August 2020 did not contribute to the overall A Level grade which were awards as CDGs.
- Again, the issues surrounding lockdown and the loss of face to face teaching from March to June 2020 applied to our KS5 pupils, making the need to ensure this prerequisite AS content was covered, all the more important.
- There is substantial pressure on teaching staff in have covered the A Level content with Year 14 pupils in the limited time they have to deliver face to face teaching, organise assessments using CCEA assessment materials and mark, standardise, moderate and agree CDGs at departmental level.

Implementation of contingency planning for remote/blended learning

Our pupils began to return to school at the end of August 2020. Throughout term one, there were numerous interruptions to learning due to pupils and staff having to self-isolate. Some year groups were affected than others. Although remote learning was utilised for pupils who were self-isolating, this was not as effective as face-to-face learning. Due to rapidly rising rates of infection, all Northern Ireland schools were required to close for an additional week before half-term, to provide a 'circuit-breaker'. All pupils finished school on 16th October 2020 and returned to school on 2nd November 2020. In January 2021, a further extended period of school closure necessitated a move to remote learning from January – 22nd March 2021 for pupils in Years 12-14 and from January 2021 – 12th April for pupils in Years 8-11.

Despite these challenging circumstances, our pupils and their teachers worked diligently to ensure that all necessary subject content was fully covered. Overall, our pupils have shown considerable resilience and determination to succeed in their studies regardless of the difficulties in the past months.

- During lockdown a variety of online platforms were used by staff to engage with pupils. These included Google Classroom, Microsoft Teams and email. After surveying staff to determine their opinions on the various platforms, it was agreed in June 2020 that moving forward Google Classroom only would be used. It was felt that one common platform would be more user-friendly for pupils, parents and staff, and from the school's perspective would be easier to manage in terms of training, support and monitoring.

- The IT Co-ordinator, conducted a staff skills audit and during the first term of 2020-2021 provided a number of comprehensive training sessions to assist staff in the effective use of Google Classroom and online learning. Individual staff support was also provided as needed and detailed information on the use of Google Classroom was provided to all parents.
- All teaching staff were provided with time within their departments from Induction onwards to set up their Google Classroom areas for each class and prepare online work. In preparation for any remote learning staff ensured at the start of the term that all pupils in their classes were able to log-in and access their work remotely.
- Due to the number of pupils self-isolating, Google Classroom has been used extensively during the first term. This worked fairly well in cases where an entire class was self-isolating as teaching staff could use the time they normally teach that class to post work and provide feedback. Engagement by the pupils has been much improved compared to March 2020 lockdown although it was still an issue with some pupils, despite follow-up by teaching staff and the pastoral team.
- It was more difficult to manage learning where part of the class was self-isolating but the remainder of the class was in the classroom and so there is no time readily available for staff to communicate remotely with the part of the class which was self-isolating. Directed Time was used by teaching staff to post work and engage with these partial classes. The level of disruption experienced in the first half term continued during the second half term meaning there was a continued need for teaching staff to manage partial classes being taught remotely.
- Google Classroom was used extensively during the first term and continued to be the platform of choice to deliver learning, until students returned to the classroom in March and April 2021.

Assessment

- Assessments procedures include the use of PTE, PTM and CAT4. Staff were provided with user friendly results for all pupils. The more precise identification of areas of strengths and weaknesses generated by the use of PTE and PTM allow for more personalised learning and therefore greatly assist differentiation. PTE, PTM and CAT4 results are used in Combination Reports to help identify gaps in learning and are used to inform programmes for literacy and numeracy support.
- Formal Internal Assessments (Assessment Reference Points ARP1 occur on 4 occasions throughout the school year. Parents of 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.
- ARP data continued to be monitored, across all Key Stages, by SLT and HOYs with specific intervention, pupil interviews and support provided.

The above practices are now embedded and integral to school procedures.

Supporting Pupil Learning

- The AEN Team ensured a range of effective interventions were in place to meet learning needs of pupils with additional requirements.
- The Learning Support classes in KS3 were revised, especially Years 9 and 10. Students continued to be taught in Form Classes, however, students were grouped on the basis of PTE/PTM data.
- The support of senior students with KS3 was possible in 2018-2019, but less so with the social distancing guidelines and use of class 'bubbles' in KS3 during 2020-2021. It is hoped this support can resume during the next SDP cycle.

In 2020-2021 - Engage Project – Supporting Pupils in English, Maths and Science

- We embarked on the Engage programme, a support programme fully funded by the Department of Education.
- The aim of Engage was to limit any long-term adverse impact of the COVID-19 lockdown on educational standards by supporting pupils' learning and engagement through provision of high quality one to one, small group or team teaching delivered by qualified teachers.

- The Engage programme funding has enabled us to put in place support for Key Stage 4 and 5 pupils studying English, Maths and Science. This support will run for the entire academic year until May 2021. The scope and type of support may develop as the year progresses depending on pupil need.
- This support is being delivered by additional teaching staff, namely Michael Smith (KS4 English, Maths & Science) and Matt Hanna (KS4 Single Award Science, KS4 Further Maths and KS5 Maths & Physics). Una Hughes is also delivering additional support in KS5 English.
- A significant number of pupils have received support in small groups across these three subjects.
- Engage funding was also used to deliver small group PASS interventions in Year 8.
- We are confident that this support will have a positive impact and help to mitigate the lost learning that has resulted from lockdown and subsequent absences related to COVID-19. We are also encouraged to hear this support should continue into 2021-2022.
- The school assisted with an ETI review of the Engage programme in May 2021 by providing a summary of the interventions we implemented and the impact of these on pupil learning.

Assessment Cycle

Assessment Recording Point 1 (ARP1)

All departments completed teacher assessed grades for ARP1 in October 2020.

The data has been collated and summarised for each year group to include, in addition to the grades for each pupil and a total of subjects passed/failed, a breakdown of grades recorded as 'Absent' and the nature of the absence i.e. COVID or non-COVID related absence.

A number of pupils have been identified at this early stage as requiring intervention and support. Looking exclusively at those students who we deemed to have underperformed, a significant factor relating to this underperformance is poor attendance.

Students who have underperformed in ARP1 have been categorised into three groups:

1. Those who have underperformed due to absence relating to COVID
2. Those who have underperformed as a result of non-COVID absence
3. Those who have underperformed who have good attendance figures

Pupils in all three groups are receiving intervention and support. Pupils from Group 1 are receiving catch-up lessons in key subject areas delivered through the Engage programme. Pupils in Groups 2 and 3 are attending compulsory academic support delivered in departments and receiving consolidation/revision lessons delivered through the Engage programme.

In addition, a number of after-school revision clinics are targeting KS4 & KS5 pupils in English, Maths and Science.

The intervention and support at this stage is coordinated by the Curriculum Vice Principal working with relevant Year Heads and HoDs.

Assessment Recording Point 2 (ARP2)

As discussed above, the situation remained extremely volatile due to the significant but unavoidable increase in pupil/staff absentees related to self-isolation. We ran ARP2 Christmas assessments for all pupils in Year 8-14, but with some changes as detailed below.

- Classes ran as normal and the timetable was not suspended for the duration of the ARP2 examinations, instead all examinations were conducted in class, co-ordinated by subject teachers.
- Where necessary, class assessments were split into two or more components to cover longer assessments i.e. Section A and Section B. This is a compromise on what is normally provided under exam conditions but departments were asked to tailor their exams accordingly as best they could.
- Guidelines were issued to staff on how to safely mark and return pupil assessments.

Reporting

Full reports were issued to parents of Year 12-14 in February 2021 and Year 8-11 in June 2021.

2018-2019 Public Examination Results (August 2019)

- **Pupil Achievement at GCSE 2018**

| | |
|--|------------|
| Number of pupils studying GCSE: | 166 |
|--|------------|

| Achievement | % of pupils |
|---|--------------------|
| 7+ passes at A*-C | 71 |
| 7+ passes at A*-C (including Maths & English) | 68 |
| 5+ passes at A*-C | 93 |
| 5+ passes at A*-C (including Maths & English) | 82 |

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 (93%) achieved five or more passes at GCSE and 71% achieved seven or more passes, with 68% recording seven or more passes including Mathematics and English.

Pupil Achievement at A2 2018-19 (August 2019)

| | |
|--------------------------------------|------------|
| Number of pupils studying A2: | 109 |
|--------------------------------------|------------|

| Achievement | % of pupils |
|--------------------|--------------------|
| 3+ A*-C grades | 76.1 |

76.1% of the 109 pupils studying A2 from 2018-19 achieved a minimum of three grades at A*-C or equivalent.

2019-2020 Public Examination Results (August 2020)

Background

As public examinations in Summer 2020 were cancelled, the various examination boards required schools to provide predicted grades and individual pupil rankings for each award for all pupils who were due to complete GCSE, Level 2 equivalent, AS, A2 and Level 3 equivalent awards.

HoDs were asked to work in conjunction with their subject teachers to formulate and submit predicted grades along with individual rankings for each grade set. HoDs and teaching staff were provided with full instructions as to how predictions were to be made in line with guidance supplied by the exam boards. In order to make these

predictions as accurate and informed as possible, all teaching staff were provided with access to a range of data including ARP tracking information, unit scores from external exams, controlled assessment scores and subject performance trends for the past three years.

All predicted grades and rankings were collated, checked, uploaded and submitted to the relevant examination boards.

Submitted grades were assessed and moderated by the relevant examination board and final examination results published in August 2020. As explained further below, ultimately all pupils were awarded with the higher of the centre assessed grade provided by the school and the grade awarded by the examination board.

Under normal circumstances, DENI will keep records of pupil achievement in public examinations for statistical comparison and reference, allowing schools to omit pupils who under published criteria would be deemed ineligible for examinations. Given the unique nature of the end of the academic year for 2019-20, schools were notified by DENI in May 2020 that all GCSE/AS/A2 grades awarded to pupils will not be recorded or reported on.

GCSE Grades 2020

GCSE results were published on Thursday 20th August 2020 and the decision was made that these would replicate the centre assessed grades/levels that were provided by schools to examination boards in May 2020.

The table below displays all the relevant information relating to our school's GCSE performance.

Figures for departmental and overall school performance for all the key indicators are listed in the table below.

GCSE Pupil Achievement at GCSE – Historical Comparison 2016-17 to 2019-20

| Performance Indicator/Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|----------------|----------------|----------------|----------------|
| 7+ passes at A*-C | 73 | 75 | 71 | 86 |
| 7+ passes at A*-C (including Maths & English) | 70 | 74 | 68 | 85 |
| 5+ passes at A*-C | 89 | 86 | 93 | 95 |
| 5+ passes at A*-C (including Maths & English) | 81 | 79 | 82 | 89 |

| Performance Indicator/Year | 2019-20 |
|---|----------------|
| 7+ passes at A*-C | 147/171 |
| 7+ passes at A*-C (including Maths & English) | 145/171 |
| 5+ passes at A*-C | 163/171 |
| 5+ passes at A*-C (including Maths & English) | 152/171 |

GCSE Headline Figures were not compared against **CAT4 Value Added** for GCSE in August 2020 (Predicted grades used during Covid-19 pandemic).

A2 Grades

The initial A2 Grades that were published on Thursday 13th August were based on a statistical moderation of previously submitted centre assessed grades provided by schools and rankings within each grade set conducted by the relevant examination boards.

Shortly after these grades were published, and after significant concerns were raised by many pupils and schools in relation to the accuracy and fairness of the grades provided by the examination boards, it was announced that all results awarded for Level 3 qualifications would be amended to reflect the higher of the centre assessed grade and the original grade awarded.

The table below displays all the relevant information relating to our school's A Level performance. The individual grade counts reflect the final awarded grades and the overall final totals, based on centre assessed grades, are shown in grey. Overall department totals for initial statistically moderated grades calculated by the examination boards are listed in green, and the yellow residual value indicates the increase in the percentage grades at A*-C awarded after grades were amended.

Figures for overall school performance (Initial and amended) for the key indicator of 3+ passes at A2 or equivalent are listed in the table below.

A2 Results August 2020 – Revised Version

| Achievement | 13-14 | 45-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| 3+A*-C | 71% | 63% | 72% | 68% | 76% | 76% | 77% (Initial) 97.4% (corrected) |

2020-2021 Public Examination Results

Results Analysis August 2021

A level/Level 3

- 117 Pupils
- 109 out of 117 achieving at least three A level passes at A*-C or equivalent
- 93.2% of pupils achieving at least 3 passes at A*-C or equivalent

Historic Performance at A level/Level 3

| Achievement/Year | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------------------------------|------------------|------------------|------------------|----------------------------------|------------------|
| 3+ A*-C Grades or Equivalent | 68% | 76% | 76% | 77% (Initial) 97% (Corrected) | 93% |

Pupils achieved 100% pass rate at A*-C or equivalent in the subjects listed below:

| | | | | | |
|--------------------|----------------|-------------------|---------|------------|-----------|
| Applied Business | Art and Design | BTEC Sport | Biology | Chemistry | Computing |
| Digital Technology | Drama | English | Finance | Geography | History |
| Irish | Media | Moving Image Arts | Spanish | Technology | |

GCSE/Level 2

- 179 pupils
- 172 out of 179 achieving at least five GCSE passes at A*-C or equivalent
- 156 out of 179 achieving at least seven GCSE passes at A*-C or equivalent
- 148 out of 179 achieving at least five GCSE passes at A*-C or equivalent including English and Maths
- 144 out of 179 achieving at least seven GCSE passes at A*-C or equivalent including English and Maths

| Indicator | Percentage for August 2021 |
|---|-----------------------------------|
| % 5+ GCSE passes at A*-C or equivalent | 96% |
| % 7+ GCSE passes at A*-C or equivalent | 87% |
| % 5+ GCSE passes at A*-C or equivalent including English and Maths | 83% |

| | |
|---|-----|
| % 7+ GCSE passes at A*-C or equivalent including English and Maths | 80% |
|---|-----|

Historic Performance at GCSE/Level 2

| Performance Indicator/Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|------------|
| 5+ passes at A*-C | 89% | 86% | 93% | 95% | 96% |
| 7+ passes at A*-C | 73% | 75% | 71% | 86% | 87% |
| 5+ passes at A*-C (including Maths & English) | 81% | 79% | 82% | 89% | 83% |
| 7+ passes at A*-C (including Maths & English) | 70% | 74% | 68% | 85% | 80% |

Pupils achieved 100% pass rate at A*-C or equivalent in the subjects listed below:

| | | | | | | |
|------------------|----------------|---------------|----------------|------------|-------|----------|
| Art and Design | BTEC Sport | Further Maths | Gaeilge | Geography | Music | Religion |
| Single Chemistry | Single Physics | Spanish | Sports studies | Statistics | | |

Pupils achieved over 90% pass rate at A*-C or equivalent in the subjects listed below:

| | | | | |
|------------------------------------|-----------------|----------|------------|----------------------|
| Business and Communications | OCN in IT | French | LLW | Mathematics |
| OCN Personal Success and Wellbeing | OCN in Religion | Politics | Technology | Double Award Science |

GCSE Headline Figures were not compared against **CAT4 Value Added** for GCSE in August 2021 (CDGs used during ongoing Covid-19 pandemic).

Evaluation

All departments conduct end of Year reviews following the publication of public examination results (CDGs) in June / August. The results of each review are discussed with the Principal, Curriculum Vice-Principal and a member of the Board of Governors.

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.

A Levels

The percentage of pupils receiving three A*-C grades (CDGs) is documented, although schools do not report on these formally to DE this year.

GCSE

GCSE results are documented, although schools do not report on these formally to DE this year.

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.

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 (CAT4 PTE, PTM)
- Combination Reports for Year 8 in used since the beginning of September 2020.

- Continued effective use of data.
- Learning and Teaching Policy (March 2021)
- Remote Learning Policy (Nov. 2020) and GC training for staff (ongoing throughout 2020-2021)
- Assessment for Learning (June 2021)
- Departmental Homework Policy (all reviewed during 2018-2021 SDP cycle)
- Assessment and Reporting Policy (updated June 2021)
- Centre Determined Grades Policy (May 2021)
- Appeals Policy (May 2021)
- E Safety Policy and Acceptable Use Policy (updated March 2021)
- Special Educational Needs and Inclusion Policy (updated October 2020)
- Departmental Schemes of Work
- Parent, Pupil and Staff Surveys 2019 - 2021
- Pupil Tracking and SIMS Lesson Monitor
- Review of the existing curriculum offer within the context of the Entitlement Framework to assess its effectiveness in meeting the needs and aspirations of pupils.
- Support and guidance to students when transitioning from Key Stages
- Engage Programme monitoring reports 2021.
- Staff, parental and pupil KR surveys (June 2021), as we completed the SDP for 2018-2021.
- Staff break out discussion group reports, Curricular and Pastoral areas of discussion (18th June 2021)

Areas for Development

- Additional guidance issued from DENI (May 2021) has been factored in to the planning for the rooming of the newly constructed timetable for 2021-22.
- Implementation of the road map from DENI (May 2021) outlining the pathway forward for GCSE and A level specification from September 2021 has been shared with HODs and planning time is included for the next academic year.
- Staff had requested additional resources for ICT in the KR survey in June 2021. This had been identified earlier by ELT/SLT as a priority. Together these comments informed the purchase of additional equipment to enhance T&L - 20 new data projectors and 58 new computers (fully managed). These will be in operation in September 2021 as the new term begins.
- GC training will continue in September 2021 to mitigate and plan in case of further periods of Covid-19 school closures. Staff had commented in the recent KR survey (June 2021), *"There needs to be hands on ICT training for all staff on a regular basis."* Staff have benefited from a lot of staff development in relation to the use of GC to support T&L and pastoral interactions with pupils during 2020-21. This will continue.

2b: Providing for the special, additional or other individual educational needs of pupils.

In keeping with our ethos, St. Mary's strives to meet fully the needs of our pupils with special and additional educational needs. 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. This was last possible in October 2019 due to the current restrictions, this will hopefully be possible in October 2021. At the beginning of this School Development Plan (2018) there were 37 pupils with a statement of special educational needs enrolled in the school with approximately 233 more on the SEN register. In September 2018 the SEN register recorded the following:

September 2018

| | 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 |

In addition to the SEN register, the SENCO also manages the school's Dyslexia register and Medical register. These are regularly updated and shared with staff at key points during the academic year. The most current copies of all registers are stored in the AEN e-folder in the Staff area of the school network.

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 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 PLP. Each teacher familiarises themselves with these targets and ensures that they are providing opportunities for the targets to be worked on and hopefully met.

2021 review: The SEN Policy was updated in March 2021. The SENCO has attended training delivered by EA in the implementation of the revised SEN Code of Practice. The SENCO has also participated in WBALC SENCO meetings and has contributed to ALC engagement with fellow professionals within EA and the Department of Education regarding the Children and Young People's Emotional Health and Wellbeing in Education Framework and the revised SEN Code of Practice and Strategic Development Plan.

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 SEN 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 additional needs, 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 AAIS Services and EA Services for sensory impairments. We also 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.

2021 review: In 2019/20 and 2020/21, COVID mitigations resulted in Annual Review and Transition Meetings taking place via zoom or telephone. In December 2019, ARP2 assessments were 'in-class' assessments which meant the SENCO did not have time available to conduct any Annual Review or Transition Meetings at this time. An extended period of lockdown (January – March/April 2021) resulted in the Annual Review and Transition process taking place much later than usual. Google Forms was used as a more efficient means of gathering progress reports from subject teachers.

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.

2021 review: Plans had been in place for PLPs to be stored on SIMS but this has not yet been applied consistently as we await EA confirming the introduction of a standardised PLP which will self-populate and be integrated into SIMS. In term 3 of the 2020/21 school year, the school responded to EA's consultation on SEN reform, including the format for a revised and standardised PLP. It is expected that the confirmed format of the revised PLP will be launched in September 2021.

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.

2021 review: In term one of 2020, our annual coffee morning could not go ahead, all classroom assistants made contact with parents via Google Meet, telephone or email. During the extended period of lockdown (January – April 2021) the AEN team supported pupils who are vulnerable and/or sons of key workers who applied to attend school for supervised learning. Classroom assistants have also been trained in using Google classrooms and teaching staff invite classroom assistants into their Google classrooms. Assistants were encouraged to attend Google Meets when possible. All assistants maintained daily contact with their assigned SEN pupil(s) during lockdown and we received many positive reports from parents and guardians who appreciated the work and efforts of the AEN team. In February 2021, the parent donated £500 to the AEN Department as a token of thanks for the work undertaken to support her son and other pupils with special or additional educational needs.

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.

2021 review: The AEN team continues to evolve, with new staff being inducted into the team at the beginning of each school year. In 2020/21 we have 29 classroom assistants. We have also experienced staffing changes during the school year and recruiting the right people can be a challenge. We are proud to have a number of past pupils within the team. Classroom Assistants continue to make valuable contributions in serving the needs of the school, they assist with supervision during break and lunch times, they voluntarily supervise SEN and vulnerable pupils in the daily lunch clubs. They supervised key worker and vulnerable pupils during lockdown. They have also continued to volunteer as PASS mentors, with additional volunteers benefitting from training in October 2020 to deliver an intensive programme to Year 9 pupils. Each Year Head is assigned a classroom assistant to support them and help ease some of the demands experienced by pastoral leaders. 27 classroom assistants completed additional ASD training in December 2020 through Middletown Autism Centre. New staff also completed ASD training via EA's AAIS. Kevin Herron completed 'Diabetes Awareness' Training delivered by EA. Aisling Power completed a Level 2 Award in 'Meeting the Needs of Learners with ADHD' through Northern Regional College. Sarah McGarrigle completed training in the 'Draw and Talk' programme and the 'Accredited First Aid for Mental Health Trainer Course' with Abertay Training. This does provide us with the option of becoming an accredited centre for mental health first aid and for Sarah to become an accredited trainer, with plans for her to facilitate in-house training, beginning initially with the Student Leadership Team in 2021/22. In recognition that our Year 8 cohort in 2020/21 may experience additional challenges in transitioning to the post-primary setting, the SENCO freed up Sarah on a Thursday morning and she worked with Year 8 pupils, delivering interventions, including therapeutic supports to students referred by pastoral leaders. Sarah worked with a core group of Year 8 pupils across this academic year and also helped alleviate the demands upon the school counselling service by offering interim support at the point of need for pupils across all key stages.

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.

2021 Review: Amanda Barr has completed her CCET/AAT training with Eirim and is now an accredited Level 7 Specialist Assessor. In 2019/20 and 2020/21, A Barr ensured subject teachers consistently adhered to policy pertaining to access arrangements in determining rankings and pupil outcomes at GCSE and A-Level. In 2020/21, A Barr contributed to the CDG process, ensuring staff were aware of pupils with entitlement to examination access arrangements, that a consistent system for the recording of access arrangements was put in place across departments and robust monitoring of this took place at SLT level. The Access Arrangements Policy was updated (March 2021). Additional funds received in February 2021 allowed us to update our library of diagnostic testing with the purchase of SPARCS and Woodcock Johnston IV. Dyslexia Portfolio is also used on occasions when LUCID screening indicates concerns warranting further investigation. In recognition of the increasing time and administrative demands that come with access arrangements, we plan to use additional funding to train another member of staff in the CCET/AAT level 7 Specialist Assessor training to support the SENCO.

Links with External Agencies

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.

Separation of SEN and Medical Register

In 2019-2020 the SENCO carried out a review of the Special Needs Register. This involved separating the and Medical register into two separate registers. This process was time intensive and involved extensive communication with parents to inform them of the changes. At the same time communication was sent to parents of pupils who have anaphylaxis to request that pupils must always carry an EpiPen in their blazer and have two spares stored in the office. In 2019-20 the school, nurse conducted an audit of care plans and the storage of medicines and medical equipment. A revised storage system was suggested, and updated care plans requested for identified pupils. It was acknowledged that schools face challenges in getting updated care plans when there have been no changes in the young person's condition, management of the condition or recommended treatment. In 2020/21, the school nurse endorsed the response to the previous audit and acknowledged improvements in systems for storage, access to medications and care plans and recording of medicines dispensed to pupils during the school day. It was also clarified that care plans no longer required annual updating unless there have been any changes recommended by a medical professional.

A New AEN Room

In September 2019 a new AEN room was developed for use by classroom assistants and their pupils. The PTFA were able to assist with the development of the area of the school, following the securing of a grant and a successful fundraising event. These endeavours have generated funds for refurbishment of the space and for the purchase of appropriate equipment for this area.

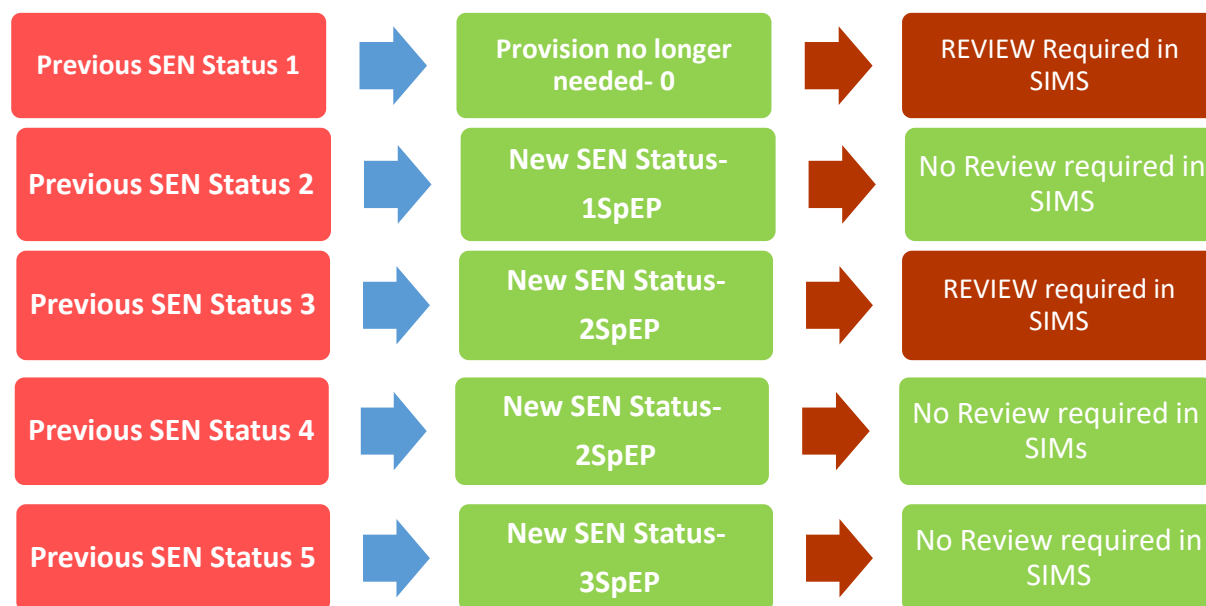
2021 Review: This is proving to be a much-needed resource used daily by students across the school. A supervision rota is in place and the AEN Team have agreed a set of protocols for AEN supervision (copy in AEN e-folder). A daily log of pupils attending is maintained and proves this is a valuable resource for vulnerable pupils. Funds secured for resourcing the room have not been spent in full as COVID mitigations have limited our ability to use the available space to its maximum potential.

April 2021

As we came to the end of the 2018 – 2021 SDP some of the SEND 2016 changes were implemented. The SIMS Spring 2021 upgrade was deployed in April 2021. Following the upgrade, SEN Code Stages moved from 5 stages to 3 stages. Students who are placed at each of the 5 stages of the 1998 Code of Practice were automatically mapped across and assigned to one of the new 3 stages following the SIMS upgrade.

The new SEN Status Codes are outlined below:

- o **0 – Provision no longer needed**
- o **1SpEP – School delivered Special Educational Needs Provision**
- o **2SpEP – School delivered Special Educational Needs Provision plus external provision**
- o **3SpEP – EA Statement**



For students recorded at some of the previous 5 stages there was no action required following the upgrade. However, Stage 1 and 3 students were reviewed in line with the 3 Stage Code of Practice.

| SEN Code Stages (April 2021) | Number of Pupils |
|---|------------------|
| 1SpEP – School delivered Special Educational Needs Provision | 36 |
| 2SpEP – School delivered Special Educational Needs Provision plus external provision | 5 |
| 3SpEP – EA Statement | 40 |

In June 2021 the SEN classroom assistant audit (24 respondents) and the teacher survey (58 responses) provided the baseline position for the new SDP (202-2024).

In 2021-2024 the priority will be the continued implementation of SEND 2016 including executing the necessary preparations for implementation of the new SEN Framework, specifically the role of the Learning Support Coordinator LSC (SENCo) and the implementation of a Personal Learning Plan PLP (IEP) for each student on the SEN Register.

Evidence

- PLPs in place
- Staff informed via inset training regarding SEN register and Health issues.
- AEN Policy in place (revised March 2021)
- Access Arrangements Policy in place (revised March 2021)
- Clearly defined roles and responsibilities for the AEN team – CA Handbook updated August 2020.
- Clear communication lines between SENCo and parents.
- Training and guidance provided to the classroom assistants and new staff
- PLP and other relevant documentation linked to SIMs student records
- Certificate of accreditation for CCET/AAT Level 7 Specialist Assessor awarded by EIRIM.
- AEN e-folder in shared Staff area.
- Staff Audit results June 2021.

Literacy and Numeracy Support

St. Mary's operates a recovery programme in English and Mathematics

The SENCO, in tandem with the Literacy and Numeracy Coordinators use a number of strategies and tests to assess pupils for difficulties: The English Department use the Vernon Graded Spelling Test, the Vernon Graded Spelling Test, the 10-minute free writing test is also used to assess pupils for extra time, Lucid Exact assesses pupils for additional time; the Cognitive Ability Test 3(CAT4) on KS3 pupils to provide a standardised, objective assessment of the pupils to assist in the diagnosis and assessment of any educational need; a Dyslexia Screening Test is administered if a teacher or parent is concerned with the progress of a pupil and would like to rule this out as a source of the difficulty.

SENCO and the Numeracy Coordinator use an Arithmetic/Mathematics Test to assess mathematical ability/ fluency and to identify pupils at induction time who may experience difficulty with Mathematics.

- Literacy support provided by learning support staff member
- Numeracy support provided by learning support staff member
- Combination Reports (GL PTE, PTM and CAT4) used to identify needs and put remediation programmes in place.
- In 2019 -2020, one aspect of the School Development Plan focused on making more effective use of baseline data for Year 8 pupils. For the first time, PASS data was analysed alongside PTE, PTM and CAT4 data to provide a more holistic interpretation of individual learners and potential barriers to learning. All staff received training in the understanding and interpretation of this data. An individual data profile form was devised for each Year 8 pupil and shared with subject teachers via SIMS, providing staff with an easy access but detailed overview of each pupil to help inform classroom practice and interventions.
- SENCO engages pupils in setting and reviewing student personal targets.

Areas of Improvement

- Implementation of the new SEN Framework, specifically the job of the Learning Support Coordinator LSC (SENCo) and the implementation of a Personal Learning Plan PLP (IEP) for each student on the SEN Register.
- Training for teaching and support staff
- Training for Classroom Assistants
- Use of Sims - COP and PLPs

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. Positive behaviour and good discipline begins with the formation of good relationships between the form teachers, classroom teachers and the students. Staff have high expectations of students in terms of their behaviour and personal engagement with their learning. During this cycle of the SDP the full range of Pastoral policies have been updated and ratified by the Board of Governors. This has been possible with the involvement of the full school community. All staff understand that they have a major role in the support of all students and we therefore aim to have friendly, professional relationships throughout St. Mary's. To support this there is a shared understanding of our expectations and parents/ guardians support staff in school in the implementation of our student Code of Conduct.
- Positive, pastoral relationships begin with morning registration/assembly with the Form Teacher. The role of the form teacher has been reviewed and included in the updated Positive Behaviour Management Policy (March 2021).
- There is a timetabled form period in place to support pupils' pastoral care and for the delivery of a personal and social development programme. These programmes have also been updated during the current SDP three -year cycle.
- Inset time is used to provide training for staff regarding their responsibilities in delivering high quality pastoral care support to the students.
- The health and well-being of the students is promoted through the provision of a health environment, suitable breaks, outdoor and exercise facilities including a fitness suite, 3G pitch, outdoor basketball hoops, outdoor table tennis facilities and playing fields.
- Healthy eating options are offered in the school canteen as well as a healthy breakfast club available each day from 8.15am for all students.
- 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. The Prefect team during 2019-2021 have been involved in supporting positive mental health across the school community. Their work was clearly publicised across our social media platforms and with school events.
- 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. Recently the students have been involved in redesigning the outer coat for KS3/4 and designing a new blazer for use in KS5. The student voice is captured at classroom level or during form period and through the School Council.
- 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 Advocacy, Edmund Rice Education Beyond Borders (EREBB) – Zambia Immersion Project, 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 (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.

- In 2019 -2020, one aspect of the School Development Plan focused on making more effective use of baseline data for Year 8 pupils. For the first time, PASS data was analysed alongside PTE, PTM and CAT4 data to provide a more holistic interpretation of individual learners and potential barriers to learning. All staff received training in the understanding and interpretation of this data. An individual data profile form was devised for each Year 8 pupil and shared with subject teachers via SIMS, providing staff with an easy access but detailed overview of each pupil to help inform classroom practice and interventions. Alongside this we produced and delivered a PASS Mentoring Programme for identified Year 8 pupils. SLT met with parents to share the rationale for this intervention and provide support materials. All parents identified, gave consent for their sons to participate in the mentoring programme. We utilised classroom assistants to deliver the programme and before its commencement, they too received training which focussed on the understanding and interpretation of data as well as strategies for effective mentorship and delivery of the programme materials. Each classroom assistant was supported by an SLT link.
- In 2020 -2021, we continued our effective data analysis and the PASS Mentoring Programme by delivering to those year 9 pupils who had missed out on cycle 2 due to school closure. At the same time, we identified year 8 pupils whom we believed would benefit from mentoring and sought to enhance the programme through improved parental engagement, especially given that the Year 8 programme was to be delivered remotely. Detailed evaluation of the introduction of PASS have been carried out with the overall success of both the pupil and parent programme meaning these will be built into practice moving forward.
- Medical needs are managed by the SENCo with the support of an office staff member with responsibility for medical needs and a team of trained first aiders on the staff who operate a rota of support each day. Medical supplies are stored in a designated area in the school office easily accessed by key staff as required throughout the school day. The school have robust policies on managing a Critical Incident and Educational Visits (reviewed March 2021)

Links with Outside Agencies

- Our positive liaison with PSNI BNP Team continues with assemblies on the dangers of fireworks delivered to all pupil in KS3 & KS4 on Friday 18th October 2019.
- On Monday 25th November 2019 all pupils in Year 13 and Year 14 had presentation/workshops on 'on-line safety' and 'sexting', again facilitated by Mark Mc Mullan and the BNP Team.
- All Year 8 pupils completed the PASS survey on Tuesday 8th October '19. The data has been analysed and relevant pupils selected for additional support, to be provided by key staff and classroom assistants and our AAO who have been trained by Eileen Donnelly. Parents were invited to an information meeting on the programme (designed by Amanda Barr) on Tuesday 19th November where the 12-week programme was outlined to them. The first group started their programme on Monday 25th November.
- The PLT continue to work on the Action Plan for this year 'Promoting Positive Behaviour' supporting the school with a successful application for two grants to help with pastoral care issues.

In December 2019 Mobile Phone Policy:

- Due to the fast moving advances in technology we made a slight change to our mobile phone policy to include **smart watches**. Pupils, parents and staff were informed of the change. As a result, as the year progressed we found that a reduced minority of students were choosing not to follow this rule. We also recorded only a small number of parental objections when their son's phone was confiscated. There has been a 98% buy-in by students to this new policy on mobile phone use in school.

Parental support during Lockdown

- Pastoral support was even more crucial during school closures from March 2020. The PLT team maintained contact with students and parents. This support also included the lending of devices for remote learning, arranging food supplies and day to day support when needed. PLT continued to work with external agencies including social services, safeguarding and Familyworks Counselling services to support our students and their families during lockdown.

Communication between home and school

- Year Heads played a vital role in keeping in touch with their respective year groups. This included online motivational assemblies and keeping in touch with parents when monitoring indicated a reduced level of student engagement with regards to work expectations.

ICT Audit

- A parental audit addressing remote access to ICT was carried out. Findings helped to ascertain the needs of the students. School resources, local university ICT assistance and the DE lending scheme was then used to prioritise the students who needed this help quickly.

Mental Health Awareness

- In May 2020 **Mental Health Awareness Week** (18th - 24th May) was marked with the theme of kindness. Our team of KS5 Mental Health Ambassadors along with Darren Donnelly (TEAMS) worked on both uplifting and educational content for our school Facebook page. They used two hashtags to underpin and promote the message 'Apart But Together' #apartbuttogether and 'Be Kind to Your Mind' #bekindtoyourmind. Staff participated fully, reminding the students that we are all together even though physically distant. These were posted on social media and on the school website. The team have continued doing Wellbeing Wednesdays during lockdown and the PE department ran a successful sporting challenge during lockdown 2.

Planning for a Phased Return from August 2020

- Health and wellbeing was a particular focus in June 2020, while awaiting full guidance from the Department of Education in relation to the exact parameters for return to school from late August 2020, the ELT put in place draft plans which could be adapted once the guidance was received. When the initial New School Day guidance was released on 19th June 2020, schools were instructed to accommodate social distancing of two metres for adults and one metre for pupils within school. Our plans and communications to pupils, parents and staff in relation to the return to school were therefore based on this premise.
- It was then announced by the Department of Education in the updated New School Day Guidance issued on 13th August 2020 that two metre social distancing would remain for adults but there was no longer a requirement to adhere to social distancing between pupils if this was not possible. Schools were informed that Year 12 and 14 pupils were to return to school from 24th August 2020 and all other year groups must return to normal classes from 1st September.
- All work on pupils and staff returning to school was based on the following:
 - Pupils and staff to be accommodated in school safely – placed in appropriate rooms, allowing for appropriate measures of social distancing for each member of staff.
 - Regular cleaning of rooms.
 - Pupils and staff to be able to access and use toilet facilities safely.
 - Pupils to be able to safely have break and lunch.
 - Pupils and staff to have a proper induction to the school year.

- All pupils and staff started with inductions during week commencing 17th August 2020. The inductions welcomed pupils back to school and began the process of re-adaptation to school life after the long period of school closure. Inductions were carefully designed so that pupils could be safely accommodated while still providing them with a comprehensive introduction to the new year, where appropriate aspects were addressed by all the members of staff they will be in contact with this year.
- Staff, parents and pupils were provided with appropriate support in relation to starting the year, with a particular focus on the new practices and procedures now required. This included issues such as timetable cycles, online learning, social distancing requirements, movement around the school and break and lunch arrangements.
- Following induction, we operated on a timetable to initially prioritise Year 12 and 14 pupils for one week from 24th August before integrating all other year groups from 1st September.
- Significant adjustments were made to the rooming arrangements within the current timetable for all classes to accommodate class ‘bubbles’ for Key Stage 3 linear subjects, staff and pupil risk assessments and class size accommodation with two metres social distancing for teaching staff.

As a result of the intensive planning the students settled back to school after sixteen weeks away from their classrooms.

Evidence:

Pastoral Policies updated:
 Anti-Bullying Policy Sept. 2020
 Critical Incident Policy April 2021
 Fire Evacuation Policy Oct. 2020
 Misuse of Drugs Policy Sept. 2020
 Safeguarding and Child Protection Policy Sept. 2020
 Use of Mobile Phone Policy April 2021
 Policy for Relationships and Sexuality Education April 2021
 Student Code of Conduct updated each year 2020-2021
 Role of the form teacher (included in the new Positive Behaviour Management Policy (Nov. 2020).
 Updated facilities outside for use by students (Well-being funding 2020)
 Updated uniform (Key Stage 5)
 ER Camp
 PASS mentoring Programme
 Parent Programme (PASS)
 ICT Audit (Sept. 2020)
 Mental Health Awareness (May 2020)
 Induction arrangements Aug. 2020 and Return to school following lockdown (March/April 2021)
 Student survey on return to school (March/ April 2021)
 Staff, parental and pupil KR surveys (June 2021), as we completed the SDP for 2018-2021.
 Staff break out discussion group reports, Curricular and Pastoral areas of discussion (18th June 2021)

Pupil attendance

Pupil attendance is good. Figures from the previous and current SDP are as follows:

| Comparisons over two SDP cycles | % attendance in St. Mary's | Average for Male post-primary students NI schools | Average for similar NI schools (* Grammar schools stats. not available) | Average for similar FSM banding post-primary NI schools |
|---------------------------------|----------------------------|---|---|--|
| August 2015 – June 2016 | 93.6% | 93.4% | 95.6% | 92% |
| August 2016 – June 2017 | 94.8% | 93.2% | 93.3% * | 91.8% |
| August 2017 – June 2018 | 93.7% | 93.1% | 93.3% * | 91.1% |

| | | |
|-------------------------|-------|---|
| August 2018 – June 2019 | 93.6% | <i>No DE figures published for 2018-2019.</i> |
| August 2019 – June 2020 | 92.4% | |
| August 2020 – June 2021 | 93.2% | <i>Figures for 2019-2020 will be published in January 2021.</i> |

The following procedures are in place as we continue to focus on and encourage good 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 staff member with responsibility for attendance. 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. A further detailed analysis is presented to the Board of Governors at each meeting.

- 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 and year group notice boards regularly reference the importance of full attendance. Attendance is a target for Year Heads to address as part of their annual performance review and is included in the annual report to the Board of Governors. 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. This is then reported back to the full board at the next Board of Governors meeting.
- 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. This role is also clearly outlined within ‘the role of a form teacher’. 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%.
- In **2018-19** there were a number of considerations, firstly while EWO support is always welcomed, student referrals are often placed on monitoring and removed from the EWO caseload after a short period of improvement which is often not sustained by the student post-referral closure. Also, while we have well developed standardised attendance procedures and information on the staff network, industrial action limited Form Teacher engagement. Therefore, we wanted to look at other ways to encourage good attendance and punctuality, whilst being very aware of these particular challenges.

One key focus in **2018-19** was to introduce a pilot rewards system for pupils in Year 8 linked to excellent attendance. Improving punctuality across the year groups was also important, particularly by increasing monitoring provided by staff. A key driver continues to be working to raise the attendance levels of our students in line with the Grammar School average of 95%. The staff now have access to 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 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. The rewards for excellent

attendance was considered beneficial with both teachers and students requesting that this pilot continue. In support of the reward pilot, 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. Pupil voice exercises in Year 8 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. The Year 8 reward programme was rolled out to Year 9 for the 2019/2020 academic year

The **HoY monitoring** anecdotally identified less pupils arriving late but there are still large numbers of punctuality issues which will continue to be addressed in year two of the SDP. The '**Lates Matrix**' unfortunately did not point to an improvement in punctuality, even with a robust sanction programme in place as the school year progresses. Punctuality concerns remain with some students in Yr10/12/13/14. Attendance figures remain steady in Year 1 of the SDP when compared with the previous 3 year's figures.

In **2019-2020** in order to further encourage good attendance, we introduced **Attendance Interview Panels**. These were accommodated on INSET days. In summary this initiative involved:

- Attendance drive and interview panels referred to at Induction events/literature
- Monitoring of attendance continued on monthly basis – pupils below 90% require FT/HoY interview
- Failure to improve results in Panel Interview engagement with Pastoral VP/SLT Attendance/Head of Year (May require virtual platform interviews during post-lockdown period)
- EWO involvement for those who drop below 85% and school contract for Senior School students.

This initiative did encourage good attendance, disappointingly a small minority of parents who were invited to attend engaged with this process.

- The final attendance percentages were impacted by a flu virus pre-Christmas and increased absences in the period of uncertainty and parental anxiety as the Covid-19 pandemic emerged. Unauthorised absences remained higher than normal as the respective pastoral teams were unable to follow up on absences, and identify and amend these to authorised they normally would, due to lockdown.
- For the academic year 2020-2021, parents/guardians have been informed that physical absence notes are not appropriate at this time. Parents email the form teacher with details/dates of a pupil absence on the day of their return to school. This approach replaces the traditional, hand written parental letter and should come from a parental email address, not that of the student.

2020-2021 - Pupil and Staff Absence related to COVID-19

Pupil Absence

Many pupils missed a substantial amount of face to face teaching time due to sizeable proportions of classes/year groups having to self-isolate. This self-isolation was mostly due to close contact with a confirmed positive case within the school environment, but in some cases has been individual to the pupil and related to contact outside school.

Evaluation

There are now a range of procedures and strategies in place to encourage and manage attendance. The imbedded good practice will continue post Covid. Attendance monitoring will continue with parental and EWS support.

Evidence:

Percentage attendance and punctuality reports
SLT minutes
Staff area: monthly attendance data
Parental communication letters
Meetings with parents, Agenda for INSET days
EWO audits prepared by HOY
Year 8 Assemblies
Attendance certificates

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), this includes the 'Note of Concern' now included in the revised policy and the staff training. 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. The newly appointed Principal and the SENCo have received training during this three year SDP cycle. 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."

- The school worked effectively with a range of external agencies to support safeguarding and child protection practices; The Pastoral team liaises with a range of outside agencies to support pupils: 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.

Evidence:

Safeguarding and Child Protection Policy (revised/updated annually)
Sub-committee BOG
Full Board of Governor meetings
Safeguarding and Child Protection Board of Governor meeting reports
Child protection Hardback notebook signed by the Chair at each meeting of the Board of Governors
Child protection secure record keeping
Safeguarding and Child Protection parental flyer prepared and distributed to parents beginning Sept 2019
ETI Safeguarding Proforma completed annually
Misuse of Drugs Policy reviewed June 2017, reviewed and updated September 2020
Critical Incident Policy September 2017, reviewed and updated September 2020
Equality, Diversity and Inclusion Policy March 2019

Health and Wellbeing

- A healthy lifestyle is promoted in the School through **the curriculum** (particularly in Home Economics, Science, 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**. 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 but with the SEP 2 announcement we are hopeful that in the not too distant future the new Sports Hall will be a reality. In March 2021 the gymnasium floor was replaced under 'unavoidable works', the gymnasium had been out of use from early in 2020. The school has an outdoor 3G pitch to further enhance our sporting facilities. This pitch was paid for entirely through fund raising by the school community. In August 2020 and again in March/April 2021 when students returned from a long period of remote learning well **planned induction programmes**, including hospitality and key video presentations and additional support were available for the students.
- In Term 3 of 2020- 2021 we replaced all of the nets on the 3G pitch and used the '**Restart Wellbeing Fund**' (November 2020) to purchase additional sporting equipment including basketball nets, for use by our students. We have also an application in progress for a Ball Wall, under Sports NI Scheme for schools. This will also provide an added resource for the students.
- The **Staff handbook** was updated for September 2019 and again in April 2021 to include guidance on Pastoral Care and Safeguarding and roles and responsibilities for specific staff members to support student well-being as outlined in the new Positive Behaviour Management Policy (Dec. 2020).
- The **student homework diary** has been reviewed annually over the cycle of the current SDP to include information inserts to support pupil learning and engagement
- In 2019-2020 we launched our drive to promote positive mental health. Our KS5 Prefect team we were able to raise the profile of good mental health among our students. On World Mental Health Day on 10 October 2019 the students and staff across the school worked together to promote and support good mental health. A number of visitors joined us in the lecture theatre for a meaningful and fun presentation. One past pupil has been involved in the launch and ongoing initiative to support the pupils. Staff and pupils participated in a Spin-a-thon and a pupil and staff football match. This initiative reflects our ERST values, where our students are taught to be respectful, voice their opinions and to help others.
- In 2019-20 followed by a revision in a post holder's job description we focussed on enriching the learning of our students with programmes of motivational speakers. One such event included a panel of Business and Finance Alumni addressing the students in a Q&A event. Presentations were delivered by past pupils including, Mr Seamus O'Prey, Chief Executive of The Ortus Group, Mr Emmett McCorry, Global Procurement for Coca-Cola, Mr Charles Caldwell who owns and operates a number of Domino Pizza franchises across Ireland, Mr Kevin Gamble, Director of Feile an Phobail, and Mr Paul Hamill who previously worked with Kanos. Students were given the opportunity to ask questions and seek advice from these successful Alumni. The key message from the presenters was the need to work hard and get the most out of your education in St. Mary's. The common driver for all of the past pupils speaking at the event was that St. Mary's had provided them with a sound educational platform and the skills to flourish in the business world. A student voice exercise found that the majority of students benefited from meeting these Alumni. Also in January 2020, past pupil, Mr Paul McVeigh presented to the Year 10, 11 and Year 12 students. Mr McVeigh is a former Northern Ireland International footballer who played for a number of Premier League teams and now uses his experiences to help motivate others. Mr McVeigh also met with the staff and on that occasion we were joined by our feeder Primary school principals for the informative and enjoyable morning. In St. Mary's we have excellent Alumni links and this year in particular our past pupils were very generous with their time and keen to give back to the school. Head boy, Tiernan O'Flaherty commented that, "...I saw at first hand the difference St. Mary's can make to men, years after they have walked down our school lane for the last time." The 2019-20 events are a catalyst for future links with Alumni. Hopefully in 2021-22, following the pandemic more of these events can be included in the school calendar to help motivate and encourage students.
- During this cycle of the SDP the **Personal Development Programmes** in each key stage were revised and implemented. Form teachers deliver these programmes during the weekly form period. Topics included in the

programme have been carefully planned with input from the PLT and form teacher voice. The delivery of these programmes continued during the remote learning periods in Year 2 and Year 3 of the SDP cycle.

- Each key stage in 2019-2020 completed a **Love for Life programme to support the RSE programme**. This was not possible in 2020-21 because of the pandemic and large groups of students unable to meet in the lecture theatre. It is hoped that this programme can continue again in 2021-2022.
- Academic achievement is acknowledged with top student success at GCSE and A Level acknowledged on the achievements board in school. In addition, a KS3 House System was introduced. Suitable rewards including videos, trips to the cinema and refreshments are included. Students continue to be 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. Since March 2020 it has been difficult to celebrate successes in Assemblies or host events for award winning students. It is hoped that these can be reinstated in 2021-22 following the easing of pandemic restrictions.
- 2018-19 **The Eco Club** developed new partnerships with NI Water & Belfast Hills Partnership, as well as maintaining existing partnerships with Colin Glen Forest park, Ballydown Court & Belfast City Council. Areas of focus this year were the plastic waste issue, biodiversity and litter management. The students took part in the Youth Reporters for the Environment competition again this year. The junior boys came 2nd in the Report Writing section, with their report 'St. Mary's Ditch Plastic for the Planet'. The senior boys won the Video Section with their video 'Plastic: We're Drowning In it'. Both groups of boys attended a ceremony in Bangor on the 11th of June 2019 to celebrate their success.
- In 2019-20 The Eco Club had another busy year supported by Mrs Murray. They have continued to develop their partnerships with NI Water & Belfast Hills Partnership, Colin Glen Forest Park, Ballydown Court and Belfast City Council. Areas of focus this year involved successfully working hard towards the achievement of a Green Flag Award.
- In 2020-21 the Eco club continued the planting and weeding programmes started last year. Their hard work was celebrated when the students received the Ark Housing Education Award in the West Belfast Partnership Annual Community Environmental Award 2020.

Evidence:

Additional sporting equipment, 3G nets, basketball hoops

Gymnasium refurbishment including new flooring and plastering/painting.

Staff wellbeing PowerPoints, video presentation

Ball wall application

Schemes of Work for listed subjects

Canteen menus

August Induction programmes

Student questionnaires April 2021

Welcome programmes for year groups returning following lockdown.

Video welcome for returning students in March 2021 and April 2021

ELT minutes

BOG minutes

HOY Assemblies and Zoom link assemblies

Review the Relationships and Sexuality programmes in all Key Stages, RSE Policy updated (March 2021),

Love for Life Programme implemented 2019-2020

Reviewed Personal Development Programme for deliver by form teachers.

Motivational speakers

Mental Health initiative

Eco club initiatives on the school site, ark Housing and WBALC awards and the Green flag award.

House Awards notice board

Academic achievement notice boards

Student council

Staff break out discussion group reports, Curricular and Pastoral areas of discussion (18th June 2021)

Positive Behaviour

- Positive behaviour and the building of good relationships between teacher and pupil and high expectations of students in terms of behaviour and work are key priorities in school. Positive Behaviour management in St Mary's is built on our school ethos and ERST values. Each year students sign up to our Code of Conduct. 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 with the building of professional relationships at all levels. A range of sanctions are in place when pupils misbehave to help remediate issues. Students with persistent behavioural issues may be placed on report, on lunch time detention, after school detention, suspended or excluded according to the school's policy on behaviour management. 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. Consistency of approach is enforced by classroom teachers. The Positive Behaviour Policy (Nov. 2020) has been revised and updated following intensive work with staff, students and parents. Significant work is needed in the next SDP cycle embedding rules, routines and expectations for good behaviour. In the staff surveys (June 2021), staff requested that these are key features of pupil induction programmes in August 2021.
- An increasing number of our pupil's 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, help the pupils meet these challenges. Recently conducted PASS surveys (2019-2020 with Year 8 students) have helped identify pupils needing extra support to deal with emotional and behavioural issues in Year 8. Following an INSET programme for staff and a further focussed support programme for staff who would facilitate weekly support for the students, an intensive mentoring programme was implemented with the identified group of students in Year 2 and Year 3 of the current SDP. Parental involvement was an important part of this initiative. In 2020-21 the PASS support programme was carried out with the support of Engage initiative. The final PASS results (April 2021) when compared with the baseline position for 2020-21 showed that 100% of the pupils who received additional support had improved attitudes, resilience and self-belief. The parents also completed a programme to support their sons. The final parental survey showed that the parents involved in the programme felt it was extremely beneficial. The parental programme in 2020-21 was prepared and funded from a PHA Clear Project Grant (via the PTFA for St. Mary's CBGS). The programme involved a number of online videos linked closely with the weekly student PASS support exercises. The parental survey (Feb. 2021) showed that 100% of parents involved felt this was very useful. This programme will continue to be rolled out in the new SDP cycle.
- The safety and emotional and physical wellbeing of our students is a priority. They understand that their concerns will be listened to and appropriate action taken. Students are aware of who they can speak to if they have any concerns. The parental behaviour survey showed that the majority of the parents who returned the survey agreed that their son feels safe in school. The school continues to have an active Student Council where requests for changes are listened to in partnership with the staff and acted upon. Representatives from the School Council have also presented to the Board of Governors during the current SDP cycle.
- Alleged bullying will continue to be investigated and resolved by the PLT. The introduction of the statutory recording of cases and outcomes will be implemented in Sept. 2021 in line with legislation. The recent KF student survey included comments from some students regarding concerns regarding bullying incidents. These have been noted and how bullying incidents are managed will be a focus moving forward.
- The split lunch has reduced numbers of pupils on lunch and provided a more relaxed environment for pupils' recreation time. The students have dedicated spaces for break and lunch and this means that they are with their year group peers in particular zones. 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. This policy is reviewed annually and ratified by the Board of Governors. CP training is built into the staff induction programme at the beginning of each academic year. Parents have access to policies on request and via the school website. All school policies have been revised and updated during this cycle of the SDP. Staff have assisted with the review of policies as appropriate and they have access to all policy documents in the staff area. Relevant training has been provided to staff as appropriate through the INSET programmes.
- During assemblies the students are regularly reminded about the importance of personal safety in relation to drugs and alcohol.
- When possible (Year 1 current SDP) the school's PSNI link officer visited the school to address assembly regarding drugs and alcohol and appropriate behaviour in the community.

- St. Mary's has a well-established whole school **student council**. 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. Representatives of the student council have presented issues to the whole Board of Governors meeting during the current SDP cycle. The key initiative the student council has worked on in 2018-2020 was revisions to the school uniform. The students helped with the design of the newly created charcoal blazer in KS5. Students in Year 13 began wearing the new blazer in September 2020. A newly designed outdoor coat has been designed for KS3 and 4. While the staff, students and Governors have agreed the design and we have agreed this with our uniform providers, the update to this part of the uniform has been slowed because of the pandemic. It is anticipated that this will not be implemented until September 2022.
- The **Social Justice Advocacy Group is well established in St. Mary's**. 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. The Social Justice Advocacy Group (SJAG) has been very active, organising Christmas presents and dinner for homeless people annually, 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. During 2020-2021 food vouchers were supplied as an alternative as our usual events and gifts were not permitted under PHA guidance. It is hoped that in 2021-22 established events will run again as normal.
- The pastoral care area of the revised website was updated during the current SDP cycle.

In the KR staff survey in June 2021 on staff member commented regarding pupil behaviour, *"While I am aware that there are challenges...managing behaviour could be the key to helping to raise standards overall."*

Evidence:

INSET programme – Positive behaviour management policy (Staff documents and feedback)
 Form class programme and input to the revisions to the Behaviour Management Policy (form class discussion and feedback documents completed)
 Student PASS programme
 Engage programme supporting students completing PASS in Year 8.
 PASS resources for students, staff and parents
 ETI Link Officer report on PASS April 2021
 PHA Clear Project Grant (via the PTFA for St. Mary's CBGS) with online parental videos linked with the weekly student PASS support exercises.
 PHA Clear Project Grant application, monitoring 1 and monitoring 2 reports
 Parental PASS survey (Feb. 2021)
 Assemblies
 ELT minutes
 Lunch zones for each year group/ term
 Updated break and lunch time supervision guidance protocols produced (2019), staff development provided and procedures implemented (Sept 2019).
 School Council meetings (in Year 1 and 2 of the current SDP)
 HOY assemblies attended by PSNI link officer
 Counselling support service
 Updated school uniform in KS5
 Revised website – pastoral care area
 Staff, parental and pupil KR surveys (June 2021), as we completed the SDP for 2018-2021.
 Staff break out discussion group reports, Curricular and Pastoral areas of discussion (18th June 2021)

E Safety

- E Safety was a focus during this SDP cycle. It was particularly important during the current pandemic, when staff and students were regularly working remotely. The Acceptable Use of ICT Policy and E-Safety policy were reviewed with staff in March 2021 and this has been used to tailor training as well as revise staff and pupil contracts in relation to the use of IT in school and remotely when communicating with students and parents. Staff have also received additional training on the importance of using passwords and the need for appropriate online security. This guidance has been included as an appendix in the revised policy document. The updated policy guidelines were shared with staff in March 2021 and will be included in staff induction and termly reminders. All staff are reactive and proactive in ensuring students know how to keep themselves safe. The Personal Development Programmes were revised during this SDP cycle and the programmes in KS4 and KS5 addresses E Safety. Clear guidelines in the revised policy (March 2021) stipulate appropriate and acceptable online behaviours. Copies of the acceptable use of ICT Policy has been provided to parents and students explaining acceptable activities. Where a student uses his own device in school Parents have signed the appropriate contract. From March 2020 the school has been availing of the C2K laptop lending programme. This has meant that the 37% of pupils who are entitled to FSM have been offered a laptop or Chrome book for use at home. Parent and student voice exercises have indicated that all students who were eligible for this programme have found this exceptionally beneficial. Staff have received additional training on the use of Google Classroom and are supported by technician/ICT coordinator/VP Curriculum. The school website also included an area dedicated to ICT to assist and guide students and parents on appropriate use of ICT.

Evidence:

Acceptable use of ICT Policy March 2021
E Safety Policy March 2021 including Appendix regarding Password security for staff
Revised Personal Development Programmes
Minutes of SLT meetings
Minutes of Board of Governor meetings December 2020 and March 2021
Emails to staff Feb 2020 – April 2021
C2k laptop lending records (May 2020 – May 2022)
Remote Learning parental survey Feb. 2021
Remote learning Policy Nov. 2020
Revised school website – remote learning and policies sections

Evaluation

Pastoral care arrangements in St. Mary's work very efficiently, however with each changing cohort there is a need to review the provisions and learning opportunities provided through the preventative curriculum on offer.

Following long periods of remote learning on line safety is particularly important. The roll out of our new E Safety policy is important with all students as they progress through St. Mary's. Education around drugs and alcohol are part of our continued programme of learning for the students. Relationships and sexuality education as well as good mental health are important and remain continued areas for development.

Positive behaviour management is a key priority in every SDP. It has a vital role in enhancing the learning in the classroom and securing positive student engagement in all aspects of school life.

Extra-curricular and sport provision during 2020-21 was paused in line with DE guidance. In April 2021 schools were permitted to resume the school's sport and extra-curricular activities.

Areas for Development

Student mentors

Introduction of Buddy system for vulnerable Year 8 students

Student Council developing student friendly versions of the school policies for inclusion in the Homework Diary e.g. Drug Awareness Policy, E Safety and Anti-Bullying Policy.

Promoting good mental health among the students – addressing bullying, resilience and handling stress.

To motivate our students to raise academic standards and improve behaviour.

Review of current sanctions and rewards to encourage good behaviour choices by the students (in line with staff voice June 2021).

Introduce Truancy Call to alert parents regarding pupil lateness and absence (implementation in September 2021).

Review of management of alleged bullying incidents and the recording of these in line with new legislation (statutory from Sept. 2021).

Reintroduction of full programme of school's sport and extra-curricular activities (in line with DE guidance).

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. INSET and exceptional closure days are organised by ELT and SLT in keeping with guidance and directives issued by the Department of Education. Staff training is focused on enhancing staff capabilities to further meet the changing needs of our pupils. There is an up to date Staff Development Policy (April 2021) and Performance Review and Staff Development Policy, PRSD (April 2021). Teaching staff identify their professional needs through PRSD and individual areas of responsibility.
- During this SDP cycle training has focused on effective use of baseline data, GL data, PASS, CCEA Analytics and best practice in relation to lesson delivery. Training for staff has included motivational and well-being speakers including Mr Paul McVeigh and Sir John Jones.
- Recently staff training has focused on ICT training. Following Covid-19 staff INSET has also included planning for face-to-face and remote learning, agreeing a common platform for remote learning and then providing the associated training and the resourcing departmental areas on Google Classroom.
- 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.
- Much training is now in-house or facilitated by the WBALC. SLT and other staff continue to share examples of good practice with others e.g. Our recent successes with the Engage program have been presented and shared with ETI (May 2021) and the roll out of PASS was recently presented through groups led by Dr. Shevlin (May 2021).
- Staff development is an embedded process within St. Mary's, however budgetary challenges continue and there remains a need to prioritise the use of resources.
- 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.

- An induction programme in place for new staff, including a focus on our ERST values. New staff are supported by a designated member of SLT.
- Teaching staff are encouraged to undertake leadership development courses. Staff who wish to complete additional award bearing qualifications e.g. Masters qualification, ERST certificate are supported with a funding contribution approved by the BOG. In this SDP cycle three staff members have received funding to support their CPD.

Leadership and Management

Role of Governors

The full Board of Governors meet formally four times per year. The Finance sub-committee also meet four times per year. There are also a number of sub-committee meetings and extra-ordinary meetings throughout each academic year to review and make decisions on e.g. admission criteria, Ethos, pastoral issues, Safeguarding and Child Protection. The Effective Practice and Self-Evaluation (ISEF) Governance (pg.11) evaluation is carried out following each meeting of the Board of Governors as part of their corporate governance role.

During Board meetings the Principal (and Vice Principals, as appropriate) present summary reports on the progress made against the current SDP action plan targets and the current agenda items. During their meetings the Governors regularly monitor and review financial statements, make decisions on school refurbishment spends, review staff and student attendance, oversee curricular planning, review academic results and ratify appointments for staff vacancies made by the appointments sub-committees. The Board of Governors also ratify all policy changes and approve new policy documents as appropriate.

The Board of Governors also plan and assess the PRSD objectives for the Principal, Vice Principals and the Director of Corporate Services.

The commitment of the Governors to the school’s vision is evident in their role in school development planning, participation in EA training, contribution to staffing sub-committees, attendance at school events, the delivery of INSET to staff and contribution to pupil and parent communications. The Board of Governors are committed to ongoing updates on best practice and current school provision from the DE Policy, “Every School a Good School” and the ETI “Effective Practice and Self-Evaluation Questions for Post-primary” (January 2017). The Board of Governors also provide an Annual Report to parents and contribute to the school Simmarian publication.

The Board of Governors meet with the Heads of Department and Heads of Year formally once per year to review their targets and the progress made against these targets.

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) | 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 |

| Teams | Name and Position | Main Role | Issues/Responsibilities |
|------------------------|--|---|---|
| | D. Finnegan (Director of Corporate Services) | | Student population Recruitment and retention Whole school self – evaluation |
| Senior Leadership Team | ELT Team Head of KS3 (Yr. 8 – 10) M. Lewis Head of KS4 (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 School Chaplain Heads of Year Assemblies Teachers of RE. Form teachers | Liturgical Year Plan Prayer Card ERST. Ethos embedded into school | Pupil Prayer life Towards enhancement Liturgical Services Enrichment programmes KS5 Review |
| Working Groups | VP - Curriculum | To address ongoing areas of development in school | Curriculum offer |

Executive Leadership Team and Senior Leadership Team

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; The senior leaders ensure leadership development is informed by first-hand evidence and research.

Contribution from the family of St. Mary's

Students- student voice surveys, PLT student voice surveys, Departmental feedback on courses/ subjects, class council reps., student council, pupil surveys. Remote learning surveys, PASS surveys. Student questionnaires on return to school (March/April 2021).

Staff – Departmental AP Review, Staff discussions with SLT, Departmental members, SLT Review meetings with link HODs, Pastoral End of Month and End of Year reports with Pastoral VP, Staff Inset programme, post holder reports for inclusion in the BOG Annual Report to parents. Contribution to the review of policy documents, Baseline and staff evaluations following INSET training (Well-being training 2020-2021). Involvement in planned INSET programmes and contribution to personal development.

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. 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. There is sharing of good practice at all levels to enhance teaching & learning e.g. cascading of training, sharing resources, sharing classroom practice methodologies.

A culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement;

Middle Managers - Middle leaders demonstrate clear and effective strategic and pastoral leadership within their area of responsibility, informed by professional knowledge and expertise; ARPs are evaluated within departments and supported by Link SLT. The Departmental and HOY action plans mirror the priorities identified in the SDP. 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.

Common AP proforma 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;

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;

ELT/ SLT – The Leadership teams and Pastoral Team meet weekly in on-going monitoring of school practices and procedures. The Leadership Team (and the Board of Governors) conduct annual reviews of Policy documents, review of progress through SDP APs, meetings with Post holders and BoG. Standards of attainment are monitored closely and informed by baseline and other data collection. 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) 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. CAT4/PTM/PTE/ARP data used by HoDs/VP to inform curriculum planning. The APs focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent and measureable way;

ELT/ SLT plan the professional development for the academic year. This plan is linked with whole school priorities as identified in the SDP e.g. Use of data by staff, PASS, use of Google Classroom to meet student needs during remote learning (Covid-19).

Director of Corporate Services – Financial monitoring is conducted by the Director of Corporate Services and the Principal in interim reviews of the school budget and quarterly checks by the Board of Governors of the current and three-year financial plan and by independent external auditors in interim and end-of-year reports to the Board and to DENI.

Reports on the fabric and maintenance of the school buildings, planned improvements and management of the school site are presented to the sub-committee of the Board of Governors regularly for discussion and approval.

The Head of Corporate Services manages the Extended Schools programme and the associated APs.

Board of Governors – Minutes of meetings, BoG survey (January 2019), ISEF Governance reports, Pastoral and Safeguarding/ Child Protection reports are provided to the Board of Governors.

Parents – PTM, Options Parent Evenings, Open Nights, Careers Convention, Annual Prize Giving, Parent surveys on Positive Behaviour Management (2020), Remote Learning survey (Feb. 2021), PASS Year 8 parental survey (Feb. 2021).

Parent, Teacher and Friends Association – The PTFA committee host a number of events annually, including an evening Quiz. They have also been instrumental in securing grants for use by the school. In 2020 they secured a grant which was used to refurbish and create a new AEN area in school. In 2020-21 they secured a grant from PHA which contributed to the resilience and well-being of pupils, staff and parents, the Year 8 Well-being journals, PASS testing in Year 8, staff well-being training, and the Year 8 parent PASS video presentations. The PTFA have an active role in the school and representatives are invited to school events throughout the academic year.

Community – Invitations are extended to the local community to attend school events such as the Carol Service (St. Teresa’s Church), Spring Concert, Art Exhibitions, ERST events e.g. for homeless charities. The Music department also present and play for a range of nursing homes and local businesses during Advent. We also support local charities e.g. food bank, local hospitals (during Covid-19 pandemic), St. Vincent de Paul, Catholics caring, Shoe Box appeal, the local Darkness into Light event. The Eco club also provides regular litter picks in the community. Local businesses, Alumni and industry continue to provide bursary awards for students progressing to university, provide internships and work experience programmes for our students. St. Mary’s continues to be over-subscribed with applications for admission.

SLT staff members are on duty at the local Caffery shops site each morning to monitor and encourage good behaviour by the students on their way to school.

The school building and site is available to local GAA clubs and for private events on request. Recently we hosted the Four Corners Event in the school Assembly Hall.

Relationships with the local residents remains very good.

Educational, Voluntary and Statutory Agencies – St. Mary’s has clear communication lines with a wide range of external agencies – DENI, ETI, EA, C2K, WBALC, PSNI link officer. Specifically, the school links regularly with EWO, School Nurse, EA Child Protection Team, EA Educational Psychologist, CCEA and other Exam bodies. Our careers officer links regularly with a full range of careers organisations e.g. City Council, local employers, EA Careers Officers. The Eco Club have close working relationships with Belfast City Council, WNALC, Belfast Hills. The Mental Health Ambassadors work closely with Aware Defeat Depression and link Alumni to support other students.

The school also have close links with our feeder primary schools. The Principal has visited most of our feeder primary schools during this SDP cycle. We also have invited our feeder primary school Principals to relevant INSET events (motivational speakers). We also host Taster Days for the Year 6 classes in these schools and representatives from the staff have delivered lessons in some feeder primary schools as part of their Year 7 transition programmes.

St. Mary’s staff are fully represented in all WBALC meetings, Principal meetings, Curriculum managers, Pastoral leaders, SENCO meetings, Literacy and Numeracy meeting. Staff of St. Mary’s have contributed fully to the work of the local ALC.

Evidence of Leadership and Management:

Minutes of Board of Governor meetings (and sub-committees)
Minutes of Safe-grading and Child Protection sub-committee of the Board of Governors
Governance Reports by the Board of Governors
Teaching and Learning reports to BoG on results analysis
Strategic planning for Teaching & Learning developments in KS5, transition students
Staff Audit annually to meet the needs of the school

Board of Governor survey against ISEF
Board of Governor evaluations following training e.g. GDPR, Data handling
Pastoral / student behaviour (including suspension) reports to the BOG
Safeguarding and Child Protection report to the BOG
Student attendance report to the BOG
Review of SLT roles and responsibilities by governors.
ELT Minutes
SLT minutes
SLT review meetings with link HODs
Minutes from PLT meeting
Head of Department Reports
Head of Year Reports
SDP evaluated
All Policy documents reviewed during SDP cycle 2018-2021
Progress against SDP Action plans evaluated
Annual Board of Governor Report to Parents
School Development Plan including Action Plans
Evaluated Action Plans from SDL (2019-2021)
PRSD targets for the Principal and Vice Principals with related evidence
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 (last updated April 2021)
Parental surveys
Student surveys, and student voice surveys
Class rep. meetings
Student council meeting
Contributions from the student council
Roll out of Engage programme 2020-2021

Management Development/ Professional Development

Annual Staff Development Programme.
Staff Development Policy (March 2021)
INSET Agendas
INSET attendance and feedback at departmental level and to SLT
EREBB – Leadership Certificate – one member of SLT and one HOD
Middle Management Training- Steps to Leadership – one member of the pastoral team, two HODs.
SENCO training
SEND Training – SENCo completing specialist training, this will be on-going into the next SDP cycle.
Training for Classroom assistants organised by SENCO.
External training and feedback at departmental level and to SLT
CCEA Moderation and Agreement Trials for Heads of Department and classroom teachers
SIMs used to record individual staff training/professional development - register

Areas of Development:

- SEND training for staff
- Further training (In line with SEND) for Classroom assistants to enhance pupil support.
- Roll out of Positive Behaviour Management Policy
- Review of T & L to meet the needs of changing cohorts in Year 8 in 2021-22 and 2022-23.

- Further encouragement / opportunities for middle managers to complete leadership courses – leadership at all levels. To investigate and provide leadership and management development opportunities from within school structures e.g. middle leaders assisting SLT with identified projects.

Staff Development and Training 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 |

Staff Development and Training 2019-2020

| Staff INSET day | Agenda Items |
|----------------------|---|
| INSET 1 27/08/2019 | Principal's Address Analysis of GCSE/A2 Results Safeguarding and Split Lunch Supervision Pastoral Briefings Department work on SDP |
| INSET 2 (27/09/2019) | WBALC Sir John Jones – Motivational Speaker Child Protection briefing New school website Pastoral meetings – Promoting Positive Behaviour AEN – Meeting with parents Oisin McConville – presentation to teaching staff |
| INSET 3 (25/10/2019) | Effective use of Baseline Data to Year 8 Interpreting data Year 13 and 14 PTM (Twilight 24/10/20) Departmental Follow up ARP1 Fire Safety Training |
| INSET 4 (04/11/2019) | Year 9 PTM Departmental work on CCEA Analytics for 2019 exam results Departmental work on Year 8 pupil profiles Departmental workshop – Pupil learning |
| INSET 5 (20/12/2019) | Pupil reports Staff Directed Time Budgets Fire Safety Training |
| SDD 1 (17/01/2020) | Motivational Speaker – Mr Paul McVeigh Departmental work – Analysis and departmental discussion for ARP2 HOD workshop on Value Added |
| SDD 2 (14/02/2020) | PTM and Year 10 Options Twilight (30/1/20) PTM Year 12 (Twilight 13/2/20) Departmental work |
| SDD 3 (16/03/2020) | Twilight (27/2/20) PTM Year 11 (Twilight 12/3/20) Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic |
| SDD 4 (18/03/2020) | Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic |
| SDD 5 (19/03/2020) | Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic |

Staff Development and Training 2020-2021

| Staff INSET day | Agenda Items |
|--|---|
| INSET 1 17/08/2020 | Principal's Address Analysis of GCSE/A2 Results Interim Timetable – Covid 19 Safeguarding and Lunch Supervision Break and lunch zones for students and staff Pastoral Briefings Department work on SDP and remote learning Google Classroom |
| INSET 2 (02/10/2020) | First Aid training for selected staff Staff Well-being workshop (Part A) PRSD targets – HOD discussions Departmental work on revisions of Year 12 and/or Year 14 specifications in line with published CCEA proposals. |
| INSET 3 (23/10/2020) | Cancelled Minister Weir closed schools early for Halloween (Exceptional Closure Day) |
| INSET 4 (02/11/2020) | Principal's Address Positive Behaviour Management Policy Assessment Cycle/ Time Budgets Departmental work Preparation for Open Night Promotional Video Completion of ARP1 grades |
| INSET 5 (15/01/2021) | Remote Learning Preparation following school closures in January 2021. |
| SDD 1 (18/03/2021) | Data Security & Personal Data Breaches training (EA video material) Staff preparation of remote learning materials Staff Wellbeing (Part B) remote wellbeing training video workshop and staff feedback questionnaire (Google Forms) |
| SDD 2 (19/03/2021) | Head of Department Zoom meeting - Return to school and Options Completion of ARP2 comments for subjects and form teacher reports Year 12 – Year 14. |
| SDD 3 (01/04/2021) | Departmental work – CCEA 2021 Examination materials, Adaptation of CCEA examination materials. Completion of Departmental Assessment Grids |
| Additional INSET Day DENI (12/04/2021) | Departmental work led by HOD – Discussion about support materials on procedures for Standardisation Agree standard of marking - ARP3 AS, A2 and GCSE. |
| Additional INSET Day DENI (12/05/21) | Departmental work led by HOD – Standardisation and Moderation meetings for GCSE content. Moderation of AS/A2 pupil evidence for Centre Determined Grades. Final adjustment of GCSE CDGs on SIMs. Submission of all GCSE pupil evidence folders to HoDs. Transfer of AS/A2 CDGs from SIMs to exam-based portals for submission. |

| | |
|------------------|--|
| SDD 4 (25/05/21) | Departmental work led by HOD – Standardisation and Moderation meetings for GCSE content. Final adjustment of GCSE CDGs on SIMs. Submission of all GCSE pupil evidence folders to HoDs. Transfer of AS/A2 CDGs from SIMs to exam-based portals for submission. |
| SDD 5 (22/06/21) | Department work led by HOD – Reports Year 8-11 |

2e:

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

- There are effective provisions and procedures in place for the promotion and management of working relations of staff, staff are made aware of the procedures for managing attendance at the beginning of each academic year.
- Staff attendance is consistently very good and reflects the commitment of staff and recognition that a positive working environment has been created within St. Mary’s. The Managing Attendance at Work Policy (March 2021) 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. The Principal is in regular contact with members of staff who are on long-term sick to offer support (as applicable)
- ‘Inspire workplaces – wellbeing at work’ is promoted in the school as a support mechanism for staff who may require this. In February 2019 the staff completed support training provided by Inspire, following the violent death of a parent at the school gates.

2020-2021 - Teacher/Support Staff Absence (Covid-19)

- A number of teaching and support staff were absent from work due to illness/self-isolation in line with PHA guidance.
- Regular HOD and HOY meetings are conducted with the Vice Principals to gauge opinion on a range of school issues.
- Professional courses are encouraged by ELT/SLT.
- The **Staff handbook** was updated for September 2019 and again in April 2021 to include guidance on Pastoral Care and Safeguarding and roles and responsibilities for specific staff members as outlined in the new Positive Behaviour Management Policy (Nov. 2020).
- A **Staff Council** was in operation from January 2019 – June 2020 to assist with staff well-being and enhance communication. This group of staff included members of staff from the whole school community. In Feb. 2019 the group planned and organised a staff walk on Divis mountain and afternoon refreshments to enhance staff well-being prior to the mid-term break. In January 2020 a group of staff planned and organised staff events including a Christmas staff quiz and Christmas dinner in the same year. We were able to have a small number of Friday lunch time quiz events for staff. The year finished with a staff

breakfast at the end of term in June 2019. Unfortunately, from March 2020, as a result of Covid-19, no staff events were possible in line with restriction guidance. Staff wellbeing continues to be an integral part of the School Development Plan as a signal of the commitment of the Governors and School Leadership Team to supporting the teaching and non-teaching staff. Staff make use of the fitness suite and swimming pool outside teaching hours.

- In 2020-21 the staff completed a 'Positive Health and Well-Being Program' (Part 1 Friday 2nd October, Part 2 on 25th February 2021). The results of the initial feedback from staff, was used to focus on the particular needs of the staff during Part 2 of the training. Part 2 of the training was completed by 75 staff on Thursday 25th February 2021. Following the completion of the course staff feedback showed that the majority of staff understood how to manage their own well-being and understood the importance of a health work-life balance. Staff have been given useful PowerPoints and links to relevant material to encourage them to be mindful of their own well-being.
- In Term 3 of 2020- 2021 we replaced all of the nets on the 3G pitch and used the 'Restart Wellbeing Fund' (November 2020) to purchase additional sporting equipment and staff room equipment for use by staff.
- Family friendly working arrangements are available and staff are supported with careful consideration of requests for temporary variance of contract and requests for career breaks for staff. A **new Temporary Variance of Contract Policy** (May 2021) will be communicated to staff at the beginning of the academic year 2021-2022. A number of staff who have flexible working arrangements and an additional 3 teaching staff members will have this arrangement in 2021-22 following approval by the Board of Governors.
- On certain occasions scones, confectionary and other hospitality is made available to staff during INSET days.
- The staff room was **refurbished** in January 2019 following the appointment of the new Principal. 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.
- Year Heads and Heads of School/ Pastoral leaders have time on their timetable to meet with pupils and parents. Each form teacher has a 15-minute registration period each morning for supporting pupils and to carry out pastoral work.
- The Positive Behaviour Management Policy (Nov. 2020) was devised in collaboration with staff and pupils. This will be used to encourage good behaviour among the student body and therefore support staff in their role. This will impact positively on staff well-being.
- **Staff communicate** widely using e-mail for effective communication. This also ensures staff well-being, as staff can be well informed and therefore plan ahead.
- All **school events** and items of interest are communicated via the morning intercom announcements. Staff are invited to school events e.g. all staff attended the Senior Prize Giving (Dec. '19) and where available the Year 14 Leavers breakfast in May 2021.
- **Staff are consulted** about developments on the curriculum and pastoral arrangements (break out staff discussion groups June 2021 and KR staff surveys June 2021), school policy reviews and the annual calendar.

During this SDP cycle staff were consulted and agreed the introduction of a small number of twilight INSET sessions.

- **Staff time budgets** have been completed and submitted by staff. Preparation and consultation work was completed with all three teaching unions in relation to the communication and structure of time budgets. This agreed template will be used in subsequent academic years with updated figures for teaching load, reports, allocated time for INSET, Directed Time and parent-teacher meetings etc. to reflect the 2021-22 timetable.

Evidence:

Staff Council minutes
 Minutes of meeting with Teacher representative on the BOG 8/10/'19
 Staff Development Policy March 2021
 Staff timetables
 Temporary Variance of Contract Policy, March 2021
 Refurbished staffroom – February 2019
 'Positive health and well-being program' (Part 1 Friday 2nd October, Part 2 Thursday 25th February 2021-completed by 75 staff
 'Restart Wellbeing Fund' additions purchased for staff room
 Staff handbook
 Staff absence records
 The Managing Attendance at Work Policy, March 2021
 Staff contribution to Curriculum Working group
 Staff time budgets
 Principal meeting with Union representatives (Sept 2020).
 Staff KR surveys, June 2021 findings
 Staff break out discussion group reports, staff well-being discussion (18th June 2021)

Areas of Development:

Capacity building - Introduce a Leadership Skills Development programme affording voluntary opportunities for staff to enhance skills through mentoring, job shadowing or contribution to SDP AP completion in the 2021-2024 SDP.
 Final plans for staff well-being day on 25th April 2022

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. During the 2018-2021 cycle of SDP we have increased links with our Alumni and hosted a number of motivational speaker events to build links for the students, inform them about career opportunities and encourage our students in their learning.
- Links with the community are also promoted through the extensive use of social media, in particular Facebook and Twitter and a rebuild of our school website during the 2018-2021 cycle of SDP.

- 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. Our PSNI link officer is a regular presenter at Year group assemblies.

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. The refreshed school website has been an excellent link to provide information for parents, during Covid-19 school closures, for access to Google Classroom during remote learning and for CDGs for those students in Year 12-14 completing public examinations.
- Year 8 group normally enjoy numerous occasions for parents and pupils to come together. This was possible until March 2020. Following this date all events and communication had to be carried out remotely or individually. In 2020-2021 the Induction programme was revised to ensure all students and particularly the Year 8 pupils could be welcomed to school, feel safe and settle well.
- The annual Induction Family BBQ took place in September 2018 and 2019 (but was not permitted in September 2020 in line with social distancing guidance). In 2018 and 2019 the event was very well attended and feedback on the night was very positive. To support the Induction programmes in September 2020 all induction materials were revised to take account of PHA guidance and new routines in school.
- The Year 8 graduation (December 2018 and 2019) 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 (September 2018 and 2019) and again, feedback from parents was that the events were worthwhile and very informative, allowing the opportunity for parents to engage with form teachers and other staff. For September 2020 parental induction literature was revised to provide alternative induction arrangements during the current pandemic.
- Holy Cross Boys Primary School invited members of the Science Department to present lessons to the Year 7 pupils as part of their Year 7 transition programme. This was further supported with our Taster programme for Year 6 pupils which saw pupils in June 2019, from our feeder primary schools visiting departments over a two-day period to participate in taster lessons and learn more about St. Mary's. This will be resumed when Covid-19 restrictions are reduced.
- 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.
- The Social Justice group of students served Christmas dinner to members of the homeless community at an event in the school assembly hall (Dec. 2018, Dec. 2019).
- 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 (vouchers Dec. 2020) and hampers for St Vincent de Paul (vouchers Dec. 2020). The Social Justice Advocacy Group held a trolley collection in Sainsbury's (Dec. 2019) and put together 'shoe-box' gift packs (Dec. 2019) to be distributed to the homeless community. 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. Two students attended the ERST conference in Geneva in Feb. 2020, presenting at the conference and taking place in workshops. This work has continued during lockdown with remote conferencing attended by the HOD for RE accompanied by Year 14 student representatives.
- The SENCo continued the good practice of close engagement with parents and the AEN coffee morning (Oct. 2018 and Oct. 2019) 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 motivational 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. Students took part in remote work experiences, when available during Term three of 2019-20.
- 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 music department continued its annual visits to local nursing homes at Christmas for their carol service. In December 2019 the school hosted a Christmas Carol service in St. Teresa's church, The Annual Spring Concert took place in April 2019 and will resume again following the lifting of current pandemic restrictions.

- The well-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. They have won several awards during the 2018-2021 SDP cycle and secured the Green Flag Award for the school. They continue their work with Belfast City Council and Belfast Hills.
- The Parent Teacher and Friends Association Have secured two grant awards for the school during the 2018-2021 SDP cycle. The PTFA also was successful in its application to be awarded a Defibrillator for the school and have carried out fundraising to purchase a secure, lockable outdoor cabinet. This is now established on site adjacent to the 3G pitch which is used extensively by a number of community groups in the evenings.
- Parental support for St. Mary's is high and this was evidenced recently in the engagement, positive comments and support. The PTMs during this cycle of our SDP say 90%+ attendance. Unfortunately, some PTM have not been possible since March 2020 under current guidance, but teachers have continued to communicate with parents to support students and report on learning. The parents of the school have completed a number of online surveys including behaviour and a remote learning survey during 2020-2021. These have helped inform the writing of the new School Development Plan.
- The school is held in high regard in the community and by parents. The school is oversubscribed each year. A high number of the pupils are retained from Year 12 into Year 13.
- Open Nights and PTMs continue to be well supported.
- St. Mary's CBGS works closely with other relevant statutory and voluntary agencies whose work impacts on education: 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.
- 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. Bi-annual Careers Event for Year 11-13 pupils and parents was well supported by local employers and past-pupils. This was last hosted April 2019. The careers service continued to provide individual interviews for students either remotely or by telephone during the pandemic.

Evidence:

Communication:

School website, Twitter and Facebook
 Text Messaging service
 Written communication throughout the academic year.
 Revised Induction booklets for students and parents
 Simmarian publication

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 on-line Questionnaire

Invites to school events:

Edmund Rice BBQ Year 8
 Induction Meetings
 Parent Teacher & Friends Association Events and fundraisers
 Year 13/14 Prize Giving
 KS3 Prize Giving
 Open Days
 SENCo Coffee morning

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
 Links with local businesses for Work Experience placements
 Motivational speakers
 Links with Alumni
 Belfast City Council – supporting Eco club
 The Eco Club - involved in a gardening project with Belfast Hills and Belfast City Council. The students have been involved in fruit tree and hedge row planting on site.
 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. Taster Days hosted on site for Year 6 pupils in our 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 by local schools and extensively by 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 (pre-Covid-19). 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
 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
 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 links with feeder primary schools (Literacy, numeracy, mentor programmes)
 links with past pupils
 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
 Increase parental contact to enhance parent/school partnership

Areas for Improvement:

Introduction of SIMs App to enhance parental communication (Sept. 2021).

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:

- There continues to be significant investment in ICT equipment to enhance curricular provision during the 2018-2021 SDP. Refreshing and updating of ICT equipment is planned annually with input from ICT personnel, the Curricular VP and the Head of Corporate Services.
- All students sign up to an Acceptable Use of the Internet Policy to ensure responsible use.

- St. Mary's has a new E-Safety Policy (March 2021) providing guidance on the use of internet, facilities, equipment and e-mail in school.
- Staff used a wide range of methods to deliver learning initially when schools closed in March 2020 (MS Teams, email, Google Classroom). Following an audit with staff, a decision was made that the majority of T & L would take place using Google Classroom. A Remote Learning Policy was formulated (November 2020). This was further supported with a revised E Safety Policy (March 2021) Staff have been trained in the use of Google Classroom and have used this extensively for Learning and Teaching and pupil engagement during remote learning (March 2020 – April 2021).
- HODs have been trained in the use of CCEA Analytics.
- Groups of staff have been assisted in the preparation of video presentations to use with parents and pupils remotely.
- The 'Bring Your Own Device' in KS5 in school and supported in revised policy documents allowing pupils to use their own device in a controlled way in the classroom to access the suite of Microsoft 365 apps for Education. This involved an update of the school's Acceptable Use and Bring Your Own Device policies (Acceptable Use Policy, Mar. 2021, E-Safety Policy 2021. Pupils and parents fully informed and parental agreement to the policies.

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;

- The COVID-19 pandemic has had a significant impact on many of our pupils. Following guidance from the Department of Education, pupils did not return to the school building from 18th March 2020 onwards for the rest of the school year. During the school closure, teachers provided opportunities for learning through Google Classroom (GC), email and Microsoft Teams. Many of our students found lockdown and home learning particularly difficult due to issues with access to technology. As a school we made every effort to support students, including securing devices for those who had difficulty in accessing technology.
- Since March 2020 there was an enhanced focus on ICT training for all teaching staff. Following a staff survey in August 2021 and in preparation for further school closures staff together chose GC as the main method to deliver teaching and learning if schools were to close. This training included:
 - Setting up classrooms for all classes
 - Setting up appropriate permissions (safeguarding)
 - Inviting pupils and key staff e.g. HOD, HOY into the classroom
 - Reviewing the school policy with students
 - Provision of information and Policy for parents (see website section)
 - Sharing subject resources and lessons with pupils and other staff
 - Assessment marking and returning to students on GC
 - Live lessons using GC.
 - Uploading audio and video to GC areas.
 - A parental survey regarding the use of Google Classroom (Remote Learning), Feb. 2021 indicated that the majority of parents felt their sons learning was well supported using GC.
- OneDrive/ Google Classrooms are used extensively in school to store and share materials with the pupils in their classes. (Evidence of student classrooms staff folders setup and populated with resources) – HODs invited into subject GCs and HOY invited into Year group form class GCs.
- C2K Lending Scheme - St. Mary's applied for EA devices from March 2020, using the ICT lending scheme. This meant we were able to offer all vulnerable pupils and those who qualify for FSM a device to use at home (Dell laptop or Chrome book). With 37.6% of our pupils entitled to FSM, this has benefited a large number of students. The school secured 367 devices and a number of internet dongles and BT vouchers for use at home.

| | |
|---------------|----|
| BT Vouchers | 13 |
| Wi-Fi Devices | 3 |
| Year 8 | 71 |

| | |
|----------------------|----|
| Year 10 | 56 |
| Year 11 | 61 |
| Year 12 | 80 |
| Year 13 | 50 |
| Year 14 | 41 |
| Disadvantaged pupils | 8 |

- E-mails are used extensively between staff to enhance communication.
- SLT have access to SIMS at home to help with remote learning.
- 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

Resourcing

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;

Evidence:

Wi-Fi-33 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 (refresh of hardware purchased March 2021)

AEN resource room in ER building with limited ICT access.

Wi-Fi- 33 across entire school. Secure access to Wi-Fi- 33 for students via bring their own device policy.

Mac suite for Media studies.

Staff and pupils had requested a review of ICT hardware provision across the school (this was a SDP priority in 2019-2021). A review of Hardware resourcing in conjunction with hardware refresh took place with some enhancements in Summer 2019 and again in March 2021. These were executed to enhance ICT provision to meet curricular demand – 2021-2022.

Some PCs with a light build were ear-marked for replacement e.g. Technology to ensure all design packages e.g. Solidworks could be used by more students.

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

Update of the school's acceptable use and bring your own device policies (March 2021)

Review of ICT hardware provision across the school: to develop use of ICT across the curriculum (March 2021)

Review E- Learning Safety training for staff and pupils (March 2021)

BOG to complete Governance reports (BOG meetings from Jan 2019 – June 2021, during the current SDP cycle)

Further develop ICT extra-curricular opportunities e.g. more students attending the Coding Club (following lockdown restrictions).

Areas for Improvement (Resourcing):

On-going review of resourcing requirements in line with the SDP priorities.

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

The DTCP prepares a report for each Board of Governor meeting on safeguarding 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 school community.

Evidence:

Review E- Learning Safety training for staff and pupils (March 2021)

BOG to complete Governance reports (BOG meetings from Jan 2019 – June 2021, during the current SDP cycle)

Pastoral/ Safeguarding reports for each BOG meeting 2019-2021

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?

Over the last number of years the School has had to face significant challenges due to a cut in real terms to the school's delegated budget from DE and also deal with a reduction in pupil numbers, these ongoing financial constraints have had a significant impact across the school.

However, pupil numbers have stabilised and while we are in a deficit position the plan is to gradually reduce this deficit while still meeting the needs of the pupils over the next few years

There is effective financial stewardship ensuring that finances are well managed and are used appropriately for long and short-term priorities.

How do we properly and effectively manage the resources at the disposal of the school, ensuring appropriate arrangements are in place for financial management?

The Financial sub-committee of the board of governors meet regularly to review the accounts and the vision for the school.

Finance is a standing agenda item and accounts are presented to the board of governors for review

Accounts are audited by PKF-FPM Accountants, The Quays, Dromalane Mill, Newry BT35 8QS annually and presented for approval.

Along with an annual plan and budget there is a three -year financial plan produced annually to the Board of Governors to ensure the longer term goals are met.

3b: How are we 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 Executive Leadership Team (ELT), 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 and utility costs.

| | | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|--------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Income | | | | | | | |
| 1 | School Budget Share Income | 5,549,100 | 5,329,290 | 5,150,613 | 5,158,768 | 5,293,153 | 5,380,313 |
| 2 | Excepted Items | 445,731 | 406,700 | 356,042 | 296,403 | 392,962 | 317,238 |
| 3 | Earmarked funding | 207,155 | 38,994 | 50,502 | 37,855 | 43,539 | 139,017 |
| | Other Income | 39,271 | 89,470 | 44,999 | 12,443 | 13,359 | 19,750 |
| | Total Income | 6,241,257 | 5,864,454 | 5,602,156 | 5,505,469 | 5,743,013 | 5,856,318 |
| Expenditure | | | | | | | |
| 4 | Teaching F/T & Sub | 4,230,280 | 3,996,547 | 3,819,733 | 3,756,008 | 3,856,265 | 3,767,737 |
| 5 | Support Services | 1,246,043 | 1,205,340 | 1,150,800 | 1,071,926 | 1,037,280 | 1,011,261 |
| | Music Tuition | 38,973 | 40,020 | 49,969 | 51,492 | 50,582 | 50,032 |
| | Language Assts | 21,077 | 18,560 | 11,419 | 16,670 | 21,626 | 22,209 |
| | Redundancy | - | - | 20,272 | - | - | 93,989 |
| 6 | Insurance | 49,599 | 47,404 | 55,970 | 39,676 | 46,352 | 36,930 |
| 7 | Fuel, Light and Water | 97,532 | 121,754 | 129,116 | 127,583 | 118,075 | 132,953 |
| | Cleaning Supplies & Protective clothing | 24,480 | 8,902 | 11,512 | 11,158 | 12,203 | 12,550 |
| 8 | Maintenance of Grounds and Buildings | 149,753 | 87,697 | 221,316 | 116,900 | 130,187 | 160,452 |
| 9 | Maintenance. & Hire of Equipment | 15,855 | 14,891 | 13,843 | 30,765 | 51,083 | 40,177 |
| | Photocopying/Printing/ publications | 26,345 | 31,547 | 36,253 | 37,675 | 35,279 | 28,750 |
| | Advertising | 2,579 | 6,527 | 12,992 | 9,828 | 9,604 | 10,370 |
| | Postage | 13,599 | 8,898 | 10,270 | 10,803 | 10,756 | 11,245 |
| | Telephones | 1,605 | 4,350 | 3,054 | 4,372 | 5,121 | 3,751 |
| 10 | Stationery | 20,498 | 22,760 | 19,590 | 14,396 | 24,746 | 35,986 |
| 11 | Text books | 11,806 | 12,379 | 11,650 | 9,970 | 6,805 | 11,925 |
| | Consumables (Class Materials) | 5,347 | 22,282 | 24,862 | 22,641 | 23,181 | 30,269 |
| 12 | Extra-Curricular | 5,898 | 16,818 | 22,296 | 24,724 | 33,418 | 16,137 |
| | Canteen costs | 1541 | 864 | 567 | 942 | 1,041 | 9,385 |
| | Professional fees | 31,265 | 21,905 | 25,692 | 25,819 | 27,768 | 28,314 |
| | Accountancy fees | 6,100 | 6,100 | 5,200 | 5,200 | 5,200 | 5,200 |
| | Field Trips | - | 12,005 | 14,376 | 12,686 | 10,564 | 27,040 |
| 13 | Examination Fees | 67,696 | 121,611 | 108,519 | 108,539 | 98,547 | 109,712 |
| 14 | Purchase of Equipment | 44,549 | 15,167 | 24,328 | 12,515 | 9,171 | 45,278 |
| 15 | Transport, Subsistence and | 9,320 | 14,848 | 15,710 | 16,533 | 29,908 | 32,266 |

| | | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|----|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Minibus expenses | | | | | | |
| 16 | Hospitality | 554 | 3,587 | 3,806 | 2,408 | 13,200 | 3,642 |
| | Staff course fees | 2,412 | 265 | 3,822 | 4,802 | 1,340 | 4,049 |
| | Sundry Expenses | 7,722 | 12,232 | 17,505 | 14,523 | 17,954 | 15,568 |
| | Total Expenditure | 6,132,428 | 5,875,242 | 5,844,433 | 5,560,553 | 5,687,256 | 5,757,177 |
| | | | | | | | |
| | Surplus/Deficit | 108,829 | -10,789 | -242,277 | -55,084 | 55,757 | 99,141 |
| 17 | Surplus C/F | -111,614 | -231,139 | -220,351 | 21,926 | 77,011 | 21,254 |
| | | | | | | | |

Section D

4. A Review of Old School Targets

| 2018-19 | | |
|--|---|--|
| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
| <p>New Principal to review and present the Interim School Development Plan, staff structure and duties with all post-holders.</p> <p>Use ISEF criteria to establish a base line position for the school.</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><i>Relevant policies are posted on the school website.</i></p> <p>Review and further develop the preventative curriculum across the school (rules and routines and policies).</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>January 2019 the newly appointed Principal reviewed and amended the Interim three - year School Development Plan (2018-2021) against the ISEF criteria. A rigorous analysis of the full range of data available and was referenced against feedback from pupils, parents, staff and governors. A clear baseline was established to enable us to move forward into the new SDP cycle for 2018-2021. An improved proforma for action planning, to include progress check-up / evaluation points throughout the year was agreed. This was to ensure that the identified priorities and the matching action plans focussed clearly on effecting improvement in pupils' learning and attainment. The SDP was approved by the BOG.</p> <p>Analysis of GCSE and A- Level Results (Annual Report in September to BOG).</p> <p>Minutes of the BOG meetings, Minutes from SLT meetings Board of Governors Report 2018-19, 2019-20, 2020-21. Catch-up reviews of current SDP AP by lead staff. Principal's diary and meeting with post holders Reviewed Policies ratified by the Board of Governors Policies published on the school website Refreshed school website Staffing and job descriptions Review of procedures e.g. staff absence, classroom supervisors, staff lunch and break supervision protocols. Appointments Resources and Finance – minutes SEP2– school enhancement progress INSET agendas addressing SDP priorities Links with feeder primary schools – Principal visits (2019-2020) and communications Taster days for year 6 pupils (possible in June 2019 only) Covid-19 management (Yr. 2 and Yr.3 SDP).</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</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>EF Compliant Working group established Nova T timetable design Transition curriculum prepared – KS5 Options booklet PowerPoints for Options presentations Student reports (Transition group) 2019-2020. Research results on future further/ higher education opportunities that would be open to transition students Transition – Summer 2020 results report (100% of the transition students achieving full pass grades in all the Level 2/GCSE subjects: GCSE Maths/English/Statistics, Level 2 OCN Certificate in Religion, Level 2 Certificate in ICT and the Bridging course in Financial Services).</p> |

| | | |
|---|---|---|
| <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>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Need for more subject specific intervention - Staff still need to encourage students regarding sub-standard /missing/poorly presented work.</p> | <p>% return into KS5 to study Level 3 subjects</p> <p>Departmental Marking Policies - reviewed and submitted for approval, (OneDrive) INSET schedule (August 2018) Minutes from departmental meetings SLT/HOD Link meetings Collegiate Book Discussion (CBD) Sampling of work - ongoing book checking and feedback for Year 12s Evidence indicated that teachers check the Year 12 pupil books regularly and quality assure the work.</p> <p>Collegiate Book Discussion (CBD) - only partially achieved due to industrial action. Sampling by SLT of samples of work from Year 12 classes to QA feedback provided for students as per departmental policy.</p> <p>In some cases, sampling of work focused on the quality of the feedback that was provided for the pupils. This work was partially achieved.</p> <p>Staff still need to encourage students regarding sub-standard /missing/poorly presented work.</p> |
| <p>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.</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Little opportunity for Assemblies under Covid 19 restrictions in 2020-2021. Need for implementation of new policy with students in 2021 – 24 SDP cycle.</p> | <p>Artwork displayed throughout the school reflecting core values Positive behaviour displays throughout school. INSET attended by VP and SLT member – ‘Promoting Positive Behaviour’ X 2 days Protocols for staff to follow when on lunch and break supervision. Protocols for staff requesting Rota cover. Positive Behaviour Management Policy (Nov 2021) presented and ratified by the BOG. Staff volunteers – early morning front and back lane supervision. Parental survey 2020-2021 BOG minutes ELT minutes SLT minutes PLT minutes Covid-19 protocols for behaviour to maintain social distancing and follow safety guidelines. Further roll out of Positive Behaviour Management Policy in 2021-24 SDP with pupils following Covid-19 and the return of year group Assemblies.</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>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>Differentiated Learning support Meetings with LS co-ordinators PTE/ PTM data summaries CAT4 baseline data training for staff GL Combination reports prepared and used to inform support for individual students Timetables of support for Year 8 and Year 9 pupils Revised programmes for LS implemented (available in OneDrive) Resources saved on OneDrive and disseminated to all LS staff and subject mentors</p> |

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| <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>Further review of SEND policy documents. Update support programmes for new/changing cohorts in 2021 and 2021 (without GL assessment profiles)</p> | <p>Evaluation of the impact of actions on student learning- classroom visits and book looks. Interim review of LS Programme was carried out via staff and pupil voice exercises assisted by the Literacy and Numeracy Co-ordinators. Evaluation of LS Programme for Years 9 and 10 was carried out and finding led to a refinement and improvement in the programme for 2019/20. An analysis of PTE/PTM data and comparison against previous year's results was carried out to evaluate and inform target setting/priorities for learning. All pupils completed PTE/PTM testing. The data collected was summarised in coloured class charts, explained and disseminated to all LS staff. Following meetings with the Literacy and Numeracy Co-ordinators for English and Maths the delivered programmes were devised to address common weaknesses evident through testing. The areas of weakness were identified on a class by class basis and tailored programmes were created for groups in each class. For some classes in Mathematics whole class resources were developed and used for algebra as it was identified as a common weak area. These were further reviewed in light of new data for pupils in June and with the information from combination reports from CAT4/PTM/PTE. Year 13 & 14 student mentors were recruited and provided support during LS classes as directed by the LS teacher. Data collection continued with the completion of CAT4 assessment for current Year 10 and analysis of attainment (PTE/PTM) against potential (CAT 4). Use of combination report (CAT4 compared to performance in PTE/PTM) to help identify pupils with specific learning needs in literacy and numeracy was completed with the Year 8 pupils in September 2019 and September 2020.</p> |
| <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.</p> <p>To Review and Refresh school publications (including the prospectus, feeder primary school literature, staff handbook and homework diaries.)</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Introduce the use of SIMS App to enhance communication (now planned and ready for Sept. 2022)</p> | <p>(a) School website www.stmaryscbgs.co.uk Meetings with Wibble (provider) and SLT member with responsibility Training presentation for website management by staff with areas of responsibility Review of technician's job description to assist with website management. INSET training for staff (see INSET agendas) Individual INSET for HODs and other staff members Staff Audit identifying gaps in menu tabs and additional content identified SLT minutes BOG minutes The revised website was then launched with the approval of the Board of Governors in Term 1 of 2019-20. Facebook and Twitter platforms Increased traffic on website during lockdown - providing relevant information to parents and guardians when students were working remotely and on-line learning information became a priority. In March 2021 a further review of the school website took place, especially focussing on the functionality of the website during the periods of lock-down experienced recently. Departments have updated and populated their areas of responsibility. This work is on-going. Voice exercises with staff and parents indicated that the new website design meets the needs of the school, providing clear communication of school</p> |

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| | | <p>information, celebration of success and easy access to material by parents, including sharing the decisions regarding school admissions with prospective parents. Access to a live daily calendar of school events has aided better communication. Parents commented that this has improved planning and helped their sons be more organised and prepared for upcoming events relevant to their year group.</p> <p>(b) School Publications Meetings with Shanway (Printers). Copies of new prospectus given to all feeder primary schools. Flyer prepared distributed to P6 pupils via feeder primary school communications and visits Pop-up display posters prepared and used for school events and outside visits Updated Homework Diaries annually –The Homework diaries have also been updated with the assistance of the form teacher team and are now tailored to each Key Stage and reflect SDP priorities including expectations for learning and expectations for positive behaviour. The H/W Diary includes the 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 (INSET agenda) Updated Staff Handbook School website www.stmaryscbgs.co.uk includes New version of prospectus available in PDF SLT minutes BOG minutes The Staff handbook - updated in 2019 and April 2021 to reflect the changes in policies and procedures in school. Available in the staff area and is sign posted to staff regularly throughout the academic year.</p> <p>Most recent parent survey (Feb 2021) suggest that the majority of parents have access to relevant information to support their son at St. Mary's.</p> |
| <p>To raise levels of Pupil Attendance by 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>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Ongoing attendance monitoring following Covid-19 using now embedded procedures.</p> | <p>Pupil attendance is good. Figures from the previous and current SDP are included in the earlier evaluation 2c. Comparisons made over two cycles of SDP due to attendance disruptions from March 2020 – June 2021 as a result of Covid-19 pandemic.</p> <p>Parental 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 and 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. Attendance data presented to the Pastoral Leadership Team each month, detailing attendance for each year group. The data identifies any student whose attendance has dropped below 95% allowing for action to improve. A further detailed analysis is presented to the Board of Governors at each meeting.</p> |

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| | | <p>Form Teachers, Year Heads and the Senior Teacher with responsibility for pupil attendance correspond with parents to support them in improving their son's attendance.</p> <p>Year group assemblies and year group notice boards regularly reference the importance of full attendance. Attendance is a target for Year Heads to address as part of their annual performance review and is included in the annual report to the Board of Governors. The strategies for improving pupil attendance are evaluated and discussed at the annual meeting between the Year Heads, Principal, Pastoral Vice-Principal and Governor.</p> <p>Senior teacher meets the West Belfast EWO regularly auditing attendance below 85%.</p> <p>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.</p> <p>In 2018-19 a pilot rewards system for pupils in Year 8 linked to excellent attendance. The rewards for excellent attendance was considered beneficial with both teachers and students requesting that this pilot continue.</p> <p>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. Pupil voice exercises in Year 8 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. The Year 8 reward programme was rolled out to Year 9 for the 2019/2020 academic year</p> <p>The HoY monitoring anecdotally identified less pupils arriving late but there are still large numbers of punctuality issues which will continue to be addressed in year two of the SDP. The 'Lates Matrix' unfortunately did not point to an improvement in punctuality, even with a robust sanction programme in place as the school year progresses. Punctuality concerns remain with some students in Yr10/12/13/14. Attendance figures remain steady in Year 1-3 of the SDP when compared with the previous 3 year's figures.</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>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>Planning document completed and returned to C2K.</p> <p>New HW arrived and installed in April 2019 (27 PCs retained to be installed in E15 by SS during summer break)</p> <p>Retained HW upgraded to Windows 10</p> <p>Installation E21 furniture (benches/chairs) ready for new term.</p> <p>Retained C2K HW relocated to Sport/MIA/Technology to enhance provision.</p> <p>All year 11 students took part in E-safety awareness presentation on 9th April 2019</p> <p>Questionnaires forwarded to a class group of year 11 students.</p> <p>Students agreed that they should always review their behaviour/activities online and be informed of latest developments/risks.</p> <p>E Safety policy (March 2021)</p> <p>Enhanced awareness among KS4 students about e-safety has been evidenced in the questionnaires.</p> <p>Audit carried out with HoDs in Jan 2021 to establish ICT requirements against curriculum delivery.</p> <p>Enhancements agreed March 2021</p> <p>GC used throughout lockdown to deliver subject and pastoral curriculum to aid learning.</p> |

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| <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>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>SIMS SEN and Medical Registers PLPs prepared PEEPs prepared Special Educational Needs and Inclusion Policy (Oct. 2020) COP update on SIMS (5 stages changed to 3 stages) -roll out the revised Code of Practice and the 3 SEN Stages. 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 and June 2021. Access Arrangements Policy (March 2021) Linked Documents in SIMS -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.</p> |
| <p>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.</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Further roll out of prepared lessons and review by staff and students</p> | <p>Year 13/14 pastoral programme developed and being delivered. Minutes from Staff Development Day meetings on 27th May 2019 Form teachers given opportunity to discuss the quality of the taught pastoral programmes# Evidence -Minutes from Staff Day 15th March 2019. 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 -Minutes from Staff Development Day meetings on 27th May 2019. KS3 - using wide range of materials including INSYNC programme. KS4 revised programmes in place (2020-2021) on-going SLT minutes Love for Life programmes delivered to Year 9, 11 and 13 in 2019. To continue following lockdown.</p> |
| <p>Staff Development -To develop CPD opportunities for all staff but particularly at middle management level</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>SDP and associated Action Plans (Partially Achieved) INSET agendas & current SDP Action Plans that identify staff training needs. Log of courses attended by HoDs & teaching staff. Record of course logged and evaluation of training received. Classroom Assistants training - Record of training needs and provision kept by the SENCO. Minutes from SENCO/CA meetings. Plans for 2019-20, 2020-21 provision for SEN. Emails to staff on procedure and CPD opportunities. Collated record of staff CPD held by Curriculum VP. Staff evaluations from completed course. Ongoing work on positive pupil behaviour from BMC in relation to whole school development project. Updated Staff Development policy (April 2021)</p> |

2019-20

| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
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| <p>Quality of Provision</p> <p>Seek ways in which we as classroom teachers can maximise pupils' learning experiences during lessons.</p> <p>Agree upon what expectations we as teaching staff have of pupils and pupils have of staff in order to bring about effective learning.</p> <p>Communicate and instil these expectations so they are adhered to during lessons.</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <p>**School closed for face to face teaching in March 2020 due to the outbreak of Covid-19**.</p> <p>Pupil Voice exercise and scheduled 'book looks' to help evaluate the associated learning were not carried out due to the school closure and end of face to face teaching in March 2020.</p> | <ul style="list-style-type: none"> ➤ All HoDs and departmental staff have agreed on learning expectations that if adhered to will bring about effective learning during lessons. ➤ Agreed learning expectations have now been summarised and collated under four key areas for learning, namely lessons containing the following components: (1) An introduction, (2) Explanation of what we want pupils to understand, (3) An opportunity for pupils to consolidate their understanding of what the teacher has explained to them and (4) An opportunity for pupils to evaluate their learning. ➤ Expectations for Learning have been displayed on posters displayed in all classrooms and will be included in all pupil homework diaries from September 2020. ➤ All HoDs are now proficient in the analysis of their department's examination data and can identify areas within their curriculum where pupils have underperformed. ➤ HoDs, through the use of Examination Analytics tools, have identified key lessons and these have been delivered within their departments with an emphasis on ensuring that the four key aspects for learning have been covered. ➤ Full evaluation of impact could unfortunately not be completed as a result of the abrupt end of face to face learning in March 2020. |
| <p>Effective use of Baseline Data in Year 8</p> <p>More effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties</p> <p>To upskill staff on the interpretation of pupil</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <p>Staff and student voice did not take place due to Covid -19.</p> <p>PTE/PTM/Pass re-assessments following</p> | <p>Training delivered in the interpretation of PTE/PTM for all staff and in PASS for Year 8 pastoral team. Date:</p> <p>24th Oct 2019 (training for staff)</p> <p>7th Nov 2019 (training for PASS Mentors/SLT/ELT)</p> <p>Data analysis and tracking pre and post intervention - October 2019: GOC, AMB, Literacy and Numeracy Co-ordinators complete initial data analysis and identify priority pupils for appropriate intervention</p> <p>LS Tutors, GOC and AMB complete data analysis and identify pupils to avail of literacy/numeracy support.</p> <p>4th Nov: INSET time devoted to analysis of pupil data sheets</p> <p>Individual pupil data profiles (SIMS)</p> <p>Retesting data from PTE/PTM/PASS (due to Covid-19 retesting did not take place)</p> <p>Identified Year 8 pupils participate in and complete weekly PASS mentoring and/or a learning support intervention which engages them with resources and supports targeted to their specific needs.</p> <ul style="list-style-type: none"> • PASS Mentoring materials for pupils and mentors • Pupils' completed PASS booklets |

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| <p>baseline data which will inform academic and pastoral interventions and supports</p> <p>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> | <p>targeted intervention - Due to Covid-19 retesting did not take place.</p> | <ul style="list-style-type: none"> • Pupil work completed during Learning Support lessons • Tracking from Learning support tutors • Progress reports from LS Tutors • Email correspondence between SLT links and PASS mentors • Email correspondence between LS Tutors and SENCO and LS Tutors and subject teachers <p>Staff are more confident in the interpretation of baseline data and identification of barriers to learning for pupils they teach</p> <p>Data is shared more effectively with staff via pupil data profiles on SIMS</p> <p>Data is used more effectively to identify pupils for learning support intervention and to inform the focus of the intervention</p> |
| <p>Promoting Positive Pupil Behaviour:</p> <p>To update and present the Positive Behaviour Policy to staff</p> <p>School values identified through staff and pupil voice exercises</p> <p>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.</p> <p>Whole school drive on implementing positive behaviour supported by staff at all levels.</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Whole school drive on implementing new positive behaviour management policy needs to continue, Covid-19 hindered communication of this with staff and pupils.</p> | <p><i>Form teachers explored values, rights and responsibilities with their form classes. Rewards and sanctions t agreed - Date: October '19 – January '20</i></p> <p><i>Support for staff in managing behaviour - Date: Sept'19 – March '20</i></p> <p><i>Review of roles for staff on supervision at break and lunch - Date: Aug '19, Dec '19</i></p> <p><i>A set of common values, rights and responsibilities have been discussed at pastoral meetings. Rewards and sanctions discussed and debated. Form teachers and classes did extensive work and have come up with common, agreed school values, rights and responsibilities. Rewards and sanctions discussed at whole school pastoral meetings.</i></p> <p><i>Staff supported in how best to manage behaviour. Training for all staff in de-escalation strategies. Training for staff in the effective use of Sims Behaviour Management Module.</i></p> <p><i>Review of roles for staff on break and lunch duty. A set of clearly defined roles for break and lunch were drawn up and disseminated to the relevant staff. Further changes made throughout the year. Staff regularly updated.</i></p> <p>The staff and pupils are now fully engaged in a drive to belong to a school that is characterised by positive behaviour. They have engaged fully in the form class work on values, rights and responsibilities, rewards and sanctions, evidenced by the written and oral feedback.</p> <p>Staff voice suggests staff feel supported in their roles both inside and outside the classroom.</p> <p>Clearly defined roles have helped bring confidence to staff on break and lunch duty. Staff feel fully supported in their role as a classroom teacher with clear lines of referral and the access to SLT staff if and when needed.</p> |

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| <p>To raise levels of Pupil Attendance</p> <p>All recorded absences will be accounted for by:</p> <ol style="list-style-type: none"> <u>Email During social distancing phase:</u> <u>Physical Absence Notes</u> Post social distancing phase: <p>Emails & notes presented to and retained by FT (virtual or physical)</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Enhance parental involvement needed in attendance interview panel participation post Covid-19</p> | <p>In 2019-2020 introduced Attendance Interview Panels. These were accommodated on INSET days. In summary this initiative involved:</p> <p>Attendance drive & interview panels referred to at Induction events/literature Monitoring of attendance continued on monthly basis – pupils below 90% require FT/HoY interview Failure to improve results in Panel Interview engagement with Pastoral VP/SLT Attendance/Head of Year (May require virtual platform interviews during post-lockdown period) This initiative did encourage good attendance, disappointingly a small minority of parents who were invited to attend engaged with this process.</p> <p>Attendance percentages were impacted by a flu virus pre-Christmas and increased absences in the period of uncertainty and parental anxiety as the Covid-19 pandemic emerged. New attendance monitoring arrangements introduced during Covid-19 pandemic - Parents were furnished with the appropriate email addresses for subject and form teachers. During the August inductions, pupils were again given the email details for their respective Form Teachers and Heads of Year.</p> <p>Form Teachers now retain all absence emails in online folders as these may be required by EWO/SLT for audit purposes.</p> |
| <p>To promote the Edmund Rice Ethos within the school</p> <p>Promoting and embedding the Edmund Rice Ethos</p> <p>Greater sense of identity as an ER school and sense of belonging to an ER Community</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: Not all events for celebration of ERST were possible due to Covid-19 H&S protocols.</p> | <p>Presence of ER identity throughout school and ER Prayer displayed in each classroom. Smart card summary of ER Key Values presented to every student ER Identity referenced in Assemblies Year group assemblies and registration in the form class begin with ER prayer Promotion of activities which embody our ER Ethos on the Website and various school media Induction pack for new staff contains an ER/EREBB summary sheet Ethos workshop for all staff facilitated by ERSTNI representative 22nd August 2019 Edmund Rice Feast Day – celebrated each year in the school. One member of the teaching staff has completed the EREBB Leadership Certificate during the last SDP cycle.</p> <p>Celebration of Edmund Rice Day The full celebration of Edmund Rice Day was curtailed due the forced closure of the school as a result of the Covid-19 pandemic Edmund Rice project completed and Year 8 prize winners celebrated on the school website, no trip to birth place of Blessed Edmund was possible as a result of travel restrictions. Prize winners received a voucher for sports equipment. Working group was established to plan activities for 5th May</p> |

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| | | <p>Plans had been discussed to link with our partner schools in India and Australia, along with schools in our own ERST NI Network</p> <p>Edmund Rice Day promoted within remote Assemblies</p> <p>Various presentations on the life of Blessed Edmund were published on the school website and social media pages</p> <p>Examples of the global celebration were shared on our school website – India celebrations</p> <p>Year 8 RE lessons contained an ER project aimed at celebration of ER – projects were to be exhibited as part of the ER Day celebration</p> <p>All staff emailed on the 5th May with material celebrating the life of Edmund Rice</p> <p>Letter from the Chair of the Board of Directors of ERST NI published on website</p> <p>Staff addressed at INSET regarding EREBB and clarification given on what existing activities and initiatives within the school fell under this umbrella</p> <p>Separate tab on website and promoting the work within the school under EREBB</p> <p>All news items of school activities were categorised and clearly attributed to EREBB</p> <p>2 students represented multiple school clubs on their trip to Geneva to visit Edmund Rice International and the United Nations on behalf of EREBB</p> <p>A large number of Year 8 students joined clubs and societies, and took part in activities throughout the school year attributed to EREBB</p> <p>Simmarian Magazine - published each academic year with articles focussing on ERST.</p> <p>A key ERST vale is looking after the environment. St. Mary's have an Award Winning Student Eco Club. This year they achieved the Green Flag Award June 2020 and won the WBALC Ark Housing Award in Dec. 2020).</p> <p>A further member of staff successfully completed and was awarded the EREBB Leadership Certificate</p> <p>Student voice discussions evidenced an increased awareness and promotion of ethos across the year groups. This was further evidenced in an increase in membership of key societies in school which directly promoted the ethos of Edmund Rice; Social Justice Advocacy Group, St Vincent de Paul, Eco Club. The student and greater school community contributed like never before to our ethos driven initiatives, homeless shoebox appeal, Catholic Caring and St Vincent de Paul Hamper appeal, Homeless Dinner. The promotion of these initiatives and activities resulted in increased traffic on our social media channels.</p> <p>The regular use of the ER prayer at the beginning of the school day saw pupil participation in the prayer increase across the year groups with evidence of the students' expectation of the prayer as part of their St Mary's daily routine. A majority of students clearly knew the prayer off by heart, something which was in previous years.</p> |
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2020-21

In Year 3 of the School Development Plan (2018-21) we had to manage the COVID-19 pandemic. Like all schools, we had experienced closures from 23rd March 2020 until June 2020. Our students were able to return to school at the beginning of the new academic year on 18th August 2021. Throughout term one, there were numerous interruptions to learning due to pupils and staff having to self-isolate. As a result of the rapidly rising rates of infection, all Northern Ireland schools were required to close for an additional week before half-term, to provide a 'circuit-breaker'. In January 2021, a further extended period of school closure necessitated a move to remote learning from January to 22nd March 2021 for students in Years 12-14 and from January 2021 to 12th April for students in Years 8-11. Students were able to remain in school during term three. The COVID-19 pandemic has therefore had a significant impact on all aspects of the day to day running of the school; how we delivered curriculum, encourage learning and care for the students.

The aim of our work this year was to continue to provide learning opportunities for are students and ensure student progression, while at the same time, ensuring the management of Covid-19 within our school setting. This report outlines Year 3 action plans for the SDP 2018-2021 and the exceptional work that was possible this year. The evaluations from this SDP will help inform the 2021-2024 plan.

Despite the challenging circumstances this year, our staff and students have worked together, so that the students could achieve success. As we begin a new SDP cycle we will continue to address our identified priorities with an ongoing backdrop of COVID-19. We now have the Minister's roadmap for KS4 and KS5 specification changes and public examinations plans for 2022 and this will also help inform our planning moving forward.

| Overall School Target | Level of Achievement and Notes | Sources of Evidence |
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| <p>Quality of Provision</p> <p>Learning & Teaching: Planning, preparation and delivery of adapted Schemes of Work to focus on the delivery of all necessary subject content for Year 12 and 14 pupils.</p> <p>Staff training and set up for the delivery of the curriculum using a blend of face to face teaching and online learning as necessary throughout the academic year.</p> | <p>Achieved:</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Not Achieved:</p> | <p>Review of Timetable, management of 'bubbles' while still delivering the curriculum: There were three adaptations to our originally planned timetable for 2020-21:</p> <ol style="list-style-type: none"> 1) The return of Year 12 & 14 pupils for one week, beginning 17th August 2020, to start face to face teaching running alongside Year 8-14 pupil inductions. 2) The return of all pupils to school during the week beginning 24th August 2020. 3) The eventual return of our normal non-Covid timetable for all pupils. <p>Guidance issued by DENI was adhered to when timetables were planned and launched for staff and pupils, and plans were adapted accordingly each time the guidance was updated.</p> <p>Timetable planning included the use of 'bubbles' for KS3 classes and the setting up of teaching rooms to allow for required social distancing between staff and pupils. staff and pupil timetables were adapted to meet specific requirements outlined in individual risk assessments conducted by the Principal for certain staff members and pupils.</p> <p>Further adaptations were made to the timetables between March and June 2021 to facilitate ARP3 assessments for Year 12, 13 and 14 students as these had to be conducted in tandem with Year 8-11 classes running as normal in the school. Meetings with HODs to communicate and manage the changes in specification coverage as changes were announced (Nov/Dec 2020). E. Mail evidence</p> |

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| <p>Adaptation of the 2020-21 timetable and provision of resources for learning to ensure that all pupils and staff can engage in effective blended learning in a safe environment.</p> | | <p>ELT minutes SLT minutes BOG minutes Audit with staff regarding platforms for remote learning (June 2020) Google Classroom training (June 2020- March 2021) to support staff - Subject content was delivered online using Comprehensive training on how to set up, populate and use Google Classroom (GC) was carried out with teaching staff (May 2020 and continued during the first term, from August 2020 to December 2020). The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. • Scheduling an assignment for a particular date and time. • Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen. • Creating and conducting live links with students using Google Meet and Google Jamboard. <p>All pupils were provided with training on how to access and use Google Classroom during their induction in August 2020. Staff and parents have been provided with communications and guidance on how the school conducts remote learning. Details outlined in the school’s Remote Learning Policy (Nov 2020) which was ratified by the Board of Governors and issued in December 2020. C2k lending scheme - The first and second waves of laptop computers have been allocated to the school by the EA. Centre Determined Grades with HoDs, subject teachers and pupils in March 2021 CDG Policy (April 2021) Appeals Policy (May 2021) Staff evaluations from training will be completed in May/June 2021 to inform & enhance further training. New hardware refresh and update to include the enhancement of all IT suites and teaching rooms that require data projectors will be completed for September 2021.</p> <p>All staff time budgets have been completed and submitted by staff. Preparation and consultation work was completed with all three teaching unions in relation to the communication and structure of time budgets. This agreed template will be used in subsequent academic years with updated figures for teaching load, reports, allocated time for INSET, Directed Time and parent-teacher meetings etc. to reflect the 2021-22 timetable.</p> |
| <p>Supporting Learners</p> <p>Effective redeployment of classroom assistants to meet the acute needs of the school during</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <p>The majority of pupils involved in the Year 8 PASS Mentoring Programme doubled their percentage outcomes for PASS factors 2, 4 and 7.</p> <p>Initial PASS scores: For ‘Perceived Learning Capability’ (PASS factor 2) the combined average score for all pupils involved in the programme was 20.8% with a range score of 49.1%.</p> |

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| <p>phased return and blended learning period</p> <p>Support for SEN pupils during period of blended learning.</p> <p>Continued use of baseline data to inform teaching and learning and support interventions for Year 8 (from Hallowe'en assuming we have resumed full timetable operation).</p> | | <p>For 'Preparedness for Learning' (PASS factor 4) the combined average score for all pupils involved in the programme was 19.3% with a range score of 50.6%</p> <p>For 'Confidence in Learning' (PASS factor 7) the combined average score for all pupils involved in the programme was 21% with a range score of 54.3%.</p> <p>After PASS Mentoring:</p> <p>For 'Perceived Learning Capability' (PASS factor 2) the combined average score for all pupils involved in the programme was 46.3% with a range score of 88.3%.</p> <p>For 'Preparedness for Learning' (PASS factor 4) the combined average score for all pupils involved in the programme was 55.3% with a range score of 86.8%.</p> <p>For 'Confidence in Learning' (PASS factor 7) the combined average score for all pupils involved in the programme was 42.7% with a range score of 85.4%.</p> <p>The majority of parents engaged with the parental videos and report improvements in their son's attitude to school and self.</p> <p>In developing and delivering the PASS Mentoring Programme and making effective use of data to inform interventions, we have made very good progress on: Improving pupils' attitudes to self and school.</p> <p>In developing and delivering the PASS mentoring Programme, we have made good progress on: Improving parental engagement in supporting their son's school experience and enhancing his attitudes to learning.</p> <p>It has been clear that COVID has had an adverse impact upon learning. PTE and PTM data indicated that achievements made in addressing pupils' attitudinal responses to learning did not translate into enhanced outcomes in PTE and PTM assessments.</p> <ul style="list-style-type: none"> • Updated Classroom assistant handbook and COVID guidelines issued to AEN team in August 2020. • Daily rota of staff supervision during lockdown (January – April 2021) • Certificates of training completed by various staff members. • Records from PASS Mentoring Programme. • Applications for supervised learning during school lockdown. • Correspondence on Google Classroom. • Email correspondence between AEN staff and A Barr • Daily 'log' recording actions and incidents arising in school amongst vulnerable/SEN/ Key Worker children. • Google Classroom resources for PASS mentoring Programme. • Google Forms – evaluations completed by pupils and parents. • PASS Mentor report completed by A G Scullion. • Parental videos. • ALC report produced by A. Barr and led by G O 'Connor (shared with NAPCE and GL). |
| <p>Care and Welfare:</p> | <p>Achieved:</p> | <ul style="list-style-type: none"> • Positive Behaviour Management Policy Nov. 2020 • Parental Induction Booklets updated June 2020 and May 2021. |

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| <p>Completion of Positive Behaviour Policy and roll out to pupils, staff and parents.</p> <p>Effective induction of all pupils' phased return to school.</p> <p>Provision of mental health and well-being resources and strategies for pupils and staff.</p> | <p>1 2 3 4 5</p> <p>Not Achieved: Full roll out of the new Positive Behaviour Management Policy with staff and pupils was hindered because of school closures. This work will continue in 2021.</p> | <ul style="list-style-type: none"> • Revised Induction Programmes – August 2020 and March/ April 2021 • Form class Google Classrooms • Remote Assemblies • Base room 'bubble' timetables • PowerPoint Induction presentations August 2020 • Video presentations by P, VPs and HOY on 22nd March 2021 and 13th April 2021. • School Risk Procedures and Risk Management updated April 2021 • Individual staff and pupil risk management plans • Information for staff on 'Safe use of Hand Sanitisers' • In-house flow charts on the management of Covid symptomatic staff and pupils • EA Device Loan scheme, loan agreements and asset register • GL PASS survey results (full Year 8 cohort) • Spreadsheet of identified group of Year 8 for intervention • PASS pupil booklet and parental materials/ communications • Pupil PASS workshops (remote) Jan. 2021 – Feb. 2021 • Parent videos to support PASS (remote) Jan. 2021 – Feb. 2021 • Concluding PASS results following intervention (Feb. 2021) • Feedback from Parent questionnaire re. PASS (25th Feb. 2021) • Staff presentation from Ms Anne-Marie McKinley 20th August 2020 • 'You are Awesome' Year 8 pupil voice feedback regarding the use of this support 11th Feb. 2021 (HOY) • Well-being presentation by Mrs Eileen Donnelly – Part 1- 2nd October 2020, Part 2 -25th Feb. 2021 • Staff well-being (MS Forms) questionnaire results 25th Feb. 2021. |
| <p>Support for Learning/ Progress Files</p> <p>The establishment of a clear structure for the transition of progress files between year groups 8-14</p> <p>The provision of a clear programme of content for completion within each year group, led by the form teacher</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved: The fractured shape of the school year until year 12 and 14 returned on the 22nd March did not lend itself to driving the collection of specific Progress File tasks. A presentation to staff early in the new</p> | <p>The audit carried out across the current Pastoral and Careers' programmes highlighted the successful compliance with Progress File expectations, showing that the school provides for the continued progress and development of its students throughout their journey across all key stages. The refreshing of the Careers' programmes and the Key Stage 4 Pastoral Programme allowed an opportunity to build in some of the activities on the eProgress File portal to further enhance the progress File Experience for the students. Collaboration between Heads of School, Heads of year, Form Teachers, LLW Coordinator and Careers' Advisor contributed to a smooth overlap of eProgress File content across the board. A more structured and less fractured school year next year will allow for the final parts of eProgress File development to be implemented successfully.</p> <ul style="list-style-type: none"> • SLT Minutes • PD programmes (updated 2020-2021) • Audit and match exercise with Pastoral programme, Careers programme and Progress file • Audit findings - approximately 90% of Progress File content is delivered, exceeding requirements. • Collaboration and discussion with the new Careers advisor - meetings looked in depth at the content of the Progress File Programme, exploring the resources online via the eProgress File portal and the structure of the programme. • Careers programmes |

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| <p>The adaptation of resources to allow completion remotely in 'Covid-19' specific school circumstances</p> | <p>academic year is planned to better allow for the clear presentation of new procedures</p> | <ul style="list-style-type: none"> Form teachers collated details for individual students pertaining to personal achievements both inside and outside of school in Year 12 (May 2021). Records collected from the Year 12 form teachers will be made available in a central folder on the staff area Draft document was produced, cross-referencing and outlining where each topic and sub-topic of E-Progress files was covered in the school's existing Careers and Pastoral provision. |
| <p>To raise levels of Pupil Attendance</p> <p>Working to raise the attendance levels of our students in line with the Grammar School average of 95%</p> <p>Key Stage 3 Reward Programme for good attendance</p> <p>To develop initiatives that can address pupil attendance beyond EWO involvement (<i>Outcomes for Learners</i>)</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> <p>Alternatives to Face to face attendance panel meetings with parents regarding attendance concerns included p/c and letters. We intend to resume on-site meetings with parents' post Covid-19 and in line with guidance.</p> <p>Attendance figures during 2020-2021 have been impacted by Covid-19 self-isolation and positive Covid-19 cases as well as family anxiety leading to absence.</p> | <p>Improving attendance has been hampered by a number of factors beyond our control e.g. sizeable proportions of classes/year groups having to self-isolate during 2020-2021.</p> <ul style="list-style-type: none"> Parental guidance information re Covid-19 communications/ absence notes Monitoring of Year group attendance by SLT staff member Reports to the Board of Governors (Sept., Dec., March and June 2021) Form teacher virtual folders for absence notes Attendance audit May/June 2021. SIMs attendance figures. SLT minutes BOG minutes Staff area: monthly attendance data KS3 Assemblies Attendance certificates |
| <p>To promote St. Mary's CBGS</p> <p>Prospectus</p> <p>Promotion of school in lieu of Open Night</p> | <p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p> | <ul style="list-style-type: none"> Digital copy of the Prospectus (2019-2020 version) is on the school website. Prospectus Insert updated (September/ October 2020) and published. Prospectus and updated insert sent to all feeder Primary schools (Feb. 2021, when Open nights were cancelled) Meetings with Sue Spence (August/ September 2020) PowerPoint slideshow and photographs (Nov. 2020) Open Night Video Presentation by Moving Images Arts students (December 2020) |

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| | <p>A new prospectus with revised photographs is planned for September 2021 when Covid-19 restrictions are relaxed and students can be photographed engaging in a wide range of activities.</p> | <ul style="list-style-type: none">• GL familiarisation video prepared by Moving Images Arts students and distributed to Year 7 parents registered to sit the GL assessment (the assessment was subsequently cancelled due to pandemic) (January 2021)• SLT minutes• BOG minutes |
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5: An Assessment of the Challenges and Opportunities Facing the School

The main challenges and opportunities for St. Mary's CBGS and impact on students during 2021-2024 are summarised below:

| Outcomes for Students (Pastoral and Academic) | |
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| <p>Challenge: Following the disruption of Covid-19 since March 2020, to ensure high standards of student attainment is achieved; for individual students to ensure progress in their attainment levels in line with or exceeding CAT4 data predictors; students to develop their wider skills and capabilities following the ERST values of St. Mary's.</p> | <p>Opportunities:</p> <ul style="list-style-type: none"> • Continued use of base line data to identify individual student needs early and implement appropriate interventions including, G&T, literacy, numeracy, PASS and AEN supports as appropriate. • Improved links with feeder primary schools to gather baseline academic (and pastoral) data to ease transition from Year 7 to Year 8 and help to support student learning. • Without GL assessments for Year 8 cohorts in 2021 -2022 and 2022- 2023 there is a need to meet the needs of changing cohorts and an opportunity to develop a Key Stage 3 curriculum to meet the needs of these students, both enabling them to fulfil their potential and also for staff to address student barriers to learning appropriately to ensure pupil progress continues. • Continued development of Pastoral supports to students - building confidence, developing high self-esteem and positive attitudes among student body. Continued roll out of the Positive Behaviour Management policy and focus on student well-being following the pandemic. • Continued focus on encouraging independent learning – encouraging students to take responsibility especially following long periods of lockdown and self-isolation. • Review of Homework, the nature of challenge and student engagement to embed learning from the classroom and practice skills supported by the use of Google Classroom. • Review the extra-curricular provision, post-Covid and rebuild these opportunities for students. • Continue to develop opportunities for students to help others and be valued contributors to society, both locally and globally, in line with our ERST values and the ethos of St. Mary's. • To continue to build links with feeder primary schools, enhancing communication and easing transition for students moving from KS2 – KS3. |

Quality of Provision

Challenges:

To maintain a high quality curriculum in all key stages by providing each student with the opportunity to experience quality learning, that is well planned, supported and ensures successful outcomes for learners.

Opportunities:

- Following Covid-19 and hopefully the start of a more stable periods for school, to ensure the climate in the classroom is child-centred and the student have good learning experiences.
- St. Mary's will not use GL assessments as part of our admissions criteria for Year 8 in 2021-22 and 2022-23. There is an opportunity therefore, to review the curriculum in Key stage 3, ensuring a broad and balanced curriculum, that meets the needs of a changing cohort, and provides opportunities for progression for the students from Year 8 to Year 14.
- Continued provision of effective learning and teaching in each classroom, where students are fully engaged and encouraged to be independent learners.
- To prepare students in Key Stage 4 and 5 for public examinations following two cycles of alternative arrangements for the awarding of qualifications as a result of Covid-19.
- Continued provision of effective guidance and support to students through the provision of timely and appropriate pastoral interventions.
- To address any gaps in learning, by fully embracing the opportunity provided by Year 2 of the Engage Programme.
- To further develop Curricular and Pastoral rewards in KS3 to build confidence, motivate learners and promote positive behaviour among students.
- Continued roll out of reviewed personal development programme in form classes in all key stages.
- To review the policy and programmes for CEIAG across the school, developing career insights and opportunities with enhanced links with Alumni links, past pupils and local businesses.
- Continue to develop the student voice throughout the school with the help of the Student Council.
- To continue to use ICT to enhance learning, with the continued use of remote and blended learning practices, including the use of Google Classroom in all year groups.

Leadership and Management

Challenges:

Through strategic planning and rigorous self-evaluation at middle, senior and executive levels, promote quality learning provisions and improve outcomes for students following a period of unprecedented disruption to education caused by the Coronavirus pandemic.

Opportunities:

- Maintain the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets post Covid-19.
- To manage the roll out of Sustaining Improvement Scheme to build the new Sports Hall, within the £4 million budget provided.
- Continue to provide effective continuous professional development for teachers, classroom assistants and support staff in line with key action plan targets.
- To develop leadership by exploring innovative in-house ways for middle leadership to be further involved in leadership roles at a senior level; to develop a culture of collaborative leadership and further enhance the sharing of good practice.
- Review of Special Educational Needs support in line with SEND legislation to help support learners.
- Ensure the changes to Anti-Bullying legislation from Sept. 2021 are managed and implemented in St. Mary's.
- Continued use of data to guide interventions, including literacy and numeracy and pastoral supports, to plan for learning and teaching and provide additional supports where necessary.
- To continue to develop the PTFA contributions to St. Mary's.

**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.
- The recent Covid-19 pandemic and DE/PHA guidance
- Public examination results pre Covid-19, 2018-2019, Predicted Grades 2019-20 and Centre Determined Grades in 2020-2021 summer series.
- Pupil voice exercises.
- Reports from the BOG Finance sub-committee as reported to the full BOG.
- Governance reports (ISEF standards) following each BOG meeting.
- 2018-2021 staff, parental and pupil KR surveys (June 2021), as we completed the SDP for 2018-2021.
- Staff break out discussion group reports, Curricular and Pastoral areas of discussion (18th June 2021)

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 2021-2024 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 2021-2024 based on the Department’s priorities for education (Page 91-96) |
| 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 KS3/4/5 (Page 89-90) |
| 7c | Actions to be taken to achieve these outcomes, with final dates for completion | See Action Plans for 2021-24 (Page 97-128) |
| 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. | |

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

| Target Area | Current Baseline Position | School Target 2021-2022 |
|---|----------------------------------|------------------------------------|
| % of pupils achieving Level 5 or above (teacher assessed) in Communication at the end of KS3 | 62% | 65% |
| % of pupils achieving Level 6 or above (teacher assessed) in Communication at the end of KS3 | 44% | 45% |
| % of pupils achieving Level 5 or above (teacher assessed) in Using Mathematics at the end of KS3 | 95% | 95% |
| % of pupils achieving Level 6 or above (teacher assessed) in Using Mathematics at the end of KS3 | 83% | 85% |
| | | |
| % of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C | 96% | 90% |
| % of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C Inc. Maths & English | 83% | 80% |
| % of Year 12 students gaining at least 7 GCSE (or equivalent) | 87% | 75% |

| Target Area | Current Baseline Position | School Target 2021-2022 |
|---|---------------------------|----------------------------|
| at A*-C | | |
| % of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C Inc. Maths & English | 80% | 70% |
| | | |
| % of Year 14 students gaining at least 2 or more A Levels (or equivalent) at grades A*-E | 99% | 100% |
| % of Year 14 students gaining at least 3 or more A Levels (or equivalent) at grades A*-C | 93% | 75% |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|---|---|--|--|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| Learning/Teaching/Assessment | <p>Testing of Year 8 in PTE/PTM/PASS/CAT4.</p> <p>Generation/distribution of individual Pupil data profiles.</p> <p>Identification through combination report (PTE/PTM/CAT4) pupils underachieving in Literacy and Numeracy.</p> <p>PASS mentoring programme run in tandem which is targeted at pupil addressing wellbeing/attitudinal need to raise standards in PTE/PTM.</p> <p>Year 8 teaching staff to use the data to assist pupils in aspects of literacy and numeracy where appropriate.</p> <p>Learning support tutors using the data to deliver targeted support in aspects of literacy and numeracy where appropriate to Year 8 pupils.</p> | <p>MER and development of Year 1 work on Literacy and Numeracy.</p> | <p>MER and development of Year 2 work on Literacy and Numeracy.</p> |
| | <p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen Year Group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p> | <p>MER and development of Year 1 work to add an additional Year group.</p> | <p>MER and development of Year 2 work to add an additional Year group.</p> |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|---|---|--|--|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| | <p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications. These adjustments are necessary in considering changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022. This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p> | <p>MER and development of Year 1 work with follow on for Year 12 GCSE Pupils, Year 13 AS Pupils and Year 14 A2 pupils.</p> | <p>MER and development of Year 2 work with follow on for Year 12 GCSE Pupils, Year 13 AS Pupils and Year 14 A2 pupils.</p> |
| Pupil Well -Being and Development | <p>Positive Behaviour</p> <p>Formal launch of the positive behaviour policy</p> <ul style="list-style-type: none"> • Posters illustrating our key values will be displayed in every classroom (these were agreed on by pupils and teachers). | <p>Review of effects of the policy and implementation of this by staff.</p> <p>Review of the break and lunch time supervision.</p> | <p>Review of the policy.</p> |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|--|--|--|---|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| | <ul style="list-style-type: none"> • Posters outlining expectations of pupils will be displayed in every classroom. • Each Form Teacher will ensure they follow the daily checklist during registration with their form class. • Class teacher checklists shared with staff. All teaching staff to follow the guidance outlined in the checklist. • Break and lunch time supervision enhanced. | | |
| Pupil Well -Being and Development | <p>Sanctions</p> <p>Detention Detention will be used only as a serious sanction. The format of detention will be changed.</p> <p>Restorative Justice process Staff will receive training in relation to the process (PLT). Restorative Justice process will be utilised as a way to deal with issues of indiscipline more effectively, as an alternative to some of the existing sanctions used and to encourage pupils to improve their behaviour.</p> | <p>Review of the changes to the use of detention.</p> <p>Consideration of other sanctions and ways to encourage positive behaviour.</p> <p>Development of the Restorative Justice Process.</p> <ul style="list-style-type: none"> • Review of Year 1 (what worked well and what areas need to be developed further) <p>Training to be extended to more staff (Form Teachers).</p> | Further development of the Restorative Justice Process. |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|---|--|---|--|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| Pupil Well -Being and Development | <p>Rewards</p> <p>More formal recognition of pupil successes.</p> <p>Monthly certificates awarded. Year Heads and Form Teachers will share pupils' successes both in the classroom and in extra-curricular activities. All pupils to be encouraged to participate actively in the classroom and to achieve their potential. All pupils to be encouraged to contribute to the extra-curricular life of the school.</p> | <p>Development of ways to celebrate pupils' achievements at each Key Stage.</p> <p>Development of House System.</p> | Development of the rewards system. |
| Staff Well-Being | Practical ways to address staff well-being and improve staff morale | Development of opportunities to enhance staff well-being. | Development of opportunities to enhance staff well-being |
| SEN provision | Implementation of SEND Act (2016) to include staff training on the revised SEN Code of Practice. Implementation of the new PLP and enhanced use of PLPs across school to inform classroom practice. SEN Provision mapping | Roll out of PLPs across school. | Monitoring and evaluation. |
| | Training opportunities for teaching and SEN staff in supporting SEN learners. | Further training for staff and opportunities for the sharing of good practice in supporting SEN learners. | Monitoring and evaluation. |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|---|---|--|--|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| | Continued development and delivery of PASS Mentoring for Year 8 pupils. | Continued development and delivery of PASS Mentoring for Year 8 pupils. | Monitoring and evaluation. |
| Child Centred Provision SENIOR SCHOOL | <p>In-house opportunities for Induction & support of Senior Students</p> <p>Enhance opportunities for Senior Students to engage in volunteer/mentor prefect opportunities</p> <p>To pilot prefect engagement with Yr. 8 Form Classes and identify themes for pupil support/mentoring of the class or individuals</p> <p>To draw from the talent pool of Yr. 13 & Yr. 14 students to create prefects within both year groups</p> | <p>To continue to encourage greater attendance of senior students at after school study for both A) their own academic efforts B) To support the opportunities for KS3 & KS4 pupil support</p> <p>To continue to encourage Senior Students at Yr. 13 and Yr. 14 to volunteer for school events/prefect roles to both build their own UCAS profiles and to enhance the life of the school</p> <p>To roll out the lunchtime activity support to 2nd lunch</p> <p>To roll out the prefect support and engagement within KS3 form classes (Yr9)</p> <p>To enhance the Senior Leadership Prefect Team process by drawing from the pool of Yr. 13 prefects</p> | To implement and evaluate the success of the Year 1 & Year 2 initiatives |

| St Mary's CBGS – Three Year Strategic Overview for AFA 2021-2024 | | | |
|---|--|---|---|
| Whole School Area | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 |
| Improve the school environment and facilities available in St. Mary's CBGS | <p>SEP 2 Application -Sports Hall and associated facilities to the value of £4million.</p> <p>Ball Wall – Application made to BCC and Sport NI for funding.</p> <p>Alumni links officer in place, database of Alumni prepared, bursaries on offer to our students and fundraising activities underway.</p> | <p>Sports Hall progressing against agreed timetable</p> <p>Ball wall progressing against agreed timetable</p> <p>Continued development of Alumni links, database and contributing to student development through work experience, bursaries and careers/ pastoral programmes. Alumni events built into school calendar.</p> | <p>Sports Hall nearing completion (November 2024)</p> <p>Ball wall completed and in use by the students during the school day and as part of our extra-curricular and community links programmes.</p> <p>Monitor and evaluate progression and further developments.</p> |

YEAR 1
Action Plans
2021-2022



| | Objective | Led by | Monitored by | Implemented by |
|---|---|--|---|---|
| 1 | <p>Quality of Provision</p> <p>Learning and Teaching – Identification of pupils needs using range of GL testing tools and provision of supports in the classroom and additionally to address underachievement in Literacy and Numeracy. In tandem to continue to use PASS mentoring programme targeting pupil addressing wellbeing/and attitudes to raise standards in PTE/PTM. Year 8 teaching staff to use the data to assist pupils in aspects of literacy and numeracy where appropriate.</p> <p>Feedback provided to each pupil which references that pupil’s progress in relation to agreed Learning Outcomes for a chosen Year Group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p> <p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications in line with changes to the arrangements for assessments announced in May 2021. Departments are to decide on and implement the best pathway for assessment in subject area(s) at KS4 and KS5.</p> <p><i>(Leadership and Management, Quality of Provision)</i></p> | <p>G. O’Connor</p> <p>Page 102-112</p> | <p>G. O’Connor SLT/ELT with responsibility for specific departments</p> | <p>ELT, SLT, HODs, and classroom teachers</p> |
| 2 | <p>Positive Behaviour</p> <p>Formal launch of the positive behaviour policy</p> <ul style="list-style-type: none"> Posters illustrating our key values will be displayed in every classroom (these were agreed on by pupils and teachers). | <p>F. Crookes</p> <p>Page 113-114</p> | <p>S. Kelly</p> | <p>VP Pastoral, HOY, Form teachers and classroom teachers</p> |

| | Objective | Led by | Monitored by | Implemented by |
|---|--|---------------------------|--------------|--|
| | <ul style="list-style-type: none"> • Posters outlining expectations of pupils will be displayed in every classroom. • Each Form Teacher will ensure they follow the daily checklist during registration with their form class. • Class teacher checklists shared with staff. All teaching staff to follow the guidance outlined in the checklist. • Break and lunch time supervision enhanced. <p><i>(Care & Welfare)</i></p> | | | |
| 3 | <p>Sanctions</p> <p>Detention Detention will be used only as a serious sanction. The format of detention will be changed.</p> <p>Restorative Justice process</p> <p>Staff will receive training in relation to the process (PLT). Restorative Justice process will be utilised as a way to deal with issues of indiscipline more effectively, as an alternative to some of the existing sanctions used and to encourage pupils to improve their behaviour.</p> <p><i>(Care & Welfare)</i></p> | R. Herron Page 114-116 | S. Kelly | VP Pastoral, HOY, Form teachers and classroom teachers |
| 4 | <p>Rewards</p> <p>More formal recognition of pupil successes.</p> <p>Monthly certificates awarded. Year Heads and Form Teachers will share pupils' successes both in the classroom and in extra-curricular activities. All pupils to be encouraged to participate actively in the classroom and to</p> | M. Lewis Page 116=117 | S. Kelly | VP Pastoral, HOY, Form teachers and classroom teachers |

| | Objective | Led by | Monitored by | Implemented by |
|---|--|---------------------------------|--------------|--|
| | achieve their potential. All pupils to be encouraged to contribute to the extra-curricular life of the school. <i>(Care & Welfare)</i> | | | |
| 5 | Staff Well-Being Practical ways to address staff well-being and improve staff morale <i>(Care & Welfare)</i> | F. Crookes Page 117 | S. Kelly | SLT, VP Pastoral, Staff community |
| 6 | SEN provision Implementation of SEND Act (2016) to include staff training on the revised SEN Code of Practice. Implementation of the new PLP and enhanced use of PLPs across school to inform classroom practice. SEN Provision mapping Provision of training opportunities for teaching and SEN staff in supporting SEN learners. Continued development and delivery of PASS Mentoring for Year 8 pupils. <i>(Leadership and Management, Quality of Provision)</i> | A. Barr Page 118-121 | G. O'Connor | HODs, PLT, HOY, Form teachers, classroom teachers, learning support staff, classroom assistant mentors |
| 7 | To raise levels of engagement and opportunities to the Senior School 1. To afford Senior School Students enhanced opportunities for induction & pastoral support throughout the school Year 2. Enhance opportunities for Senior Students to engage in volunteer/mentor prefect opportunities. | M. Robinson Page 122-125 | S. Kelly | HOS, HOY, Form teachers and classroom teachers |

| | Objective | Led by | Monitored by | Implemented by |
|---|---|--|--------------|---|
| | <p>3. To pilot prefect engagement with Yr. 8 Form Classes and identify themes for pupil support/mentoring of the class or individuals.</p> <p>4. To draw from the talent pool of Yr. 13 & Yr. 14 students to create prefects within both year groups</p> <p><i>(Outcomes for Learners)</i></p> | | | |
| 8 | <p>To improve the school environment/facilities available in St. Mary's CBGS</p> <ol style="list-style-type: none"> 1. SEP 2 Application -Sports Hall and associated facilities to the value of £4million. 2. Ball Wall – Application made to BCC and Sport NI for funding. 3. To build and develop Alumni links and develop a professional fundraising strategy. <p><i>(Leadership and Management, Quality of Provision)</i></p> | <p>D. Finnegan</p> <p>Page 126-128</p> | S. Kelly | Board of Governors, Principal, Head of Corporate Services, DE and Outside providers |

The above objectives have associated Action Plans.

SDP 2021-24 Year 1 Action Plan GOC

| No. 1 Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 1) Testing of Year 8 in PTE/PTM/PASS/CAT4. Generation/distribution of individual pupil data profiles. Identification of pupils underachieving in Literacy and Numeracy through combination report (PTE/PTM/CAT4). Year 8 subject teachers will target specific pupil needs in Literacy and Numeracy through informed lesson planning and delivery. | 53% of our new Year 8 pupils | achieved at least a percentage score of 50 | in PTE 12 Spelling. | Following targeted intervention delivered by Year 8 subject teachers, we will have increased the percentage of Year 8 pupils scoring at least 50% in each of spelling, grammar and punctuation, number, shape, and data handling by 20%. | The Curriculum VP will co- ordinate testing of all Year 8 pupils in PTE, PTM and CAT4 and run a combination report. Individual pupil profiles will be generated detailing the following: <ul style="list-style-type: none"> • Current and potential indicators in GCSE English and Maths. • Current English and Maths discrepancy category. • Current difference from the national | All Year 8 teachers will be able to identify pupils in their classes who have specific needs relating to literacy or numeracy. Teaching staff will tailor their lessons to target the specific needs of pupils, addressing issues with spelling, grammar and punctuation, reading, number, shape, and data handling where appropriate. Learning support tutors | Pupils will receive a curriculum that will factor in their individual needs for literacy and numeracy. Pupils who are identified as working below or much below as expected in literacy and or numeracy will receive tailored support targeting need in one or a combination of spelling, grammar and punctuation, reading narrative and non-narrative, number, shape, | | Samples of pupil work. PTE PTM baseline and retest figures. Pupil Voice. |
| | 57% of our new Year 8 pupils | achieved at least a percentage score of 50 | In PTE 12 Grammar and Punctuation. | | | | | | |
| | 32% of our new Year 8 pupils | achieved at least a percentage score of 50 | in PTM 12 Number. | | | | | | |
| | 34% of our new Year 8 pupils | achieved at least a percentage score of 50 | in PTM 12 Shape & Space. | | | | | | |
| | 41% of our new Year 8 pupils | achieved at least a percentage score of 50 | in PTM 12 Data Handling. | | | | | | |

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| | | | | | <p>average in spelling, grammar and punctuation, reading narrative and non-narrative, number, shape, algebra, and data handling. These profiles will be collated in class lists for Year 8 pupils and will then be distributed and explained to all Year 8 subject teachers and learning support tutors.</p> | <p>will be able to identify Year 8 pupils who are currently working below or much below as expected in literacy and/or numeracy, and will be able to design and deliver support programmes to these pupils to meet their individual needs.</p> | <p>algebra, and data handling.</p> | | |
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SDP 2021-24 Year 1 Action Plan GOC

| Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 1) PASS mentoring programme which is targeted at pupil addressing wellbeing/attitudinal need in order to complement academic support and raise standards in PTE/PTM. | ??? % of our new Year 8 pupils | achieved a percentile score of less than 25% in | in 'Perceived Learning Capability' (PASS factor 2). | By the end of the PASS support programme we will have at least halved the percentage of Year 8 pupils achieving a percentile score of less than 25% in PASS factor 2, 4 and 7. | The SENCo will design a programme of study to target issues with PASS Factor 2. The SENCo will train a select team of CAs on the content and delivery of this programme. | The team of CAs will be issued with a comprehensive support programme in PASS Factor 2, 4 or 7 and feel confident in the delivery of this programme. | A targeted set of Year 8 pupils (those falling below 25% in either PASS factors of 2, 4 or 7) will receive the support programme over a set period. | | Samples of pupil work. |
| | ??? % of our new Year 8 pupils | achieved a percentile score of less than 25% in | in 'Preparedness for Learning' (PASS factor 4). | | | | | | PTE PTM baseline and retest figures. |
| | ??? % of our new Year 8 pupils | achieved a percentile score of less than 25% in | In 'Confidence in Learning' (PASS factor 7). | | | | | | Pupil Voice. |

SDP 2021-24 Year 1 Action Plan GOC

| Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| <p>2) Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p> | <p>The majority of departments</p> <p>Currently in the small minority of cases</p> <p>Currently no department</p> <p>Currently in the small minority of cases</p> <p>Currently all departments</p> | <p>do not have feedback/ marking policy</p> <p>the feedback provided to pupils</p> <p>performs collegiate book sharing</p> <p>pupils read the feedback provided by teachers</p> <p>have draft homework policies</p> | <p>that permits them to provide quality feedback on key parts of the curriculum.</p> <p>details improvements a pupils need to make against key areas of the curriculum.</p> <p>to determine if pupil work is meeting key learning outcomes as outlined in the SoW for a chosen year group/key stage.</p> | <p>All departments will have designed and submitted their own departmental policy for providing pupils with written feedback. Initial application of the policy can be focused on one chosen year group only. The feedback is provided for key learning objectives that have been identified in advance by</p> | <p>HoDs consider the SoW for their chosen Year Group and collectively agree and document the LOs for each topic.</p> <p>HoDs and subject teachers staff decide on which learning objectives are the most important in the SoW for their chosen Year Group. Feedback to pupils is to be provided, referencing the standard of the pupil's</p> | <p>Teaching staff will provide feedback to each pupil which will be focused only on how the pupil's work matches the agreed LOs for the topic(s). Errors in punctuation, spelling and grammar will be corrected in accordance with the literacy marking framework for the key topic(s). Where possible, all other pupil work is checked,</p> | <p>Pupils will read the feedback and take appropriate action based on comments made on their work by the subject teacher.</p> | <p>Copies of departmental feedback polices.</p> <p>Minutes from departmental book sharing.</p> <p>Copies of pupil books evidencing pupil follow up on feedback provided.</p> <p><u>Book Look Model</u> Duration: 15 minutes. Top, middle and bottom books brought by departmental members to meeting from</p> | |

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| | Currently the majority of departments | are implementing their homework policies | and use this to improve on the performance of their current work. | the department. The feedback from book looks (departmental minutes) indicate that most pupils are meeting the standard set for the key learning objectives for the chosen year group and evidence suggests that pupils are acting on feedback provided to improve their work. | work against agreed LOs for these topics only. HoDs and subject teachers decide on how often they will provide feedback to pupils over the course of a school term. This must be practical for departments to allow time for staff to provide detailed feedback against LOs. The frequency of feedback provided may vary depending on chosen Year Group or time of year when | dated, and signed by the subject teacher during lessons. | | | focus Year Group. Agree if lesson outcomes have been met by pupils – always focusing on the learning – and determine what needs to improve. Photocopies of exemplar work held by HoD for reference in a good practice file. |
| | Currently all parents | are not fully aware of | to ensure that pupils are provided with appropriate homework tasks at least once per week. | All departments fully implement their homework policies to | | Teaching staff will be clear on the frequency and nature of homework to be issued to pupils. | | | |
| | | | the frequency and nature of homework issued to their son(s) by individual departments. | | | | | | |

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| | | | | ensure that appropriate homework is issued to pupils on a regular basis. Parents fully informed about expectations relating to homework. | key topic(s) are taught. HoDs review homework policy and agree on the nature and frequency of homework issued at each Key Stage/Year Group. | | | | |
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SDP 2021-24 Year 1 Action Plan GOC

| Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 3) Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications. These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021. | In Summer 2021: 96% of Year 12 pupils 83% of Year 12 pupils | achieved at least 5 GCSE passes achieved at least 5 GCSE passes including English and Maths | at A*-C grades. at A*-C grades. | All HoDs working in departments will agree and finalise their assessment plans for KS4 and KS5 classes. For some departments, this may | Working within their departments, HoDs are to adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of | Teaching staff will deliver the necessary adjusted programmes of study to all KS4 & KS5 classes with an emphasis on preparation for public examinations. | Pupils within subject areas will be provided with the best possible subject assessment pathway for success in examination for summer 2022. | | Copy of HoD Summer 2022 assessment plans for KS4 & KS5. Copy of adjusted teaching schedules for KS4 & KS5 classes. |

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| <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022. This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units. Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5. Emphasis placed on examination performance for the chosen assessment pathway.</p> | <p>87% of Year 12 pupils</p> <p>80% of Year 12 pupils</p> <p>93% of Year 14 pupils</p> | <p>achieved at least 7 GCSE passes</p> <p>achieved at least 7 GCSE passes including English and Maths</p> <p>achieved at least 3 A2 passes</p> | <p>at A*-C grades.</p> <p>at A*-C grades.</p> <p>at A*-C grades.</p> | <p>necessitate a revision to GCSE/AS/A2 teaching schedules.</p> <p>Working with departmental members, HoDs will prepare additional resources for examination preparation tailored to suit their subject's assessment pathways.</p> <p>Pupil achievement at KS4 and KS5 will be in line with academic targets set out for 2021-22: 90% of Year 12 pupils achieve at</p> | <p>units being examined along with prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.</p> <p>HoDs will also review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation.</p> | <p>Teaching staff will use enhanced/adapted resources for assessment during the delivery of lessons to all KS4 & KS5 classes.</p> | <p>Pupils will be provided with and taught the most up to date resources for assessment that will be tailored to each subject's assessment plan for summer 2022.</p> | | <p>Copy of assessment resources used by departments at KS4 and KS5.</p> |
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| | | | | <p>least 5 GCSE passes at A*-C. 80% of Year 12 pupils achieve at least 5 passes at GCSE including English and Maths at A*-C. 75% of Year 12 pupils achieve at least 7 GCSE passes at A*-C. 70% of Year 12 pupils achieve at least 7 passes at GCSE including English and Maths at A*-C. 75% of Year 14 pupils achieve at least 3 A2 passes at A*-C.</p> | | | | | |
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SDP 2021-24 Year 1 Action Plan GOC

| Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 4) Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class . | Currently 62% of Year 10 pupils | achieve at least a stanine 5 in PTE. | | Teaching staff have clearly identified the prerequisite material that is required for topics being taught across all year groups for 2021-22. | HoDs working in departments are to identify any prerequisite knowledge for topics taught across all year groups and these are documented in their SoW. | because of this teaching staff will teach the prerequisite knowledge to pupils during lessons. This prerequisite knowledge will need taught where pupils missed this material in 2020-21 due to lost learning. | because of this, pupils will be assessed by teaching staff for gaps in their knowledge before topics are delivered and any evident gaps in their knowledge that are necessary prerequisites for their current work are taught in class. | | Copies of SoW detailing any prerequisite knowledge necessary for successful progression for topics taught in 2021-22. |
| | Currently 44% of Year 10 pupils | achieve at least a stanine 6 in PTE. | | Where necessary the teaching of prerequisite material is incorporated into lessons for new topics taught in 2021-22. | | | | | |
| | Currently 95% of Year 10 pupils | achieve at least a stanine 5 in PTM. | | | | | | | |
| | Currently 83% of Year 10 pupils | achieve at least a stanine 6 in PTM. | at A*-C grades. | | | | | | |
| | Currently 96% of Year 12 pupils | achieve at least 5 GCSE passes | at A*-C grades. | | | | | | |
| | Currently 83% of Year 12 pupils | achieve at least 5 GCSE passes including English and Maths | at A*-C grades. | Pupil achievement at KS4 and KS5 will be in line with academic | | | | | |
| | Currently 87% of Year 12 pupils | | at A*-C grades. | | | | | | |

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| | <p>Currently 80% of Year 12 pupils</p> <p>Currently 93% of Year 14 pupils</p> | <p>achieve at least 7 GCSE passes</p> <p>achieve at least 7 GCSE passes including English and Maths</p> <p>achieve at least 3 A2 passes</p> | <p>at A*-C grades.</p> | <p>targets set out for 2021-22:</p> <p>90% of Year 12 pupils achieve at least 5 GCSE passes at A*-C.</p> <p>80% of Year 12 pupils achieve at least 5 passes at GCSE including English and Maths at A*-C.</p> <p>75% of Year 12 pupils achieve at least 7 GCSE passes at A*-C.</p> <p>70% of Year 12 pupils achieve at least 7 passes at GCSE including English and Maths at A*-C.</p> <p>75% of Year 14 pupils achieve at least 3 A2</p> | | | | | |
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| | | | | passes at A*- C. 65% of Year 10 pupils achieve at least a stanine 5 in PTE. 45% of Year 10 pupils achieve at least a stanine 6 in PTE. 95% of Year 10 pupils achieve at least a stanine 5 in PTM. 85% of Year 10 pupils achieve at least a stanine 6 in PTM. | | | | | |
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SDP 2021-24 Year 1 Action Plan (SLT- FC, ML,RH))

| No. 2-4 Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 1) Roll out of the positive behaviour policy | Most pupils | are adhering to the schools' expectations of their behaviour | and behave in an appropriate and respectful manner. | <p>By the end of the roll out of the policy, we will have decreased the number of incidents of pupil indiscipline.</p> <p>By the end of the roll out of the policy, all teachers will be consistently using the class teacher checklists to ensure pupils understand our expectations</p> | <p>All members of SLT and PLT will drive the roll out of the Positive Behaviour Policy. They will ensure Form Teachers are clear about their role in promoting positive behaviour among their team of Form Teachers.</p> | <p>All Form Teachers given a daily checklist to use with their form class during registration.</p> <p>Subject teacher checklist shared with all teachers outlining what they need to do during each lesson to encourage positive behaviour from the pupils.</p> <p>Teachers will communicate with parents regularly when individual pupil's behaviour or poor work ethic is starting to</p> | <p>Form teachers and class teachers will impress on the pupils the expectations regarding positive behaviour and their readiness for work. Posters in the classrooms in relation to key values and expectations on display and will be referred to regularly by teachers.</p> <p>Pupils will understand the</p> | | <p>Statistics regarding the number of incidents of indiscipline.</p> <p>Lesson monitor reports.</p> <p>Year Head Monthly pastoral reports.</p> |

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| <p>Break and lunch supervision enhanced</p> | | | | <p>and are behaving in appropriate and respectful manner.</p> <p>By the end of the school year, we will have ensured that there is more support for pupils and staff during break and lunch time.</p> | <p>Most Year Heads will be on lunch duty with their corresponding year group.</p> | <p>become a concern in order to pre-empt feather deterioration.</p> <p>Staff will be able to assist each other more easily when supervising at break and lunch. 2 supervisors will be encouraging pupils to participate in activities during lunch time and distribution and collection of footballs.</p> | <p>importance of positive behaviour and showing a good work ethic.</p> <p>Pupils will feel there is more support for them at break and lunchtime as more supervisors will be evident. Pupils will be aware that 2 supervisors will be in charge of activities (3G and table tennis) and will be in charge of the distribution and collection of footballs.</p> | | <p>SLT/YH and lunchtime supervisors' feedback on the new arrangements – staff voice exercise.</p> <p>Pupil voice.</p> |
| <p>2) Detention will be used only as a serious sanction. The format of detention will be changed.</p> <ul style="list-style-type: none"> Work will be provided by all departments | <p>Some pupils</p> <p>275 detentions in total</p> <p>244 detentions</p> | <p>attend detention regularly</p> <p>were set</p> <p>were arranged</p> | <p>for the same types of indiscipline.</p> <p>for a range of misdemeanours during the last academic year.</p> <p>for the Monday, Tuesday and</p> | <p>By the end of the year, the numbers of pupils attending detention for the same offence will decrease.</p> | <p>All members of SLT and PLT will promote the importance of positive behaviour and strong work ethic at assemblies and in meetings. The</p> | <p>Form Teacher and class teachers will reinforce our expectations regarding behaviour and work ethic with their classes. Pupils who</p> | <p>Pupils will understand the importance of positive behaviour and showing a good work ethic and the consequences for not adhering</p> | | <p>Statistics regarding the number of detentions set.</p> <p>Year Head Monthly</p> |

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| <p>for all year groups.</p> <ul style="list-style-type: none"> • Detention will be supervised by members of the Pastoral Leadership Team. • Pupils will be informed of the new approach to detention. • Quality of work produced in DT will be checked by Year Head. <p>3) Restorative Justice process</p> <p>Staff will receive training in relation to the process (PLT).</p> | <p>19 detentions</p> <p>27 detentions</p> <p>49 detentions</p> <p>37 detentions</p> <p>Many pupils</p> <p>54 pupils</p> <p>For 8 of those 54 pupils, a detention</p> <p>For 1 pupil, 4 detentions</p> <p>25 pupils</p> | <p>were arranged</p> <p>were set</p> <p>were set</p> <p>were set</p> <p>do not view detention</p> <p>had more than 1 detention</p> <p>had to be rearranged</p> <p>were set again</p> <p>had more than 2 detentions</p> | <p>Wednesday sessions.</p> <p>for the shorter Friday afternoon session.</p> <p>for persistent failure to complete homework.</p> <p>for persistent lateness.</p> <p>for disruptive behaviour.</p> <p>as a serious sanction.</p> <p>last year.</p> <p>because they failed to attend a detention session.</p> <p>because the pupil repeatedly missed his detention session.</p> <p>for misdemeanours.</p> | <p>By the end of the year, pupils will view detention as a deterrent for poor behaviour.</p> | <p>consequences of poor behaviour will be outlined clearly to pupils. The changes to the format of detention will be discussed at assemblies.</p> | <p>demonstrate positive behaviour and show a strong work ethic will be praised/receive house points.</p> <p>Class teachers will ensure that they follow up on all incidents of indiscipline in a timely and employ appropriate sanctions before requesting detention. Contact should be made with a parent/guardian regarding the issue to prevent further deterioration in behaviour or work ethic.</p> | <p>to the expectations.</p> | | <p>pastoral reports.</p> <p>Pupil voice exercise.</p> <p>Reports on the number of suspensions set and the number of pupils sitting Saturday detention alongside an analysis of which pupils are being sanctioned.</p> |
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| <p>Restorative Justice process will be utilised as a way to deal with issues of indiscipline more effectively, as an alternative to some of the existing sanctions used and to encourage pupils to improve their behaviour.</p> <p>Collaborative required across key stages at Year Head and Head of School levels.</p> <p>Pupils will be informed of the changed approach to sanctions for indiscipline.</p> <p>4) More formal recognition of pupil successes.</p> <p>Monthly certificates awarded. Year Heads and Form Teachers will share pupils' successes both in</p> | <p>26 pupils</p> <p>1 pupil</p> <p>53 pupils</p> <p>Some pupils' successes</p> <p>Some rewards</p> | <p>were suspended</p> <p>was suspended</p> <p>attended a Saturday or Staff Day detention</p> <p>are recognised formally</p> <p>are distributed</p> | <p>during 2020-21.</p> <p>more than once during 2020-21.</p> <p>during 2020-21.</p> <p>during assemblies.</p> <p>during assemblies.</p> | <p>By the end of the year, there will be a reduction in the number of suspensions given.</p> <p>By the end of the year, there will be a significant reduction in the number of pupils being placed on Saturday or Staff Day detentions.</p> <p>By the end of the year, pupils' successes will be formally recognised during whole</p> | <p>All members of SLT will receive training for the restorative justice process.</p> <p>Some members of SLT will disseminate training to the Year Heads.</p> <p>As a result of this, all pupils will be informed of the broad outlines of the process of restorative justice at assemblies.</p> <p>All Year Heads and SLT will celebrate achievements during assemblies and/or on noticeboards</p> | <p>All Form Teachers will reinforce expectations of behaviour and work ethic and monitor their form class weekly.</p> <p>Most subject teachers will update Form Teachers about pupils' achievements on a regular basis</p> | <p>Pupils will understand the consequences of serious incidents of indiscipline.</p> <p>Nearly all pupils will understand that positive engagement and work ethic in class or in the extra-curricular</p> | | <p>Staff and pupil voice exercises regarding experience of the restorative justice process.</p> <p>Year Heads' records regarding the awarding of certificates and notes about pupils' achievements (monthly report).</p> <p>Feedback from staff.</p> |
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| <p>the classroom and in extra-curricular activities. All pupils to be encouraged to participate actively in the classroom and to achieve their potential. All pupils to be encouraged to contribute to the extra-curricular life of the school.</p> <p>5) No. 5 Staff wellbeing</p> | <p>Many staff</p> | <p>feel</p> | <p>staff well-being has not been addressed successfully during INSET Days.</p> | <p>year group assemblies.</p> <p>By the end of the year, changes will be made to the House System to allow for greater recognition and rewards for the contribution and successes of individual pupils.</p> <p>By the end of the year, staff will feel sessions for staff well-being have been worthwhile and have enhanced staff morale.</p> | <p>and the school's social media accounts.</p> <p>As a result of this, nearly all Heads of Departments will seek to reward pupils for achievements within their subject area (eg certificates).</p> <p>SLT will identify practical ways to enhance staff well-being during INSET days (eg staff walk up Divis mountain, scones provided for staff).</p> | <p>(lesson monitor and email). As a result of this, most Form Teachers will communicate successes to Year Heads (monthly email).</p> <p>Staff will be given opportunities to suggest appropriate activities to enhance staff well-being.</p> <p>Staff will be given the opportunity to participate in organised activities.</p> | <p>life of the school has the potential to be rewarded.</p> <p>Most pupils will understand that their achievements outside school will be celebrated. They should communicate such achievements to their Form Teachers.</p> | | |
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SDP 2021-24 Year 1 Action Plan (AB)

| No. 6 Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| 1) Support staff through the implementation of revised SEN Regulations and Code of Practice (SEND 2016) Including implementation of new Personalised Learning Plans. (PLP) | 58.5% of teaching staff | lack confidence | in understanding the SEN Code of Practice. | Following staff training, all teaching staff will feel confident in understanding the SEN framework and understand their responsibilities within the SEN Code of Practice. | LSC will facilitate training for teaching staff around the SEND Act (2016) and the revised SEN Code of Practice. | As a result, staff confidence in understanding the revised Code of Practice will improve. Staff will be aware of when to give consideration to the COP when dealing with a learning or behaviour concern. | Identification of pupils with SEN needs will be enhanced across the school. Pupils facing barriers to learners will feel better supported and benefit from in-school provision through enhanced staff collaboration and understanding of the SEN Code of Practice. | | |
| | 12.5% of AEN staff | lack confidence | in understanding the SEN Code of Practice | Following staff training, all members of the AEN | LSC will facilitate training for classroom | As a result, all members of the AEN department will | Identification of pupils with SEN needs will be enhanced | | |

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| | | | | department will feel confident in understanding the SEN framework and understand their responsibilities within the SEN Code of Practice | assistants around the SEND Act (2016) and the revised Code of Practice. | possess knowledge and understanding of the revised SEN Code of Practice. | across the school. Pupils facing barriers to learners will feel better supported and benefit from in-school provision through enhanced staff collaboration and understanding of the SEN Code of Practice. | | |
| | 40% of teaching staff | do not currently | make effective use of PLPs to inform classroom practice. | LSC will complete training delivered by EA regarding implementation of PLP. LSC will disseminate training to teaching and AEN staff. Staff contributions to | LSC will undertake training provided by EA in the implementation of new PLPs. LSC will disseminate training to teaching and AEN staff. | As a result, there will be enhanced use of PLPs across the school to inform classroom practice. Staff will be better informed to support SEN learners to meet set targets. | SEN pupils will benefit from improved staff involvement in PLP targets. An increased number of SEN learners will meet set targets through support from subject teachers, classroom | | |

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| | | | | PLPs will be enhanced. An increased number of staff will make more effective use of PLPs to inform classroom practice. | | There will be greater involvement from staff in target setting and reviews for SEN learners. | assistants and LSC. | | |
| 2) Enhance SEN provision within the school through increased training opportunities for staff and the production of a SEN provision map. | Over 50% of staff | have indicated | a need for specific SEN training to meet the needs of SEN learners. | There will be increased opportunities for staff training in the area of SEN throughout the school year. An increased number of staff will feel more confident in supporting learners with specific SEN needs. | SLT will agree a schedule for staff training to enhance SEN provision within the school. LSC will take responsibility for sourcing any external facilitators. | As a result, staff will gain knowledge of a range of strategies to support SEN learners and will implement selected strategies to enhance the learning experience for SEN pupils. | SEN learners will feel better supported within lessons. | | |
| | 83.4% of classroom assistants | have indicated | That teaching staff do not always make effective use of their experience and | There will be increased opportunities for staff training in the area of SEN | SLT will agree a schedule for staff training to enhance SEN provision within the school. | As a result, an increased number of SEN staff will feel they are more effectively used within lessons. | SEN pupils will benefit from enhanced support arising from improved collaboration between | | |
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| | | | <p>knowledge to support learning within lessons.</p> | <p>throughout the school year. An increased number of teaching staff will feel more confident to effectively deploy classroom assistants within lessons. Improved collaboration between subject teachers and classroom assistants will be evident within lessons. An increased number of assistants will feel more effectively deployed within lessons.</p> | <p>LSC will give greater focus at AEN dept meetings to the sharing of good practice within the department with emphasis given to study skills and exam preparations.</p> <p>LSC will deliver an enhanced induction to all SEN staff in August 2021.</p> | <p>Best practice within the SEN dept will be shared. SEN staff will be equipped with a range of strategies to help support pupils with exam preparations.</p> <p>All SEN staff are aware of expectations and their roles and responsibilities. AEN staff will recognise the need for intense support for pupils given past disruption to learning and exams.</p> | <p>subject teachers and SEN staff.</p> <p>SEN pupils will benefit from a range of supports provided by SEN staff to prepare them for assessments.</p> | | |
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| SDP 2021-24 Year 1 Action Plan (MR) | | | | | | | | | |
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| No. 7 Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
| | Quantitate Part | Verb Part | Quality Part | | SLT/Middle Leaders | Teaching staff/staff | Pupils | | |
| <p>1) To afford Senior School Students enhanced opportunities for induction & pastoral support throughout the school Year:</p> <p>➤ After school study provision</p> | The majority of our senior students | Do not make use of after school study opportunities | On a regular basis | <p>More uptake of students engaging in after school study</p> <p>Study made available from 3.15pm – 4.30pm (Mon – Thurs.)</p> <p>Study Hall no longer linked to after school detention facility</p> | <p>Study promoted by SLT as an after school resource for all Key Stage groups.</p> <p>Attendance sheets for each Key Stage produced to identify uptake by pupils</p> <p>Yr. 13 & 14 HoS & HoYs to encourage uptake of study facility via Induction assemblies/ PA/Assemblies/Notices</p> <p>Attendees of after school study to be credited with house points as identified by the attendance records</p> | <p>Study supervised by GV on a daily basis and no longer supervising DT provision</p> <p>Record of daily attendance to be retained by supervisor for audit purposes</p> <p>FTs of all Yr. 13/14 students to discuss importance of study & encourage attendance</p> | <p>Pupils encouraged to attend and make use of the facilities</p> <p>Senior Student Prefects will be encouraged to assist and support students from other Key Stages at the study</p> | | |
| | | | | <p>➤ Retreats & Spiritual development</p> | Pre-Covid, as part of their induction into Senior School, all of our Year 13 students | Attended retreat at Tober Mhuire Crossgar | On an annual basis | | |

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| <p>➤ Study Skills</p> | <p>All of our Yr. 13 & Yr. 14 students</p> | <p>Have an opportunity to consider learning styles and revision techniques</p> | <p>Annually, as part of their Form Class pastoral programme</p> | <p>Senior Students will participate in an in-house study skills assembly /workshop delivered by the HoS</p> | <p>HoYs will continue to emphasise the importance of study & revision with the year group and on individual basis HoS will host revision technique assemblies with Form Class groups</p> | <p>Subject Teachers will continue to not only deliver content, but explain best practice for revision, retention and application for examination purposes.</p> <p>Form Teachers will continue to emphasise the importance of consistent and regular study which makes use of recognised, effective strategies</p> | <p>Pupils will be encouraged to identify effective revision techniques and make use of these for ARP and terminal examinations</p> | | |
| <p>2) To further enhance the opportunities for Senior Students to engage in school life as prefects/volunteers</p> <p>➤ H/W club support & after school study by Yr. 13 & Yr. 14 volunteers</p> | <p>There is currently no provision</p> | <p>for study and support for KS3 & KS4 students</p> | <p>after school</p> | <p>The traditional idea of after school senior study provision will be opened up to Key Stage 3 & 4 students</p> <p>Study Supervision made available from 3.15pm – 4.30pm (Mon – Thurs.) for all KS groups but with specific offer of mentor support for KS3 students</p> | <p>HoYs and HoS will encourage attendance from pupils</p> <p>HoYs will promote this as a positive initiative to increase independent learning and a culture/ethic of study</p> <p>HoYs and HoS will monitor attendance and engagement</p> | <p>Record of daily attendance to be retained by the supervisor for audit & house point awarding purposes</p> <p>FTs of all Yr. 8-12 students to discuss importance of study &</p> | <p>Homework and Study prefects will be commissioned from both Yr13 & Yr14.</p> <p>2 student volunteers will cover one afternoon per week on a rota basis to assist the learning of KS3</p> | | |

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| | | | | <p>Senior Students from both Yr13 & Yr14 will volunteer for this duty and will be awarded a prefect role</p> <p>Prefects will be appointed to each Yr. 8 Form Class – limited visits but with view to encouraging/mentoring students within the class</p> | <p>across the KS groups & ensure that this does not become a punishment/sanction in lieu of DT</p> <p>PLT will ensure that parents are made aware of this resource via letter/text/social media – It is not a wraparound care facility</p> <p>House system co-ordinator will liaise with HoYs to award house points for pupils who attend</p> | <p>encourage attendance</p> <p>Senior School FTs to encourage prefect role/volunteering of their Senior form class students</p> | <p>students in the pilot.</p> <p>Pupils from all three Key Stages can attend</p> | | |
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| <p>➤ Lunchtime Activity support by Yr13 & 14 students</p> | <p>The vast majority of Senior Students</p> <p>Senior students</p> | <p>Leave the school premises at lunch time</p> <p>Currently play no role</p> | <p>On a daily basis</p> <p>In lunchtime activities</p> | <p>Senior Students from both Yr13 & Yr14 will volunteer for this duty and will be awarded a prefect role</p> <p>More students in KS3 & 4 will engage in activities during the lunch period</p> | <p>ELT has appointed lunch time activity co-ordinators for the school year 2021/22</p> <p>Senior School HoYs & HoS will identify pupils who have study periods for 1st Lunch and recruit volunteers for the support of the staff supervisors</p> <p>Pastoral VP will oversee the efficacy and success of the programme introduced by the supervisors</p> | | <p>Senior pupils will liaise with the lunchtime activity coordinators to provide support in the lunchtime activities.</p> <p>These volunteers will be commissioned as prefects from both Yr13 & Yr14 cohorts</p> | | |
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SDP 2021-24 Year 1 Action Plan (DF)

| No. 8 Area for Attention (AFA) | Baseline Position | | | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
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| | Quantitate Part | Verb Part | Quality Part | | BOG/P/HOCS | Teaching staff/staff | Pupils | | |
| <p>1) To improve the school environment and facilities available in St. Mary's CBGS</p> <p>SEP 2 Application - Sports Hall and associated facilities to the value of £4million.</p> | <p>Current indoor PE facilities include a Gymnasium 12m X 20m and an Indoor swimming pool. During the winter months this is not sufficient for our current pupil enrolment of 1214 pupils. The DE handbook entitles us to a gymnasium and a sports hall. St Mary's students do not currently</p> | <p>to enhance the delivery of the PE curriculum indoors and provide additional indoor extra-curricular and competition opportunities</p> | <p>On an ongoing basis.</p> | <p>Design and planning completed by December 2022.</p> <p>Tendering process completed by August 2023.</p> <p>Depending on the cost of the development that must not exceed £4 million try to secure a 4 badminton court sports hall with associated changing rooms, fitness suite and PE/General classrooms.</p> <p>Sports hall available for use November 2024.</p> | <p>Regular attendance at planning and preparation meetings with DE (including but not limited to Head of School Enhancement Programme – Clare Brady, Central procurement directorate – Philip Halliday), outside providers (Architects – Knox & Clayton LLP, Civil & Structural Engineers – Hanna & Hutinson Consulting Engineers Ltd, Quantity surveyors – VB Evans), BOG representatives, Principal and Head of Corporate Services.</p> <p>Research already completed Sports facilities across other N.I. schools.</p> <p>Provide necessary existing site details</p> | | | <p>Application accepted and awarded on 21st January 2019.</p> <p>Scoping and business case was completed in January 2020.</p> <p>Consultants appointed and initial Board meeting held 12th May 2021.</p> | <p>Minutes of meetings</p> <p>Plans/ drawings</p> <p>Budgetary reports</p> <p>Site visits</p> <p>Visits to other schools</p> |

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| | have a Sports Hall. | | | | and original drawing as required to ensure steady progression of project. | | | | |
| Ball Wall – Application made to BCC and Sport NI for funding. (A Ball Wall has been identified as a facility to improve skills, participation in sport and therefore pupil wellbeing). | Currently | there are no opportunities for hand ball and dead space has been identified that could provide a site for a ball wall that could be used | during the school day or during recreation at lunch time or a facility and as part of our extra-curricular provision. | Ball wall available for use by December 2022. | <p>Application (made to BCC 12th November 2019) progressing.</p> <p>Progression on BCC requested planning permission.</p> <p>Progression made on the Isherwood and Ellis design team submitted plans for planning permission to BCC on 1st February 2021 progressing.</p> <p>Design and planning completed November 2021</p> <p>Funding Application made to BCC November 2021 Tendering process completed June 2022</p> <p>Ball Wall completed December 2022.</p> | | | | <p>Plans for Ball wall</p> <p>Planning results</p> <p>Funding reports</p> |

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| <p>To build Alumni links and develop a professional fundraising strategy.</p> | <p>Currently</p> | <p>there is an informal Alumni database record and therefore a vacancy</p> | <p>for the appointment of someone with key responsibility for fund raising and building further Alumni links exists.</p> | <p>Appointment of a Development officer of Alumni Links.</p> <p>Building of an Alumni database.</p> <p>Organisation of successful Alumni functions.</p> <p>Provision of Alumni links for work experience and careers workshops/presentations for our students.</p> <p>Provision of bursary awards in various curricular areas by Alumni to assist our students transitioning to third level education.</p> <p>Alumni involvement in pupil skills development and careers.</p> | <p>Head of Corporate Services to link with Alumni link officer regularly.</p> <p>New Bursaries secured and used to assist our students.</p> <p>Event organised for Alumni.</p> <p>Event organised to distribute bursaries.</p> <p>Database of Alumni prepared and extending – updating in progress.</p> <p>Strategy to develop links/database prior to fundraising.</p> <p>Further links developed between Alumni and HODs/ Careers Officer for mock interviews and careers events.</p> | <p>Careers Officer to link with Alumni officer to organise speakers and events for the students.</p> | <p>Pupils will be encouraged to attend work experience offered by Alumni and identify further areas of interest that could be provided by Alumni.</p> | | <p>Alumni database</p> <p>Alumni events</p> <p>Alumni linked / assisting with careers events</p> |
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Appendices

Appendix 1: Documents/other used in writing this plan:

- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- 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
- DE: Together Towards Improvement and ETI Inspection & Self-Evaluation Framework (January 2017)
- DE: The Reflective Teacher
- 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 Surveys
- School Parental Surveys
- School Governance Reports (following each BOG meeting) January 2019 – June 2021
- School Governor Survey Jan 2019
- NICCE: Vision for Catholic Schools
- Minimising the Covid Learning Gap – P. Shevlin April 2021
- School Development Training for SLT – 27 May 2020 and 4 May 2021 (GOC)
- DE: Guidance to Boards of Governors and School on School Development Planning 3 June 2020
- DE Circular 2020/10: School Development Planning and Target Setting (Post Primary) 22 September 2020
- Catholic Ethos – use of the Framework for Self-Evaluation (Down and Connor Catholic Schools Trustee Support Service)

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.
- Education Minister’s roadmap for KS4 and KS5 specification changes and public examinations plans for 2022 (May 2021)

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 | MER | Monitor, evaluate, review |
| C2K | Classroom 2000 – NI schools' IT network | NIC | Northern Ireland Curriculum |
| CDGs | Centre Determined Grades | 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 | PG | Predicted grades |
| DE | Department of Education | PSHE | Personal, Social & Health Education |
| EA | Education Authority | POCVA | Protection of Children and Young Adults |
| WBALC | West Belfast Area Learning Community | PQH | Professional Qualification of Headship |
| EF | Entitlement Framework | PRSD | Performance Review and Staff Development |
| EFL | Education for Love (Relationship and Sexuality Education) | PLP | Pupil Learning Profile |
| ELT | Executive Leadership Team | RSE | Relationship and Sexuality Education |
| EPD | Early Professional Development | RTU | Regional Training Unit |
| ERST | Edmund Rice Schools Trust | SEN | Special Educational Needs |
| ETI | Education and Training Inspectorate | SENCo | Special Educational Needs Co- ordinator |
| GC | Google Classroom | SDP | School Development Plan |
| GCSE | General Certificate of Secondary Education | SLT | Senior Leadership Team |
| HE | Higher Education | SoW | Scheme of Work |
| HoD | Head of Department | STEM | Science, Technology, Engineering and Mathematics |
| HoY | Head of Year | TSPC | Thinking Skills and Personal Capabilities |
| HoS | Head of School | VP | Vice Principal |
| ICT | Information Communication and Technology | WBALC | West Belfast Area Learning Community |
| INSET | In-Service Training | | |

Appendix 4 – School Policies

| Policy Name | Date Updated | Next Review |
|--|--------------|-------------|
| Acceptable Use Policy | Mar-21 | 01-Mar-24 |
| Access Arrangements | Mar-21 | 01-Mar-24 |
| Anti-Bullying Policy | Sep-20 | 01-Sep-23 |
| Assessment and Reporting Policy | Dec-17 | 01-Apr-24 |
| Attendance And Procedure Policy (Non-Teaching) | Apr-21 | 01-Apr-24 |
| Attendance And Procedure Policy (Teaching) | Apr-21 | 01-Apr-24 |
| Bereavement Policy | Mar-21 | 01-Mar-24 |
| Careers Education, Information, Advice and Guidance (CEIAG) Policy | Dec-17 | 01-Dec-21 |
| Centre Determined Grades Policy | Apr-21 | N/A |
| Controlled Assessment Policy | Mar-21 | 01-Mar-24 |
| Critical Incident Policy | Apr-21 | 01-Apr-24 |
| Data Protection Policy | Apr-21 | 01-Apr-24 |
| Discipline and Procedures Policy (Non-Teaching) | Mar-21 | 01-Mar-24 |
| Discipline and Procedures Policy (Teaching Staff) | Mar-21 | 01-Mar-24 |
| Disposal of Records Schedule | Apr-21 | 01-Apr-24 |
| Equal Opportunities | Apr-21 | 01-Apr-24 |
| Equality, Diversity and Inclusion Policy | Apr-21 | 01-Apr-24 |
| E-Safety Policy | Mar-21 | 01-Mar-24 |
| Examination Policy | Sep-18 | 01-Apr-22 |
| Extra-Curricular Policy | Mar-21 | 01-Mar-24 |
| Faith Development Policy | Mar-21 | 01-Mar-24 |
| Fire Evacuation Policy | June -21 | 01-June-24 |
| GDPR | Sep-19 | 23-Sep-22 |
| Grievance Policy | Apr-21 | 01-Apr-24 |
| Home and Hospitality Visits Policy | Mar-21 | 01-Mar-24 |

| Policy Name | Date Updated | Next Review |
|--|--------------|-------------|
| Hospitality Guidelines | Mar-21 | 01-Mar-24 |
| Internal Appeals Procedure (Controlled Assessment) | Apr-21 | 01-Apr-24 |
| Learning and Teaching Policy | Mar-21 | 01-Mar-24 |
| Mission Statement | Mar-21 | 01-Mar-24 |
| Misuse of Drugs Policy | Sep-20 | 01-Sep-23 |
| Parental Leave Policy | Apr-21 | 01-Apr-24 |
| Performance Review and Staff Development Policy (PRSD) | Apr-21 | 01-Apr-24 |
| Policy for Relationships and Sexuality Education RSE | Apr-21 | 01-Apr-24 |
| Policy on the right to time off work (Carer Leave for Staff) | Apr-10 | 01-Apr-24 |
| Policy on the use of CCTV | Mar-21 | 01-Mar-24 |
| Positive Behaviour Management Policy | Nov-20 | 01-Mar-23 |
| Promoting a Dignified Workplace | Apr-21 | 01-Apr-24 |
| Reasonable Force/Safe Handling Policy | Mar-21 | 01-Mar-24 |
| Recruitment Policy | Apr-21 | 01-Apr-24 |
| Remote Learning Policy | Nov-20 | 01-Mar-24 |
| Safeguarding and Child Protection Policy | Sep-20 | 01-Sep-21 |
| School Complaints Policy | Apr-21 | 01-Apr-24 |
| School Visits Policy | Mar-21 | 01-Mar-24 |
| Smoking and E Cigarette Use Policy | Jan-20 | 01-Mar-24 |
| Special Educational Needs and Inclusion Policy | Oct-20 | 01-Dec-23 |
| Staff Development | Apr-21 | 01-Apr-24 |
| Student Attendance and Punctuality Policy | Sep-20 | 01-Mar-24 |
| Suspensions and Expulsions Policy | Mar-21 | 01-Mar-24 |
| Use of Mobile Phone Policy | Apr-21 | 01-Apr-24 |
| Waiting List Policy | Mar-21 | 01-Mar-24 |

Appendix 5: 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.