St. Mary's Christian Brothers' Grammar School

SCHOOL DEVELOPMENT PLAN

2021 -2024

YEAR 2 Action Plans

Edmund Rice Schools Trust

YEAR 2 2022-2023

Staff Development and Training 2021 -2022 (Year 1)

Staff INSET day	Agenda Items
INSET 1 23/08/2021	Principal's Address Analysis of GCSE/A2 Results Child Safeguarding, Pastoral Briefings and Lunch Supervision Break and lunch zones for students and staff Pastoral Briefings for Year groups Curriculum and SDP Year 8 Data School Mass
INSET 2 (31/08/2021)	Overview of Areas for Attention in SDP Departmental Action Plans for 2021-22/PRSD Year 14 Careers meeting Whole staff training on Google Classroom Staff wellbeing- Staff walk (Divis Mountain walk/run).
INSET 3 (22/10/2021)	Assessment Pathway and Resources for Assessment Departments review SOWs and examination resources Teachers' use of the Outlook Daily Diary of Events Fire Drill evaluation Addressing Bullying in Schools Act, responsibilities for schools Anti-Bullying Policy Specific aspects of AEN training Directed time budgets
INSET 4 (03/11/2021)	Year 9 Parent Teacher Meeting (School Cloud) Departmental work – Google Classroom Completion of HOD Reports
INSET 5 (14/01/2022)	Principal's Briefing (Remote Zoom) Use of Visualisers in the classroom Pastoral staff training using the ladder of referral Analysis and discussion for ARP2 (Departments) Remote Learning Preparation – Google Classroom
SDD 1 (15/03/2022)	Autism Tier 1 training for all teaching staff and Classroom Assistants Completion of ARP2 comments for subject and form teacher reports (Year 8, 9 and 11 only) Work on Google classroom (for staff who do not teach Year 8, 9 or 11 classes) HOD Meeting Departmental meeting - Book Look for chosen year group. Curriculum Working Group meeting Training workshop for staff on the use of Visualisers
SDD 2 (18/03/2022) (Twilights on 27/01/22 and 24/02/22)	Departmental work – producing work for pupils placed on detention – relevant to all Key Stages. SEN Provision Map (online training for all teaching staff) Review of SEN Map and feedback from staff Departmental meetings – Interim review and evaluation of current Departmental Action Plans – Interim evaluation of HOD Report referencing first-hand evidence taken from book looks Departmental preparation for ARP3 Assessments

	Year Head completion of EWO audit (YHs and MR)
SDD 3 (30/03/2022) (Twilights on 14/3/22 and 7/4/22)	Departmental work – CCEA 2021 Examination materials, adaptation of CCEA examination materials and completion of Departmental Assessment Grids Revision clinics for exam classes SIMs training for the PLT Departmental work – actions for intervention and support ARP3 (coordinated by the HODs)
SDD 4 (14/04/22)	Staff well-being day off site. Activities in the morning followed by staff dinner at 2.00-4.00pm. Full school community event.
SDD 5 (27/05/22)	ARP4 preparations New Year 8 intake CAT4 completion on site.

Staff Development and Training 2022-2023 (Year 2)

Staff INSET day	Agenda Items
INSET 1 23/08/2022	Principal's Address SDP Year 2 outline Safeguarding Staff training – supporting pupils with ADHD ELT updates (FC, GOC, DF) Analysis of GCSE/A2 Results Pastoral Briefings Staff Mass
INSET 2 (31/08/2022)	Overview of Areas for Attention in SDP (SLT) HOD Meetings – Departmental APs Whole staff training – updating comment banks Staff wellbeing - Lunch and Divis Mountain walk
INSET 3 (28/10/2022) (Twilight 27/10/22)	Departmental follow-up ARP1 Year 9 PTM (School Cloud)
INSET 4 (09/11/2022)	Departmental work on CCEA Analytics for 2019 exam results Departmental work on Year 8 pupil profiles Departmental workshop – Pupil learning
INSET 5 (13/01/2022)	Pupil reports Staff Directed Time Budgets
SDD 1 (14/03/2023) (Twilight 26/01/23 and 23/02/23)	Departmental work – Analysis and departmental discussion for ARP2 HOD workshop on Value Added 26/01/23 - Year 10 PTM (School Cloud) 23/02/23 - Year 11 PTM (School Cloud)
SDD 2 (15/03/2023) (Twilight 09/03/23 and 19/04/23)	09/03/23 - Year 12 PTM (School Cloud) 19/04/23 - Year 8 PTM (School Cloud) Departmental work
SDD 3 (06/04/2023)	Staff well-being day off site. Activities in the morning followed by staff dinner at 2.00-4.00pm. Full school community event.
SDD 4 (28/04/2023)	Departmental and Pastoral meetings Progress against Year 2 APs
SDD 5 (29/05/2023)	ARP4 preparations New Year 8 intake CAT4 completion on site

A Review of Year 1 of the SDP Targets – Baseline position for Year 2 SDP Targets

2021-22
In Year 1 of the School Development Plan (2021-22) we continued to manage the COVID-19 pandemic. Like all schools, we still had too many COVID-19 cases among staff and pupils alongside our wish to progress through our various SDP action plans. Progress has been made against Year 1 targets in our current SDP thanks to the hard work and dedication of the SLT, teachers and support staff of St. Mary's. Next year will hopefully see a more settled period of face-to-face learning following the COVID-19 pandemic. This year has seen some changes to the senior and middle management membership and this presents further opportunities for staff development, change and innovation in the coming academic year. In September we welcome our Year 8 students who are transitioning to St. Mary's. A proportion of the new Year 8 students join our school community without GL assessment grades. All of our new Simmarians will receive excellent pastoral and academic support from our staff ensuring the students realise their full potential. This year saw a return to public examinations, extra-curricular activities and sport, as well as inter-school competitions. We intend to build on this next year. This has been another challenging but successful year for St. Mary's. Next year we will use our experiences and knowledge to further enhance the future educational, pastoral, spiritual and extra-curricular provision for the young people we serve.

Overall School Target	Level of Achievement and Notes	Sources of Evidence (NOT DONE)
Quality of Provision Learning and Teaching – Identification of pupils' needs using range of GL testing tools and provision of support in the classroom, and additionally to address underachievement in Literacy and Numeracy. In tandem, to continue to use PASS mentoring programme addressing pupil 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	Achieved: 1 2 3 (4) 5 Not Achieved: Further develop feedback to ensure students are using the feedback appropriately and acting on teacher advice to enhance student progress.	Copies of training materials delivered to staff. Copies of Year 8 data packs. Retesting results in PTE/PTM after literacy and numeracy support programmes have been delivered. Evaluation of Engage programme outlining progression made by KS4 and KS5 pupils. Copies of PASS data. Copies of PASS support programme designed by SENCO. Retesting in PASS after support programme has been delivered. Copies of departmental policies. Copies of departmental minutes from book looks. Copies of HoD reports and feedback from HoD meetings. Copy of homework summary document and cover letter to parents. ***(PRSD Target)*** ***PRSD is suspended for 2021-22*** Copies of departmental assessment plans. Copies of SoW highlighting changes to resourcing and the schedule for delivery of lessons.

numeracy where appropriate.		Comparison of ARP2 mock results against academic targets.
Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen Year Group.		Comparison of examination results against targets (completed in August 2022). Log of observation notes from observed lessons and feedback provided to staff. Notes from HoD meetings.
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.		
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.		

(*Leadership and Management, Quality of Provision*)		
Positive Behaviour Formal launch of the positive behaviour policy • Posters illustrating our key values will be displayed in every classroom (these were agreed on by pupils and teachers). • 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. (*Care & Welfare*)	Achieved: 1 2 3 ④ 5 Not Achieved: Need to secure pupil voice to inform APs.	Statistics regarding the number of incidents of indiscipline. Lesson monitor reports. Year Head monthly pastoral reports. SLT/YH and lunchtime supervisors' feedback on the new arrangements Staff voice exercise Posters designed and displayed in classrooms. Form teacher checklist Class teacher checklist INSET programmes PLT minutes SLT minutes Break and Lunch supervision schedules

Sanctions		Cabinet is now in place.
		Results of Year Head questionnaire.
Detention	Achieved:	• Restorative justice practices reported as having a positive effect
Detention will be used only as a serious sanction. The format of detention will be changed.	1 2 3 (4) 5	• Fewer problems re: behaviour during DT sessions
		• Limited change in attitude from repeat offenders
		• Issue of sanctions for lates
	Not Achieved:	
	Need for more subject-specific intervention - Staff still need to encourage students regarding sub-standard /missing/poorly presented work.	Work provided each week for the pupils which is tailored to their Year Group or Key Stage.
		Existing sets of work have been combined into booklets to ensure enough material is available for pupils.
		May 2022
		Additional work has been provided by HoDs (time made available during directed time session. Wider range of materials provided for pupils to complete during DT session (Evidence: new materials placed in cabinet).
		Rota in place.
		May 2022 PLT members reminded it is their responsibility to organise cover for their DT session if their slot clashes with another meeting/event (Evidence: PLT minutes).
		May 2022
		PTM meetings next year will not take place on Tuesdays (Evidence: new school calendar).
		May 2022
		Pupil voice: Questionnaires.
		Random selection of pupils from across Years 8-11 have been given a questionnaire to ascertain their experience/attitude towards DT.
		Results suggest fewer DTs being set. Fewer pupils sitting multiple DTs or for the same offence. Majority of pupils see the fact that they cannot complete their own work during DT as something which makes it worse and this helps as a deterrent. Suggestions for alternative/additional sanctions reflected the range of sanctions currently employed by staff, such as additional homework, Saturday detentions, withdrawal of privileges.
		Statistics regarding the number of detentions set.
		Year Head Monthly reports.

		Pupil Voice exercise.
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. *(Care & Welfare)*		Reports on the number of suspensions set and the number of pupils sitting Saturday detention, alongside an analysis of which pupils are being sanctioned. Staff and pupil voice exercises regarding experience of the restorative justice process. Year Heads' records regarding the awarding of certificates and notes about pupils' achievements (monthly report). Feedback from staff.
Rewards More formal recognition of pupil successes. 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	Achieved: 1 2 3 **(4)** 5 Not Achieved: No update on KS4 was available.	KS3 Year Heads have been distributing monthly attendance certificates and rewards. **Year 8:** Rewards for classes with the least number of red flags between 7th February and 7th March. Pupil of the month/term to follow. Rewards presentation to students following the Year 8, 9 and 10 Summer Celebration Events June 2022. This included certificates and gift vouchers awards for the top students in each KS3 class. **Year 9:** • Weekly challenges for each class, set by FT, and recorded in class log book. • Parents contacted re: positive engagement. • Pupil of the month based on nominations for the weekly challenge. **Year 10:** Established Pupil of the Month awards **Year 14:** • Assemblies for groups of pupils. • YH calls at Form Class to congratulate individual pupils in front of FT and peers.

contribute to the extra-curricular life of the school. *(Care & Welfare)*		• Phone call home. **May 2022** Ideas for recognition of successes at KS4 and KS5 will need to be pursued and then implemented next year. KS3 rewards are well-established and can be built on next year.
Staff Well-Being Practical ways to address staff well-being and improve staff morale *(Care & Welfare)*	Achieved: 1 2 3 4 **5** This will be continued in Year 2 based on the success of this year.	Majority of staff took part in the wellbeing event organised for **Thursday 14ᵗʰ April 2022.** This included activities such as painting, zip-line, bull-run, archery, mountain biking and canoeing. The day ended with a dinner in the Devenish. Staff voice through Forms questionnaire has been completed and shows clearly this day was a resounding success. Further suggestions have been made as to how we can continue this next year. Staff are regularly updated on opportunities made available by the EA on Health and Wellbeing and active participation is encouraged in areas such as Financial Wellbeing, Social Health and Healthy Bodies.
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.	Achieved: 1 2 3 4 **5** Not Achieved: Baseline audit results used to plan for new SDP AP. Training underway and enhancing staff competencies to assist and better meet the needs of the students. Classroom assistants trained in a range of additional areas to support the students more fully.	Staff SEN Audit (June 2021) **Very good -All teaching staff and AEN staff have completed training on the SEND Act (2016) and the revised Code of Practice.** **Excellent** - All staff have contributed to the Whole School SEN Provision Map. Work on PLPs will carry over to Year 2 due to delay in implementation at EA level. Training video on the SEN Act 2016 and the revised Code of Practice. Training video on SEN Provision Map. Completed Whole School SEN provision Map. Good – teaching staff have completed training in: Dyslexia Friendly classrooms and reasonable adjustments The majority of teaching staff have completed Tier 1 ASD training and commenced Tier 2 training delivered by EA AAIS. Presentation on Dyslexia Friendly classroom and reasonable adjustments. Staff evaluations. BS1 form submitted to EA Behaviour Support Service. Minutes from AEN Department Meetings.

Continued development and delivery of PASS Mentoring for Year 8 pupils. (*Leadership and Management, Quality of Provision*)		All members of the AEN Department have received training in: Microsoft dyslexic training (Made by Dyslexia) Use of Immersive Reader Tier 1 and Tier 2 ASD training delivered by EA AAIS Retrieval practice and supporting pupils to develop effective study skills The effective use of the CA Mental health workshop AEN evaluations from mental health training workshop LSC has met with T Bassett from EA Behaviour Support Service to discuss further staff training for Year 2.
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. 3. To pilot prefect engagement with Yr. 8 Form Classes and identify themes for pupil support/mentoring of the class or individuals. 4. To draw from the talent pool of Yr. 13 & Yr. 14 students to	Achieved: 1 2 3 (4) 5 Not Achieved: Further developments regarding enrichment to be arranged post Covid-19. Change of personnel and a new Senior Teacher now in the post. This will mean a slight change in priorities and areas for development.	Attendance lists are available with approx. 8-10 max. students attending daily in Term 3. This has dropped since Christmas and was expected to increase in the run up to the modular exams. This has been a very under-utilised resource and, despite regular reminders to students, it was not availed of to any meaningful level. Mrs Murchan has now been redeployed since Yr13 study leave and the provision has now ceased. Several senior students continued to attend throughout the school year to act as support for KS3 students who required support or assistance. PA Prayers delivered to all during Monday Form Periods at specific liturgical times. HoY Assemblies have proven difficult in the final term as a result of the ERLT being out of action. Both HoYs had to liaise with other HoYs to identify times when they might access the assembly hall. This has resulted in the use of the study halls for assemblies which was far from ideal as the A/Hall was also being used. It also prevented the Yr. 13 cohort receiving an end of year assembly. Post ARP 1 / 2 / 3 academic interventions and contact with parents. Interviews with HoY & separate HoS interviews for those at most risk of academic underperformance. Revision guidance is in the Senior School pastoral booklets delivered during form periods. Revision guidance given to underachievers and sent to all Yr. 13 & 14 parents via text message pre-summer modules.

create prefects within both year groups. *(Outcomes for Learners)*		
To improve the school environment/facilities available in St. Mary's CBGS 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. (*Leadership and Management, Quality of Provision)*	Achieved: 1 2 3 ④ 5 Not Achieved: Further progress to be secured with DE in relation to the SEP 2. Build on the progress made in Year 1 regarding school premises enhancements, the Ball Wall and Alumni links.	SEP 2: Application accepted and awarded on 21st January 2019. Minutes of meetings. Scoping reports Planning documentation. Scoping and business case was completed in January 2020. Consultants appointed and initial Board meeting held 12th May 2021. During 2021-22 there were regular meetings between DE and school. In June 2022 Construction & Procurement Delivery (CPD) have advised that the Stage 1 report is now at the final review stage ready to be passed to the Department for approval. In 2021-22 visits to completed Sports facilities across other N.I. schools have taken place by the Principal and Head of Services to inform design. Ball Wall: Progression on BCC requested planning permission. Progression made on the Isherwood and Ellis design team submitted plans for planning permission to BCC on 1st February 2021 progressing. Design and planning completed November 2021. Funding Application progression of project. Additional Lands: The Trustees have secured ownership of the lands from the Christian Brothers to the ERST Trustees of St. Mary's in June 2022. Funding Application, 'Your School Your Club' approved by the BOG in June 2022 Tendering process completed Sept. 2022 Careers Exploration Week 21/6/22 – 27/6/22 with a range of Alumni presenting to Year 8-11.

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 **(Year 2 of the SDP – 2022-23)** are summarised below:

Outcomes for Students (Pastoral and Academic)	
Challenge: To ensure high standards of student attainment is achieved as we return to pre-Covid assessment methods; for individual students to ensure progress in line with or exceeding CAT4 data predictors; students to develop their wider skills and capabilities following the ERST values of St. Mary's.	**Opportunities:** • Continued use of baseline data to identify individual student needs early and implement appropriate interventions including, 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 (as part of entrance criteria) for Year 8 cohorts in 2022- 2023, the needs of this cohort will be met with a suitable curriculum, revised timetabling structures and enhanced support enabling the students to fulfil their full potential. • Continued development of Pastoral supports to students - building confidence, developing high self-esteem and positive attitudes among student body with a focus on student well-being. • To introduce and develop a partnership with the EA PPBSP to support pupils as necessary. • Review the feedback provided to pupils ensuring that it is both useful and used to bring about improvement in future work and/or areas of concern. • Continue to develop opportunities for students to help other students and be valued contributors to society, both locally and globally, in line with our ERST values and the ethos of St. Mary's.
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:** • Adjustments made to Year 8 teaching schedules in line with literacy ability to support engagement and pupil achievement (The GL assessment was not used as part of the admissions criteria in Sept. 2022).

	• St. Mary's did not use GL assessments as part of our admissions criteria for Year 8 in 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. • To prepare students in Key Stage 4 and 5 for public examinations following two cycles of alternative arrangements and one cycle of reduced Unit public examination options by the awarding of qualifications as a result of COVID-19. • Continued provision of effective learning and teaching in each classroom, where students are fully engaged and encouraged to be independent learners. Students in KS4 and 5 will return to the completion of public examination assessment arrangements with 'advance information' as the only mitigation in place by the examination bodies. Adjustments made to teaching schedules for Year 13 and Year 14 to increase examination coverage for new KS5 students in 2022-23. This will include a review of specification coverage that is relevant to A2 but not previously (mandatory) covered in 2021-22. • The Departmental learning report prepared following the Principal's classroom visits to be used by HODs and departments to baseline the provision of learning and teaching in departments. Targets to be set containing practical ways in which learning can be enhanced. • HODs and departmental colleagues provided with opportunities to voluntarily engage in TCN with another department / colleague where good practice has been observed. • Staff provided with CPN opportunities through the Skills Builder Partnership to baseline pupil skills and deliver lessons to develop core skills among the pupils (Year 8). • To address any gaps in learning, by fully embracing the opportunity provided with Year 3 of the Engage Programme. • To review the policy and programmes for CEIAG across the school, developing career insights and opportunities with enhanced Alumni and local business links. • Continued provision of effective guidance and support to students through timely and appropriate pastoral interventions with the continued roll out of Restorative Practices and the use of the staff daily checklists on expectations, supported by the PLT team.

	• To further develop Curricular opportunities in KS3 by introducing The Skills Builder Partnership (Year 8 and Year 9) – encouraging students to take responsibility for their learning with the aim of enhancing academic success and preparation for the world of work. • With the introduction of a new Senior teacher in KS5 a review of enrichment opportunities in Year 13 and 14 to be carried out with a range of programmes to be developed and implemented with pupils attending, enjoying and benefiting from the content and skills learnt. • Continue to improve the school environment and facilities available in St. Mary's CBGS working within budget allocations and assisted by our Board of Governors, Trustees, DE and EA partners.

Leadership and Management	

Challenges:	Opportunities:
Through strategic planning and rigorous self-evaluation at middle, senior and executive levels, promote quality learning provisions with improving outcomes for students.	• Maintain the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets for Year 2 of the SDP. • To manage the roll out of Sustaining Improvement Scheme to build the new Sports Hall, within the £4 million budget provided. • Progression of the successful application for a new Ball Wall and additional facilities in partnership with Belfast City Council (BCC) and Sport NI for funding to enhance facilities leading to skills improvement, increased student participation in sport and improved pupil wellbeing. • Provision of effective CPD for teachers, classroom assistants and support staff in line with key action plan targets. • With the introduction of a new Senior staff role for Whole School Evaluation and Quality Assurance to further improve evaluative processes and strategically identify and prioritise areas of further development and improvement. • Review and revise the current programme for beginning teachers ensuring new teachers are well supported and progressing with their professional development with appropriate supports in place. • To continue 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 with internal and external CPD promoted and voluntary TCN opportunities provided.

	• Continued review of Special Educational Needs provision with linked CPD for staff to help support student learning, in line with SEND legislation. • 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 enhance communication with parents and carers by reviewing the school reports; making adjustments and improvements to comment banks for reports to ensure reports are meaningful, personalised and assist pupils to develop and improve further. • To continue to develop the PTFA links and contributions to St. Mary's.

What where 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 and the reduced unit public examinations in 2021-22 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 questionnaires, pupil, parent and staff voice exercises during Year 1 SDP (2021-2022)

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 20-30)
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 18-19)
7c	Actions to be taken to achieve these outcomes, with final dates for completion	See Action Plans for 2021-24 Year 2 of the SDP (Page 31-80)
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 2022-2023
% of pupils achieving Level 5 or above (teacher assessed) in **Communication** at the end of KS3	62%	78%*
% of pupils achieving Level 6 or above (teacher assessed) in **Communication** at the end of KS3	44%	49%*
% of pupils achieving Level 5 or above (teacher assessed) in **Using Mathematics** at the end of KS3	95%	91%*
% of pupils achieving Level 6 or above (teacher assessed) in **Using Mathematics** at the end of KS3	83%	71%*
% of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C	96%	98%
% of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C Inc. Maths & English	83%	88%
% of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C	87%	91%

Target Area	Current Baseline Position	School Target 2022-2023
49% of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C Inc. Maths & English	80%	85%
% of Year 14 students gaining at least 2 or more A Levels (or equivalent) at grades A*-E	99%	99%
% of Year 14 students gaining at least 3 or more A Levels (or equivalent) at grades A*-C	93%	81%

*Pupil attainment in Communication and Using Mathematics based on pupil percentage attainment at stanine 5 and 6 + in Verbal and Quantitative. (Year 10 CAT4 Dec 2021)

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
Year 2 **New Senior Teacher appointed (Sept. 2022) with responsibility for Whole School Evaluation and Quality Assurance**	1) Creation of a new SLT Post – Whole School Evaluation and Quality Assurance – BMC Appointed (Apr 2022) - Evaluation of current Action Planning processes - BMC completion of ETI – Empowering Improvement Capacity Building Project training – Self-evaluation Leading to Whole School Improvement (22/02/2022) and A Shared Vision for Improvement, Leading Effective Action Planning (08/03/2022) - Use of ISEF to inform planning for Year 2	1) Lead and support SLT/middle leaders in an Action Planning process across the school - TPL for middle leaders and support for SLT - HOD meeting with GOC/BMC – Action Planning (scheduled 25/08/22) - PLT meeting with FC/BMC – BOG Reporting (scheduled 25/08/22) - Further workshops with HODs (06/09/22) and HOYs (dates TBC) - Middle leaders will become more proficient in self-evaluation and Action Planning - Staff will be better informed regarding the Self-evaluation process in preparation for an ETI – Empowering Improvement Self-Nominated Visit scheduled for Oct 2022	1) MER and development of Year 2 work on middle leader evaluation and action planning - Launch of Capacity Building for Teacher Leadership (CBTL) Project
	2) BMC built collaborative networks by visiting neighbouring schools that already have established Whole School Evaluation roles and brought back best practice suited to St. Mary's context - Meeting with Damien Coyle (VP, All Saints 16/05/22) - Meeting with Pamela Francis (Senior Teacher in Evaluation, Rathmore 18/05/22)	2) BMC to engage in further TPL in relation to Evaluation and Quality Assurance -Staff will begin to engage with the latest pedagogy support materials and academic research e.g. -ISEF https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-questions-for-post-primary_1.pdf -Stepping up, Stepping Forward https://www.etini.gov.uk/news/eti-encourages-all-education-commit-stepping-and-stepping-forward -A Fair Start https://www.education-ni.gov.uk/sites/default/files/publications/education/	2) MER and development of Year 2 keeping updated on the latest education support materials and research relevant to St. Mary's context

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**
		A%20Fair%20Start%20-%20Final%20Report%20and%20Action%20Plan.pdf -Education Endowment Foundation https://educationendowmentfoundation.org.uk/ -Learning Leaders https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Learning%20Leaders%20-%20A%20Strategy%20For%20Teacher%20Professional%20Learning.pdf -Developing a More Strategic Approach to 14-19 Education and Training https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Developing-a-more-strategic-approach-to-14-19-education-and-training.pdf -Self-Evaluation in Post Primary Schools 2021-22 https://www.c2kexchange.net/documentcentre/Documents/Self%20Evaluation%20in%20Post%20Primary%20Schools%202021.pdf	
	3) Student voice survey data collected (Jun 2022) on Microsoft Forms - Some data shared with relevant SLT pertinent to their individual Action Plans - RH – Restorative Justice - FC/MLD – Sanctions - GOC – Marking Feedback - Completion of a pilot Y8 – Y11 pupil voice survey (Jun 2022) Focused on Positive behaviour/ Celebrating success/ Marking Feedback and Careers – Number of pupils that completed survey – *Year 8 – 154*, *Year 9 – 101*, *Year 10 – 113*, *Year 11 – 93*	3) Support middle leaders in identifying baseline positions, targets and actions that will feed into Year 2 of SDP Action Plans - Middle leaders will take charge of the monitoring process - Pupil voice survey planned for Sep 2022 for year 13 and 14 pupils and incoming year 8 pupils later in the year - Pupil voice survey will become an annual data capture exercise in collaboration with SLT and middle leaders to ensure that robust data is gathered to provide evidence of progress made in relation to AFA identified	3) MER and development of Year 2 middle leaders will continue to develop self-evaluation skills to improve baselining, target setting and actions

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**
		- Increased collaboration and autonomy for middle leaders target setting and action planning linked to SDP	
Learning/Teaching/Assessment	Testing of Year 8 in PTE/PTM/PASS/CAT4. Generation/distribution of individual Pupil data profiles. Identification through combination report (PTE/PTM/CAT4) pupils underachieving in Literacy and Numeracy. PASS mentoring programme run in tandem which is targeted at pupil addressing wellbeing/attitudinal need 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. Learning support tutors using the data to deliver targeted support in aspects of literacy and numeracy where appropriate to Year 8 pupils.	Adjustments made to teaching schedules in Year 8 for 8D, 8E and 8F classes to reflect overall literacy ability. These adjustments are necessary as pupil stanines in 8D, 8E and 8F are much lower than pupils we usually teach. A review of content needing covered for 8D, 8E and 8F classes to ensure pupils' literacy needs are met. Pupils who are working below or much below expected in literacy and or numeracy will be targeted for intervention and support delivered by our LTs.	MER and development of Year 2 work on Literacy and Numeracy.
	Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen Year Group. 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.	To ensure that written feedback is provided to each pupil which references their progress in relation to agreed Learning Outcomes across all key stages. To ensure that written feedback highlights areas of concern in pupil work and explicitly details what the pupil needs to do to bring about improvement in future work/fix areas of concern. To ensure that written feedback details any positive aspects of the work and provides a mode of motivation for pupils.	MER and development of Year 2 work to add an additional Year group.

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**
		To ensure that pupils read and utilise the written feedback to make improvements to future work.	
	Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications. These adjustments are necessary is considering changes to the arrangements for assessments announced in May 2021. 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.	Adjustments made to teaching schedules in Year 13 (AS) and Year 14 (A2) for CCEA specifications. These adjustments are necessary due to increased examination coverage for new Year 13 and 14 pupils in 2022-23. A review of content needing covered in Year 13 and 14 that was not examined at GCSE/AS the examination of all units were not mandatory in 2021-22.	MER and development of Year 2 work with follow on for Year 12 GCSE Pupils, Year 13 AS Pupils and Year 14 A2 pupils.
		To provide HoDs with the opportunity to discuss and disseminate a departmental learning summary report. This report was compiled following a series of classroom visits to observe the quality of learning.	

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**
		HoDs and departmental colleagues will use this report to help them baseline the provision for learning and teaching in their department. HoDs and departmental colleagues develop and set departmental targets that address any AFA outlined in their summary learning report. These targets should contain practical ways in which learning can be enhanced. HoDs and departmental colleagues provided with an opportunity to voluntarily engage in TCN with another department where good practice has been observed during their baseline visit. This TCN should allow staff to observe an aspect of pedagogy that was previously identified as an AFA in their baseline learning report. HoDs provided with training on how to effectively action plan (completion of HoD report) to bring about improvement in curricular AFAs.	
		To develop Year 8 and 9 pupils' competencies across a number of core skills that are essential for success both from an academic perspective and in the working world: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and team work. To secure funding from the Skills Builder Partnership to provide staff with CPD in the baselining of pupil skills and delivery of short lessons that address pupil shortcomings across these core skills.	

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	**Positive Behaviour** Formal launch of the positive behaviour policy • Posters illustrating our key values will be displayed in every classroom (these were agreed on by pupils and teachers). • 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.	Review of effects of the policy and implementation of this by staff. Monthly pastoral focus across the school. Continue drive to ensure all Form Teachers/Subject Teachers are using the daily checklists on setting expectations at the beginning of each school day/ each lesson. Monitoring by PLT/SLT/ELT throughout the week – rota established. Timetabled meetings (Form Period) between HoS and Yr. Heads, SLT Pastoral Leaders, Yr. Hds and FT's. Enhanced provision for the pupils at lunch time. EA PPBSP – engage with EA as a pilot for one to one support for identified pupils. Effective use of Behavioural Management on SIMs.	Review of the policy.
Pupil Well -Being and Development	**Sanctions** **Detention** Detention will be used only as a serious sanction. The format of detention will be changed. **Restorative Justice process**	To build on the CPD introduction to Restorative Practices delivered to all staff and provide further training to all staff to enable active participation in the Restorative Practices model across the school. To explore the viability of creating a working group of Restorative Practitioners who can assist Form	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**
	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.	Teachers and Heads of Year with conflict resolution outside of the classroom	
		To develop student awareness, knowledge and appreciation of Restorative Practices To increase student engagement with Restorative Practices as a desirable and rewarding alternative to sanction	Monitoring and evaluation.
		To enhance the school environment with visual displays promoting Restorative Values To identify key words and phrases which enshrine the values of Restorative Practice and display these in each classroom in the school To produce a St Mary's themed poster with the 5 values of Restorative Practice for school literature, e.g. Homework Diaries To create a page for our website outlining the school approach to Restorative Practices emphasising the desire for resolution and restoration over sanction	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**
		To produce a Restorative-based template to lead the return from suspension discussion for use across all year groups	
Pupil Well -Being and Development	**Rewards** More formal recognition of pupil successes. 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.	Development of ways to celebrate pupils' achievements at each Key Stage. Common approach to rewarding pupils across each Key Stage. Development of rewards in KS 4 and KS 5	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. Staff wellbeing day – Thursday 6th April 2023. Staff Committee established to explore 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	Training in implementation of new PLPs for LSC. (Carried over from Year 1) Dissemination of training to whole staff to establish readiness for implementation of new PLPs. (carried over from Year 1)	Monitoring and evaluation.
		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**
	Training opportunities for teaching and SEN staff to enhance support provided to learners with SEN and AEN. • Dyslexia Friendly classrooms • ASD Tier 1 Training • Modules 1 and 2 ASD Tier 2 AEN staff also undertook additional training: • Microsoft Immersive Reader • Microsoft Dyslexia Training • Retrieval practice and effective study skills • Mental Health Awareness Individual staff members also completed: • ADHD Level 3 training • Eirim Level 7 specialist assessor training (2 staff members)	Training will focus on: • Modules 3 and 4 of Tier 2 ASD training • ADHD training • Supporting pupils with SBEW needs Establishment of an AEN Ambassadors group to improve collaboration between teaching and AEN staff.	
	Continued development and delivery of PASS Mentoring for Year 8 pupils.	Continued development and delivery of PASS Mentoring for Year 8 pupils. Introduction of Boxall profiling for new Year 8 pupils and additional support for Year 8 pupils with identified SBEW needs.	Monitoring and evaluation.
Year 1 KS5 **Child Centred Provision** **SENIOR SCHOOL (Year 1)** **Year 2 KS5** **New Senior Teacher appointed (Sept. 2022) and targeted priorities were revised:**	In-house opportunities for Induction & support of Senior Students Enhance opportunities for Senior Students to engage in volunteer/mentor prefect opportunities To pilot prefect engagement with Yr. 8 Form Classes and identify themes for pupil support/mentoring of the class or individuals	To continue to encourage greater attendance of senior students at after school study for both **Year 2** New Senior Teacher appointed (Sept. 2022) and targeted priorities were revised: Raising Academic Achievement: To identify underachievement and plan interventions to enhance achievements for pupils supported by the HOY, FTs and parents.	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**
- Raising Academic Achievement - Senior School Enrichment - School Reports - Induction/Early Professional Development	To draw from the talent pool of Yr. 13 & Yr. 14 students to create prefects within both year groups	Senior School Enrichment - A range of programmes to be developed and implemented with pupils attending, enjoying and benefiting from the course content and skills learnt. School Reports - To adjust and improve comment banks for reports to ensure reports to students and parents are meaningful, personalised and assist pupils to develop and improve further. Induction/Early Professional Development – To review and revise the current programme for beginning teachers to ensure new teachers are well supported and progressing with their professional development with appropriate supports in place.	
Improve the school environment and facilities available in St. Mary's CBGS	SEP 2 Application -Sports Hall and associated facilities to the value of £4million. Ball Wall – Application made to BCC and Sport NI for funding. Alumni links officer in place, database of Alumni prepared, bursaries on offer to our students and fundraising activities underway.	1) To improve the school environment and facilities available in St. Mary's CBGS SEP 2 Application -Sports Hall and associated facilities to the value of £4million. 2) Electric Vehicle (EV) charging points to be erected on the school site. 3) Additional land to be acquired by the Trustees for future development. 4) Additional Ball Wall to be built with further recreational facility. 5) Refurbishment of specific areas of the school to include:	Sports Hall nearing completion (November 2024) Ball wall completed and in use by the students during the school day and as part of our extra-curricular and community links programmes. Monitor and evaluate progression and further developments.

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**
		ERLT Exterior WC block Painting of classrooms/ interior of the buildings; Continued development of Alumni links, database and contributing to student development through work experience, bursaries and careers/ pastoral programmes.	

YEAR 2

Action Plans

2022-2023

SDP 2021-24 Year 2 SLT Action Plan – Whole School Evaluation and Quality Assurance – BMC							
			Actions Taken			**Statement of Progress Made**	**Types of Evidence Gathered**
Possible Area(s) for Attention (AFA)	**Baseline Position (Quantitative and Qualitative)**	**Success Criteria**	**SLT/Middle Leaders**	**Teaching staff/staff**	**Pupils**		
1)Lead and support SLT/middle leaders in an Action Planning process across the school (2022-23 – Year 2)	1)SLT/HOD Action Plans 2021-22 (Year 1 SDP)/HOY BOG Reports 2021-22 - The majority of middle leaders are not proficient in the Action Planning/BOG Reporting process -The ETI Inspection Self-Evaluation Framework (ISEF) https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-questions-for-post-primary_1.pdf	1)BMC will have evaluated the current practice for Action Planning/BOG reporting by SLT and middle leaders 2021-22 – Strengths and AFA will be identified	1)Middle leaders have completed Action Plans/BOG reports using existing processes 2021-22 - AFA in relation to TPL for staff will be identified from these -SLT will complete action plans for 2022-23 Year 2	1)Staff will have worked in collaboration with SLT/ middle leaders in addressing areas for attention identified within their department/ pastoral team	1)Pupils will experience changes/ improvement in identified aspects of teaching/ pastoral care		1)BMC completion of ETI – Empowering Improvement Capacity Building Project training – Self-evaluation Leading to Whole School Improvement (22/02/2022) and A Shared Vision for Improvement, Leading Effective Action Planning (08/03/2022) - BMC Appointed to post of Senior Teacher Whole School Evaluation and Quality Assurance (Apr 2022)

2)BMC to engage in further TPL in relation to Evaluation and Quality Assurance	2)SLT/HOD Action Plans 2021-22 (Year 1 SDP)/HOY BOG Reports 2021-22 - The ETI'S 'Stepping Up and Stepping Forward' – Where are we now following the pandemic? https://www.etini.gov.uk/news/eti-encourages-all-education-commit-stepping-and-stepping-forward - C. Chapman and P. Sammons (2013) Self-Evaluation for School Improvement – What Works and Why? *CfBT Education Trust* https://www.educationdevelopmenttrust.com/ EducationDevelopmentTrust /files/d8/d87c1064-51bf-4b7c-b984-85ccb46a54d1.pdf -A Fair Start https://www.education-ni.gov.uk/sites/default/files/publications/education/A%20Fair%20Start%20-	2)BMC will build collaborative networks by visiting neighbouring schools that already have established Whole School Evaluation roles and bring back best practice suited to St. Mary's context -Majority of SLT and middle leaders will become proficient in Action Planning and BOG reporting	2)Middle leaders will benefit from knowledge and experience gained from visits through TPL provided by BMC and implement this when completing Action Plans/BOG Reports -More robust and collaborative Action plans and BOG reports will be completed **-SLT/Middle leaders will begin to engage with empirical research evidence to baseline and support actions for improvement**	2) Staff will work in collaboration with middle leaders in addressing areas for attention identified for 2022-23 within their department/ pastoral team	2) Pupil will experience changes/ improvement in identified aspects of teaching/ pastoral care		2) Meeting with Damien Coyle (VP, All Saints 16/05/22) and Pamela Francis (Senior Teacher in Evaluation, Rathmore 18/05/22) – Sharing of best practice in relation to Evaluation and Action Planning Resources obtained from visits

	%20Final%20Report%20and %20Action%20Plan.pdf -Education Endowment Foundation https://educationendowmen tfoundation.org.uk/ -Learning Leaders https://ccea.org.uk/downloa ds/docs/ccea-asset/Resource/Learning%20 Leaders%20-%20A%20Strategy%20For%2 0Teacher%20Professional%2 0Learning.pdf -Developing a More Strategic Approach to 14-19 Education and Training https://www.economy-ni.gov.uk/sites/default/files/ publications/economy/Devel oping-a-more-strategic-approach-to-14-19-education-and-training.pdf -Self-Evaluation in Post Primary Schools 2021-22 https://www.c2kexchange.n et/documentcentre/Docume nts/Self%20Evaluation%20in					

	%20Post%20Primary%20Schools%202021.pdf						
3)Support middle leaders in identifying baseline positions, targets and actions that will feed into Year 2 of SDP Action Plans (2022-23 – SDP Year) - Liaise with middle leaders providing them with greater autonomy in their area of responsibility to select Action Plan targets that feed into SDP	3) SLT/HOD Action Plans 2021-22 (Year 1 SDP)/HOY BOG Reports 2021-22 Baseline evidence may come from current data including: - Pupil data sheets - PTM - PTE - PASS - Pupil voice survey - ARPs - Classroom Visits 2021-22 Summary (Baseline Learning Report) - Departmental minutes - PLT minutes - Behaviour management SIMS - Parent voice survey - Staff voice survey - Book looks - TCN - Relevant research - Any other relevant data	3)Middle leaders will receive TPL training from BMC in action planning/BOG reporting and the action planning/BOG reporting process will improve as a result - BMC will present to all staff (31/08/22) in relation to Evaluation/ Quality Assurance and Action Planning 2022-23 - BMC will liaise with SLT and middle leaders and work collaboratively to agree upon baseline positions/ AFA/ SC/ Actions/ Monitoring and Evidence for their Action Plans/BOG Reports	3)HOD meeting with GOC/BMC and Heads of Department – Action Planning (scheduled 25/08/22) – PLT meeting with FC/BMC and Heads of Year – BOG Reporting (scheduled 25/08/22) - Further workshops with HODs (06/09/22) and HOYs to be scheduled (dates TBC) - SLT and Middle leaders will use data gathered to: - Identify AFA for 2022-23 - To Baseline - Identify Actions -Monitor -Provide evidence **- Middle leaders to lead monitoring process and identify when monitoring**	3)Staff will work in collaboration with middle leaders in addressing areas for attention identified for 2022-23 within their department/ pastoral team	3) Pupil will experience changes/ improvement in identified aspects of teaching/ pastoral care		3)Student voice survey data collected (Jun 2022) on Microsoft Forms – Some data shared with relevant SLT pertinent to them individual Action Plans RH – Restorative Justice FC/MLD – Sanctions GOC – Marking Feedback - Completion of Y8 – Y11 pupil voice survey (Jun 2022) – Focused on Positive behaviour/ Celebrating success/ Marking Feedback and Careers – Number of pupils that completed survey – *Year 8 – 154* *Year 9 – 101* *Year 10 – 113* *Year 11 – 93*

| Action Plans (2022-23 – SDP Year 2)

- Facilitate effective CPD for staff in relation to all areas concerning evaluation and quality assurance

- Support the SLT in all areas of the Action Planning process in relation to their individual SDP area of responsibility | Dissertation research for MSc in Educational Leadership - *'What is the mind-set of middle management towards the concept of leadership and how has this been developed, shaped and affected by experiences? A case study of an urban grammar school in Northern Ireland.'* | **- Middle leaders will become more proficient in the action planning process**

- Whole school evaluation will become more collaborative and middle leaders will have greater autonomy over process

- SLT action planning will become a more collaborative process

- Staff will be better informed regarding the Self-evaluation process in preparation for an ETI – Empowering Improvement Self-nominated Visit scheduled for Oct 2022 | **will take place (to be agreed with BMC/GOC and FC)** | | | | **-Pupil voice survey planned for Sep 2022 for year 13 and 14 pupils and incoming year 8 pupils later in the year**

-Pupil voice survey will become an annual data capture exercise in collaboration with SLT and middle leaders to ensure that robust data

is gathered to provide evidence of progress made in relation to AFA identified |

	SDP 2021-24 Year 2 Action Plan FC, ML								

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		
Positive Behaviour Continued implementation of the Positive Behaviour Policy	Some Form Teachers	are using the daily checklist	to ensure pupils meet our expectations at the beginning of each day.	All staff are using the daily checklists.	Form room visits by YHs/SLT/ELT.	Form Teachers embed use of the daily checklist during registration/form period.	Pupils adhere to the expectations and arrive prepared for school (uniform, books, equipment, attitude).		Feedback from ELT, SLT, PLT Pupil voice
	Some subject teachers	are using the daily checklist	to ensure pupils meet our expectations in the classroom.		Drop in visits by Principal/VP Pastoral to ensure expectations are being met.	Subject teachers reiterate expectations during lessons.			
Focused strategic meetings between pastoral groups	Regular meetings	are held	of the full PLT	Effective review of current strategies aimed at	SLT pastoral leaders will meet regularly each term to monitor,				Minutes of meetings.

				promoting positive behaviour. Sharing of good practice to ensure consistency of approach across each Key Stage.	evaluate and review current strategies. Regular meetings held each term between each Head of School and the respective Year Heads.				
EA Behaviour Support pilot programme	Limited involvement of outside agencies	to support	pupils presenting with challenging behaviour.	Effective working relationships established with Joanne Bradley (EA) and one to one support given to identified pupils. Improvement in behaviour and experience of school for the identified pupils.	SENCo, VP Pastoral and HoS KS3 to liaise weekly with Joanne Bradley regarding progress of identified pupils.	Teaching staff fully engaged with the strategies suggested to support identified pupils.	Pupils engage positively with the support offered and improvement evident.		Weekly feedback reports from EA. Staff voice. Pupil voice.

Monthly pastoral focus across the school	Limited common focus	is evident	across all Key Stages.	Monthly pastoral focus rolled out across each Key Stage.	PLT to plan appropriate areas to be covered. Posters for Form Rooms.	All staff to reinforce each monthly focus during registration and form period and where appropriate during lessons.	Pupils should be aware of each monthly focus.		Assemblies. Posters. Staff voice. Pupil voice.
Effective sanctions	Majority of pupils 86% Yr. 8 83% Yr. 9 79% Yr. 10 67% Yr. 11	view	detention as a deterrent for poor behaviour	Maintain and increase the percentage of pupils who view detention as a serious sanction. Decease the number of pupils allocated detention.	PLT to monitor statistics. Year Group assemblies with a focus on positive behaviour/ expectations.	All staff to reinforce our expectations for positive behaviour and reiterate the seriousness of being placed on detention.	Pupils view detention as a serious sanction and it becomes school culture to avoid detention and contribute positively to school life.		Pupil voice. Detention statistics. Sims reports.
	Majority of pupils 79% Yr. 8 69% Yr. 9 65% Yr. 10 73% Yr. 11	do not view	detention as a deterrent for lateness to school	more effective strategy in place to address lateness to school.	PLT to explore alternative sanction for lateness.	Form Teachers closely monitor pupils' punctuality, consistently applying the lateness protocols.	Pupils understand the importance of being on time for school each day.		Sims reports Pupil voice. PLT minutes.

				Decease in the number of lates recorded.		FT's to make early contact with parents to address concerns.			
	Majority of pupils	Adhere to	Our school uniform policy	Fewer pupils needing to be addressed for not being in full school uniform. Development of 'Shoe Bank' for pupils presenting to school without appropriate footwear.	SLT outline clear expectations at staff induction (Aug '22). Year Heads reinforce the expectations at assemblies and in meetings with Form Teachers. Parents informed about new procedures around the 'Shoe Bank'. ELT/PLT classroom visits to support staff in the implementation of the uniform policy.	Staff to consistently check uniform each morning and on arrival for each lesson. Timely contact with parents to address any issues arising.	Pupils to present to school each day in full school uniform. Pupils to wear their uniform with pride.		Staff observations. Use of 'Shoe Bank'.

Rewards	Pupil successes	Are formally recognised	At Key Stage 3.	Common approach across each Key Stage.	PLT to agree a common approach to awarding pupils achievement in Key Stage 3. PLT to explore ways of celebrating pupil achievements at Key Stages 4 and 5.	Staff generate evidence leading to the selection of pupils to be awarded in line with Year Head requirements.	Pupils seek to achieve their potential and be considered for the monthly awards.		Certificates awarded. PLT minutes Pupil voice Staff voice
Staff Wellbeing Wellbeing activities	Recent staff wellbeing sessions Of the staff who completed the staff survey on wellbeing: 100%	were appreciated felt	by the majority of staff. the staff wellbeing day held off the school premises was beneficial.	By the end of the year, staff wellbeing sessions will have been enhanced further and embedded in our culture. Staff participation in Wellbeing Day -	SLT will continue to identify appropriate opportunities for staff wellbeing.	Staff suggestions will be considered in the planning for wellbeing sessions. Staff will be given opportunities to participate in wellbeing activities.			Staff voice. Staff participation.

				Thursday 6th April 2023.					
	79%	felt	it promoted positive mental wellbeing						
	95%	felt	the timing of this event was appropriate.						
	95%	felt	it boosted staff morale.						
Staff committee established	Currently, staff activities	are organised	on an ad hoc basis.		INSET time will be provided for the staff committee to meet and plan events.	All staff given the opportunities to be have a voice regarding planned events.			Staff participation. Minutes of meetings. Planned events.
				Staff committee established					

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		
To build on the CPD introduction to Restorative Practices delivered to all staff and provide further training to all staff to enable active participation in the Restorative Practices model across the school. To explore the viability of creating a working group of Restorative Practitioners who can assist Form Teachers and Heads of Year with conflict resolution outside of the classroom	10% of staff 70% of staff 90% of staff	Stated having Expressed having Expected	good knowledge of restorative practices in schools **BEFORE** attending the CPD webinar good knowledge of restorative practices in schools **AFTER** attending the CPD webinar to use aspects of Restorative Practices in their role in school	All Form Teachers, teachers and AEN Team will receive training in the core values and processes of Restorative Practices for schools. All Teachers and AEN team will be able to apply a Restorative approach to conflict resolution where appropriate A RP working Group established to support FTs and YHs	RH to lead the creation of CPD Training for Teaching staff and AEN Team. This training will be based on the values and processes outlined in the 'Restorative Me' CPD programme studied this year (until January 2023) by PLT members. This training will be delivered in during INSET and online during directed time. Heads of Year to lead interim discussion with Form Teachers on Restorative	Form Teachers will play a lead role in driving Restorative Practices with their form class as an alternative to standard sanctions where appropriate. Teachers and non-teaching staff will promote Restorative Practices in both formal and informal situations. Non-form teachers and AEN staff may volunteer for RP Working Group to assist with FTs and YHs in resolving issues			Training material produced for staff Completion Certificates from PLT 'Restorative Me' programme INSET and Directed Time Agenda(s) SiMs dropdown menu report Minutes of meeting with Pastoral Teams and working groups

					Practices and monitor progress RH to set up working group of non-form teacher staff (teachers and AEN team members) to assist FTs and YHs in conflict resolution			Staff voice exercises Formal and informal feedback from staff Year Head to monitor use of RPs among FT team RP incident template produced for FTs to record Restorative intervention

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		
To develop student awareness, knowledge and appreciation of Restorative Practices To increase student engagement with Restorative Practices as a desirable and rewarding alternative to sanction	86% of students in Years 8-11 The majority of students in Years 8-11 No students in Years 8-11	Did not know Were unable to give Suggested	What Restorative Justice entailed Examples of Restorative Practice Restorative Practices as examples of discipline which changed their behaviour	All students will understand the concept of Restorative Practices All students involved in positive behaviour intervention will have the opportunity to engage with the Restorative Practice process Students will have the opportunity to contribute to enhancing restorative alternatives	RH to lead the creation of lessons for Pastoral Programmes and/or form class material for students These lessons will be based on the values and processes outlined in the 'Restorative Me' CPD programme studied this year (until January 2023) by PLT members. Heads of Year will regularly refer to Restorative Principles in their assemblies Heads of Year will endeavour to use Restorative language in	Form teachers will nurture a Restorative environment in their form class and regularly refer to the value of Restorative Practice Form Teachers will play a lead role in driving Restorative Practices with their form class as an alternative to standard sanctions where appropriate. Teachers and non-teaching staff will promote Restorative Practices in both formal and informal situations.	Pupils will complete lessons in their form class exploring the values of Restorative Practices Students will be encouraged to reflect on behaviours, both before, during and after from a restorative perspective and focussing on the impact of their behaviours on others Students will be given opportunities to contribute to the development of the Restorative Practice approach in their school particularly in ways to rebuild		Form class material produced for students Student Voice exercises Pastoral Teams and working groups minutes Formal and informal feedback from staff

					addressing their Year Group	Non-form teachers and AEN staff may volunteer for RP Working Group to assist with FTs and YHs in resolving issues All staff will be encouraged to use Restorative language when dealing with students	and restore relationships.		

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		
To enhance the school environment with visual displays promoting Restorative Values	There is little visual evidence	On display about the school	Which inform or promote restorative values	Visual displays will be created about the school promoting Restorative Values	RH to lead creation of visual materials for display	Staff will display promotional material in their classrooms	Pupils will be encouraged to use Restorative Values in producing display materials		Posters / displays / key words / visual enhancement of school environment
To identify key words and phrases which enshrine the values of Restorative Practice and display these in each classroom in the school	There is no material	Displayed in classrooms	Which nurture the values of restorative practice in our students	Posters will be created for display in each classroom	YHs / SLT to contribute to Key Phrases from their 'Restorative Me' training for use about the school	Staff will be encouraged to create displays containing the value of Restorative Practice	Competitions will be run to give students opportunities to create art/images/digital creations/literary compositions etc. focussing on Restorative Values		Student creations for display or competition
To produce a St Mary's themed poster with the 5 values of Restorative Practice for school literature, e.g. Homework Diaries	There is no content in our school publications	Which promote the school's approach	To resolution and restoration of relationships	Students will be aware of Restorative Values as a core focus of the school through promotional material displayed throughout the corridors and classrooms	SLT/PLT to contribute to poster for display across all classrooms and in HW diary	Where appropriate, teaching staff may use the theme of RP in elements of their curriculum and display the work on their departmental notice boards			5 Value poster for display and Homework diary
To create a page for our website outlining the school approach to Restorative Practices emphasising the desire for resolution and restoration over sanction	There is currently no area on the school website	Which outlines and promotes	The school's commitment to positive behaviour through restorative practices and values		RH to create page on website and invite contributions from staff	Stephen Smart / Terry O'Neill to assist with the production and printing of promotional materials			Website area promoting the school focus on Restorative Practices
To produce a Restorative-based template to lead the return from suspension	There is no template	to ensure consistency	With return from suspension interviews	An area showcasing the school's promotion of	RH to produce and bring template to SLT and PLT for consultation for				Template for post-suspension interview

discussion for use across all year groups				restorative Practice will be created on the school website A template will be produced based upon the core value of Restorative Practices which will lead discussion in return from suspension interviews across all year groups and which can be filed in the pupil box-file.	post-suspension interviews				Stairwell signage

SDP 2021-24 Year 2 Curriculum Action Plans (GOC)									

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		
To develop Year 8 and 9 pupils' competencies across a number of core skills that are essential for success both from an academic perspective and in the working world: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and team work. To secure funding from the Skills Builder Partnership to provide staff with CPD in the baselining of pupil skills and delivery of short lessons that address	None of our teaching staff All Year 8 and 9 pupils The vast majority of pupils in	have received CPD that enables have not completed a baseline exercise are not proficient in all	them to effectively understand, plan and deliver lessons that will aid the development of the eight essential skills. to allow the school to determine pupils' competency levels across the eight essential skills. eight essential skills.	All Year 8 and 9 form teachers will receive comprehensive CPD that will enable them to plan for and deliver lessons that target the development of the eight essential skills. All year 8 and 9 pupils will complete a baselining exercise that will allow us to determine their individual competency levels across each of the	GOC will liaise with the Skills Builder Organisation to apply for and secure funding for the delivery of a skills base learning pilot course. GOC to attend training in June 2022 on the leadership aspects of the skills builder programme and formulate implementation plan. GOC to present to all teaching staff in August	All Year 8 and 9 form teachers to attend training delivered by the Skills Builder Organisation. Year 8 and 9 form teachers to deliver the set programme of Skills Builder lesson content that enables the pupils in their form class to increase their competency levels across essential skills they are deficient in.	All Year 8 and 9 pupils will complete a baseline measure of their competency levels across all eight essential skills. All Year 8 and 9 pupils will participate in the completion of a series of lessons aimed at enhancing their ability across some of the eight essential skills. A selection of Year 8 and 9		Comparative report of skills levels against baseline measures. Pupil and staff voice exercises. Copy of the training materials and Skills Builder programme.

pupil shortcomings across these core skills.	Year 8 and 9			eight essential skills and highlight those skill areas that require the most development.	2022 all aspects of the Skills Builder Programme.		pupils will assist in the evaluation of the programme by completing a pupil voice exercise to determine if they felt the programme has the desired impact and if by targeting these skills their performance across subjects has been positively impacted.	
	In the vast majority of subject taught classes in Year 8 and 9	the teaching of the eight essential skills	is not explicitly covered by teaching staff during normal subject based learning.	By the end of the programme the vast majority of pupils will increase their competency levels across the essential skill areas that show the greatest need for development.	GOC to lead and manage the delivery of CPD to all Year 8 and 9 form teachers.

GOC to organise the baselining of skills levels across all Year 8 and 9 pupils. | Year 8 and 9 form teachers to assist in the evaluation of the Programme by, at various times in the year, comparing pupils' competency levels across skills against their baseline level in that corresponding skill. | | |

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		
To ensure that written feedback is provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages. To ensure that written feedback highlights areas of concern in the work and details what the pupil needs to do to bring about improvement in future work/fix areas of concern. To ensure that written feedback details any positive aspects of the work and provides a mode of motivation for pupils.	The vast majority of departments In the vast majority of sampled pupil work In the vast majority of sampled pupil work	are not applying their written feedback policy it was evident that the written feedback that has been provided to pupils it was not evident that pupils had read the feedback	to all classes taught across the department. highlighted what the pupils needed to improve on and details on how to bring about this improvement. and utilised the written feedback to make improvements to current/future work.	All departments are applying their marking and feedback policies to all classes that are taught at their subject level. All sampled work from CDB will show that pupils are receiving written feedback in line with departmental policy. From sampled work and pupil voice it is evident that the vast	GOC to meet with HoDs and discuss the evaluation from last year's review showing what impact on pupil learning was evident from the written feedback provided to pupils. This evaluation included reports from CBDs, book scoop and pupil voice exercise on feedback. GOC to explore practical ways with HoDs on how we ensure pupils read the feedback provided and	HoDs to internally review with departmental colleagues their current practices in relation to the provision of written feedback and access how they can ensure pupils effectively use feedback to bring about improvement. HoDs to work with subject teachers to conduct a departmental CBD once per half term to evaluate if feedback is being utilised	Pupils will be tasked with reading the feedback provided by their subject teachers and using this information to bring about improvement in current/future work. Pupils will assist in the evaluation of the effectiveness of feedback by completing a voice exercise.		Notes from departmental half termly CBDs. Evaluation reports from Book Scoops performed by SLT. Samples of marked work evidencing Pupil Voice Exercise conducted at departmental level.

To ensure that pupils read and utilise the written feedback to make improvements to current/future work.				majority pupils are reading the written feedback provided and using this feedback to improve future work.	use this to improve on current/future work.\n\nGOC to meet with HoDs to discuss the practical implications of expanding the application of their marking and feedback policies to include additional year groups.	by pupils to improve current/future work.			

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		
To provide HoDs with the opportunity to discuss and disseminate a departmental learning summary report. This report was compiled following a series of classroom visits by the Principal to observe the quality of learning. HoDs and departmental colleagues will use this report to help them baseline the provision for learning and teaching in their department. HoDs and departmental colleagues will formulate	No HoDs and subject teachers The vast majority of HoDs and subject teachers	have received or had an opportunity to discuss a summary feedback report on the quality of learning observed in their department have not been provided with the opportunity to participate in peer lesson observation (TCN)	and utilise this to formulate targets for improving learning and teaching in their department. that will provide them with practical ways/ideas they can use enhance learning in their department based on need as outlined in their baseline learning report.	All HoDs and subject teachers read and collectively discuss their baseline learning report. HoDs identify practical ways in which they can enhance the provision for learning as outlined in their report. The vast majority of HoDs and departmental staff participate in at least one planned TCN visit to another	HoDs discuss and disseminate their departmental baseline learning report with their departmental colleagues. HoDs talk to departmental colleagues to gauge interest in TCN participation. Examples of good practice list shared with staff outlining where aspects of good practice were observed. HoDs compile a list of staff	HoDs and departmental colleagues will use this report to help them baseline the provision for learning and teaching in their department and plan to enhance the provision of any aspects highlighted as current practice that could be developed. HoDs and subject teachers will identify practical ways in which they can enhance the provision			Minutes from departmental discussion about baseline learning report and following TCN sharing practice departmental discussion. Copies of departmental baseline learning reports. Notes from TCN observations. Books/Voice/Data to MER the impact as a result of the work carried out to enhance the provision for learning as outlined in their report.

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8		
departmental targets that address any AFA outlined in their summary baseline learning report. These targets should contain practical ways in which learning can be enhanced.	The vast majority of HoDs and subject teachers	have not been provided with the opportunity to formally share good practice from within and across departments	to assist in the development of pedagogy that is aimed at enhancing learning.	colleague to observe an aspect of pedagogy which was deemed as good practice form the baseline learning visits.	who would like to participate in TCN, their area of focus and requested teacher for observation. HoD leads discussion about ideas and practice observed following TCN visits. Ideas shared across the department.	for learning as outlined in their report. Subject teachers reflect on their own feedback sheet from lesson observation and good practice list and think of aspects of pedagogy they would like to observe from another colleague. Subject teachers feedback to departmental colleagues about good practice observed following TCN observations.	Pupil voice exercises completed to help monitor the effectiveness of the work carried out to enhance the provision for learning as outlined in departmental summary report.		
HoDs and departmental colleagues provided with an opportunity to voluntarily participate in TCN within another department where good practice has been observed during baseline visits. This TCN should allow staff to observe an aspect of pedagogy that was previously identified as an AFA in their baseline learning report/individual feedback from SKY.	In a minority of lessons observed In a majority of lessons observed All HoDs	the use of questioning techniques used by the teacher could be enhanced there was limited reference made to how the subject area being taught have received limited training in the	to ensure that all pupils understand the concepts being taught. could relate to careers specifically highlighting links with employment opportunities associated with their subject area. that allow them to monitor the	Following the TCN visits all departments discuss and internally share good aspects of practice observed. All HoDs will be more proficient in properly planning and monitoring the progress for provision against AFAs outlined in					

HoDs provided with training on how to effectively action plan (completion of HoD report) to being about improvement in curricular AFAs.		completion of action plans	effectiveness of actions being taken to address curricular AFAs.	their HoD report. HoDs will set out their own schedule for monitoring FHE to determine if progress is being made against curricular AFAs.				

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		
Adjustments made to teaching schedules in Year 13 (AS) and Year 14 (A2) for CCEA specifications.

These adjustments are necessary as Increased examination coverage due to demands placed on new Year 13 and 14 pupils in 2022-23.

A review of content needing covered in Year 13 and 14 that was not examined at GCSE/AS as the examination of all units were not mandatory in 2021-22. | No HoDs

From 2019-20 75% of pupils | have had the opportunity to conduct a review of their SoW and resources for KS5 classes

achieved at least three A2/Level 3 passes | to ensure that all AS and A2 examination content is covered given material was not examined at GCSE and AS in 2021-22.

at A*-C or equivalent. | All HoDs working in departments will review their assessment plans for KS5 classes. For some departments, this may necessitate a revision to AS/A2 teaching schedules.

Working with departmental members, HoDs will prepare additional resources for examination preparation tailored to suit their subject's | Working with their departmental staff HoDs will conduct a review and adjust as necessary the teaching schedules, SOW and existing resources for AS and A2 to ensure this non examined content that is necessary for AS/A2 in 2022-23 is covered. | Teaching staff will deliver the necessary adjusted programmes of study to KS5 classes with an emphasis on preparation for public examinations.

Teaching staff will use enhanced/adapted resources for assessment during the delivery of lessons to all KS5 classes. | 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 AS/A2 Summer 2023. | | Copy of HoD Summer 2022 assessment plans for KS4 & KS5.

Copy of adjusted teaching schedules for 2022-23 KS5 classes.

Copy of assessment resources used by departments at KS5. |

| | | | | assessment pathways at AS/A2.

Pupil achievement at KS5 for 2022-23 will be in line with academic targets set out for 2021-22:
75% of Year 14 pupils achieve at least 3 A2 passes at A*-C. | | | | | |
|---|---|---|---|---|---|---|---|---|---|

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		
Adjustments made to teaching schedules in Year 8 for 8D, 8E and 8F classes to reflect overall literacy ability.

These adjustments are necessary as pupil stanines in 8D, 8E and 8F are lower than pupils we usually teach.

A review of content needing covered for 8D, 8E and 8F classes to ensure pupils' literacy needs are met.

Pupils who are working below or much below expected in | No HoDs

XXX% of pupils in 8D, 8E and 8F

XXX% of pupils who have been targeted for literacy support

XXX% of pupils who have been targeted for literacy support | Have had the opportunity to conduct a review of their SOW and resources for 8D, 8E and 8F classes

Have achieved at least 6 passes

Are working much below expected

Are working below expected | To ensure that all subject content is tailored to meet pupils' literacy needs.

at A*-C across their subjects in ARP1

as outlined in their data profile sheet.

As outlined in their data profile sheet. | All HoDs working in departments will review their SoW for 8D, 8E and 8F classes.

Working with departmental members, HoDs will prepare additional resources tailored to suit pupils' literacy needs in 8D, 8E and 8F.

Pupil achievement for 8D, 8E and 8F in ARPs will demonstrate | Working with their departmental staff HoDs will conduct a review and adjust as necessary the teaching schedules, SOW and existing resources for classes 8D, 8E and 8F to ensure pupils' literacy needs are met.

LTs will review data profile sheets and select pupils for support based on need. Programmes will be tailored to meet pupil | Teaching staff will deliver the necessary adjusted programmes of study to 8D, 8E and 8F classes with an emphasis on literacy support.

Teaching staff will use enhanced/adapted resources for assessment during ARPs. | Pupils in 8D, 8E and 8F will be provided with and taught the most up to date resources for assessment that will be tailored to meet their needs.

Pupils who are working much below expected or below expected will complete an evaluation after they have finished their support programme(s). | | Copy of adjusted teaching schedules for 8D, 8E and 8F classes.

Copy of assessment resources used by departments for pupils in 8D, 8E and 8F.

ARP results for Year 8 pupils.

PTE/PTM stanine comparison report for pupils receiving numeracy/literacy support. |

literacy and/or numeracy will be targeted for intervention and support delivered by our LTs.	XXX% of pupils who have been targeted for numeracy support	Are working much below expected	As outlined in their data profile sheet.	progression across those subjects where literacy is a key component.	needs in literacy and numeracy.				
	XXX% of pupils who have been targeted for numeracy support	Are working below expected	As outlined in their data profile sheet.	The percentage of pupils working as much below/below expected will decrease following the completion of their support programme.					

SDP 2021-24 Year 2 Action Plan (AB)									

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		
1) Continued enhancement of SEN provision through CPD opportunities with the aim of making more effective use of classroom assistants to support learning and teaching.	Over 50% of teaching staff	have indicated	a need for specific training to meet the need of SEN learners (Survey June 2021)	There will be further opportunities across this academic year for staff to engage in CPD opportunities related to SEN provision.	LSC will plan a schedule of SEN training to ensure one SEN training session per term. This academic year, we will focus on the completion of Tier 2 ASD training, ADHD training and SBEW needs.	Staff will engage with training opportunities and acquire a range of strategies to support learners with SEN and AEN.	SEN and AEN pupils 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 knowledge to support learning within lessons. (Survey June 2021)	Staff training will result in more effective deployment of classroom assistants to support learning and teaching.	Feedback on classroom visits by Mrs Kelly, Principal, will be shared with staff.	staff will consult the whole-school SEN Provision Map and, where appropriate, utilise CA support to apply appropriate and relevant reasonable adjustments	SEN and AEN pupils will benefit from relevant reasonable adjustments to support learning.		

						for pupils with identified AEN and/or SEN.			
36.2% of teaching staff	have reported	The feel unconfident or very unconfident in directing classroom assistants within lessons to support teaching and learning. (Survey June 2021)	Staff training will result in an increased number of staff feeling more confident to effectively deploy classroom assistants within lessons.	LSC will deliver training focussed on making effective use of classroom assistants within lessons.	Will acquire an appreciation of a variety of ways to effectively deploy CAs within lessons to support learning and teaching and will put training into practice.	SEN and AEN pupils will benefit from more effective deployment of CAs within lessons.			
25.6% of teaching staff	expect	Classroom assistants to only support pupils at Stage 3 of the Code of Practice.	All staff will appreciate the potential and capabilities of CAs to support all learners.						

2) Development of an AEN Ambassadors group – focus on year 8 pupils to support transition. Continued delivery of PASS Mentoring Programme for Year 8 pupils.	79.1% of teaching staff	have a classroom assistant in their lessons	Several lessons per day (55.8%) Or several lessons each week (23.3%) (Staff survey June 2022)	There will be opportunities for the sharing of good practice in terms of facilitating reasonable adjustments and specific supports for Year 8 pupils with additional and special educational needs.	LSC will liaise with Year 8 Year Head to identify pupils struggling with transition. PASS data will be analysed and pupils for PASS Mentoring identified. LSC will utilise Boxall profiling to assess social and emotional needs and identify suitable supportive strategies. LSC will designate CAs to Year 8 form classes for timetabled one-to-one support for identified pupils with	Staff volunteers from identified departments will benefit from opportunities to share good practice and to build up positive working collaborations with SEN staff. AEN Staff will deliver the PASS Mentoring Programme to identified pupils in Year 8 on a group arrangement. AEN staff will deliver one-to -one support to identified Year 8 pupils.	Year 8 pupils with identified SBEW needs will benefit from supports and interventions intended to minimise the impact of these needs upon their learning. Pupils with more complex needs will benefit from one-to one support.		

				more complex needs. LSC will establish a staff group of AEN Ambassadors to work collaboratively to review and enhance SEN provision and the sharing of good practice.			
53.5% of teaching staff	Engage in regular communication with CAs	in relation to pupil learning.	There will be increased collaboration and communication between teaching staff and AEN staff to support learning and teaching with a focus on Year 8 pupils.	LSC will co-ordinate collaborative work between subject specialists and AEN staff.	AEN Ambassadors will have opportunities to meet, discuss and share good practice strategies for SEN/AEN learners. AEN Ambassadors group will have opportunities to disseminate to whole staff.	Pupils with barriers to learners will benefit from enhanced collaboration and the sharing of good practice.	

	41.9% of teaching staff 16.3% of teaching staff	discuss expectations for learning share resources with the classroom assistant	with the classroom assistant in advance of learning. (Staff survey June 2022)	AEN Ambassador Group will facilitate the sharing of expectations for learning between subject teacher and CA. Relevant learning resources will be shared with AEN staff in advance of lessons to aid familiarisation, pre-empt pupil difficulties and agree any necessary differentiation.	LSC will facilitate training for staff to identify the benefits of improved communication and collaboration between subject teacher and CA.	Staff will share relevant resources for learning in advance of lessons. Subject teachers and CAs can discuss and agree any differentiation required to support SEN/AEN learners.	Pupils experiencing barriers to learning will benefit from enhanced collaboration between teaching staff and AEN staff.		
3. Implementation of new Personalised Learning Plans (PLPs) and use of SIMS to share SEN information.	40% of teaching staff	do not currently	Make effective use of PLPs to inform classroom practice. (Survey June 2021)	LSC will complete training delivered by EA relating to implementation of PLP. LSC will collaborate with LSCs	LSC will undertake training provided by EA in the implementation of new PLPs. LSC will attend WBALC visit to St Dominic's in	School staff will become familiar with the new PLPs, including the contribution of subject teachers in evaluating targets.	SEN pupils will benefit from improved staff involvement in the setting and evaluation of PLP targets.		

				within WBALC regarding effective implementation of PLPs. LSC will disseminate training to teaching and AEN staff.	term 1 to view work undertaken in piloting of new PLPs.	School staff will feel ready for the role out of new PLPs in Year 3.		
	79.1% of teaching staff	Feel confident or very confident	In accessing a pupil's SEN/Medical information via SIMS. (Staff survey 2022)	All SEN information will be linked to SIMS for ease of dissemination and access.	LSC will co-ordinate the uploading of SEN information to SIMS: Statements ASD reports Educational psychology reports Behaviour plans.	Staff will consult relevant SEN information and give consideration to the information when planning for learning and interacting with individual SEN pupils.	Pupils will report with confidence that teaching staff are aware of their individual needs.	
	53.4% of teaching staff	Occasionally access a pupil's SEN information	via SIMS. (staff survey 2021)	An increased number of staff will access SEN information via SIMS.			Pupils will complete a pupil voice exercise in term 3.	
	22.4% of teaching staff	Always access a pupil's SEN information	via SIMS.	An increased number of staff will be confident to access a pupil's SEN information via SIMS.	LSC will provide refresh training for staff on accessing SEN information via SIMS.			

SDP 2021-24 Year 2 Action Plan (OC)									
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**		
Raising Academic Achievement	49% of year 13 students	scored less than 3 grades A-C in ARP2 in January 2022	which would indicate a limit on their chances of success at A Level.	Less than 30% of students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2023.	OC to liaise with GOC to identify underachieving students, both students scoring less than 3 A-C grades & students below their chance analysis grades, in ARP 1.	HODs to plan intervention for pupils identified. YH to work with FTs to plan intervention with pupils & parents.	Students identified at ARP1 as achieving less than 3 A-C grades will complete PASS assessment		ARP1, ARP2, ARP3 analysis reports.
	No students	are currently assessed using PASS	which would help identify any pastoral factors impacting pupil progress.	Further reduction in the number of students achieving lower than 3 A-C grades in year 13 ARP3 in April 2023.	OC to liaise with YH to organise PASS assessments for those underachieving at ARP1.	YH/FT/HODs/SENCO to develop resources and initiatives to support students where a need is identified in PASS data.	PASS assessments completed where students are 2 or more grades below their chance grades in 2 or more subjects.		PASS results for relevant students. Academic & pastoral support resources.
	No students	are currently assessed against their chance	which could address further underachiev ement of	Reduction in the number of students who are 2 or more grades below	OC to liaise with GOC to interpret PASS data and share results with	HODs develop mentoring programs.	ARP1 Action plans completed and counter signed by parents		Pupil voice and staff voice to evaluate

		analysis during ARP1 monitoring	higher ability students.	their chance analysis grades in 2 or more subjects from ARP1 to ARP2 & ARP3.	YH and relevant HODs/FTs/SENCO.				effectiveness of intervention.
					OC share results & liaise with YHs/HODs/FTs/SENCO to plan intervention/support for those underachieving.	YH to organise mentoring programmed for identified students.	Students receive support & mentoring in follow up to ARP results.		AS and A Level results.
	The majority of senior students	still do not utilise after school study facilities	to help raise achievement.	Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.	OC to reorganise after school study facility to begin in late September from 3.15-5.00pm Monday-Wednesday initially then extending hours from February onwards. OC to recruit after school study supervisors.	Volunteer staff to supervise after school facility.	Attend after school facility regularly.		Attendance records for after school study.

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		
Senior School Enrichment	Limited and ad hoc enrichment opportunities currently available for senior students	to develop skills & competencies outside the classroom	for a more meaningful school experience.	At least 50% of year 13 students given opportunity to take part in enrichment classes. Classes to last 2 periods per week for 6 weeks on a carousel basis.	OC to liaise with timetabling staff and GOC to identify staff with relevant skills and flexibility in timetables.	Enrichment staff to develop 6 week courses of study to slot in to carousel system.	Select from a range of enrichment modules offered and available to them.		Planning /SOW for 6 week course.
	Limited opportunities for students to	develop leadership skills	to enhance personal development & employability.	Recruitment of at least 30 year 13 students who are given clear roles and responsibilities.	OC to speak to staff identified to establish and plan suitable enrichment programs.	Enrichment staff to monitor attendance and participation & liaise with FT/YH where issues arise.	Pupils aware of expectations and commitment required to maximize personal development.		Pupil voice after each rotation and SOW adjusted where needed.
	Limited opportunities for senior students to	show leadership in the local community	to enhance personal development and give back to their community.	5% of year 13 students participating in projects in the local community.	OC to work with YHs to identify student leadership opportunities across the school and recruit year 13 & 14 prefects.	Enrichment staff evaluate and adjust provision after each carousel rotation.	Take part in classes and move on to further classes at the end of 6		Staff voice for those staff leading enrichment.

								week rotation.		
					Positive feedback from pupil and staff evaluation of provision.	OC/YHs to liaise with HODs & ancillary staff to identify roles for prefects.	Departmental/ancillary staff to plan and monitor prefect participation and progress.	Complete pupil voice exercises as part of enrichment evaluation.		Feedback from internal staff and staff in community about prefect participation.
						OC/YHs to work with K43 & KS4 YH/HoS to place prefects in mentoring roles.		Take part in projects both inside school and in the local community.		
						OC/YHs to investigate links with local organisations/schools and place students in meaningful projects.				

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		
School Reports	The majority of comments in existing comment banks	are outdated and	irrelevant for current and changing course requirements.	Updated comment banks and more efficient completion of pupil reports.	OC to provide HODs with existing comment banks & advise and train HODs as to relevant adjustments. HODs to return comment banks in timely fashion.	Departmental staff to work with HODs to generate and update comment banks.			Updated departmental comment banks for all courses and levels.
	Parents of 2 year groups	received electronic reports via SIMs Parent App in 2021/2022	which are more cost effective for the school and more easily accessible by parents.	All reports to be published on SIMs Parent App in 2022-2023.	OC to update all comment banks in SIMs to be available in time for report seasons.	Teaching staff to utilise relevant and meaningful personalised comments for reports.			Electronic reports available to the parents of all year groups.
	The reports of all repeating students	need to be manually adjusted	which would prevent publication electronically.	Automatic collation of reports for repeating students.	OC to liaise with SLT about structure of reports and design changes which may be needed.	Teaching staff to work with HODs to prepare and submit KS3 levels Communication, Using Maths & Using ICT.			SLT Minutes indicating feedback about report structure.
	Cross curricular skills of Communication, Using Maths & Using ICT.	are currently not being reported on at KS3 and	as assessments have not been completed due to	KS3 reports to include levels of progression in cross	OC to adjust report structure according to SLT feedback.				KS3 reports which include cross curricular levels.

				industrial action.	curricular skills.					
						OC to liaise with C2K SIMs staff to update awareness of new reporting tools available and to establish a solution to the automatic collation of reports for students repeating a year.				
						OC to work with relevant HODs and ensure KS3 levels are provided and included in KS3 reports.				
						OC to advise all staff about the use and content of personalised report comments.				
						OC to advise all staff about the format of electronic reports which the parents access.				

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		
Induction/Early Professional Development	No handbook	is available	to support new teaching staff.	New teachers' handbook produced which contains relevant information about the day to day running of St Mary's, support structures and key policies.	OC to liaise with MR to handover and establish current progress with Induction/EPD.	Departmental staff to support & advise new teachers where relevant.			HOD evaluation of procedures and new staff progress.
	Several staff	are in the process of completing Induction and EPD	to ensure they can access UPS.	Documentation of clear procedures for managing new teachers in line with EA guidance.	OC to liaise with SKY to establish new staff for 2022-2023.	Subject teachers to act as 'buddy' teachers to support new teacher and facilitate classroom observations where possible.			New teacher evaluation of support structures.
				Completion of induction and sign off for relevant staff.	OC to produce an effective Induction Handbook for new staff.	New teachers to follow guidelines laid out in in the new teachers' handbook.			Pupil voice of experiences with new teachers.

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		
				Progress to next level or completion & sign-off of EPD for relevant staff.	OC to liaise with SKY and implement EA recommended procedures for induction and EPD.				
					OC to liaise with relevant HODs to plan development opportunities for Induction/EPD staff.				
					OC to liaise with EA/take part in training to ensure that correct procedures are being followed here in St Mary's and produce document outlining procedures and expectations.				

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
1) To improve the school environment and facilities available in St. Mary's CBGS

SEP 2 Application - Sports Hall and associated facilities to the value of £4million. | 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 enhance the delivery of the PE curriculum indoors and provide additional indoor extra-curricular and competition opportunities | On an ongoing basis. | Design and planning completed by December 2022.

Tendering process completed by August 2023.

Depending on the cost of the development that must not exceed £4 million try to secure a 4 badminton court sports | 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 | Principal updating staff as required against progress made. | | Application accepted and awarded on 21st January 2019.

Scoping and business case was completed in January 2020.

Consultants appointed and initial Board meeting held 12th May 2021.

During 2021-22 | Minutes of meetings

Scoping reports

Planning documentation

In 2021-22 visits to completed Sports facilities across other N.I. schools have taken place by the Principal and Head of Corporate |

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
	to a gymnasium and a sports hall. St Mary's students do not currently have a Sports Hall. **YEAR 2 BASELINE** June 2022	The Stage 1 report is now at the final review stage ready to be passed	to the Department for approval	hall with associated changing rooms, fitness suite and PE/General classrooms. Sports hall available for use November 2024.	Engineers – Hanna & Hutchinson Consulting Engineers Ltd, Quantity surveyors – VB Evans), BOG representatives, Principal and Head of Corporate Services.			there were regular meetings between DE and school. In June 2022 Construction & Procurement Delivery (CPD) have advised that the Stage 1 report is now at the final review stage ready to be passed to the Department for approval.	Services to inform design.
2) Electric Vehicle (EV) charging	Currently	There are no EV charging	to accommodate staff,	Three EV charging points to be	Head of Cooperate Services to	To be consulted and			Emails from providers –

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
points to be erected on the school site		points on the school site	parent or visitor requirements	available on the site	investigate and research the grants available and costings pf installation	informed as required throughout the process.			eLighting (Karol Phair BOG meeting minutes (finance sub-committee)
3) Additional land for future development	Recently	The Trustees have acquired the additional fields adjacent to the Upper Springfield Rd. entrance	For use and development by St. Mary's		Completion of legal documentation Planning for the future use of the land in line with SDP and vision for St. Mary's	Consultation with staff as required.	When appropriate consultation with the Student Council to include their views and suggestions	The Trustees have secured ownership of the lands from the Christian Brothers to the ERST Trustees of St. Mary's in June 2022.	
4) Additional Ball Wall to be built with further recreational facility	Currently	there are no limited opportunities for hand ball with a small	during the school day or during recreation at lunch time or a facility and	Ball wall available for use by December 2022.	Progression on BCC requested planning permission.				Ball Wall to be successfully completed hopefully 2022 - 23

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
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).		handball court refurbished at the front of the school site (carpark area) and dead space has been identified that could provide a site for a ball wall that could be used	as part of our extra-curricular provision.		Progression made on the Isherwood and Ellis design team submitted plans for planning permission to BCC on 1st February 2021 progressing.

Design and planning completed November 2021 | | | | |
| | **YEAR 2 BASELINE**

In June 2022 the Board of Governors approved | the partnership funding required for | to further the project towards site works. | | Funding Application progression of project. | | | Funding Application, 'Your School Your Club' approved by the BOG | |

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
		the proposed project.						in June 2022 Tendering process completed Sept. 2022	
5) Refurbishment of specific areas of the school to include: ERLT Exterior WC block Painting of classrooms/ interior of the buildings;	Currently	the refurbishment of the ERLT has begun with a focus on seating, carpets, painting and curtains to be completed in September 2022.	This will provide a suitable space for weekly assemblies, speakers and events for the different Year groups.	Classrooms repainted and ready for use by staff and students for September 2022	Finance sub-committee of the BOG to approve the spend. Head of Corporate Services to manage all aspects of the project.				Principal and Head of Cooperate Services visits to choose appropriate seating. Minutes of meetings, notes, drawings.
	In June 2022 a decision to paint	The majority of the classrooms throughout the school was made.	The work is to completed over the summer break and classrooms		The BOG has agreed the company who will complete the work	Staff to clear personal items from their rooms and store			

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
	Exterior toilets	Require a redesign	ready for Sept. 2022. In order to refresh the facility and ensure they are used safely by the students.	Design of toilet block agreed. Plans completed and tendering process underway. Security cameras for the building added to focus on the entrance doorways to the toilets.	based on the tender process carried out earlier this year. Design agreed with BOG and ELT.	safely during the refurbishment work.			
Replacement of PA system in the	Currently	The PA system especially in the AH	In unreliable and often does not function properly	Fully functioning PA system in operation.	In May 2022 company chosen to complete the work at a cost				Company secured and

Area for Attention (AFA)	Baseline Position			Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
	Quantitate Part	Verb Part	Quality Part		BOG/P/SLT	Teaching staff/staff	Pupils		
Assembly Hall and the ERLT					of 6K to the school.				invoice paid (May 2022)
6) Improved links with Alumni to assist with aspects of Teaching and Learning	In June 2022 a careers information week was held for Year 8-11 following ARP3 tests.	The event will focus and inform career pathway choices among the students.	To help with a range of events to assist out students choosing career pathways.	Building of an Alumni database.

Organisation of events/ workshops for the students involving Alumni.

Increased provision of bursary awards to assist students moving to third level education. | Further links developed between Alumni and HODs/ Careers Officer for mock interviews and careers events.

New Bursaries secured and used to assist our students.

Database of Alumni prepared. | link with Alumni officer to organise speakers and events for the students. The Careers officer has worked closely with H. McGettigan to involve recent past alumni to participate in the Careers event in June 2022. | encouraged to attend work experience offered by Alumni and identify further areas of interest that could be provided by Alumni. | | Programme for the Careers Insight week 21/6/22 – 24/6/22 |

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 (2018-2021) – last three-year cycle.
- GTCNI: Teaching – the Reflective Profession
- School Student Surveys
- School Parental Surveys
- School Governance Reports (following each BOG meeting) January 2020 – June 2021
- School Governor Survey June 2022
- 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 and May 2022 (GOC)
- DE: Guidance to Boards of Governors and School on School Development Planning June 2022
- DE Circular 2020/10: School Development Planning and Target Setting (Post Primary)
- 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

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

Appendix 4 – School Policies

Policy Name	Date Updated	Next Review
Acceptable Use Policy	Mar-21	01-Mar-24
Access Arrangements	May-22	01-Mar-25
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
CCTV Policy	June -22	01-June-24
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	May-21	01-May-24
Extra-Curricular Policy	Mar-21	01-Mar-24
Faith Development Policy	Mar-21	01-Mar-24
Fire Evacuation Policy	June -21	01-June-24
Freedom of Information Policy	Apr - 22	01-Apr-24
GDPR	Apr -21	01-Apr-24

Policy Name	Date Updated	Next Review
Grievance Policy	Apr-21	01-Apr-24
Home and Hospitality Visits Policy	Mar-21	01-Mar-24
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	June-21	01-June-24
Nut, Peanut Allergy and Special Diets Policy	Sept - 22	01-Sept -24
Parental Code of Conduct	June-21	01-June-24
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
Post Results Service	June -21	N/A
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 Policy	Apr-21	01-Apr-24
Student Attendance and Punctuality Policy	May-21	01-Mar-24

Policy Name	Date Updated	Next Review
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.