St. Mary's Christian Brothers' Grammar School

SCHOOL DEVELOPMENT PLAN

2021 -2024

YEAR 3 Action Plans

Edmund Rice Schools Trust

YEAR 3 2023-2024

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

Staff Development and Training 2023-2024 (Year 3)

Staff INSET day	Agenda Items
INSET 1 23/08/2023	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 (31/08/2023)	Overview of Areas for Attention in SDP (SLT) HOD Meetings – Departmental APs Whole staff training Staff wellbeing - Divis Mountain walk
INSET 3 (29/09/2023)	West Belfast Area Learning Community joint Staff Well-being Day (<u>AM session</u> with lunch) Keynote speaker: Art of Brilliance, Mr Paddy Cordell Workshops to include: - Enhancing Resilience / Mental 'Wealth' (Nicola Lynagh) - Cara Friend / Aa Out Anti-Bullying Staff / Pupils (Jo McParland) - Strive NI School Anxiety and Emotional Regulation (Elaine McCrisken) - Hopeful Minds (Mary Dunne) - Staff Well-being and Self Care (Prof. Suzanne Martin) - Mindfulness (Catherine Wells) - Good Mood Food/Well-being (Wendy Donaldson and Liz McCabe) - Restorative Practice (Martina Jordan) <u>PM session</u> Cancer Focus NI Speaker on St. Mary's campus – "Dangers of Vaping among young people"
SDD 1 (27/10/2023) (Twilight 26/10/23)	Departmental follow-up ARP1 Year 9 PTM (School Cloud) SEAG Familiarisations for staff assisting on site and separate presentation for Year 6 parents
INSET 4 (22/12/2023)	Staff well-being day off site in lieu of staff assisting with SEAG testing on Saturday 11th November and Saturday 25th November 2023.
INSET 5 (12/01/2024)	Pupil reports Staff Directed Time Budgets
SDD 2 (28/03/2024) (Twilight 24/01/24 and 21/02/24)	Departmental work – Analysis and departmental discussion for ARP2 HOD workshop on Value Added 24/01/24 - Year 10 PTM (School Cloud) 21/02/24 - Year 11 PTM (School Cloud)
SDD 3 (29/03/2024) (Twilight 06/03/24 and 20/03/24)	06/03/24 - Year 12 PTM (School Cloud) 20/03/24 - Year 8 PTM (School Cloud) Departmental work
SDD 4 (19/04/2024)	Coursework Moderation PPA Departmental work
SDD 5 (29/05/2024)	Year 8 CAT4 Testing Departmental meetings Preparation of ARP4 in-house assessments Completion of end of year BoG report Completion of evaluation of current departmental action plans in HoD report and HoY report Completion of special considerations for pupil public examinations.

Review of SDP Targets

Year 1 (2021-2022)

A Review of Year 1 of the SDP Targets (2021-2022)

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 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
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. 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. 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.		Comparison of ARP2 mock results against academic targets. 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.

(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		
Detention Detention will be used only as a serious sanction. The format of detention will be changed.	Achieved: 1 2 3 ④ 5 Not Achieved: Need for more subject-specific intervention - Staff still need to encourage students regarding sub-standard /missing/poorly presented work.	Cabinet is now in place. Results of Year Head questionnaire. - Restorative justice practices reported as having a positive effect - Fewer problems re: behaviour during DT sessions - Limited change in attitude from repeat offenders - Issue of sanctions for lates 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 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 logbook. • 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) **Particularly 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 Many 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 because 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.

Review of SDP Targets

Year 2 (2022-2023)

A Review of Year 2 of the SDP Targets (2022-2023) – Baseline position for Year 3 SDP Targets
2022-2023

In Year 2 of the School Development Plan (2021-22) saw a settled academic year with a return to full public examination and a more normal school year with extra-curricular activities and sporting activities in full operation. We welcomed two new senior teachers to the management team. This included the new SLT post for whole-school evaluation which is benefiting our improvement journey. The Board of Governors also appointed a staff member to manage Shared Education, EREBB and Edmund Rice activities. We also appointed a new Head of Year (Year 8) to the Pastoral team.

This year we were awarded a Certificate of Distinction in The Spirit of Catholic Education Awards acknowledging the ethos of St. Mary's and the work of our Eco Club student members and their mentors.

We also had a visit from the Education and Training Inspectorate in January 2023, where the inspector reviewed our SDP and the progress made against our targets. Following meetings with the Principal and the Senior Leadership Team and reviewing whole school documentation, the feedback received acknowledged:

- the hard work conducted to tailor the curriculum on offer to the benefit of our students.
- the soundness of our safeguarding processes.
- the clear connections between curriculum and pastoral care and St. Mary's committed to a holistic approach to support our learners.
- the academic and pastoral supports that are in place and how these are making a positive impact with learners.
- the contribution student voice is making to inform school development.
- the Executive Leadership Team and Senior Leadership Team's ELT/SLT clear understanding of the challenges and barriers the students experience.
- Acknowledged that the evidence showed the role of every person in SLT and across the school in securing whole school improvement.

The report from Eti as well as a full review of Year 2 action plan progress provides the foundations for the work we will carry out during the final year of the current SDP.

| **Quality of Provision**

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 teamwork.

To secure funding from the Skills Builder Partnership to provide staff with CPD in the baselining of pupil | Achieved:

1   2   3   (4)   5

Not Achieved: N/A

Further improvements in the organisation of the delivery of Skills Builder have been built into the timetable for 2023-2024. | An interim evaluation of Skills Builder was carried out in December. This involved a survey for all pupils sitting the programme and oral feedback from teaching staff delivering the programme.
The outcome from the evaluation indicated that the classes delivered during the form period were less effective than those delivered during the standalone periods allocated in the timetable to 8D, 8E and 8F. This was due to time pressure arising from form teachers dealing with ongoing issues with pupils in |

skills and delivery of short lessons that address pupil shortcomings across these core skills. (*Leadership and Management, Quality of Provision*)		their form classes and disruption caused by assemblies/year group pupil events. GOC also met with the teachers of 8D, 8E and 8F to discuss the suitability of the course. The feedback from these teachers was extremely positive. Mini projects based upon the development of a number of skills were started by these teachers in the second and third terms this year. A provision for additional allocated time in the 2023-24 timetable for the delivery of Skills Builder to all Year 8 and 9 classes has been planned, to include one period per week for the duration of the year. All criteria contained within the bronze award for the delivery of the Skills Builder Programme have been met so far, this academic year. PowerPoint presentation from August 2022 INSET Strategy agreed from meeting with Sophie and Action plan for the implementation of skills builder to meet the requirements of the Bronze Award was discussed and completed. Agenda from INSET training session for staff. Recording of training from Skills Builder. Minutes from staff meetings in November during directed time. Copies of new tailored lesson content available on staff shared area. Copy of adjusted teaching schedules for 9D, 9E and 9F. Copy of assessment resources used by departments for pupils in 9D, 9E and 9F.

		ARP results for Year 9 pupils.
		Feedback from pupil survey on Skills Builder
		Planning for new timetable in 2023-24
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. To ensure that pupils read and utilise the written feedback to make improvements to current/future work. (*Leadership and Management, Quality of Provision*)	Achieved: 1 2 3 (4) 5 Not Achieved: N/A Gaps in data may be evident as a result of current industrial action.	All HoDs have action plans in place where areas for development have been highlighted that focus on improving outcomes for pupils. All HoDs completed an interim evaluation of the targets contained within their HoD report. While these have not been formally requested by SLT, these will be documented under Section 5 in their current HoD report. Final evaluation of HoD reports conducted on 29th May 2023 and final reports submitted to SLT on this date. Copies of HoD training materials Copies of HoD planning reports Minutes from meetings with HoDs in October 2022 Copies of final HoD report with Section 5 completed.
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.	Achieved: 1 2 3 (4) 5	Areas for development detailed in departmental baseline reports are addressed in HoD reports. Individual lesson observation feedback sheets are being utilised in this year's PRSD:

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 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. 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. HoDs provided with training on how to effectively action plan (completion of HoD report) to being about improvement in curricular AFAs. (*Leadership and Management, Quality of Provision*)	Not Achieved: N/A	Teaching staff will consult their individual lesson observation and departmental learning summary reports to help them baseline the provision for learning and teaching in their lessons and identify an area for focus in their own lesson delivery. Teaching staff will identify practical ways in which they can enhance the provision for learning as outlined in their report. Subject teachers select a lesson for observation by a line manager in which they will focus on the selected aspect of pedagogy/lesson delivery. TCN restarted in the third term following the dismissal of exam classes. Copies of departmental baseline learning reports Copies of individual lesson observation feedback HoD reports including AFAs as outlined in baseline learning reports Departmental minutes from discussion about baseline learning reports Email correspondence RE TCN Copies of PRSD observation sheets.
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.	Achieved: 1 2 3 **4** 5 Not Achieved: N/A	All A2 KS5 SoWs updated to include, where applicable, any necessary prerequisite for A2 in 2022-23. Year 14 ARP1 results – 67/120 achieving three A*-C (56%)

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.	Adjustments completed to SOW (fully met by HOD and subject teams．ₑ	*Year 14 ARP2 results – 62/120 achieving three A*-C (52%) *omits 'absent' grades Copies of adjusted SoW to reflect content cover from AS that wasn't examined in May 2022 and is necessary for A2 in May 2023. Year 14 ARP1 results (Oct. 2022). Year 14 ARP2 results. (Jan. 2023)
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 literacy and/or numeracy will be targeted for intervention and support delivered by our LTs. (*Leadership and Management, Quality of Provision*)	Achieved: 1 2 3 4 **5** This will be continued in Year 3 to meet the learning needs of the cohort.	Classes involved in English and Maths Enrichment: ARP2 comparative analysis against CAT4 indicated that: Maths DEF ARP2 up on average half a grade against CAT4 English DEF ARP2 level with predictions indicated by CAT4 The current Year 8 cohort has demonstrated overall positive progression when comparing their ARP2 scores against CAT4 grades. The entire cohort had demonstrated progression by, on average, one third of a grade. Current ARP2 measure of performance for DEF classes sits at: 8D – Maths (79%), English (79%) 8E - Maths (71%), English (83%) 8F - Maths (73%), English (50%) Evaluation of pupils on Learning Support for Literacy and Numeracy

		Year 9 Literacy
		52 were identified as needing support in literacy. The need for this support was identified following a review of the student CAT4 PTE Data combination report and feedback from English subject teachers. Our Literacy Support Officer (C Dobbin) supported these pupils according to subject specific need as indicated by PTE breakdown individual pupil data profiles.
		An analysis was completed showing a comparison of each pupil's Year 8 baseline measure in literacy (PTE 12 SAS) and a comparative measure of progression following the completion of their intervention programme (PTE 13 SAS).
		Of the 52 pupils 5 did not have data but teacher input indicated the need for support for these pupils. 39/47 (83%) of the remaining pupils were deemed as working at a minimum level expected in relation to their literacy, with 11 of these 39 pupils (28%) we deemed as working at higher or much higher than expected following the completion of their support programme.
		Year 9 Numeracy
		18 pupils have received tailored numeracy support in 2021-22. This support was targeted at areas for attention detailed in each pupil's PTM data profile sheet. 16/18 pupils (89%) have sustained or demonstrated improvement in numeracy following this intervention.
		No data on Year 10 due to testing halted by COVID 19
		Year 8 CAT4 Data for D/E/F classes

			HoD reports for English and Maths – AFA focusing on provision for Year 8 classes D/E/F ARP1 tracking results Support log from LTs (English and Maths) Notes from HoD meetings Re. ARP1
Whole School Evaluation and Quality Assurance 1) Establish new SLT Role - Whole School Evaluation and Quality Assurance - Aim to introduce staff to new role - Begin to establish a more robust culture of self-evaluation and quality assurance 2) Teacher Professional Learning (TPL) for staff and BMC (Senior Teacher Whole School Evaluation and	Achieved: 1 2 3 (4) 5 Not Achieved: N/A		- Copies of presentations material shared with relevant staff. - HoD Action Planning more autonomous; baselining, monitoring and evaluation showing evidence of becoming more robust and quantitative – All HoDs have submitted baseline, targets, actions and plans for monitoring/gathering evidence for 2022-23 - Completed HODs Action Plans to be submitted May/June 2023 - - HoY BoG reporting processes showing significant improvement; baselining, target setting, monitoring and evaluation has become more meaningful and robust (this is becoming an ongoing process as opposed to a one-off retrospective event) - All Heads of Year have engaged in collaborative baselining and action planning and submitted individual targets and plans for monitoring/gathering evidence for the first time in 2022-23 - Completed HOY BOG Reports to be submitted May/June 2023 - Pastoral meeting minutes - Staff contributions informed HOY questions and data gathering through Dec 2022 pupil survey

Quality Assurance) in relation to evaluation and quality assurance - Engage in personal professional development - Provide whole staff professional development		- Learning Leaders (p.11) *'Teachers will be supported in taking more autonomy over their own professional learning,'* (p.14) *'Support and professional learning for school leaders will be strengthened by developing a pathway to leadership'* - Developing a more Strategic Approach to 14-19 Education and Training (p.29) *'Consideration needs to be given to the current assessment measures in place and how we can ensure that these are more flexible in terms of accommodating a broad and diverse range of learning pathways'* - A Fair Start (pp.61-66) *'Driving Forward Teacher Professional Learning'* Dissertation research shared with SLT and will be shared with participants in Leadership Capacity Building Programme – Aug 2023
3) Develop data collection processes as a mechanism for monitoring and evaluation - Collaborate and support middle leaders in action planning/BoG reporting processes - Collaborate and support SLT in action planning processes - Develop data collection processes from staff and parents to evaluate school improvement	Achieved: 1 2 3 ④ 5 Not Achieved: N/A	- Analysis of WSE Dec 2022 presented to SLT 7th March 2023 - 8 HoDs have contributed to the whole school survey Dec 2022 to either baseline, monitor or evaluate action planning progress - Feb 2023 HoDs data shared ahead of review point 1 Feb 2023 for purposes of baselining, identifying AFA and monitoring progress – Data to be included in final submission of HoD Action Plans May/Jun 2023 - 6 Heads of Year are gathering data from surveys - Feb 2023 Heads of Year data shared ahead of review point 1 Feb 2023 for purposes of baselining, identifying AFA and monitoring progress – Data to be included in final submission of HoY Action Plans May/Jun 2023 - Analysis of year group attendance, punctuality, detentions, suspensions and ARP progress provided

		- 5 members of SLT are using the whole school survey to baseline, monitor or evaluate their area of responsibility - Evidence gathered and supplied for SLT Actions Planning on Positive Behaviour, Skills Builder, Restorative Justice Practices and Senior School Enrichment –March 2023 - 6 HoDs have indicated that they have/will be conducting surveys internally within their department - Middle leaders are now independently baselining, target setting, monitoring and evaluating using internal and external data - 1002 pupils completed Dec 2022 pupil survey (85.6% of pupil population and an increase of 28.5% from the May/June 2022 pilot survey)
4. Look for additional quality assurance opportunities and achieve improvements in these areas	Achieved: 1 2 3 (4) 5 Not Achieved: N/A	- All pupils across the school are being surveyed in relation to pupil attitudes and perceptions of the N2 toilets - 48.4% of pupils across the school told us they are comfortable using the N2 toilets - 51.6% of pupils across the school told us that they avoid using the N2 toilets - The highest level of avoidance is amongst KS4 pupils with the most sighted reason being vaping - New toilets in the N block yard will be completed in April 2023 improving pupil toilet facilities - SLT presence will continue at N2 toilets during break and throughout the day - All pupils across the school are being surveyed on their perceptions of behaviour in key areas and what improvements can be made - Dec 2022 pupil survey – Behaviour in Classrooms: Poor 5.2%, Ok 46.6%, Good 48.2% - Behaviour During Break and Lunch: Poor 9.6%, Ok 51.2%,

		Good 39.2% - Behaviour in Corridors: Poor 15.4%, Ok 60.1%, Good 24.5% - Data may identify AFA for Leadership Capacity Building Programme participants to develop - 38 Staff completed survey relating to clean shaven rule 89.5% in favour of temporary amendment, 15 parents completed survey 100% in favour of temporary amendment – Amendment in place from Jan to be reviewed after term 2 - 762 pupils completed pilot survey across the school - 72% told us that they feel achieving good grades is worthy of celebration - 39% told us that they feel pupil success is not celebrated enough - 58% told us that the possibility of being rewarded with gift vouchers is motivational - During pilot day of celebration (Jun 2022) 42 pupils across KS3 received £20 gift vouchers in celebration of their ARP4 results 2021-22 - 7 ARP2 celebration assemblies held Feb 2023 - Photographs taken; event publicised on school social media and display created in school foyer
5. Develop a culture of meaningful distributed leadership that will lead to - Emergent leadership - Teacher leadership - Collaboration - Effective TPL - Scaffolding of leadership	Achieved: 1 2 3 **4** 5 Ten applications from the teaching staff have been interviewed and linked with an SLT member with APs planned for Year 3. Not Achieved: N/A	- 10 staff have submitted an expression of interest

Positive Behaviour Continued implementation of the Positive Behaviour Policy *Moving Forwards, Making a difference: A planning guide for schools 2022-2023 pg. 5,24,25* (Care & Welfare)	Achieved: 1 (2) 3 4 5 Not Achieved: As EA are ceasing the use of Sims soon (possibly March 2024) we will return to the use of Lesson Monitor and HOY monthly reports to the VP Pastoral.	Email to all staff. PLT meetings – minutes Year Head meetings with Form Teams. Presentations by: Translink, Love for Life, Gambling, Safe Driving, Holy Trinity Youth Club on resilience. *Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework February 2021 pg. 14,17,20,21* SLT/YH and lunchtime supervisors' feedback *Emails to all staff, reminder at assemblies* *Notices on sign-in desks.* *Assemblies.*
Focused strategic meetings between pastoral groups	Achieved: 1 (2) 3 4 5 Not Achieved: *Meetings have not taken place on a regular basis due to time constraints.*	Minutes of Key Stage meetings. 21st September 2023 19th April 2023 10th May 2023
Effective use of Behaviour Management module on Sims	Achieved: 1 2 3 (4) 5 Not Achieved: Review the use of the Sims Behaviour Management Module as Sims will be replaced shortly by EA. Revert to the use of Lesson Monitor and HOY monthly reports.	Anecdotal feedback from PLT Information recorded on Behaviour Management. PLT minutes of discussion of use of Behaviour Management module, 3rd May 2023. KS3 minutes - 19th April 2023, 10th May 2023. Whole school pastoral meetings – 9th May 2023. Staff not using module as anticipated due to lack of further training. Also, staff do not view this as effective as the use of Lesson Monitor and the monthly YH pastoral reports.

EA Behaviour Support pilot programme	Achieved: 1 2 3 (4) 5 Not Achieved: Where possible make further use of this resource to assist identified pupils.	Work continues one day per week with 3 identified pupils. Two pupils have secured a place at the Link Centre, beginning after Easter. Weekly update and feedback to appropriate Head of School and SENCo/ Learning Support Officer. *Weekly updates between Link Centre Personnel and SENCo.* *Regular Friday meetings between HOS and Link Centre Personnel* *Info disseminated as appropriate.*
Monthly pastoral focus across the school	Achieved: 1 (2) 3 4 5 Not Achieved: *The Monthly focus needs to be clearly communicated to the HOY, FT and pupils and displayed throughout the school.* *Further updates to PLT team on a regular basis to encourage and embed the focus topics as this year the HOY and FT were not utilising the monthly pastoral focus as anticipated.*	Posters displaying the monthly focus. Assemblies PLT minutes SLT minutes
Sanctions	Achieved: 1 2 3 (4) 5 Not Achieved:	Pupil voice Detention statistics Late detention statistics Statistics from Sims, comparison Email, 29th March '23 Pupil voice Staff observation on the lane and around the school.

Detention Detention will be used only as a serious sanction. The format of detention will be changed.		Staff observation heightened. FTs directed to check uniform on a daily basis during registration. Email sent to all Form Teachers 25th Jan '23 attachment about school coats. Use of Shoe Bank. Daily record sheet. Reduction in number of pupils presenting to school in the wrong footwear - Shoe bank list.
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. *(Care & Welfare)*		Letters from Year Heads Assemblies KS3 rewards after Christmas. Whole school rewards for top achiever in each form class as well as most improved pupil in each form class based on ARP2 data. Vouchers distributed at assemblies. Assemblies/list of pupils achieving rewards/ photographs taken and displayed in the foyer and on our social media platforms. February 2023. ARP1 letters sent by YH November 2022. KS3 letter from Principal to recognise successes in ARP2 sent February 2023. Lists of pupils rewarded emailed to all staff 24th February 2023 so that pupil success can be acknowledged across the school. Ks3 Summer celebration and reward days – full programme of activities took place (including a career pathway workshop) Year 8-10 27-29th June 2023.
Staff Well-Being Practical ways to address staff well-being and improve staff morale *(Care & Welfare)*	Achieved: 1 2 3 (4) 5	Scones provided 23rd August 2022 to welcome staff to the new academic year. BBQ for staff and Year 8 pupils at the end of the Edmund Rice Camp from 1.30pm on 26th August 2022, with an early finish at 2.30pm.

	Not Achieved: N/A	Staff welcome to participate in a staff well-being walk from 1.30pm on 31st August 2023. Buffet lunch provided to staff on 31st August 2023. Cream buns provided by the Principal for the staff quiz on 9th November 2022. Buns provided to the volunteer staff on the GL Assessment Day (12th November 2022). During the In-house examinations week in December 2022 staff were permitted to be off site from 12.45pm X 6 days. Buns for staff Fri. 13th December 2022 as a thank you for Open Night success. Prize Giving Day, 22nd December 2022 teachers invited to attend the celebration buffet and allowed to go home at 11.30am following the event. Tipperary Water delivered monthly and available in the office, staff room and the ER building. Staff holidays arranged to allow for an additional break at St Patrick's Day (14th – 17th March 2023. We hosted a Staff Well-Being Day on 6th April 2023. A wide range of activities were planned for the day with a staff meal at the end of a very enjoyable day drawing Term two to a close. Cream buns provided to the staff at break time to mark the Edmund Rice Day on 5th May 2023. Twilight INSET X 3 arranged to reduce travel to school on three staff inset days. Staff permitted to be off site during non-teaching periods by signing out with the Principal's PA in advance. Staff Fund launched this year 'Club Oibrithe Scoil Mhuire' with a £300.00 donation from the school. Thank you, dinner on the 25th May 2023, for staff helping with extra-curricular activities and volunteering to help with the GL assessment.

		Staff involved in Extra-curricular sports received three items of clothing (choice from Jacket, Gillet, T shirt or Tracksuit bottoms). Sandwiches provided for late twilights X 5 occasions. Flexibility and support from the Principal to assist staff on personal days. 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.
Restorative Practice - 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 - 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 - To enhance the school environment with visual displays promoting Restorative Values - To identify key words and phrases which enshrine the values of Restorative Practice	Achieved: 1 2 3 **4** 5 Not Achieved:	Email correspondence with Tracey O'Neill and Martina Jordan (EA) 28th November meeting with MJ and TON (EA) SLT minutes Email to staff Email to CA's RP Hub register re meeting with Tracey O'Neill Email from Martina Jordan (EA) confirming training for CA's. Email from a number of CA's offering positive feedback from initial setup meeting and subsequent meetings with Tracey O'Neill Meeting with CRJ Ireland at RP Symposium at Dunadry Conversations and emails with Martina Jordan and Roisin Doran (EA) 28th November meeting with MJ and TON (EA) 27th October Meeting Roisin Doran and Tracey O'Neill (EA) – Minutes 'Restorative Me' certificates

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 - To produce a Restorative-based template to lead the return from suspension discussion for use across all year groups		Full day training for HoY, HoS 15th January 2023 by EA, Martine Jordan Emails and conversations with Year Heads Reduction in detentions compared same period last year (Sept 1st-Dec 1st) Reduction in suspensions v 2021 (Sept-Dec) Student feedback following HoY/HoS intervention Parental feedback in conversations on telephone and in meetings BoG RP Pack Emails, Teams meetings, in-person meetings with Newbridge CC teachers Application document, emails Diary notes re meeting with DH Dec 1st Email sent to DH and RPWG Dec 7th Diary notes from meeting Martina Jordan Nov 28th Posters and display board when completed Completed January 2023 Emails, grant application, phone calls Template for return from suspension interviews SLT minutes PLT agenda Conversation with SKY regarding role of Principal's PA in providing template to HoY when suspension requested, and to be returned to PA for filing post meeting Fully addressing and exceeding references to RP in, but not exclusively: • **A Fair Start (May 2021)**

		• **Emotional Health and Wellbeing in Education Framework (February 2021)** • **Moving Forwards, Making a Difference (May 2022)** • **Monitoring and Reporting Pupil Attendance Using Absence Tiers (September 2022)** • **Learning Leaders – A Strategy for Teacher Professional Learning** • **Addressing Bullying in School's Act (September 2021)**
SEN provision Continued enhancement of SEN provision through CPD opportunities with the aim of making more effective use of classroom assistants to support learning and teaching. (Implementation of SEND Act (2016) to include staff training on the revised SEN Code of Practice). (*Leadership and Management, Quality of Provision*)	Achieved: 1 2 ③ 4 5 Not Achieved:	Attendance record staff INSET 23rd August Copy of presentation Staff evaluations sent electronically and directly to EA GOC meeting with CAs on 5th and 10th October and follow up email sent to all staff 12/10/2022 Classroom assistant timetables (AEN Folder) Emails from A Barr sent to specific Year 8 subject teachers on 31/8/2022 *Moving Forward Making a Difference* Report- using diagnostic assessment to address learning gaps and planning interventions to complement high quality classroom teaching. Resources used during workshop with pupils Pupil evaluations Register of pupils availing of support from P McD and K R.

Development of an AEN Ambassadors group – focus on year 8 pupils to support transition.	Achieved: 1 (2) 3 4 5 Not Achieved: Union action has hindered opportunities for teaching staff and AEN staff to collaborate.	Attendance record for AEN workshop on 27th October 2022 Case studies document – Staff – AEN 2022-23 – Staff CPD folder Case studies document – Staff – AEN 2022-23 – Staff CPD folder *Learning Leaders:* "encourage professional dialogue informed by current research and practice to improve pupil outcomes." Applications for Leadership Development Programme. (April 2023) AEN Google classroom
Continued delivery of PASS Mentoring Programme for Year 8 pupils.	Achieved: 1 2 3 4 (5) Not Achieved: The use of PASS is fully imbedded and being used to support pupil learning.	Parental consent letters Emails from PASS mentors to form teachers with updates Emails from A Barr to Year 8 FT and Pass Mentors **PASS data – retest** **Pupil and staff surveys** *Moving Forward Making a Difference* Report- using diagnostic assessment to address learning gaps and delivering brief and regular interventions. Planning interventions to complement high quality classroom teaching.
Implementation of new Personalised Learning Plans (PLPs) and use of SIMS to share SEN information.	Achieved: 1 2 3 (4) 5 Not Achieved:	Minutes from WBALC meetings LSC attendance record from training on 7th and 8th Dec. KS3 PLPS on SIMS. Individual pupil records on Sims

Raising Academic Achievement	Achieved:	- ARP1 monitoring data.
Less than 30% of students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2023. Further reduction in the number of students achieving lower than 3 A-C grades in year 13 ARP3 in April 2023. Reduction in the number of students who are 2 or more grades below their chance analysis grades in 2 or more subjects from ARP1 to ARP2 & ARP3. Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.	1 2 **③** 4 5 Not Achieved: While 29% of A2 students scored less than 3 A-C grades in A Level examination, the figure for year 13 is unclear as some subjects are studying linear qualifications with no AS examination result. After school study offered 4 days per week with between 7 and 20 regular students daily. This will be driven further in the coming year with the hope of expanding the time available each day. Chance analysis data has not yet been analysed but this will be a focus for the coming year to help further identify underachievement.	- Parental Interview records. - Parental letters. - Records of meetings with students. - Target setting documents completed for all students scoring lower than a 'C' grade in ARP1. - Study Skills research. - Providers have been found but no suitable provider so far. - Plans for in house provision by KR/OC if no suitable agencies identified. - ARP2 monitoring data. - Target setting documents. - Records of meetings with student/parent. - Analysis of numbers at late study. - ARP3/August examination results - Student evaluation data.
Senior School Enrichment	Achieved:	- Induction presentations from HoS/YH.
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. Recruitment of at least 30 year 13 students who are given clear roles and responsibilities. 5% of year 13 students participating in projects in the local community. Positive feedback from pupil and staff evaluation of provision.	1 2 3 **④** 5 Not Achieved: An incredibly positive response from the students, with plans to extend the programme and look at further areas of interest highlighted from student voice.	- Enrichment modules: - Evaluation evidence so far has been positive. - 73% of students surveyed have had positive/excellent experiences. - Suggestions received from students with ideas for further modules including ICT/Coding/Film Studies/Irish. - Incredibly positive anecdotal feedback from staff so far. Very enthusiastic staff. - Full staff and student evaluation planned for May to evaluate enrichment modules. - Refreshed induction programme.

School Reports Updated comment banks to encourage more efficient/accurate completion of pupil reports. All reports to be published on SIMs Parent App in 2022-2023. Automatic collation of reports for repeating students. KS3 reports to include levels of progression in cross curricular skills.	Achieved: 1 2 3 **4** 5 Not Achieved: The publication of reports to parents on the Sims App has been successful. Some work has been completed by HOD and their teams on report comment banks, this work will continue in Year 3.	- Updated comment banks. - New subject templates in comment banks. - New report layout with reformatted attendance data. - ARP1 reports distributed via SIMs Parent App. - ARP2 reports distributed via SIMs Parent App. - Parent Voice. - ARP3 Reports distributed via SIMs Parent App
Induction/Early Professional Development New teachers' handbook produced which contains relevant information about the day to day running of St Mary's, support structures and key policies. Documentation of clear procedures for managing new teachers in line with EA guidance. Completion of induction and sign off for relevant staff. Progress to next level or completion & sign-off of EPD for relevant staff.	Achieved: 1 2 3 **4** 5 Not Achieved: New staff to St. Mary's have been inducted into the school and supported by SLT and HODs. Teachers completing aspects of Induction, EPD1 and EPD2 have been identified and fully supported and guided through the process.	- Handbook for new teachers. - Registration on EA Portal - New teacher Portfolios. - Targets set and agreed. - Observation reports - HOD/Supervisor Evaluation. - Completed portfolios. - Teacher progression to next level.
To improve the school environment/facilities available in St. Mary's CBGS 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.	Achieved: 1 **2** 3 4 5 Not Achieved: DE communications –Letter from DE (April 2023) indicating that due to funding challenges all SEP2 applications would remain at the 'planning stage'. The BOG, sub-committees and ELT will continue to plan with our architects and C. Brady (DE).	Application accepted and awarded on 21st January 2019. Minutes of meetings Scoping reports Planning documentation

<table>
<tr>
<td></td>
<td></td>
<td>In 2021-22 visits to completed Sports facilities across other N.I. schools have taken place by the Principal and Head of Corporate Services to inform design.

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.

Minutes of meetings

DE communications – April 2023 All SEPs to remain at planning stage due to DE budgets.</td>
</tr>
<tr>
<td>2) Electric Vehicle (EV) charging points to be erected on the school site

(*Leadership and Management, Quality of Provision*)</td>
<td>Achieved:

1 (2) 3 4 5

Not Achieved:

Paused as the cost was more than the allocated budget at this time.</td>
<td>Emails from providers – eLighting (Karol Phair

BOG meeting minutes (finance sub-committee)
The cost of installing the EV charging points during this financial year was impossible given the capital required. The BOG Finance committee will keep this under review.</td>
</tr>
<tr>
<td>3) Additional land for future development</td>
<td>Achieved:

1 (2) 3 4 5

Not Achieved:</td>
<td>The Trustees have secured ownership of the lands from the Christian Brothers to the ERST Trustees of St. Mary's in June 2022.
Communications with the tenant farmer regarding the change in ownership and the ending of use of the land for farming purposes.</td>
</tr>
</table>

		June - July 2023 clearing site, drainage, and preparation of lands to begin.
4) Additional Ball Wall to be built with further recreational facility 5) 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).	Achieved: 1 2 3 **(4)** 5 Not Achieved: Official opening of the Ball Wall is planned for October 2023 Awaiting the school and ERST logo as well as sporting designs to be added to the wall surfaces.	Funding Application, 'Your School Your Club' approved by the BOG in June 2022 Tendering process completed Sept. 2022 Ball Wall was successfully completed hopefully June 2022. Lighting and cameras around the perimeter of the Ball Wall and MUGA to be completed July 2023. School logo, ERST logo and sporting images for the Ball Wall surface are undergoing final approval – June 2023
6) Refurbishment of specific areas of the school to include: ERLT Exterior WC block Painting of classrooms/ interior of the buildings.	Achieved: 1 2 3 **(4)** 5 Not Achieved: Further development of links with Alumni supported by H. McG. and the careers department. Further painting and refurbishments planned for Year 3 but hindered by the reducing budgets to schools.	Principal and Head of Cooperate Services visits to choose appropriate seating. Minutes of meetings, notes, drawings. Lecture Theatre completed and in use. Minutes of meeting for exterior toilets 2022-2023 Construction completed May 2023 Website news bulletin Letter to parents of Year 8 Finger point data collection from Year 8 pupils – May 2023 HOY Assembly re. behaviour expectations of students using the new block of toilets. Many classrooms and corridors were painted between July 2022 – April 2023.

Replacement of PA system in the Assembly Hall and the ERLT	Achieved: 1 (2) 3 4 5 Not Achieved: The fault in the PA system requires further investigation with a possible full rewire needed across the school site. This will be reviewed during the summer break.	Company secured and invoice paid (May 2022) PA system refreshed and worked quite well until April 2023. However now not working and needs extensive refurbishment during the summer break. Further work is needed to the PA system across the school site. This is planned for the summer break.
7) Improved links with Alumni to assist with aspects of Teaching and Learning	Achieved: 1 2 3 (4) 5 Not Achieved: Further development of links with Alumni supported by H. McG. and the careers department.	Programme for the Careers Insight week Range of past pupils assisting with mock interviews and placements e.g., accountancy, business, finance, sport, medicine, nursing, hospitality **Links with Alumni** **16/11/22** Year13 and 14 pupils attended a presentation by past pupil **Deaghlan Bunting** in the Assembly Hall. Deaghlan previously spoke with pupils during the Careers Week at the end of last year. The talk focussed on Deaghlan's experiences, challenges, and the importance of building resilience, with a huge emphasis on the impact that his education in St. Mary's has had on his life. Miss O Convery, Mr B McComb **19/10/22 All Ireland Trophy Day** - Joe Mc Donagh and Liam Mc Carthy cups. Took place periods 5-7. Mr T Austin supported by the PE Department arranged and hosted the 'All Ireland Trophy Day.' This involved several past pupils from the Antrim squad participating in the Q & A in the lecture theatre (Michael Bradley, Aaron Bradley, Stephen Rooney, Daniel McKernan, Conor Johnston

		and Gerard Walsh). The event was recorded by local media. T Austin, Mr P Cunningham. PE Department. D. Finnegan, Prefect Team. Gaelic and Hurling squads throughout the school **11/10/22** Hugh McGettigan arranged for **Adrian Lismore** (past pupil) to visit school – see earlier detail. Adrian is a past pupil (left 1987) who is an entrepreneur and leading name in the field of digital technology and specifically e-sports, sports technology and EV technology: https://www.linkedin.com/in/adrian-lismore-55aaa516. Adrian is based in Florida and the Bahamas. Mr H McGettigan, L O'Connor **18/11/22 Gavin Boyle** past pupil and former Cambridge undergraduate visited the school and met with the KS5 students to discuss his pathway through St. Mary's and his Finance career in London. Mr H McGettigan, L O'Connor 2/3/23 **Visit from Belfast Lord Mayor**, Counsellor Christina Black. She presented to the Year 11 students and spoke about the need for respect for communities, respect for each other, self-belief, and respect for women. The Year 11 students thoroughly enjoyed the presentation. 11/5/23 **EREBB Visit to St. Mary's** We enjoyed a visit from our partner EREBB schools on Thursday 11th May from periods 5-7. Students delivered a social justice presentation to the EREBB delegates in the ER Lecture

		29/05/23 **Links with Feeder Primary Schools**. Gather pupil data from our feeder schools.
		21/6/23 **Taster Day Year 6** visits to St, Mary's by 18 of our feeder primary schools.

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 3 of the SDP – 2023-24)** are summarised below:

Outcomes for Students (Pastoral and Academic)	
Challenge: To ensure high standards of student attainment is achieved as we return to full public examinations; 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 ensure early identification of individual student needs and implement interventions including, literacy, numeracy, PASS and AEN supports, as appropriate. • Review and further develop the PASS programme to support students. • 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. To build relationships with our feeder primary schools with the curricular visits to our feeder primary schools and Year 6 Taster days in operation. • With SEAG being used as part of entrance criteria) for 2024-2025 (Assessments in November 2023) ensure we plan for a suitable curriculum to be in place to meet the needs of the full cohort. To review and revise timetabling structures and continue to provide learning support to individual students enabling them 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 good attendance, punctuality and student well-being. Providing enrichments to pastoral care in line with key issues e.g., vaping, heightened anxiety, mental well-being and enrichment curricular modules in Key Stage 5 to support our senior students as they prepare for third level education. - To further develop a partnership with the Post Primary Behaviour Support Programme (EA PPBSP) to support individual students, 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. - To review homework policies and further develop these for Year 8 students during 2023-2024. - To develop our Shared Education initiative with partner schools providing opportunities for our students to meet and collaborate with other pupils 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:** - To provide adjusted timetables for some groups in Year 8 and 9 as required, building on the success of this support during 2022-23. in line with literacy ability to support engagement and pupil achievement. A return to including GL grades in the admission criteria during Year 3 SDP (2022-2023), with a wide grading profile among the Year 8 cohort. Again, the curriculum has been planned carefully to meet the needs of our students fully. The review of the curriculum in Key stage 3, ensures a broad and balanced curriculum is in place meeting the needs of our current year groups. - To prepare students in Key Stage 4 and 5 for public examinations with no mitigations in place from exam bodies. - HODs and departmental colleagues provided with opportunities to voluntarily engage in TCN with another department / colleague where good practice has been observed. - The Leadership Capacity Building Programme during 2023-2024 provides an opportunity to focus on a range of SDP target areas supported by an extended team of staff.

	• Staff provided with CPN opportunities through the Skills Builder Partnership, TPL for SEND, Continued Sims training, Shared Education training and the in-house Leadership Programme to build skills to enhance professional development. • Look creatively how we as a school can continue to provide some of the supports and programmes that were possible in the absence of Extended School and Engage funding Year 3 SDP 2023-24). • 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 by the PLT team, Creatively use external agencies to support us as we address the pertinent pastoral issues in each year group. • To further develop Curricular opportunities in KS3 by introducing The Skills Builder Partnership in 2022-2023 (Year 8 and Year 9) and further enhance this with taught periods of the programme ('23-'24) – encouraging students to take responsibility for their learning with the aim of enhancing academic success and preparation for the world of work. • Extend the enrichment opportunities in Year 13 and 14 during Year 3 SDP ('23 – '24), (building on the successes of the wide-reaching programme available in 2022-23). • Continue to improve the school environment and facilities available in St. Mary's CBGS working within the DE budget allocation and assisted by our Board of Governors, Trustees, DE and EA partners.
Leadership and Management	
Challenges: Through strategic planning and rigorous self-evaluation at middle, senior and executive levels, promote quality learning provisions with improving outcomes for students.	**Opportunities:** • Maintain the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets for Year 3 of the SDP. With confirmation of a much-reduced budget for 23/24 and supports that were available to the school through Engage and Extended Schools at an end, creative management of a shrinking budget is needed. • To manage the roll out of Sustaining Improvement Scheme to build the new Sports Hall, within the £4 million budget provided. To continue to meet and

	plan in line with DE's decision in April 2023 to pause SEPs at the planning stage.
	• Progression of the successful application for a new Ball Wall and additional MUGA is now complete (June 2023). To ensure these facilities are used to enhance skills improvement, increased student (and community usage) participation in sport and improved pupil wellbeing learning in line with the original application in partnership with Belfast City Council (BCC) and Sport NI funding guidelines.
	• Provision of effective CPD for teachers, classroom assistants and support staff in line with key action plan targets.
	• To further improve evaluative processes and strategically identify and prioritise areas of further development and improvement. To support and guide the staff participating in the in-house Leadership Capacity Building Programme (Sept '23 – June '24) to benefit the students in St. Mary's.
	• Continue to support our beginning teachers / new teaching colleagues ensuring staff are progressing with their professional development.
	• To continue to support staff financially as they complete additional qualifications; 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 (with a focus on PLPs) 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 when required.
	• To enhance communication with parents and carers by reviewing the school reports; adjusting and improving comment banks for reports to ensure reports are meaningful, personalised and assist pupils to develop and improve further.
	• To continue to develop the Alumni partnerships, PTFA links and community 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 previous Covid-19 pandemic and DE/PHA guidance impacting on the current three-year SDP (2021-2024).
- 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 and the return to full public examinations 2022-23.
- 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.
- Parental surveys 2022-2023
- Student surveys 2022-2023
- Staff questionnaires, pupil, parent and staff voice exercises during Year 1 SDP (2021-2022) and Year 2 SDP (2022-2023).

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 47-61)
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 45-46)
7c	Actions to be taken to achieve these outcomes, with final dates for completion	See Action Plans for 2021-24 Year 3 (2023-2024) of the SDP (Page 62-128)
7d	The financial and other resources available to be used in support of these actions to achieve the planned outcomes	
7e	The arrangements for the Board of Governors, in consulting with the principal, to monitor, review and evaluate progress made against the school development plan.	

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

Target Area	Current Baseline Position	School Target 2023-2024
% of pupils achieving Level 5 or above (teacher assessed) in **Communication** at the end of KS3	62%	80%
% of pupils achieving Level 6 or above (teacher assessed) in **Communication** at the end of KS3	44%	50%
% of pupils achieving Level 5 or above (teacher assessed) in **Using Mathematics** at the end of KS3	95%	85%
% of pupils achieving Level 6 or above (teacher assessed) in **Using Mathematics** at the end of KS3	83%	70%
% of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C	99%	99%
% of Year 12 students gaining at least 5 GCSE (or equivalent) at A*-C Inc. Maths & English	96%	95%
% of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C	91%	90%
% of Year 12 students gaining at least 7 GCSE (or equivalent) at A*-C Inc. Maths & English	90%	85%
% of Year 14 students gaining at least 2 or more A Levels (or equivalent) at grades A*-E	98%	100%

Target Area	Current Baseline Position	School Target 2023-2024
% of Year 14 students gaining at least 3 or more A Levels (or equivalent) at grades A*-C	71%	75%

*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**
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) Lead and support all staff in evaluation and improvement processes (2023-24 Action Planning/BOG Reporting – Year 3) - Middle leaders complete Action Plans/BOG reports using ABSAME model 2023-24 - Middle leaders will complete 1 monitoring review point (Jan 2024) – **Dependent upon industrial action** - SLT will complete action plans for 2023-24 Year 3 SDP - SLT will complete 2 monitoring review points (Nov 2023 and May 2024) - 10 CBTL participants will complete school improvement action plans - BMC to support all leaders in WSE evidence gathering and TPL when necessary
	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	2) Develop WSE expertise through effective TPL and plan for 2024 – 2027 SDP - BMC engagement with latest research and support materials regarding WSE and Improvement **Children and Young People's Emotional Health and Wellbeing in Education Framework (Feb 2021)** https://www.education-ni.gov.uk/sites/default/files/publications/education/Children%20%26%20Young%20People%20s%20Emotional%20Health%20and%20Wellbeing%20in%20Education%20Framework%20%28final%20version%29.PDF **Independent Review of Education in Northern Ireland – Interim Report (Oct 2022)**

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**
		https://www.education-ni.gov.uk/sites/default/files/publications/education/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	https://www.independentreviewofeducation.org.uk/files/independentreviewofeducation/2022-10/Interim%20Report%20-%20Published%2012.10.22.pdf **Effective School Evaluation (2016)** https://ero.govt.nz/sites/default/files/2021-05/ERO-15569-Effective-School-Evaluation-June16-FULL-WEB-002.pdf - SLT and middle leaders will benefit from sharing of good practice/TPL and lead improvement in their individual areas of responsibility, by: - Collaborating with other staff (Improvement conversations and activity) - Seek student feedback to measure the success of initiatives - Develop strategic, regular, and emergent evaluation - BMC leadership of WSE and improvement TPL workshops - Data collection – **Planning for 2024-27 SDP** through: Pupil survey, Staff survey, Parent and local community survey
	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	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	3) Launch of Capacity Building for Teacher Leadership (CBTL) Project BMC presentation to SLT proposing the launch of a new Leadership Capacity Building Programme (LCBP) – 7th March 2023 - Distribution of an expression of interest form to all staff – closing date 24th March 2023

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**
	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_	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 - Increased collaboration and autonomy for middle leaders' target setting and action planning linked to SDP - Analysis of WSE Dec 2022 presented to SLT 7th March 2023 - Analysis of year group attendance, punctuality, detentions, suspensions and ARP progress provided - Middle leaders are now independently baselining, target setting, monitoring and evaluating using internal and external data - 20 SLT/Middle leaders made contribution to Dec 2022 pupil survey - 1002 pupils completed Dec 2022 pupil survey (85.6% of pupil population and an increase of 28.5% from the May/June 2022 pilot survey) - Look for additional quality assurance opportunities and achieve improvements in these areas, e.g., Certificates and vouchers presented at year group assemblies in Feb 2023 involving ELT and Plans for KS3 ARP4 celebration of success Jun 2023	- All participants sent current SLT action plans to prepare for discussions around an area they feel they can add value to/improve - Informal discussion with SKY, GOC, FC and BMC to take place on Friday 21st April 2023 - In discussion with SLT, participants will be allocated an SLT mentor and an area for development - BMC to lead introductory session with participants Aug/Sep 2023 - TPL sessions with ELT - 10 participants have been recruited 4) Improve Whole School Punctuality by establishing a Punctuality Improvement Team - SIMS App will be used to communicate to parents when pupils have reached 'trigger points and what action is being taken - A ladder of referral will be established and implemented consistently - There will be a whole school co-ordinated effort in tackling poor punctuality - Form teachers and Heads of Year will be informed of each intervention of the Punctuality Improvement Team via 'Conduct Summary' on SIMS - AM/PM occasions of lateness are both counted towards pupils' lateness tally
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.	Adjustments made to teaching schedules in Year 8 for 8D, 8E and 8F classes to reflect overall literacy ability.	Adjustments made to teaching schedules in Year 9 for 9D, 9E and 9F classes to reflect overall literacy ability. These adjustments are necessary as pupil stanines in 9D, 9E and 9F are lower than pupils we usually teach.

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**
	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.	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.	A review of content needing covered for 9D, 9E and 9F classes is required 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.
	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. To ensure that pupils read and utilise the written feedback to make improvements to future work.	To baseline the provision for homework across a key stage by seeking parental feedback in relation to a number of aspects of homework provision. Work with HoDs and STs to formulate ways to help parents with supporting their son's homework to include: • Improved communication to parents about matters relating to homework. • Creation of a homework calendar to reflect expectations from departmental policies (class specific). • Running of a homework support clinic for parents during induction. • Use of homework support officers (volunteer teaching staff) to help subject teachers with parental communication when homework is not met.

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**
			• Initiation of parental interviews for addressing concerns about repeat offenders not completing homework. Use of SIMs app to assist in parental communication.
	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.	Continue to work with HoDs in relation to improving process of planning and self-evaluation to bring about meaningful improvement for AFAs identified at departmental level. This will include a clear timeline for the review of first-hand evidence and interim evaluation review points that will be reported on.
		To provide HoDs with the opportunity to discuss and disseminate a departmental learning summary report. This report was	Enhance provision in Year 10 for Home Economics and Drama classes. The overall aim is to improve the learning experience and outcomes for pupils in these

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**
		compiled following a series of classroom visits 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 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.	subject areas with a view to improve GCSE recruitment in 2023/24. Introduce Drama experiences for new Year 8 and 9 pupils outside their timetable.
		To develop Year 8 and 9 pupils' competencies across several 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 teamwork.	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 teamwork.

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 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.	Develop the current provision for the skills programme to ensure that there is dedicated time for the delivery of Skills Builder to Year 8 and 9 pupils. Develop the programme to a level where we meet the set criteria for the Silver Award as determined by the Skills Builder Partnership. Ensure that there is evident value added in relation to student skill competency across some of the essential skills. Introduce the concept of class project-based learning that covers some of the key skills. This will facilitate collaborative pupil learning. Improve the communication of skills development with the HoDs and YHs to ensure that skills development is not confined to skills classes, and to provide pupils with the opportunity to recognise the relevance of and transferable nature of the skills they are being taught.
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.	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.	Baseline current Year 10 pupils in relation to their level of proficiency in the use of various study techniques. Establish and upskill a team of learning leaders from senior pupils to help deliver study skill support for Year 11 pupils. Introduce to all Year 11 pupils the concept of the use of flash cards and the theory of why it is beneficial to use them for retrieval of factual knowledge. This will be achieved through the delivery of a series of practical workshops to Year 11 pupils which teach and embed the use of flash cards as a study skill technique.

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**
	• Class teacher checklists shared with staff. All teaching staff to follow the guidance outlined in the checklist. • Break and lunch time supervision enhanced.	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.	Provide teaching staff with advice and guidance on the use of flash cards for revision in their subject area. Work with parents of Year 11 pupils to explain the use of flash cards and how these can be used to aid revision. Measure the impact of the use of this study techniques on pupil outcomes in ARP tracking tests.
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** Staff will receive training in relation to the process (PLT). Restorative Justice process will be utilised 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.	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	Detention letters to be signed off by YH and HOS follow up the next day by the YH PLT exploring alternative sanction for lateness. Consistent application of lateness protocols among form teachers. Effective rewards- recognition of achievement and success. Further development of the Restorative Justice Process To recruit new Cohort for Stage 1 TPL To provide Stage 2 TPL for Cohort 1 To secure subscription for Whole school platform of RP resources to allow whole school sustained TPL

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 expand and define roles of an RP Team To avail of support and training from external providers To provide TPL opportunities to build capacity in emergent middle leaders To create a TPL Library To examine the use of RP language and approaches in school policy
		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	To enhance pupil understanding of RP approaches To increase student involvement with RP and encourage its use for self-regulation To establish and provide training for a body of student Restorative Practitioners To introduce parents to the school's commitment to RP To build on links with Newbridge CS Kildare and provide opportunities for student engagement
		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 expand the use of RP graphics around the school and in homework diaries To create and develop an RP presence on the school website

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 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 To produce a Restorative-based template to lead the return from suspension discussion for use across all year groups	To produce RP murals for display in the school
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	Further development of the rewards system with pupil success recognised in each KS. Increased awareness among the student body of the dangers of vaping and the detrimental impact on health. Effective use of the new Ball Wall by the students during recreation periods. To participate in the 'Being Well, Doing Well programme (EA) to assess our current practice (whole school approach to emotional health and wellbeing).
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.	Continue to develop appropriate opportunities for staff well-being. Staff committee input to promote staff collegiality. Fully engage in the WBALC staff well-being day on 29th September 2023.

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 Committee established to explore 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)	Implementation of Personalised Learning Plans for KS3 pupils on the SEN register.
	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)	Further training for staff and opportunities for the sharing of good practice in supporting SEN learners. 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.	CPD opportunities for AEN staff. LSC will train AEN staff on the production of PLPs in SIMs. LSC will lead the production of PLPs for pupils in Year 8-10on the SEN Register. Population of Assessment section of PLP with approval of VP (Curriculum). Refresher training for Cas- accessing PLPs in Sims.
	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.	Update PASS Mentoring Programme LSC to analyse PASS data and devise group based on need. Staff PASS Mentors to avail of updated training.

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 1 KS5 **Child Centred** **Provision** **SENIOR SCHOOL (Year 1)** **Year 2 KS5** **New Senior Teacher appointed (Sept. 2022) and targeted priorities were revised:** - Raising Academic Achievement - Senior School Enrichment - School Reports - Induction/Early Professional Development	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 draw from the talent pool of Yr. 13 & Yr. 14 students to create prefects within both year groups	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. 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.	Attendance: To update the attendance policy and promote the new policy with staff, pupils and parents. To train emergent leader in the use of attendance data to identify students in need of additional support. To set up an awards system for KS5 linked to attendance. To support YHs to analyse attendance data and support students whose attendance is below average. To consult with EWO and expedite referrals as required. Pastoral KS5 To develop a structured pastoral calendar with high quality pastoral resources. To develop links with external agencies and develop programmes to embed in the pastoral calendar with relevant time allocations KS5 Enrichment Build on the success of last year with the support of staff facilitators delivering programmes. Link the student leadership team with suitable departments to provide enhanced student experiences. SIMs Behaviour Management All behaviour incidents to be recorded on SIMs Behaviour Management Module. Staff to be

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**
			supported in the use of behaviour summaries and parents to receive timely notifications regarding behaviour concerns with an aim of reducing the number of behaviour incidents. C2k/ MIS To ensure the smooth transfer of data to the new MIS and support staff during the transition. Raising Academic Achievement in KS5 examinations Increase A* - C achievement as in-house assessments and public examinations in AS and A2 level.
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:	Continued improvement of the school environment: Refurbishment of the music department Re-design and refurbishment of the front school wall on the Glen Road. Ball wall logos to be completed, official opening of the Ball Wall and strategic plan for student and community use during lunch time and after school, respectively. Extra-curricular provision enhanced as a result of the Ball Wall facility. PA system across the school campus reviewed and operational

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.	Development of the additional lands (acquired from the Christian Brothers') adjacent to the Springfield Road Efficient and effective use of the reducing school budget in line with the BoG Finance Committee directions.
Project Leader for Shared Education	1) Creation of a new post – Project Leader for Shared Education – CW appointed. - Introduction to Shared Education – CW attendance at a Shared Education Introductory Workshop for new schools yet to apply for a Shared Education partnership.	1) Lead and engage staff in the Steps into Sharing programme, encouraging CPD in this area. - CW delivered an 'Introduction to Shared Education' presentation to staff during INSET in August 2022. - All staff encouraged to complete some of the Shared Education modules available through the Shared Education Hub.	1) Promote CPD among staff to ensure teachers are prepared for Shared Education activity. - Arrange INSET time allocation for all staff to participate in Shared Education training. - MER staff engagement with TPL modules.
	2)CW to continue to engage with a range of Shared Education TPL modules. - Use of training materials to inform planning for a staff presentation in August 2022.	2) Promote and develop our new Shared Education partnership, with a focus on relationship building between partner schools. - Attend scheduled meetings for Shared Education Lead teachers and confirm intention to apply for a Shared Education partnership. - Approve partnership in March 2023 - St Mary's Christian Brothers' Grammar School /	2) Develop partnership between the four schools and begin preparation for student engagement. - Hold one additional meeting of principals and Shared Education lead teachers. - Develop an MS Teams group for lead SE teachers and principals to engage and share ideas.

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
		Coláiste Feirste / Malone Integrated College / Methodist College. - Meet with principals and lead teachers involved in the new partnership to inform planning for the first year of Shared Education. - Inform all stakeholders of the details of our new partnership.	- Hold one student engagement activity.

YEAR 3

Action Plans

2023-2024

SDP 2021-24 Year 3 SLT Action Plan – Whole School Evaluation and Quality Assurance – BMC							

| Possible Area(s) for Attention (AFA) | Baseline Position (Quantitative and Qualitative) | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
1)Lead and support all staff in evaluation and improvement processes (2023-24 Action Planning/BOG Reporting – Year 3)	1)SLT/HOD Action Plans 2022-23 (Year 2 SDP)/HOY BOG Reports 2022-23 - The majority of HODs have improved their Action Planning following TPL focused on the ABSAME action planning model - All Heads of Year engaged with evaluation and improvement process throughout 2022-23 based on ABSAME model – However, some did not complete final BOG report on account of industrial action	1)Areas of strength and for improvement are identified - Most middle leaders will be able to continue self-evaluation, action planning/BoG reporting with high levels of autonomy - Some middle leaders will be further supported in developing robust evaluation and improvement - More staff will have a role in leading areas of WSE and improvement	1)Middle leaders complete Action Plans/BOG reports using ABSAME model 2023-24 - Middle leaders will complete 1 monitoring review point (Jan 2024) – **Dependent upon industrial action** - SLT will complete action plans for 2023-24 Year 3 SDP - SLT will complete 2 monitoring review points (Nov 2023 and May 2024) - BMC to support all leaders in WSE evidence	1)Staff will work in collaboration with SLT/ middle leaders in addressing areas for attention identified within their department/ pastoral team - Some staff will play a more meaningful role in leading areas of improvement	1)Pupils will experience changes/ improvement in identified aspects of teaching/ pastoral care		1)WSE TPL materials produced by BMC - SLT Action Plans and review points - Middle Leaders review points and completed Action Plans/BOG Reports – **Dependent upon industrial action**

	- ETI Informal Inspection Feedback – Positive feedback of progress made to date and leadership of WSE processes - Limited progress has been made in developing all staff's awareness of and ability to effectively self-evaluate and contribute to school improvement		gathering and TPL when necessary				
2)Develop WSE expertise through effective TPL and plan for 2024 – 2027 SDP	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 - Visits informed whole school pupil surveys (May/Jun 2022 and Dec 2022) and planning for Leadership Capacity Building Programme - BMC engagement with latest research and support	2)BMC will network with other local schools to share good practice in relation WSE and improvement - Practice suitable for our school context will be evaluated, shared internally, and considered - WSE will develop and be adapted considering the latest external support materials - BMC personal TPL will inform staff TPL in relation to WSE and improvement	2) SLT and middle leaders will benefit from sharing of good practice/TPL and lead improvement in their individual areas of responsibility, by: - Collaborating with other staff (Improvement conversations and activity) - Seek student feedback to measure the success of initiatives – **Effective School Evaluation 2016 (p.22)** - Plan for **Strategic** Evaluation – Consultation with key stake holders	2)Staff engagement in TPL - All staff to engage in improvement conversations - Some staff to lead areas of improvement	2)Pupils to feedback on improvement processes		2)BMC visit to St. Malachy's, Belfast – Sharing of good practice in relation to WSE and improvement – 24/05/23 and return visit 30/05/23 - BMC visit to St. Dominic's, Belfast – Sharing of good practice in relation to WSE and improvement – TBC - BMC leadership of WSE and improvement TPL workshops - TBC

	materials regarding WSE and Improvement **Children and Young People's Emotional Health and Wellbeing in Education Framework (Feb 2021)** https://www.education-ni.gov.uk/sites/default/files/publications/education/Children%20%26%20Young%20People%20s%20Emotional%20Health%20and%20Wellbeing%20in%20Education%20Framework%20%28final%20version%29.PDF **Independent Review of Education in Northern Ireland – Interim Report (Oct 2022)** https://www.independentreviewofeducation.org.uk/files/independentreviewofeducation/2022-10/Interim%20Report%20-%20Published%2012.10.22.pdf **Effective School Evaluation (2016)** https://ero.govt.nz/sites/default/files/2021-05/ERO-15569-Effective-School-Evaluation-June16-FULL-WEB-002.pdf	- A wide range of stakeholders will be consulted in planning for 2024-27 SDP	regarding what they consider priorities for our children – **Effective School Evaluation 2016 (p.11)** - Engagement in **Regular** Evaluation – Effectiveness of current policies and practices – **Effective School Evaluation 2016 (p.12)** - Awareness of **Emergent** Evaluation – Unforeseen, will emerge through high levels of awareness regarding what is happening with our learners – E.g., Student Ambassador Initiative (Heads of School) and Conduct Summary Report on SIMS (OC and Pastoral VP) – **Effective School Evaluation 2016 (p.13)**				- Data collection – Planning for 2024-27 SDP through: - Pupil survey - Staff survey - Parent and local community survey - Moving away from, 'we reckon' to 'we know' and have the evidence of improvement – **Effective School Evaluation 2016 (p.27)** - Launch of St. Mary's Student Ambassador initiative recognising outstanding achievements outside of the classroom - SIMS Conduct Summary used by all staff

| 3)Develop a culture of meaningful distributed leadership that will lead to:
- Emergent leadership
- Teacher Leadership
- Collaboration
- Effective TPL
- Scaffolding of leadership | 3)STEPS training open to aspiring middle leaders (External)

- SLP training open to aspiring senior leaders (External)

- Internal research – MSc Educational Leadership Dissertation - *'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.'*

- Staff Day TPL via internal and external facilitators

- EA TPL Thursdays TPL Thursdays \| Education Authority Northern Ireland (eani.org.uk) | 3)Capacity of teachers and leaders to work together to achieve school improvement through professional collaboration will be enhanced – **Effective School Evaluation 2016 (p.24)**

- All staff will be given the opportunity to develop their capacity to lead

- Leadership TPL will be grounded in a robust body of academic research

- Distributed leadership opportunities will be focused on SDP priorities

- SLT will scaffold leadership for emergent/teacher leaders in a mentoring capacity

- Emergent/teacher leaders will have the opportunity to flourish in an environment that | 3)BMC presentation to SLT proposing the launch of a new Leadership Capacity Building Programme (LCBP) – 7th March 2023

- Distribution of an expression of interest form to all staff – closing date 24th March 2023

- All participants sent current SLT action plans to prepare for discussions around an area they feel they can add value to/improve

- Informal discussion with SKY, GOC, FC and BMC took place on Friday 21st April 2023

- In discussion with SLT, participants will be allocated an SLT mentor and an area for development

- BMC to lead introductory session with participants Aug/Sep 2023 | 3)Participants will develop self-sustaining internal capability rather than relying on external support - **Effective School Evaluation 2016 (p.27)**

- Participants to produce an action plan for area that they are leading, this will be included in SLT mentors action plan as an appendix

- TM and NMG – SLT mentor BMC – Punctuality Improvement Team

- RG and CW – SLT mentor GOC – KS3 Homework Calendar | 3)Pupils will engage in/ develop/ experience:

- Improved punctuality

- Improved homework habits

- Effective study skills

- Wellbeing support

- Restorative practices

- Greater accountability

- An increased presence from our Pastoral VP

- AEN provision improvements | | 3)There are 10 members of staff participating in the LCBP

- Each participant will produce an action plan for their area of development |

		allows them to develop existing skills and talents and develop new ones	- TPL sessions with ELT - Ongoing collaboration between participants and SLT mentor - BMC to oversee programme **Participants may be directed to other duties deemed a priority by their SLT mentor**	- KMA – SLT Mentor GOC – Study Skills JC – SLT mentor MDL – Pupil Wellbeing DH – SLT mentor RH – Restorative Practice DB – SLT mentor OC – SIMS support PB – SLT mentor FC – Rota Support AGS – SLT mentor AMB – AEN Support			
4)Punctuality Improvement Team	4)Different approaches are taken by each HOY and pastoral team when monitoring punctuality - Some are assisted by classroom assistants - Some rely on form teachers - Some oversee punctuality monitoring themselves	4)Occasions of AM and PM lateness will be reduced in 2023-24 - A consistent approach will be adopted across every key stage towards the monitoring and follow up of poor pupil punctuality	4)BMC will agree new processes with SLT/PLT and present to all staff - BMC will produce letter templates for parents to be used by the Punctuality Improvement Team - SIMS APP message templates to be used by	4)Form Teachers will emphasise our renewed focus in improving whole school punctuality - Form Teachers will receive a referral once a	4)Pupil punctuality will improve across all key stages - Pupils will experience a more consistent and robust		4)Monitoring points Dec 2023 and May 2024 - Punctuality Improvement Team templates – Letters/SIMS App messages/Ladder of Referral email

- There are inconsistencies across the board - There has been a significant deterioration in whole school pupil punctuality - Occasions of lateness Sep – Apr 2021-22 total – 4866 - Occasions of lateness Sep – Apr 2022-23 total – 5762 **(This is a 15.6% increase in occasions of lateness across the school)** - Figures include AM/PM occasions of lateness	- A 'Punctuality Improvement Team' consisting of 3 participants in the LCBP will each take responsibility for a key stage - SIMS App will be used to communicate to parents when pupils have reached 'trigger points and what action is being taken - A ladder of referral will be established and implemented consistently - There will be a whole school co-ordinated effort in tackling poor punctuality - Form teachers and Heads of Year will be informed of each intervention of the Punctuality Improvement Team via 'Conduct Summary' on SIMS - AM/PM occasions of lateness are both counted towards pupils' lateness tally	the Punctuality Improvement Team - A FT/HOY/HOS ladder of referral email template to be used by the Punctuality Improvement Team - Heads of Year will emphasise our renewed focus in improving whole school punctuality during induction and at assemblies - Heads of Year will receive a referral once a pupil has accumulated 15 occasions of lateness, will make home contact and record on SIMS - Heads of School will receive a referral once a pupil has accumulated 18 occasions of lateness, will make home contact and record on SIMS - SLT members on lunch duty will ensure a timely return to class for PM registration	pupil has accumulated 12 occasions of lateness, will make home contact and record on SIMS - Form teacher will regularly monitor 'Conduct Summary' on SIMS to track pupil punctuality - Subject teachers will emphasise the importance of returning to class promptly after lunch for PM registration - Teachers on lunch duty will ensure a timely return to class for PM registration - Punctuality Improvement Team – NMG KS3 – TM KS4 – PB KS5	approach to punctuality issues - Parents will be informed when their son reaches a 'trigger point' and intervention has occurred and will support their son in improving their punctuality		- Record of sanctions and interventions on SIMS - HoY monthly pastoral reports

			- The Pastoral VP will take action once a pupil exceeds 18 occasions of lateness				

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			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 teamwork.

To develop the current provision for the skills programme to ensure that there is dedicated time for the delivery of Skills Builder to Year 8 and 9 pupils. | The majority of all Year 8 and 9 pupils have been taught aspects of the Skills Builder Programme covering the Skills of Listening and Speaking to approximately Level 4.

The vast majority of Skills Builder lessons are delivered by teaching staff during the form period.

The majority of staff and pupils have cited issues with content coverage due to time constraints and issues with form class involvement in other aspects of school induction/pastoral.

The school has met all of the set criteria to achieve the Bronze Award from the Skills Builder Partnership.

During the delivery of the current Programme there has been limited/no opportunity for the concepts learned by the pupils during the Skills Builder lessons to allow them to work collaboratively to enhance a number of key skills. | All of the Year 8 and 9 pupils will be taught aspects of the Skills Builder Programme covering the Skills of Listening and Speaking to approximately Level 6. In addition to this they will cover three other skills to level 4.

All of the Skills Builder lessons will be delivered outside of the form period.

The school will meet all of the criteria for the | GOC to ensure there is appropriate curriculum provision for the delivery of Skills Builder for all Year 8 and 9 classes.

GOC to ensure that there is a coordinated approach in relation to the delivery of the Skills Builder lessons and that the delivery of these is to a high standard.

GOC to ensure that all staff CPD needs are met. This | CDY to receive all the appropriate support and CPD from Skills Builder to familiar using the hub and the associated resources.

CDY to ensure high quality of lesson delivery to all Year 8 and 9 pupils.

CDY to promote the development of Skills outside of the Skills Builder lessons in accordance with the aim's outlines in the silver award. | All of the Year 8 and 9 pupils will participate in all aspects of the lessons contained within the Skills Builder Programme covering the skills of Listening and Speaking to approximately Level 6. In addition to this they will cover three other skills to level 4. | | Skills Builder training log.

Skills Builder application for Silver Award.

Posters and resources used with pupils.

NovaT6 model for Skills Builder classes.

Feedback from pupils in relation to the Skills Builder programme. |

To develop the programme to a level where we meet the set criteria for the Silver Award as determined by the Skills Builder partnership. To ensure that there is evident value added in relation to student skill competency across some of the essential skills. To introduce the concept of class project-based learning that covers some of the key skills. This will facilitate collaborative pupil learning. To better connect and communicate skills develop with the HoDs and YHs to ensure that skills development is not confined to skills classes and provide	There has been limited opportunity to be referenced outside of the Skills Builder lessons by other key staff including FTs, YHs and STs.	Silver Award as depicted by the Skills Builder Partnership. All pupils will participate in project-based learning covering three key skills during the second term from January to June. Numerous opportunities will be created to allow for the communication of all the key concepts learned by the pupils during the Skills Builder lessons. This will enable staff to reference these skills outside of the	includes the use of the hub and associated resources. GOC to monitor the progression of pupil learning and implement intervention if pupils are not progressing through the required levels in the skills being taught. GOC to monitor the progress made against associated actions detailed in the Skills Builder Silver Award.				

pupils with the opportunity to recognise the relevance of the skills they are being taught and also their transferable nature.		Skills Builder lessons.					

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
To baseline the provision for homework across a key stage by seeking parental feedback in relation to a number of aspects of homework provision. Work with HoDs and STs to formulate ways to help parents with supporting their son's homework to include: • Improved communication to parents about matters relating to homework. • Creation of a homework calendar to reflect expectations from departmental policies (class specific). • Running a homework support	Over 40% of parents surveyed felt that the amount of homework that their son is completing at home Is not enough. 67% of parents survey felt that the difficulty level of homework set for their son was pitched at the correct level. 29% of parents surveyed felt that their son did not learn anything meaningful from completing the homework set for them by their subject teachers. 40% of parents surveyed felt that they only occasionally were able to see what homework was being set for their son. 30% of parents surveyed felt that their son never enjoyed completing homework that was set by their subject teacher. 85% of parents surveyed stated that the time spent per subject per week should not exceed one hour. 25% of parents surveyed stated that they have to remind their son(s) to complete their homework on a daily basis.	By the end of 2023-24 we want less than 10% of parents feeling that the amount of homework that their son is completing at home is not enough. By the end of 2023-24 we want over 80% of parents to feel that the difficulty level of homework set for their son was pitched at the correct level.	GOC to work with RG and CMK to set up structures to better communicate expectations for homework to all new Year 8 pupils. This will include a homework expectation briefing for all Year 8 parents during induction. GOC in conjunction with HoDs and Year 8 STs to create a class-specific homework calendar for parents.	HoDs and Year 8 teaching staff to help formulate a homework calendar that is both class and subject class specific. Year 8 teaching staff to inform CMK about Year 8 pupils who are repeat offenders in relation to not completing homework tasks. Year 8 teaching staff issue relevant homework as agreed by departmental policy on the	Pupils adhere to any instructions relating to the completion of homework tasks and fully use their homework diaries and homework calendar.		Class specific homework calendar. All aspects of communication with parents on SIMs app. Induction material used with parents in relation to homework. Minutes from parental meetings.

clinic for parents during induction. • Use of homework support officers to help subject teachers with parental communication when homework is not met. • Initiation of parental interviews for addressing concerns about repeat offenders not completing homework. • Use of SIMs app to assist in parental communication.	38% of parents surveyed felt that they did not have enough knowledge to help/support their son with his homework. 96% of parents agreed that they would welcome the creation of a homework calendar that was class specific. 85% of parents agreed they wanted weekly reminders of homework related issues and announcements. 95% of parents want to be informed if their son Is not completing his homework.	By the end of 2023-24 we want over 90% of parents to feeling that their sons are extending their learning through homework. By the end of 2023-24 we want the vast majority of parents of Year 8 pupils to be fully informed on a regular basis about the expectations of what homework is to be completed by their son across all his subjects.	RG to act as a homework communication support officer and to manage all aspects of communication to parents relating to homework through the SIMs app. CMK to act as a follow up homework subject support officer to follow up with parents of pupils who are repeat offenders of not completing homework. Working in conjunction with GOC, CMK will consult with parents to better support them in being able to help	homework calendar.			

		By the end of 2023-24 we want to ensure that pupils who are repeat offenders in relation to not doing homework are addressed and their parents are contacted and where necessary parental meetings are facilitated.	their sons with homework. GOC, RG and CMK to evaluate the impact of the drive-in relation to improving pupil engagement by re-running the survey with parents during the third term of the 2023-24 academic year.				

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
To continue to work with HoDs in relation to improving process of planning and self-evaluation to bring about meaningful improvement for AFAs identified at departmental level. This will include a clear timeline for the review of first-hand evidence and interim evaluation review points that will be reported on.	The majority of HoDs are currently using external and internal data to identify AFAs that are directly linked to the issues relating to the quality of provision for pupils studying subjects in their department. The majority of HoDs are accurately baselining in a quantifiable way the current provision for AFAs that have been identified to bring about improvement in pupil outcomes. All HoDs are performing one interim evaluation of progress made against their AFAs which involved them gathering relevant FHE as outlined on their report and making a judgement call on progress made against set success criteria based on this evidence. The vast majority of HoDs did not complete a final evaluation detailing any progress made against targets set out in HoD reports due to industrial action.	Link members of the SLT re-established. All HoDs engage in the process of action planning and self-evaluation following the format of the HoD report to address AFA relating to improving the quality of provision for pupils studying their subject. All HoDs perform a full interim and final evaluation	GOC and BMC to talk HoDs through the format of the HoD report to include examples of best practice for HoD planning in 2022-23. GOC to communicate to HoDs the new SLT links and task HoDs to establish their timeline for interim evaluation. GOC to schedule interim evaluation meetings with SLT links once departmental	HoDs are to establish AFA that are important for their department and directly relate to improving pupil outcomes. HoDs to establish a departmental timeline which details interim evaluation review points and meet with their SLT link to talk to FHE about progress made against set targets. HoDs, in conjunction with departmental	Pupils will engage with all aspects of departmental development as outlined in their HoD report.		HoD reports Departmental timeline for interim and final evaluation Minutes from SLT link evaluation meetings.

		where first hand evidence can be checked by a link member of the SLT.	timelines are established by HoDs. GOC and SKY are to challenge and support HoDs throughout the action planning process. GOC to consult with SLT links in relation to the content in HoD APs and the process for interim evaluation to include challenge and support for HoDs.	staff, to lead and manage the actions contained within their HoD report.			

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Enhance provision in Year 10 for Home Economics and Drama classes. The overall aim is to improve the learning experience and outcomes for pupils in these subject areas with a view to improve GCSE recruitment in 2023/24. To introduce Drama experiences for new Year 8 and 9 pupils outside their timetable.	The current 2022/23 timetable has only one period Of Drama and Home Economics for Year 10 classes. The current 2022/23 timetable has only the provision to permit the delivery of theory in Home Economics and Drama as the classes are too big. The current programmes of study for Year 10 Home Economics and Drama do not permit the proper development of both practical and theory skills that are necessary for pupil success in these subjects at GCSE level The vast majority of pupils when picking optional subjects for GCSE do not opt to study Drama or HE due to their experience of the subject in Year 10.	To ensure that all pupils get a double period of Drama and Home economics in the 2023/24 timetable. To ensure that there a comprehensive programme of study in Year 10 Drama and HE that allows for coverage of the statutory content at KS3 and adequately prepares pupils for GCSE. To ensure that the number of pupils selecting to	GOC to consult with PL and MF about changes to the current provision for Drama and HE in Year 10. GOC to create in the timetable a carousel in Year 10 classes allowing for the provision of these subjects over a double period for smaller groups. GOC to manage the staffing implications of additional periods for both subjects in Year 10.	PL and MF to create separate POS that cover all the necessary content for adequate pupil preparation for GCSE Drama/HE. PL, CO, CDY, AGS and MF will prepare and deliver lessons as outlined in the new Year 10 POS.	Pupils will participate in the Year 10 lessons which will include both a practical and theory element of the course. Pupils will select optional subjects in January 2024. Drama and HE will be optional choices available for all Year 10 pupils.		New SoW for Year 10 Drama and HE. Recruitment figures for GCSE Drama and HE following Options in Feb 2024. Pupils and staff feedback in relation to the quality of pupils learning in Year 10 Drama and HE. ARP grades in Year 10 Drama and HE.

	.	study Drama or HE in Year 11 in 2023/24 has increased from the previous year's figures. To seek feedback from the Year 10 pupils to ascertain if their experience of studying these subjects is positive.				

| Area for Attention (AFA) | Baseline Position | Success Criteria | Actions Taken | | | Statement of Progress Made | Types of Evidence Gathered |
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Adjustments made to teaching schedules in Year 9 for 9D, 9E and 9F classes to reflect overall literacy ability. These adjustments are necessary as pupil stanines in 9D, 9E and 9F are lower than pupils we usually teach. A review of content needing covered for 9D, 9E and 9F 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	No HoDs have had the opportunity to conduct a review of their SoW and resources for 9D, 9E and 9F classes to ensure that all subject content is tailored to meet pupils' literacy needs. XXX% of pupils in 8D, 8E and 8F (2002/23) have achieved at least 6 passes at A*-C across their subjects in ARP4 XXX% of 9D/9E/9F pupils who have been targeted for literacy support are working much below expected as outlined in their data profile sheet. XXX% of 9D/9E/9F pupils who have been targeted for literacy support are working below expected as outlined in their data profile sheet. XXX% of 9D/9E/9Fpupils who have been targeted for numeracy support are working much below expected as outlined in their data profile sheet. XXX% of 9D/9E/9F pupils who have been targeted for numeracy support	All HoDs working in departments will review their SoW for 8D, 8E and 8F classes. Collaborating with departmental members, HoDs will prepare additional resources tailored to suit pupils' literacy needs in 9D, 9E and 9F. Pupil achievement for 9D, 9E and 9F in ARPs will demonstrate progression	Collaborating with their departmental staff, HoDs will conduct a review and adjust as necessary the teaching schedules, SOW and existing resources for classes 9D, 9E and 9F 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 9D, 9E and 9F classes with an emphasis on literacy support. Teaching staff will use enhanced/adapted resources for assessment during ARPs.	Pupils in 9D, 9E and 9F 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 9D, 9E and 9F classes. Copy of assessment resources used by departments for pupils in 9D, 9E and 9F. ARP results for Year 9 pupils. PTE/PTM stanine comparison report for pupils receiving numeracy/literacy support.

intervention and support delivered by our LTs.	are working below expected as outlined in their data profile sheet.	across those subjects where literacy is a key component. The percentage of pupils working as much below/below expected will decrease following the completion of their support programme.	needs in literacy and numeracy.				

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)**Positive behaviour** Continued implementation of the Positive Behaviour Policy.

Focused strategic meetings between pastoral groups.

Effective recording of behaviour issues on Behaviour | Some staff | Are using the daily checklist | To ensure pupils meet our expectations at the beginning of each day and throughout the day in the classrooms | All staff are using the daily checklist during registration and at each class. | Form room visits by Yr Hd's/SLT/ELT | All teachers to embed the use of the daily checklist during registration/subject class. | Pupils adhere to the expectations and arrive prepared for school (uniform, books, equipment, attitude) | | Feedback from PLT, SLT, ELT. |
| | Regular meetings

Sporadic meetings | are held

are held | of the full PLT

of specific Key Stage Heads of School. | Effective review of current strategies aimed at promoting positive behaviour.

More effective sharing of good practice to ensure consistency of approach across each Key Sage. | SLT Heads of School will meet regularly, timetable established, to monitor, evaluate and review current strategies. | | | | Minutes of PLT and Key Stage meetings.

Behaviour reports on pupils. |

Management module/Sims.	Some staff Some staff	are recording are recording	Behaviour issues on Behaviour Management. Behaviour issues using Lesson Monitor	Consistent approach to recording behaviour issues being used by all staff.	Heads of School to have easy access to full behaviour reports on all pupils.	All teaching staff to fully complete behaviour issues on the appropriate platform.			
2)**Effective sanctions** **Effective rewards**	Majority of pupils 86% Yr 8 83% Yr 9 79% Yr 10 67% Yr 11 Majority of pupils 79% Yr 8 69% Yr 9 65% Yr 10 73% Yr 11	View Do not view	Detention as a deterrent for poor behaviour Detention as a deterrent for lateness to school	Increase the number of pupils who complete their detention. More effective strategy in place to address lateness to school. Decrease in the number of lates recorded across all year groups.	Detention letters to be signed off by Year Head and Head of School. Immediate follow-up the next day by the Year Head to ascertain the reason for non-attendance and to reinforce the importance of the DT being attended. PLT exploring alternative sanction for lateness.	Form Teachers to be consistent in their application of lateness to school protocols.	Pupils to understand the importance of being on time for school each day.		Higher proportion of pupils attending the initial detention period. PLT minutes Sims reports on lates. Awards presented. Assemblies.

Staff Well-Being	Pupil successes	Are formally recognised	At Key Stage Three	Pupil success to be recognised appropriately in each Key Stage.	Heads of School to look for ways to recognise achievement and success appropriately, formally in their respective schools.				Staff participation.
Pupil Well-Being	Recent staff well-being sessions	Were appreciated	by all staff	Staff are engaged in well-being sessions. Further engagement with the staff committee to extend opportunities for staff to get together.	ELT/SLT will continue to identify appropriate opportunities for staff well-being, especially in the absence of a dedicated staff well-being day. Staff committee input to promoting staff collegiality.	Staff will be informed of external opportunities for well-being provided by the EA Health Well platform. Staff will be given opportunities to participate in well-being activities. Staff to receive an information on the dangers of vaping, provided on the Inset day Friday 29th sept '23.			Cancer Focus NI presentation to staff on Friday 29th Sept '23
	Rising numbers of pupils	Engaging in vaping		Pupils are fully informed of the dangers of vaping and the detrimental impact on their health.	Year Heads to focus on this issue regularly at assemblies.	Form Teachers to use Form Period on an intermittent basis to remind pupils of the	Pupils to engage in sessions provided by Cancer Focus NI throughout the year.		Cancer Focus NI Year Group/Class presentations. Feedback from lunchtime supervisors.

84

	Most pupils	Engage positively	In lunchtime activities.	Effective use is made of the new Ball Wall		continuing dangers of vaping. Form Teachers relay the schedule and reminders to their respective classes.	Pupils will use the Ball Wall on a rotational basis to allow all the opportunity to use this new facility.		

SDP 2021-24 Year 3 Action Plan 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 school day	All staff are using the daily checklists to ensure consistency of approach across the school.	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 (full uniform, books, equipment. Positive attitude).		Feedback from STs/FTs/ YHs/SLT/ELT
	Some subject teachers	are using the daily checklist	to ensure pupils meet our expectations in the classroom.	All subject teachers are using the daily checklist to ensure pupils meet our expectations in the classroom.	Drop in visits by YH/SLT/ELT.	Drop in visits by FT. Subject teachers embed use of the daily checklist during class and ensure pupils are clear about expectations and follow up with those pupils not meeting expectations.	Pupils adhere to the expectations and are prepared for class (positive attitude, full school uniform, all materials for class).		Pupil voice
	Some pupils	are arriving prepared for school	with a positive attitude, correct materials for	The majority of pupils are displaying a positive attitude,	Spot checks by YH/SLT/ELT	FT and subject teachers check on pupils' uniform and materials for	Pupils adhere to the expectations and arrive		

			class and wearing full uniform.	come prepared for class with correct materials and wearing full school uniform.		class. Follow up of those pupils regularly not arriving prepared for school/class.	prepared for school, full school uniform, all materials for class including homework and display a positive attitude.		
	All Year Heads	use	restorative justice practices	All Year Heads use restorative justice practices.	SLT/YHs to ensure restorative justice is promoted throughout KS3. HoS to support new Head of Year 8 in the use of such practices.				Feedback from SLT/YH/pupils
Transition of Year 8 pupils into post-primary: attitude to work, pupil	Some pupils	will find	the transition to post-primary school is easy.	The majority of Year 8 pupils will successfully make a positive transition to post-primary school.	HoS and YH will monitor the Year Group. YH will liaise with FTs and update HoS regularly.	FTs to support pupils in their form class and provide pastoral care and guidance. FTs to liaise with parents when required and to update STs and YH/SLT.	Pupils will ensure they are prepared for school and that they update their FT or ST about any concerns they have.		Updated year 8 pastoral booklet (to be delivered in Term1/2). PASS data
	Some pupils	will need			YH will motivate Year 8 pupils with monthly merit system/rewards/certificates.				

well-being, study skills.			focused support to make the transition to post-primary school easier.			FTs will use pastoral materials provided in Terms 1/2 to ensure Year 8 pupils are clear about procedures and how to access help if required. Resources for the form period will allow FT to discuss a range of issues with their form class.		Study Skills programme (Kellie McAleese)
					HoS/YH will drive a study skills programme for Year 8 pupils in Term 1.			
					HoS will work with Joanne Carron to drive a focus on pupil well-being in Year 8 through accessing support/training from outside agencies, e.g. 'Educating the Heart' programme – training from Children in Crossfire; Mindfulness programme; mental health and well-being focus.			'Educating the Heart Programme' – focuses on Compassionate Global Citizenship. Training places to be investigated Sept/Oct 2023? Children in Crossfire.

								(2019) Educating the Heart: 2017-18 Research Report, Derry: Children in Crossfire. Joanne Carron: Future Learn 'Teacher Development Microcredential – Mental Health course.
Focused strategic meetings	Regular meetings	are held	between the KS3 pastoral team (Head of School and 3 Year Heads)	KS3 pastoral team will meet regularly to discuss ways to promote positive behaviour and to address issues pertinent to KS3,	Regular meetings held each term between Head of School and the KS3 Year Heads (timetable for meetings).			Timetable for Key Stage meetings.

between pastoral groups				including the sharing of good practice to ensure consistency of approach across the Key Stage.					Minutes from Key Stage meetings.
EA Behaviour Support Programme	Pilot programme in 2022-23	supported	a number of pupils requiring additional intervention.	Service being utilised by pastoral team to support identified pupils. Pupils effectively supported and improvement in behaviour or identified	SENCo and Head of KS3 to liaise weekly with Joanne Bradley regarding progress of identified pupils. YHs refer appropriate pupils with evidence of need to SENCo/Head KS3.	Form Teachers/Subject Teachers to implement strategies recommended by Joanne Bradley for the pupils on the programme.	Pupils respond positively to the support offered and positive changes in behaviour are evident.		Meetings with Joanne Bradley, email exchanges, appropriate documentation. Feedback from

				need evident.					staff. Pupil and parent voice.
	Limited success	was evident	with Link placements secured for pupils in 2023.	Pupils value the support offered by Link placements.	SENCo and Head of KS3 to work with Joanne Bradley, pupils and parents to ensure pupils adopt a positive attitude towards the Link placements if offered.		Pupils respond positively to the support offered at the Link centre.		

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		
Effective sanctions	Majority of KS3 pupils	view	detention as a deterrent for poor behaviour.	Increase the number of pupils who view detention as a deterrent as a serious sanction. Decrease the numbers of pupils who are regularly placed on detention or do not attend detention sessions.	PLT to monitor detention statistics. Year group assemblies to focus on positive behaviour/expectations. KS3 pastoral team to monitor detention statistics.	All staff to reinforce expectations of positive behaviour and to reiterate the seriousness of being placed on detention. Staff to use a range of other sanctions to address negative behaviour before requesting detention.	Pupils view detention as a serious sanction.		Detention statistics, pupil voice, lates reports, shoe bank records, PLT minutes, minutes
	Some KS3 pupils	do not view	detention as a deterrent for lates.	Pupils understand the expectation to be in school on time. Decrease the number of	KS3 Year Heads to lead drive for pupils to be punctual. KS3 YHs monitor lates to school in their respective year groups. PLT to discuss alternative sanctions for lates.	KS3 Form Teachers to monitor pupils arriving late in their form class and to follow up with contact with home.	KS3 Pupils arrive at school on time and understand the importance of punctuality.		

				KS3 pupils placed on detention for lates.					from KS3 meetings.
	Majority of KS3 pupils	comply	with the uniform policy.	All KS3 pupils present at school in full school uniform.	KS3 HoS/YHs promote and monitor expectations regarding school uniform, e.g., in assemblies.	KS3 Form Teachers to reinforce expectations regarding school uniform and ensure non-compliance with expectations is followed up. Shoe bank to be used for non-compliance with school footwear. Use of daily checklist. KS3 Subject Teachers to enforce expectations regarding full school uniform in their lessons.	KS3 Pupils wear their full school unform.		

Rewards	KS3 pupils' successes	are recognised formally	throughout the year.	Common approach adopted across Key Stage 3.	KS3 pastoral team agree a common approach to awarding pupils' achievement through letters of praise and vouchers and events. Comments from KS3 Rewards Surveys to be considered when considering alternative ways to reward pupils' achievements.	Form Teachers and Subject Teachers to encourage pupils to strive for success and motivate pupils to achieve their potential in key assessments.	Pupils are motivated to achieve their potential.		Letter of praise, vouchers, ARP results. Minutes from PLT and KS meetings.
KS3 – motivation of Year 8 pupils	May 2023 Rewards survey results (majority of respondents did not receive a reward after ARP2) **Year 8 (41 responses)** 55.3% valued a voucher 44,7% a pizza afternoon **Year 9 (118 responses)** 61% valued a voucher 39% a pizza afternoon **Year 10 (73 responses)**	is limited	throughout the year	Development of rewards at KS4 and KS5.	KS4 pastoral team and KS5 pastoral team agree a common approach to formally reward pupils for their achievements.		Pupils are motivated to achieve their potential		

| | 65.5% valued a voucher 34.2% a pizza afternoon

Recognition of successes at KS4 and KS5 | | | | | Form Teachers and Subject Teachers to encourage pupils to strive for success and motivate pupils to achieve their potential in key assessments. | | | |
|---|---|---|---|---|---|---|---|---|---|

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		
Exams	Several exam policies • Whistleblowing Policy Dec 2022 • Contingency Plan (including Cyber Attack) Nov 2022 • Word Processing Policy Oct 2022 • Examinations Policy (including Special Consideration) April 2023 • Controlled Assessment Policy (including misuse of AI) April 2023 • Internal Appeals Policy (including Access Arrangements and Special Consideration) May 2023	were updated or written	throughout 2022-23 as a result of JCQ/CCEA requirements.	The Centre will have all required policies in place and will respond to all requests for additional information to be included in policies/documentation.	Head of Centre will ensure all policies and exam documentation meets the required JCQ regulations and will respond to recommendations from CCEA's Principal briefings. Head of Centre will work closely with the Examinations Officer to ensure the smooth running of each exam series. Head of Centre will liaise with the SENCo whenever appropriate to ensure the needs of pupils requiring access arrangements have been met.	Teaching staff will act on the information disseminated about exams.	Pupils will adhere to the expectations of behaviour when sitting public examinations. They will ensure they arrive on time for examinations and are compliant with all JCQ regulations.		Policies and exams documentation. Emails, PPTs for year groups.

PowerPoints	were produced	For each year group undertaking public examinations in the 2023 summer series.	PowerPoints will be updated and shared with all year groups sitting public examinations. Pupils will be clear about expectations and adhere to JCQ regulations.	Appropriate information will be disseminated to teaching staff throughout the year.	Year Heads and Form Teachers of pupils sitting public examinations will ensure pupils are given appropriate information about arrangements for examination and our expectations in relation to behaviour and being prepared for modules. Form Teachers will ensure the examination PowerPoints are shard with their form classes.		Records of training sessions, training documentation.
A new team of invigilators	was established and trained	in 2023.	The team of invigilators will receive appropriate training throughout the year and will be supported by the Head of Centre and Examinations Officer.	Head of Centre will lead the training of the team of invigilators at appropriate times throughout the academic year, supported by the Examinations Officer, the SENCo and the Principal.			

	Prospectus	is updated	annually.	Prospectus will be updated for the January Open Nights and will include new information.	MDL will work with Stephen Latimer to produce a range of new photos which can be used in a range of school publications. MDL will include new material in the prospectus with a particular focus on the school's work on Restorative Justice, Operation Encompass and Shared Education.	Staff will organise displays or groups to be photographed.	Pupils from a range of year groups will be involved in the photos.		
Prospectus/ publications									Photos: Stephen Latimer. Emails with Shanway Press.

	Baseline Position				Actions Taken				
Area for Attention (AFA)	**Quantitate Part**	**Verb Part**	**Quality Part**	**Success Criteria**	**SLT/Middle Leaders**	**Teaching staff/staff**	**Pupils**	**Statement of Progress Made**	**Types of Evidence Gathered**
To audit interest and recruit a next cohort for TPL and completion of 'Restorative Me' online certificate.	100% of RP Working Group and majority of staff spoken to	Stated a desire	To undertake formal training and upskill in Restorative Practices	Staff selected via an expression-of-interest process will undertake the completion of 'Restorative Me' Certificate	RH to lead selection process to identify Cohort 2 of Restorative Practitioners for TPL	Staff engaged in this TPL will contribute to the embedding of Restorative Values throughout the school			Expression-of-interest forms Informal discussion minutes Course registrations Course certificates Evaluation surveys
To provide further stage 2 development and TPL for Cohort 1 who completed 'Restorative Me' in 2023.	80% of PLT	Rated	The usefulness of the RP workshop on 13/1/23 for their role in school as 'excellent'	All teachers who have completed 'Restorative Me' programme will be offered Level 2 training	This training will consolidate and build upon the TPL gained in the 'Restorative Me' CPD programme completed this year by PLT members.	PLT will share their training with the Form Teacher team to embed values and processes across their year groups			INSET and directed time agendas Emails, minutes from meetings with training providers Invoicing Staff voice RP Team planning notes
To develop the team of restorative practitioners and agree roles and	'Schools should be' *'A Fair Start' 4.5, e, iv, P36*	'Required'	'To demonstrate a whole community approach'	RP team can explore avenues to promote	RH will collaborate with EA Restorative Team to create and provide				Attendance and notes from Connect RP webinars

contributions to enhance the structured provision of Restorative Intervention and support within the school and to build towards a community approach to Restorative Values To oversee the provision of a whole school platform of Restorative Practice resources via 'Connect RP' to allow all staff to undertake independent TPL To strengthen links with local external agencies (Community Restorative Justice Derry) to increase	*'Emotional Health and Wellbeing Framework'* *'Restorative Approaches in Schools'* *(Helen Flanagan)* The collaboration	Advocates for Champions Provides	The creation of 'A caring and supportive culture embedded throughout the whole school community' *(Model of Support, P10)* **'Universal,'** '**Targeted'** and '**Intensive'** phases to developing Restorative Approaches in schools	Restorative Values beyond dealing with incidents to move towards becoming a value-based restorative school. A subscription to a platform of resources and online courses has been explored by RH and enquiries are ongoing regarding costings to provide this to the whole staff A range of training has been explored for staff and students at various levels including OCN awards.	bespoke TPL for all staff, teaching and Non-Teaching RH to finalise costings and present to SKY & BoG. If successful, online platform will be presented and outlined to staff and a pathway of self-led development explored RH to follow-up on initial communications with CRJ to explore what opportunities are available both at cost and funded provisions	Teaching staff will be provided with targeted TPL to upskill them on RP specific to their role as a FT or classroom teacher. CPD will be explored for Non-Teaching staff Staff will use the online resource platform to upskill on RP and identify desired TPL courses and pathways for future development			Monitoring feedback from whole school staff Registration on new courses via CRJ Collaboration with ALC already engaged in new TPL (St Louise's) Notes from meetings with DH – Action Plan for LCBP Procurement of library content Record of usage of TPL Library Feedback from library users Policy updates

awareness of community collaboration in Restorative Practices and avail of multi-level (Wave 1, 2 and 3) funded training opportunities To develop the contribution of DH in the Leadership Capacity Building Programme to enhance RP provision and provide opportunities for TPL and broadening leadership capacity To research, create and manage a Teacher Professional Library	with the Leadership Capacity Building Programme *There is a need* *'Learning Leaders – A Strategy for Teacher Professional Learning (DE)* *'Senior Leadership Teams* *'Restorative Approaches in Schools' (Helen Flanagan)*	*To support* *Need to write*	*(The Waves Approach, P11)* Opportunities to support the development of emergent leadership capabilities A *self-sustaining system of professional learning* *Section 5.10 P27* *Restorative approaches into their school… policies (sic)'*	DH, in line with her own Action Plan, will support the implementation of the actions for the progression of RP in the school The Teacher Professional Library will complement the online resource platform and support staff in their RP development The embedding of Restorative language and approaches into school policies where appropriate will consolidate the school's	RH will collaborate closely with DH and create and provide opportunities for leadership within the development of RP in St Mary's. RH will oversee the purchase of key reading and research materials to support staff on their RP development RH/SLT/ELT/BoG to discuss the feasibility of reviewing	Staff eligible for CRJ courses (teaching and Non-Teaching) will be selected through expression of interest process DH will benefit from opportunities to lead actions and work closely with teams, providing opportunities to build capacity and further her development			Guidance and feedback from EA Correspondence with Principal and BoG

			P13	commitment to Restorative Values	certain polices and can agree to consider how a draft of such policies containing restorative language and approaches might read	as an emergent middle leader			
To examine the possibility of embedding Restorative language and in some key school policies						Staff will be encouraged to make use of the library resource to enhance their understanding of and proficiency in Restorative Practices			
						Under the direction and discretion of the Principal, draft versions of policy(ies) can be shared with staff for feedback and review.			

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 student understanding of restorative Practices and Values and promote its use as a means to resolve conflict and behavioural incidents To increase student engagement with Restorative Practices as a desirable and rewarding alternative to sanction	36% of students Only 49% of students 64% of students *Whole School Pupil Evaluation Survey December 2022* Boys *'A Fair Start' 5.6, f P49*	Are aware Feel Feel Need to develop	Of what a Restorative Justice approach to addressing incidents is That they are treated fairly when being addressed on behaviour Repairing/restoring positive relationships is better than sanction Good emotional regulation and the ability to reason and resolve conflict through effective restorative practice in schools	Students will be more informed on RP approaches More buy-in to RP approaches from students will be evident There will be a reduction in repeat offences / offenders	RH to continue the creation of material for Pastoral Programmes and Induction programmes These lessons will be based on the values and processes outlined in the 'Restorative Me' CPD programme, EA Symposium and relevant publications Heads of Year will regularly refer to Restorative Principles in their assemblies	Form teachers will continue to nurture a Restorative environment in their form class and regularly refer to the value of Restorative Practice Form Teachers and teachers will play a lead role in driving Restorative Practices with their form / teaching class as an alternative to standard sanctions where appropriate. AEN working group can assist the development of RP	Pupils will receive presentations at Induction and in form class to reinforce and build upon their knowledge 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		Form class material produced for students Student Voice exercises Pastoral Teams and working groups minutes Post-RP intervention student evaluation template Post-RP Intervention teacher evaluation template Application and registration with student

103

To establish and provide training and learning opportunities for a team of Student Restorative Practice Ambassadors

Elicit leadership and responsibility in students

To formally introduce parents to the school's Restorative Approach and Values and encourage parents to support the school in its Restorative journey

The school will build upon links created with Newbridge CS in Kildare to enable collaboration, student engagement and the sharing of good practice | *'The student*

ERST Charter, Inspiring Transformational Leadership

'Schools

'A Fair Start' 4.5, e P36

Staff and students | *Takes responsibility*

Should be required to demonstrate

Can learn | *For his/her own learning, development and behaviour and displays leadership'*

A whole community approach … partnership with families'

Through sharing experiences and good practice with another school in a different educational context | A RP Student Leadership Team will be provided with opportunities to develop to become Student Restorative Practitioners

Students will be given the opportunity to inform future development of Restorative Practices in the school

An overview of the school's Restorative Approach will be included in Induction presentations | RH/DH to create opportunities for student workshops

RH to enrol a student cohort onto a student RP training course

RH/DH will create an evaluation template to provide students with evaluation opportunities following a restorative Intervention

Induction presentations to specifically mention the school's Restorative Approaches to | implementation throughout the school and support student RP Ambassadors

Staff will continue to encourage students to take ownership of their own emotions, particularly when they contribute to behaviour, and support them in regulating their emotion-led behaviour

Staff will openly refer to Restorative Approaches when dealing with parents, both formally and informally to enforce an outcome and resolution-based approach. | opportunities to contribute to the development of the Restorative Practice approach in their school particularly in ways to rebuild and restore relationships.

Students will be encouraged to take responsibility for and regulate their own emotions and behaviour, particularly when dealing with a behavioural incident

The Student RP team can promote RP Values and propose ways | | RP Ambassador course

Certificates from Student development course

Student Ambassador Evaluation and voice exercises

Formal and informal feedback from staff

RP material for Parent and student Inductions

Emails, minutes, application forms relating to the collaboration with Newbridge CS Kildare |

| | | | | Links with Newbridge CS will allow for pupil and staff development and education | positive behaviour

RH to continue to lead links with other schools and enhance the network of Restorative Schools with which we collaborate | | to enhance RP Ethos in the school

Pupils will be encouraged to bring Restorative Values to their homes and promote them within their family | | Evaluation of meetings with Newbridge

Sharing of good practice / development of shared resources |

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) Implementation of Personalised Learning Plans for KS3 pupils on the SEN Register. (PLP)	The majority of pupils on the SEN Register	continue to have an IEP in place	and attached to their SIMS profile for effective consultation by staff.	KS3 pupils on the SEN Register will have an updated PLP in place and accessed by staff via SIMS.	LSC will train AEN staff on the production of PLPs in SIMS. LSC will lead on the production of PLPs for pupils in Years 8 -10 on the SEN Register. LSC will provide refresh materials for staff on accessing PLPs via SIMS. LSC will liaise with GOC and OC to discuss and agree data to populate 'Assessment' section of PLP.	AEN staff will support the LSC in the compilation of PLPS. Teaching staff will access PLPs via SIMS for pupils in Years 8-10. Teaching staff will contribute to PLP phase evaluations.	SEN pupils will benefit from improved staff involvement in PLP targets. An increased number of SEN learners will meet set targets through support from subject teachers, classroom assistants and LSC.		
2) CPD opportunities for AEN staff.	82.3% of classroom assistants who	feel confident or very confident	to successfully access PLPs in SIMS	All classroom assistants will complete PLP training and will	LSC will deliver refresher training for classroom	Teaching staff will be supported by CAs in setting	Pupils will have improved awareness of their PLP targets and		.

completed PLP training (17 assistants)			feel confident to access and contribute to PLPs.	assistants in how to access and produce PLPs in Sims in Term 1 (Sept-Oct 2023)	and evaluating PLP targets.	contribute to target setting and evaluation.
No formal process A minority of AEN staff	Is in place for AEN staff actively contribute	to set professional targets and evaluate their practice. to the AEN Google classroom and share effective resources to support learning/ revision.	AEN staff will have common departmental targets for 2023/24: 1. PLPs 2. Google classroom to support H/W and revision. Staff will also have an opportunity to set an individual professional development target – identify a specific training need and opportunities to avail of training/upskilling. The majority of classroom assistants are	LSC will meet with AEN staff to brief them on the 2 common departmental targets for 2023/24. LSC will meet individually with staff and support them in identifying individual targets for professional development. LSC will have appraisal meetings with AEN staff at the end of the year to evaluate progress made against set targets.	AEN staff will identify individual targets for professional development. AEN staff will have opportunities to collaborate and share good practice through departmental Google classroom as a repository for resources to support learning/revision. AEN staff will set up individual Google classroom for Stage 3 pupils and invite pupils and parents.	SEN pupils will benefit from enhanced support arising from training of AEN staff. SEN pupils will benefit from a range of supports provided by SEN staff to prepare them for assessments. SEN pupils and their parents will receive daily updates on H/W and notification reminders of upcoming events/assessments.

				contributing to the departmental Google classroom and sharing good practice. Classroom Assistants are using Google Classroom to engage with Stage 3 pupils and parents, providing H/w and assessment updates and support materials.	LSC will facilitate time for CAs to devise resources to support pupils in their learning/revision and to upload to Google classroom.	AEN staff will set H/W reminders and share revision aids via Google Classroom. Differentiated resources for learning/revision will be quality assured by subject teachers.			
	1 member of staff	has been appointed through the Leadership Capacity Building programme	to support the work of LSC and the AEN Dept.	Opportunities will exist to build capacity in the area of SEN/AEN.	LSC will agree an area of priority with Dr A G scullion – review of PASS Mentoring Programme.	Dr A G Scullion will gain insight into the work of the LSC and the running of the AEN Dept.	Year 8 pupils will benefit from enhanced PASS Mentoring programme.		
3) Update PASS Mentoring Programme (24 Year 8 pupils completed an evaluation survey on the PASS	58.4% of pupils 41.7% of pupils	agreed that the PASS Mentoring Programme agreed that the PASS	was effective in helping them transition into St Mary's.	PASS Mentoring Programme will be evaluated. Materials will be updated to respond to the	LSC will review and update materials for delivery of PASS Mentoring Programme.	Dr AG Scullion will assist with the revision of the PASS Mentoring Programme and associated resources.	Year 8 pupils 2023/24 will benefit from enhanced PASS Mentoring Programme.		

Mentoring Programme in May 2023.) (Staff Mentors completed a staff evaluation survey April 2023)	79.2% of pupils 58.3% of pupils 45.9% of pupils The majority of staff	Mentoring Programme agreed that the PASS Mentoring Programme agreed that the PASS Mentoring Programme agreed that the PASS Mentoring Programme reported that the PASS	was effective in helping them to understand about how they learn. increased their self-confidence. was helpful in equipping them with strategies to use when they encounter challenges in their learning or feel stressed. helped them set short- and long-term targets	feedback of students. In 2023/24 the composition of PASS Mentoring groups will be informed by PASS survey results – pupils with common red/amber results will be grouped. PASS materials will be updated and differentiated based on factor need.	LAC will analyse PASS data and devise groups based on need. Staff PASS Mentors will avail of updated training.			

		Mentoring materials	for themselves. were useful and appropriate for pupils - covered material relevant to our learners.						

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Whole school Attendance	Whole school attendance over last 3 years is below the Northern Irish Grammar School target of 95%. Whole School Attendance 2020-2021 92.4% 2021-2022 93.5% 2022-2023 92.1% (31st May) Year Group Analysis of Current Attendance (up to 31st May 2023) which shows: i) Low level of students whose attendance is greater than 95%. ii) Substantial number of students whose attendance is less than 85%.	Level of whole school attendance to increase in line with NI Grammar School Average of 95%.	OC to update attendance policy.	FTs to drive the importance of good attendance.	Students attend monitoring meetings where necessary.		Attendance monitoring data for each form class every half term.
		Increase in attendance levels across all year groups and reduction in the number of students with less than 95% attendance.	OC to promote new policy with SLT/PLT and parents. Parental Induction in late August will be key opportunities to outline school expectations and procedures with regards to attendance.	FTs liaise with YH regularly to identify students whose attendance is cause for concern.	Pupils supported by FTs/YHs/HoS.		Whole school attendance levels every half term.
	Range: >95% — Year 8: 49, Year 9: 48, Year 10: 42, Year 11: 28, Year 12: 46, Year 13: 57, Year 14: 29 Range: <85% — Year 8: 9, Year 9: 11, Year 10: 9, Year 11: 13, Year 12: 11, Year 13: 3, Year 14: 24 Iris Reach (Truancy Text System) currently distributes on average 40 messages per day.	Incremental improvements for students who have shown patterns of poor attendance. Those identified at monitoring point 1 in the year should show improvement in subsequent monitoring points.	OC to train emergent leader to ensure timely data is available to FTs/YHs to help identify students with worrying attendance patterns early.	FTs liaise with parents to outline concerns.	Students rewarded for good attendance.		Truancy alert data from IRIS reach software.
			OC to set up rewards system to incentivize students to aim for full attendance. This can be driven by YHs during year group assemblies.		Students rewarded for improved attendance.		Minutes from attendance discussions at PLT level.

		Reduction in number of IRIS Reach messages being sent out.	YH/HoS meetings with parents to identify any barriers to attendance.				Notes detailing parental contact / parent meetings.
			Regular form period slot (one per half term) to be allocated to allow YHs to analyse attendance data and support students whose attendance is below average.				EWO student referral reports.
			OC to liaise with EWO and expedite referrals using up to date evidence of in-house support.				

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Develop Effective Senior School Pastoral Programme Ensure that we are fulfilling the needs of students according to the latest guidance from EA contained their Preventative Curriculum Document **https://www.etini.gov.uk /publications/preventati ve-curriculum-schools- and-eotas-centres**	Legacy pastoral resources for Years 13 and 14 currently being used. Staff training around pastoral programme has been limited. Staff indicate that they may not be comfortable with materials to be delivered. A range of external speakers arranged on an ad-hoc basis. Extensive pastoral time in year 14 currently used to support the completion of UCAS personal statements.	Structured pastoral calendar developed and distributed to the KS5 pastoral team.	OC to develop a pastoral timetable and high-quality resources for form period.	OC & YH to support FTs to enable them to deliver form period resources.	Engage fully with all elements of updated pastoral programme.		Pupil Voice to establish effectiveness of programme.
		High quality pastoral resources developed.	OC to liaise with YH to support pastoral teams as they deliver programme.	FTs to deliver the identified pastoral lessons according to calendar.	Complete all activities generated as part of the pastoral programme.		Minutes of pastoral meetings with YH/FT.
		A range of external agencies and programs identified and embedded within pastoral calendar with relevant time allocations.	OC to evaluate and arrange external preventative curriculum speakers and ensure follow-up discussions in assembly/form period.	FTs to complete any relevant training to support the delivery of pastoral programme.			Staff voice to establish how effectively pastoral time has been used.
		Positive feedback from relevant staff and students.	OC to work with external suppliers to develop effective follow-up materials.				Pupil voice to establish how relevant the new pastoral programme has been.
			OC to liaise with CMK to build resources around positive relationships.				Review of new pastoral programme as a result of pupil/staff voice.
			OC to liaise with careers officer to include support time for careers education.				

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Senior School Enrichment Enrichment Modules to be further developed. Student Leadership Roles to be further developed. Identify opportunities for external enrichment providers.	First Enrichment Year Completed 2022-2023 4 cycles of 6-week modules Groups of 10-12 students SOWs developed by staff/HODs 6 Enrichment Modules • Health & Fitness • Healthy Eating/Cookery) • Holiday Spanish • Home Finances • Art • Local History	Timetable arranged and relevant staff available to facilitate new modules.	Due to financial and timetable constraints, available staff to be identified for upcoming modules.	Enrichment staff to monitor attendance and participation & liaise with FT/YH where issues arise.	Attend allocated enrichment classes.		Student Voice and Staff Voice for Enrichment Modules.
		100% of incoming year 13 students to be in a position to attend at least one module.	OC liaising with staff and HODs to establish and plan and extend programs to be included.	Enrichment staff evaluate and adjust provision after each carousel rotation.	Pupils engage fully with all modules.		SOWs for each module.
	Student Voice Completed - 73% of students surveyed so far have had positive to excellent experiences - Suggestions from students received include - ICT/Coding/Film Studies/Study Skills) Currently no external agencies provide enrichment programmes. Senior School Leadership Team has been identified for 2023-2024	Positive feedback from pupil and staff evaluations of provision.	OC to work with YHs/HOD to streamline student leadership opportunities across the school and to identify new roles where prefects can have a positive effect.	Relevant staff to plan and monitor prefect participation and progress.	Pupils' complete pupil voice evaluation after each carousel.		Job descriptions and clear roles distributed to Student Leadership Team.
		Student leadership team providing positive experiences within departments and for fellow students.	OC to investigate links with local organisations/schools and place students in meaningful projects.				Monitoring

			OC to identify opportunities for external enrichment providers.				

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
SIMs: Effective Use of Behaviour Management Ensure that relevant staff can access behaviour data in a timely and user-friendly manner. In conjunction with the PLT, develop a strategy for effective use of data generated in the behaviour management module of SIMs. Distribute behaviour management notifications via SIMs Parent App.	• Since September 2022, teachers have been asked to exclusively use the Behaviour Management Module of SIMs to record behaviour incidents. • Teachers had previously used a hybrid of Behaviour Management and Lesson Monitor comments. • Teachers have found the removal of Lesson Monitor comments challenging as detailed in minutes of recent pastoral meetings. • Training delivered in August 2022 lacked relevant time to give teachers the confidence to use and manage Behaviour Management data and reports. • Teachers require further training to use behaviour management effectively and display relevant behaviours. • In the current academic year (up to 31st May) there have been 5409 recorded behaviour incidents.	All behaviour incidents recorded in SIMs Behaviour Management Module.	OC led PLT meeting in May 2023 and outlined rationale for using Behaviour Summary widget on staff Home Page to allow staff to view timely data about pastoral groups.	FT/YH/HoS to add behaviour summary widget to SIMs Home Page.			Behaviour notifications for parent through SIMs App.
		All staff can easily locate behavioural summary information about their pastoral groups.	OC to develop user-friendly training materials for all staff to: - quickly add behaviour records. - demonstrate behaviour summary data widget.	FT/ST easily identify patterns of behaviour which may need to be followed up.			Immediate behaviour information available to pastoral team through SIMs Home Page.
		Parents receive timely behaviour notifications.	OC to lead training sessions for staff during August INSET training days.	FT/ST to liaise with pastoral leaders to follow up on behaviour incidents.			Analysis data showing incidents recorded along with follow-up actions and outcomes on SIMs.

		Effective follow up processes for FT/YH/HoS.	OC to set up Parent App to distribute Behaviour notifications to parents.	ST/FT/YH to liaise with parents to follow up on behaviour incidents.		
		Overall reduction in the number of Behaviour Incidents.				
		Smooth transfer of data to new MIS.	OC to cascade any initial training to relevant administration/teaching staff.	Staff to implement training with new systems.		Evidence of dissemination of information to staff.
		Staff confident in the use of new MIS to carry out duties.	SLT to allocate relevant time to facilitate training to prepare for new MIS.			Training documentation.
						Post implementation staff voice to evaluate new system.

116

Area for Attention (AFA)	Baseline Position	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Raising Academic Achievement	No students currently assessed against their chance analysis during ARP1 monitoring. The majority of senior students still do not utilise after school study facilities. As yet PASS assessments have not been completed for students underachieving in ARP Assessments. 35% of years 13 & 14 have scored less than a grade C in recent ARP3 assessments.	Less than 20% of students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2024.	OC to liaise with GOC to identify underachieving students who are 2 or more grades below their chance analysis grades, in ARP 2.	HODs to plan intervention for pupils identified. YH to work with FTs to plan intervention with pupils & parents.	Students identified who are 2 or more grades below their chance analysis grades in 2 or more subjects in ARP 2 assessments will complete PASS assessment.		ARP1, ARP2, ARP3 analysis reports.
		Reduction in the number of students achieving lower than 3 A-C grades in year 13 ARP3 in April 2024.	OC to liaise with GOC to organise PASS assessments for those underachieving at ARP2 and to interpret PASS data and share results with YH and relevant HODs/FTs/SENCO.	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 data for students. Academic & pastoral support resources.
		Reduction in the number of students who are 2 or more grades below their chance analysis grades in 2 or more subjects from ARP2.	OC to work with YHs/HODs to plan intervention/support for underachieving students.	HODs develop mentoring programs.	Student action plans completed, and counter signed by parents.		Pupil voice and staff voice to evaluate effectiveness of intervention.
		Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.	OC/YH to liaise with parents, VP and careers officer to support underachieving students.	YH to organise mentoring programmed for identified students.	Students receive support & mentoring in follow up to ARP results.		AS and A Level result.

			OC to extend after school study facility to 5.00pm by recruiting volunteers.	Volunteer staff to supervise after school facility.	Attend after school facility regularly.		Attendance records for after school study.

	Baseline Position				Actions Taken				
Area for Attention (AFA)	Quantitate Part	Verb Part	Quality Part	Success Criteria	SLT/Middle Leaders	Teaching staff/staff	Pupils	Statement of Progress Made	Types of Evidence Gathered
1) Lead and engage staff in the Steps into Sharing programme, encouraging CPD in this area.	Two members of staff have completed TPL modules from the Shared Education hub	which introduce Shared Education and how it can be carried out effectively	to ensure that staff are fully informed of the nature and purpose of Shared Education in the post-primary sector.	All teachers will engage in at least one Shared Education TPL module during INSET / directed time in 2023-24.	CW will liaise with GOC to allocate time for staff to participate in Shared Education training.	All staff will engage in TPL module 6 – Creating and Developing a Shared Education Partnership.	N/A		1) CW appointed to the role of Shared Education Lead Teacher in June 2022. CW and SKY certificate of completion for all Shared Education modules. INSET agenda highlighting time allocated to staff engagement

	Some HODs	have expressed an interest	in getting involved in Shared Education activity.	CW will have promoted Shared Education activity to HODs, with several departments volunteering to get involved.	CW will liaise with HODs to suggest a range of activities / projects which would benefit from Shared Education.	All teachers will be informed about the benefits of becoming involved in Shared Education activity during departmental meetings.	N/A		with Shared Education TPL modules. Staff presentation on Shared Education delivered in August 2022.
2) Promote and develop our new Shared Education partnership, with a focus on relationship-building between partner schools.	One introductory meeting between principals and Shared Education lead teachers	has taken place	to welcome the new partnership and enable key staff to meet and discuss the next steps in initiating Shared Education within our schools.	A further meeting will take place between principals and lead teachers in the next academic year to discuss progress.	CW will liaise with partner schools to arrange the next co-ordinating meeting		N/A		2) Minutes of meetings Shared Education Leadership Journal Copy of presentation delivered to staff Letter to parents
	The BOG and ELT	have approved	our new Shared Education partnership.	Staff, parents and other stakeholders will be informed about the new	CW and SKY will communicate the details of our new partnership with staff in	Staff will be given the opportunity to ask questions about the partnership and the nature	N/A		

				partnership in June 2023.	June 2023. This information will be communicated to parents in the middle of June.	of Shared Education.	N/A			Updated school website
				A Shared Education governor will be nominated from the BOG.	SKY will liaise with the BOG to appoint a Shared Education governor.	N/A				
	No information	regarding our new partnership	has been published on the school website or social media outlets.	The website will contain a section on Shared Education which will contain all the necessary information relating to our partnership. The school social media sites will also contain an update on	CW will produce material for the school website which will name the four schools and reveal each school crest. This material will also explain what Shared Education is, as well as outlining the benefits of Shared Education for the entire	N/A	N/A			

				the partnership.	school community. Updates will be posted on the school Facebook page.				
	No Shared Education student activities	have taken place	to introduce students to the new partnership.	A small group of students will have had the opportunity to engage in one Shared Education activity between 2023-24.	CW will liaise with RH to discuss the possibility of holding a joint student council meeting between our partner schools.	RH and CW will meet with staff and students from our partner schools.	Members of the student council will have the opportunity to meet and collaborate with student council members from our partner schools.		

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) Continue 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. | Continue to work with the DE | to progress the SEP2 Sports Hall development | towards the planning and tender stages. | Progress towards tender stage as far as possible during 2023-2024 (following DE communication that SEPs much remain at the 'planning stage' during this academic year. | Regular attendance at planning and preparation meetings with DE (including but not limited to Head of School Enhancement Programme – Clare Brady, Central procurement directorate – Philip Halliday), outside providers (Architects – Knox & Clayton LLP, Civil & Structural Engineers – | Principal updating staff as required against progress made. | | Application accepted 21st January 2019.

Scoping and business case completed Jan. 2020.

Consultants appointed, initial Board meeting 12th May '21.

2021-23 regular meetings between DE and school.

June 2022 Construction & Procurement | Minutes of meetings

Scoping reports

Planning documentation

Further visits to Sports facilities across other N.I. schools by the Principal and Head of Corporate Services to inform design. |

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		
	YEAR 3 BASELINE June 2023	The Stage 1 report is now at the final review stage ready to be passed	to the Department for approval pending funding availability from DE.		Hanna & Hutchinson Consulting Engineers Ltd, Quantity surveyors – VB Evans), BOG representatives, Principal and Head of Corporate Services.			Delivery (CPD) advised that Stage 1 report is at final review stage ready to be passed to the DE for approval. 2023-2024 we await DE advice regarding the availability of funding to progress the project.	
2) Additional land for future development	Recently	the Trustees acquired additional fields adjacent to Upper Springfield Rd.	for use and development by St. Mary's		Completion of legal documents is ongoing, but permission given by Trustees to begin	Clearing and preparing the lands	So that they can eventually be used by the students to enrich learning. Student Council	The Trustees have secured ownership of the lands from the Christian Brothers to the ERST Trustees of St. Mary's in	Letters from Trustees And Christian Brothers BOG Finance committee discussions BOG minutes.

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		
							consultation will take place when the site is further progressed.	June 2022. In line with budget availability the site will be cleared, drained and prepared for use by the school.	
4) New Ball Wall completed (May 2023) and will now be available to both students during the school day and community use in the evenings. recreational facility	**YEAR 3 BASELINE** In June 2023, the Ball wall structure was completed	Lighting, cameras, logos and surface designs	Will be developed	and completed by September 2023.	The Official opening of the Ball Wall to take place in October 2923	Supervising teachers who assist at lunch time and sports mentors will be aware of the protocols and procedures to follow when using the new facilities.	Pupils to be fully informed by HOY regarding the expected behaviour when using the new facility.	Ball Wall fully operational by St. Mary's students and neighbouring communities.	Lunch time supervision protocols HOY Assembly notes/ PowerPoint Website Official opening photographs and documentation. figures for community use
	During the school day, recreation/ lunchtime	The timetable and protocols	Will be reviewed and implemented						

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		
	and as part of our extra-curricular provision.		to ensure full use of the new facility						
5) Refurbishment of specific areas of the school to include: Music block Front wall of the school Painting of classrooms/ interior of the buildings.	Currently	the areas of focus for refurbishment include the music dept. and the from wall of the school.	This will provide an enhanced space for the music students	Music Classrooms (and other areas as appropriate) repainted and ready for use by staff and students for September 2023	Finance sub-committee of the BOG to approve the spend. Head of Corporate Services to manage all aspects of the project.	Staff to clear personal items from their rooms and store		Music block refurbished	Principal and Head of Cooperate Services visits to choose appropriate seating. Minutes of meetings, notes, drawings. Invoices and agreed spend with the sub-committee of the BoG.
	The music department	will be repainted and carpeted during July 2023	The work is to be completed over the summer break and classrooms						

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		
Further investigation into PA system	The front wall of the school (main Glen Rd. entrance)	Requires a redesign and a complete refurbishment	ready for Sept. 2023. Following frost and wear and tear damage during 2022.23.	Design of front wall to be agreed. Tendering process to be carried out.	Design agreed with BOG and ELT.	ensuring a welcome entrance to the school for visitors, staff	and pupils.	Front Wall of school refurbished	
	Currently	The PA system is not working even though a refurbishment took place in June 2022. It is anticipated	Rewiring is now required across the school site to ensure functionality.	Fully functioning PA system in operation.	The DoCS to liaise with the company to complete the work ready for the new academic year in Aug. 2023	So that messages can be communicated to staff	and pupils on a daily basis.	Functioning PA system operational and being used regularly as required.	
6) Improved links with Alumni to assist with aspects of Teaching and Learning	We have an alumni officer	In place to encourage and attract	Past pupils to visit St. Mary's, help out with	Building of an Alumni database.	Further links developed between Alumni and	link with Alumni officer to organise	to be supported and benefit from		Ethos report recording Alumni contribution during 2023-2024

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		
			work experience, educational presentation and offer financial support to St. Mary's and our students.	Continue to organise events/ workshops for the students involving Alumni. Increased provision of bursary awards to assist students moving to third level education.	HODs/ Careers Officer for mock interviews and careers events. New Bursaries secured and used to assist our students. Database of Alumni prepared.	speakers and events for the students. The Careers officer works with H. McGettigan to involve alumni in school events.	Alumni expertise and support e.g., provision of work experience		

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
- ETI visit report January 2023
- 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, 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)
- Developing a more Strategic Approach to 14 – 19 Education and Training: A framework to transform 14-19 education and training provision (DE, 2022).
- A Fair Start – Final Report and Action Plan May 2021.
- Independent Review of Education in Northern Ireland – Interim Report October 2022.
- Learning Leaders – A strategy for Teacher Professional Learning (DE).
- Moving forward, making a difference – A planning guide for schools 2022-2023 (Education Endowment Foundation.
- Children and Young People's Emotional Health and Wellbeing in Education Framework (Department of Health, February 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	Oct-22	01-Oct-25
Anti-Bullying Policy	Dec-21	01-Dec-24
Assessment and Reporting Policy	Apr-21	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	
CCTV Policy	June -22	01-June-24
Centre Determined Grades Policy (Covid)	April - 21	n/a
Controlled Assessment Policy	Apr-23	01-Apr-24
Critical Incident Policy	Apr-21	01-Apr-24
Curriculum 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	April-23	01-May-26
Extra-Curricular Policy	Mar-21	01-Mar-24
Faith Development Policy	Mar-21	01-Mar-24
Fire Evacuation Policy	Oct -22	01-Oct-24

Policy Name	Date Updated	Next Review
Freedom of Information Policy	Apr - 22	01-Apr-25
GDPR	Jan -23	01-Jan-26
General Health and Safety Policy	July-19	
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
Internal Appeals Procedure (Special Consideration)	Mar-23	01-Mar-26
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-25
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	Apr-23	01-Apr-26
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	Oct-21	01-Oct-23
School Complaints Policy	Apr-21	01-Apr-24
School Visits Policy	Mar-21	01-Mar-24

Policy Name	Date Updated	Next Review
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
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
Whistleblowing Policy	Oct - 22	01-Oct- 25
Word processing Policy (examinations)	Oct - 22	01-Oct- 25

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.