

**O God, we thank you for the life of Blessed Edmund Rice.
He opened his heart to Christ present in those oppressed
by poverty and injustice.**

**May we follow his example of faith and generosity.
Grant us the courage and compassion of Blessed Edmund as
we seek to live lives of love and service.**

We ask this through Christ our Lord, Amen

Contents

Letter from Principal	4
Introduction	5
Staff	7
Finance.....	13
Curriculum, Learning and Teaching	14
Pastoral Care.....	16
Year 14 Destinations	20
Special Education Update.....	23
Responsibility Reports:	
Senior Leadership Team.....	27
Head of Departments	69
Year Heads	70
General.....	84

Dear Parent/Guardian

I am pleased to present the Annual Report of the Board of Governors for the academic year, 2024-2025. It provides a summary regarding the Board of Governor's statutory responsibilities to provide education of the best quality to the students attending St. Mary's. The report is a record of the work executed across the school and also echoes the vision, leadership and management of the Board of Governors, the Principal and teaching and non-teaching staff who have responsibility for the pastoral care, safeguarding and education of our students.

Included in the Annual Report of the Board of Governors are the public examination and curricular summaries as well as an overview of Pastoral provision. The report summarises the many activities that were undertaken by pupils and staff together.

As always, our amazing staff continue to go above and beyond to enrich the experience of our pupils through extra-curricular provision. The spirit of volunteerism among staff is central to our school ethos, and the broad menu of choice on offer ensures that St. Mary's caters for the interests of every pupil. This year, our extra-curricular programme included Chess Club, Eco Club, Water Polo, KS3 Media Club, Golf, Social Justice and Advocacy Group, Student Council, Orchestra, DJ Club, Traditional Music Group, KS3 Coding Club, KS3 Art Club, Choir, Hurling, Gaelic Football, Soccer, KS3 Mini Enterprise Club, Debating Society and Science Club. I want to take this opportunity to thank all staff that have provided these opportunities for our pupils, and we look forward to building upon this great success in the future.

During 2024-25 we began a new and exciting partnership with Antrim GAA. We are excited to see this partnership flourish; through this collaboration, we have already redeveloped our Strength and Conditioning suite and launched the first ever full-time Game Development Coordinator role in our county.

Our Chaplaincy team took the lead in how we as school community live out the vision of Edmund Rice and in all Liturgical services throughout the year with the students participation in year group Masses and services throughout the year. We were supported by our local parishes and are particularly grateful to Fr. Lyons P.P, Fr Mulhall P.P and Fr P. Devlin P.P. for their help and guidance this year.

As the academic year 2024-25 draws to as close we see several changes to staff. After many loyal years in St. Mary's, Ciaran McCann, Libby Cleary and Tom Murphy have retired, while Claire Wright, Chris Clarke, Joanne Carron and Eamon O'Neill are leaving St. Mary's for a new challenge elsewhere. We wish them every success and thank them for their years of dedicated service. Such significant departures present an opportunity for renewal, and we are excited to welcome our new permanent staff to the St. Mary's family, Orla Montgomery, Catherine Delaney, Caitriona McAuley, Kelly McCabe and Michale Moore.

As I reflect on my first year as principal, I am filled with incredible pride. As the only Grammar School for boys in West Belfast, St. Mary's is an important institution - an institution that means something in our community. It is my ambition and desire to lead St. Mary's to become the best school that it can possibly be. With the support of our entire school community, I look forward to achieving this goal together.

Yours sincerely

Brendan McComb



Principal and Correspondent to the Board of Governors

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2024-2025

Introduction

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

This Mission Statement guides us in the task of enabling each of our students to realise his full potential. It stresses the importance of relationships. Students are to be cared for and their talents developed in a harmonious manner. They are encouraged to use their talents for the benefit of others.

St Mary's Christian Brothers' Grammar School core aims as outlined in the charter of the Edmund Rice Schools Trust (ERST) are:

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

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

Board of Governors

The role of the Board of Governors is to manage the School so as to provide the best possible education and opportunities for all our students. The Board consists of nine voting members and the Principal. In addition to its statutory functions and subject to the provisions of the Education Orders and Regulations, orders and directions made there under and to the provisions of schemes under the Education Orders; the Board of Governors still manage and control the school.

These responsibilities include:

- Identifying the school's goals and vision
- Advising, monitoring, measuring and evaluating the school's performance;
- Determining school policies;
- Advising on the planning process, including the planning of the school curriculum;
- Outlining the role and responsibilities of the Principal and Senior Staff;
- Advising on issues such as employment, pastoral care and child protection;
- Advising and managing community relations;
- Offering overall support to school staff, parents and pupils;
- Establishing and maintaining the school's ethos;
- Promoting self-evaluation to sustain school improvement.

The Board of Governors met on four occasions during the year. In addition, the sub committees of the Board met to deal with issues such as campus developments, strategic direction of the school, curriculum, appointment of teachers, finance, auditing of accounts, safeguarding, staffing, premises, discipline and the admission of pupils.

Mr Sean Mahon	Trustee Representative (Chairperson)
Rev Brother P Carlin	Trustee Representative (Vice-Chairperson)
Ms Sinead Larkin	Trustee Representative
Professor Eamonn McCartan	Trustee Representative
Mrs Eileen Donnelly	DE Representative
Mrs Margaret McCrory	DE Representative
Mrs Sarah O'Reilly	DE Representative
Mrs Caroline Vize	Co-Op Representative
Mrs Michelle Williamson	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mr Brendan McComb	Principal and Correspondent

Role of Governors

The Effective Practice and Self-Evaluation (ISEF) Governance evaluation was carried out following each meeting of the Board of Governors as part of their corporate governance role. During Board meetings the Principal (Vice Principals and Senior staff as appropriate), presented summary reports on the progress made against the SDP action plan targets and the current agenda items. During their meetings the Governors monitored and reviewed the financial statements, made decisions on school refurbishment spends, reviewed staff and student attendance, oversaw curricular planning, reviewed academic results and ratified appointments for staff vacancies made by the appointments sub-committees. The Board of Governors also ratified all policy changes and approved new policy documents as appropriate.

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

TEACHING STAFF 2024 - 2025

Principal

Mr B. McComb PGCE, BA, MSc, SLP

Vice Principal (Pastoral)

Mrs A Barr, BA PGCE

Vice Principal (Curriculum)

Mr G O'Connor, BSc, MSc, PGCE, PQH

Senior Teacher (in charge of KS3)

Mrs M Lewis, BA, MA, PGCE, MEd

Senior Teacher (in charge of KS4)

Mr R Herron, BA, PGCE, PQH

Senior Teacher (in charge of Caring Community)

Mr P. Linden PGCE, BEd, PQH

Senior Teacher (in charge of KS5,

Co-ordinator of ICT and C2K)
Miss O Convery PGCE, BSc, MSc

Senior Teacher (Whole School Evaluation and Quality Assurance, Head of Year 10)

Mr C. McEvoy BA, MA, PGCE

Mr A Austin, BA, PGCE	Mr T McCaughey, BA, PGCE
Mr D Boyle, BSc, PGCE, M ED	Mrs C McComb, BA, PGCE
Miss C Boyle, B Ed, MA ('12), MA ('11), MA Hons ('10), PGCE (joined Nov. '23)	Mr F McConville, BA, PGCE
	Mr C McDonnell, BSc, GTP
Mr P Boyle, B Eng, PGCE	Mr S McGoldrick, BSc, PGCE
Mr P Brady, BSc, PGCE, PGCEd	Mrs C McGonagle, BA, PGCE
Mrs A Burrows, BSc, PGCE, PGCEd	Miss L McGonagle, BA, C Ed, PGCE
Mrs J Carron, BA, PGCE	Miss Naomi McGuinness BSc, PGCE
Mrs L Cleary, BSc, H.Dip.Ed	Mr John McGuire BSc, PGCE (left October '23)
Mr C Clarke, BA, MSc, PGCE	Mrs A McGurk, BSc, BEd
Ms S Crilly, BSc, PGCE	Miss M McNally, BSc, MSc, PGCE
Mr P Cunningham, BSc, PGCE	Mr D McVeigh, BA, PGCE
Miss C Delaney, BA, PGCE	Miss J Mervyn, BA, PGCE
Mr T. Donnelly, BA, PGCE	Mr Thomas Morgan, PGCE
Dr M Donnelly, BSc, PGCE, PhD, PGC(HE)	Mr S Moyes, BEd
Mrs M Farag, BSc, Dip Ed, PGCE, PGCE (HE), Cert in Counselling Dip Nutrition and Health	Miss D Murphy, BA, PGCE
Mr C Flynn, BA, PGCE	Mr T Murphy, BA, PGCE
Mrs M Gibson, Ba, PGCE	Mr V Murphy, BEd
Mrs C Gillespie, BSc, PGCE, MSc	Mrs M Murray, BSc, PGCE, M Phil, Ad Dip, Prof Dev
Mr P Gormley, BSc, PGCE	Mr E O'Neill, BA, PGCE
Mrs L Gourley, BEd	Mrs C Osborne, BA, PGCE
Mrs P Graham, BSc, Med, PGCE	Miss K Porter, BMus, PGCE, PG Dip
Mr R Graham, BSc, PGCE	Dr K Robinson, BSc, PGCE, PhD
Mrs D Hamilton, BA, PGCE, PG DipEd	Mr M Robinson PGCE, Bed, Cert Prof Dev
Ms M Hatchell, BA, PGCE (Career break)	Miss S Rogan, BA, PGCE
Mrs U Hughes, BA, PGCE	

Mr C Hynds, BA, PGCE	Dr AG Scullion BA, MPhil, PhD, PGCE
Mr S Kelly, BSc, PGCE	Mr M Smith, PGCE
Mr P Lavery, BA, PGCE	Mr N Smith, BSc, PCGE
Mr M Leydon, BSc, PGCE, PG Dip	Mr A Smyth, BSc, PGCE
	Mr N Ward, BSc, PGCE
Mrs C Logan, BSc, PGCE (Career break)	Ms K Warren, BSc, PGCE
Mrs K McAleese, BA, PGCE	Mr M Watson, BSSc, PGCE
Miss C McAtamney, BA, PGCE	Mrs C Wright, BEd
Mr C McCann, BSc, PGCE	
Mrs C McCabe, BA, PGCE	

SUPPORT STAFF

Director of Corporate Services: Mr D Finnegan

Office Staff: Mrs A Chivers: Principal's PA
Mrs M McGurk: Receptionist
Miss G Hamill: Receptionist
Mrs J McGonagle: Receptionist
Miss A McKeown: Examinations Officer/Academic Achievement Officer
Miss M Morris: Assistant Bursar
Mr N O'Sullivan: Bookstore, Canteen, Travel

Careers Advisor: Mrs L O'Connor

Classroom Assistants

Katey Campbell	Christine Duncan	Karen Gibney	Kevin Herron
Patrick Hickey	Cathy Ireland	Luke Kelly	Conor Kerr
Paul McClean	Adrienne McDonnell	Paul McDonnell	Bernard McKenna
Michelle McCabe	Caroline Nolan	Brendan Quinn	Ciaran Reilly
Anthony Shortt	Stiofan Trainor	Niamh Weir	Cora McFall
Niall Sinnott	James Blevins		

Alumni: Mr Hugh McGettigan

Language Assistants:

Julie Juret (French)

María Aledo Martinez (Spanish)

Micheal O'Coisneachain (Irish)

Maths Support: Mrs Mary McGettigan **Literacy Support:** Miss Cherie Dobbin

Study/ Classroom Supervisor: Mr J McGreevy, Miss Martine O'Connor
Mrs Barbara Murchan, Mr Laurence Murchan,

Art Technician: Mr John Craig
Home Economics Technician: Mrs Teresa Hope
IT Technician: Mr Stephen Smart
Reprographics Technician: Mr Terry O'Neill
Technology Technician: Mr Ryan Mills
Science Technicians: Ms Truly Thompson, Mr Denis Mahon, Mr T Hughes and
Ms Andrea Lowe

Music Tutors:

Carl Fitzpatrick Dave Howell Brendan Kerr Alexanfra McGinley
Aidan McIlduff Cormac Neeson Andrew Sayers Eugene Ward
Barbara White

Maintenance Staff:

Buildings Maintenance: Mr Tom Doherty, Mr Joe McBurney, Mr Conor Tohill
Grounds Maintenance: Mr Raymond Collins, Mr Sean Corrigan,
Mr Jim McGlone. Mr Pdraig Hughes
Electrician: Mr Joseph McKeaveney

Night Security: Mr Brian McCloskey Mr Charles McDonald Mr Patrick O'Halloran

Catering Staff:

Mrs Antonio Boyle Ms Krystyna Cichosz Mrs Sharon Cunningham
Mr Stephen Dinan Mrs Martina Lee Mrs Eileen McDonnell
Miss Yu Chun Yuen Ms Nelida Gomes Monteiro
Ms Catherine McManus

Cleaning Staff:

Mrs Loreen Bowman (Supervisor), Mrs Brenda Cowan, Ms Fiona Donaghy, Ms Lauren Donaghy,
Miss Colette Fox, Mr Damian Gallagher, Miss Aimee Johnston, Mr Francis McDonnell,
Miss Christine McGibbon, Miss Roisin McKay, Mrs Teresa McMenemy, Ms Carolina Miranda,
Ms Catherine Wallace

Staffing Updates

Non-Teaching

Karen Gibney-Flannery – Attendance and Punctuality Recording Officer

Mr Kevin Herron - People First Coordinator

Support:

Jacqueline McGonagle – Receptionist (2 days per week)

Stephen McGreevy – Cleaner

Cora McFall – Classroom Assistant

Niall Sinnott – Classroom Assistant

James Blevins – Classroom Assistant

Staff Leaving:

Mrs Libby Cleary (Retirement)

Mr Ciaran McCann (Retirement)

Mr Tom Murphy (Retirement)

Geraldine Cahill (Redundancy)

Grainne Hamill (Returned home to Australia)

Joshua McCune

Joanne Hall

Eamon O'Neill

Permanent Classroom Assistant posts from September 2023:

Miss Michelle McCabe

Staff Development and Training



2024-25 SCHEDULE

INSET/DT/SDD/TWILIGHTS



This schedule is subject to change

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<p>11/9 █</p> <ul style="list-style-type: none"> Pastoral - FT parental engagement phone calls/email - 2 positive and 2 for improvement 	<p>2/10 █</p> <ul style="list-style-type: none"> Pastoral - FT parental engagement phone calls/email - 2 positive and 2 for improvement 	<p>13/11 █</p> <ul style="list-style-type: none"> Whole-school Evaluation update - CME 	<p>4/12 █</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4) 	<p>8/1 █</p> <ul style="list-style-type: none"> Dept'al analysis of ARP2 results and updates to dept'al action plans 	<p>19/2 █</p> <p>1/2 TW 2b- 6pm finish</p> <ul style="list-style-type: none"> Staff briefing TPL based on SDP priorities (SDP) Pastoral - FT attendance phone calls/email (max 4) 	<p>5/3 █</p> <p>1/2 TW 3a- 6pm finish</p> <ul style="list-style-type: none"> 'BWDW' Sharon Clerkin, Session 2 - Inspire Training (Staff Health & Wellbeing) 	<p>9/4 █</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4) 	<p>7/5 █</p> <ul style="list-style-type: none"> Whole-school evaluation update - CME 	<p>4/6 █</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4)
<p>18/9 █</p> <ul style="list-style-type: none"> Dept'al action planning/Julie Troy follow-up TPL for selected departments 	<p>9/10 █</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>20/11 █</p> <ul style="list-style-type: none"> Staff briefing Dept'al work on Action Plan priorities/HoD slots with GOC and CME 		<p>17/1 █</p> <p>INSET 5</p> <ul style="list-style-type: none"> Staff Briefing Work on reports (Deadline Y8-14 FT reports) TPL based on SDP priorities (TBC) Pastoral HoY Meeting - Monitoring of 'Relentless Routine' PLT meeting to evaluate HoD forum and HoD slots with GOC and CME 		<p>26/3 █</p> <p>1/2 TW 3b- 6pm finish</p> <ul style="list-style-type: none"> Staff briefing Pastoral meeting and FT parental engagement phone calls/email - 2 positive and 2 for improvement Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>17/4 █</p> <p>SDD 3 Moderation</p> <ul style="list-style-type: none"> Staff briefing Moderation Autonomous departmental/pastoral work 	<p>14/5 █</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>11/6 █</p> <ul style="list-style-type: none"> Dept'al HoD forum
<p>25/9 █</p> <ul style="list-style-type: none"> TPL Behaviour Management - Raymond Hunter 	<p>24/10 █</p> <p>TW1 - 7:30pm finish</p> <ul style="list-style-type: none"> Staff briefing 'BWDW' Sharon Clerkin, Session 1 (Emotional Health & Wellbeing) TPL SIMs Behaviour/ Attendance/ Achievements - OC Pastoral meeting and FT parental engagement phone calls/email - 2 positive and 2 for improvement Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>25/11 █</p> <p>INSET 4 (SEAG)</p> <ul style="list-style-type: none"> Autonomous departmental/pastoral work 		<p>22/1 █</p> <p>1/2 TW 2a - 6pm finish (Includes Yr10 PTM)</p> <ul style="list-style-type: none"> Autonomous departmental/pastoral work 		<p>26/3 █</p> <p>1/2 TW 3b- 6pm finish</p> <ul style="list-style-type: none"> Staff briefing Pastoral meeting and FT parental engagement phone calls/email - 2 positive and 2 for improvement Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>30/4 █</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>21/5 █</p> <ul style="list-style-type: none"> Staff briefing Pastoral HoY Meeting - Monitoring of 'Relentless Routine' 	<p>26/5 █</p> <p>SDD 5</p> <ul style="list-style-type: none"> Staff Wellbeing Day
<p>27/9 █</p> <p>INSET 3</p> <ul style="list-style-type: none"> Staff briefing First Aid Training TPL 'Take A Stand' by Teresa McCann Time Budgets TPL Interactive Whiteboard Training - NIAVAC Dept'al Action Planning Pastoral HoY Meeting - Monitoring of 'Relentless Routine' 				<p>29/1 █</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 					

- Conferences for SDP planning to be scheduled in May 2025 when exam classes have left and cover is available - Planning for 2025-28 SDP
- 'BWDW' Sharon Clerkin, Session 3 (Trauma-Informed Practice) - 2025-26?

KEY

- Directed Time
- INSET
- Staff Development Day
- Twilight

School Policies

The following policies were reviewed and ratified by the Board of Governors:

Policy Name	Date Updated
Teacher/ Non-Teaching Discipline and Procedures	Sept 25
Schools SAR Procedure	Sept 25
Safeguarding and Child Protection	Sept 25
RSE Policy	Sept 25
Misuse of Drugs	Sept 25
Mission Statement	Sept 25
Home and Hospital Visits	Sept 25
Grievance Policy	Sept 25
General Health and Safety	Sept 25
Faith Development	Sept 25
Examinations	Sept 25
Data Protection Policy	Sept 25
Data Breach Management	Sept 25
Curriculum	Sept 25
Critical Incident Policy	Sept 25
Controlled Assessment	Sept 25
Bereavement	Sept 25
Complaints	Sept 25
Attendance Policy (Teaching / Non-Teaching)	Sept 25
Anti-Bullying Policy	Sept 25
Nut, Peanut Allegy and Special Diets	Sept 25
Disposal of Records Schedule	Sept 25
CCTV Policy	Sept 25

FINANCIAL REPORT:

	£	£
DENI Funding:		8,578,881
Other income:		90,958
<i>EXPENDITURE:</i>		
Salaries and Wages (Staff - Teaching, Administration, Ancillary, Cleaning)	7,448,992	
Redundancy		
Insurance	91,853	
Heat, Light and Water	162,216	
Cleaning Supplies and Protective Clothing	13,699	
Maintenance of equipment	7,922	
Maintenance of buildings & grounds	397,583	
Hire of Equipment and Services	16,234	
Purchase of equipment	199,761	
Printing and Photocopying	52,695	
Telephone and Postage	7,819	
Advertising	3,471	
Stationery, consumable, books and materials	37,869	
Examination Fees	135,954	
Audit and accountancy fees	8,865	
Other expenses	55,379	
Transport and Field Trips	32,107	
Sports and Games	55,604	
Professional Fees	17,497	
TOTAL EXPENDITURE:		
Deficit	(75,681)	
Surplus brought forward		58,391
Deficit carried forward	(17,290)	

Curriculum Report for Board of Governors

2024-25

Update on Assessment

Under normal circumstances we have four assessment recording points during the school year, ARP1 to 4.

ARP1 and ARP2 were both completed before action short of strike resumed on 10th February 2025. ARP2 incorporates our formal Christmas exams held in mid-December and involves the publication of formal written reports sent to parents. Full written reports were issued for all pupils in January 2025.

If action short of strike continues, we will be unable to fully complete our third and fourth assessment recording points. If this is the case, we will run internal assessments for ARP3 and ARP4 without suspending the timetable for ARP4 in June. There will be a facility for staff who are not following industrial action to upload scores for ARP3 and ARP4 on SIMs.

We will revert to the normal cycle for assessment for the remainder of this year if there is a pay settlement and action short of strike is cancelled.

Following an analysis of ARP2 results, we identified a number of pupils who would benefit from subject-specific teacher-led support. This support is targeted at pupils who are sitting public examinations in May/June later this year and is discussed in more detail below.

Academic Intervention and Support Programme following ARP2

The pupil support programme was designed and introduced last academic year to primarily support pupils who we felt may require extra support and revision to ensure they secure a pass grade in certain subjects in external examinations. In some subjects, particularly those with smaller class sizes, support was offered more widely to allow as many pupils as possible to benefit. Feedback and impact on results were positive, and so we decided to replicate the programme for this year.

The subject-specific support programme began on Monday 3rd February and will continue until Friday 2nd May. The support programme consists of a series of one-hour lessons run after school from 3.15pm to 4.15pm, delivered by our own teaching staff on set dates.

We have 450 pupils enrolled altogether with 48 staff delivering lessons and approximately 68 lessons running each week. Each of the 450 pupils received a personalised timetable for these support lessons.

There has been regular communication to parents and pupils about the programme. We have been consistent in our efforts to ensure that the programme is well promoted and that any pupils who are not attending are followed up with to ensure future attendance.

Levels of engagement are extremely high and feedback from pupils, parents and staff has been positive.

Year 10 and 12 Options

The Year 10 and 12 Options processes began in January 2025 and are now complete.

Year 10 and 12 pupils along with their parents were supported throughout this process and were provided with the following:

- Information videos on the Options process, with presentations delivered to all relevant pupils.
- Careers information, advice and guidance relating to the Options process through presentations and individual consultations.
- Year 12 pupils attended the West Belfast Area Learning Community Careers Convention in early February 2025.
- Options booklets providing detailed information on all subjects.
- Information and advice in relation to subjects being offered that are new to pupils from relevant departmental staff.

We are currently in a position where we are creating the structure of the new Year 11 and 13 classes for 2025-26. This structure, especially for the core curriculum at Key Stage 4, will reflect the needs of the cohort in Maths, English and Science.

In conjunction with People First, we have also finalised provision of work-related learning for a group of 15 pupils in next year's Year 11 cohort. This will involve pupils completing a diploma in vocational skills covering several trades associated with construction. This will be timetabled for one day per week. Individual meetings have taken place with the parents of the pupils identified as suitable for this pathway to explain the planned provision.

We are now starting the process of staffing departments and looking at the deployment of staff according to curricular need. We intend to decide on recruitment where necessary after the Easter break.

Public Examinations November 2024

A number of pupils sat public examinations at the end of November in GCSE English Language, GCSE Maths and GCSE Double Award Science.

Summary of results:

GCSE Science

- 32 pupils were entered for Unit 1 in Single Award Biology.
- 21 pupils passed this unit. Of the 11 that didn't secure a pass grade, only 6 will need to repeat as the other students are close to a pass in relation to their achieved UMS.
- Several Year 12 pupils repeated GCSE Double Award Science units from Year 11:
 - 41 pupils repeated Biology, 30 of these pupils improved their UMS and 18 of those improvements led to a pass in Biology.
 - 34 pupils repeated Chemistry, 28 of these pupils improved their UMS and 12 of those improvements led to a pass in Chemistry.
 - 47 pupils repeated Physics, 30 of these pupils improved their UMS and 20 of those improvements led to a pass in Physics.

GCSE English Language

Following November's results for Unit 4, all Year 12 pupils have now completed 60% of their GCSE English Language.

155 students achieved at least a C grade in Unit 4 in November.

There are 18 Year 12 students who are at the greatest risk of not achieving a pass grade. These students are all repeating modules in May.

GCSE Mathematics

For Year 12 pupils:

- 96% A*- C with seven pupils yet to cash-in a pass grade in Maths.
- 63% A* - B. This is already higher than last year's final set of results in August.
- 31% A* - A. This is already on a par with last year's final set of results in August.
- All Year 12 pupils are entered for a module in the summer series of exams. This is to focus students on improving their current GCSE Maths grade. This will result in the percentage of pupils who have achieved A*-B grades and A*-A grades increasing further when the final set of GCSE results are published in August 2025.

Pastoral Report for Board of Governors

2024-25

Staff Training

- Raymond Hunter (25/9/25), Joanne Bradley (27/9/24) and Stuart Markwell (EA Post Primary behaviour Support Service 17/01/2025) have delivered behaviour management training to staff.
- Mr Herron is completing training to qualify as a Restorative Practitioner Facilitator and is leading four members of teaching staff through an accredited programme.
- M Lewis has refreshed her DDT training and P Linden has completed his DDT training – safeguarding posters around the school have been updated.

Engagement with Parents

- **Spotlight** Newsletter has been shared with staff, pupils, parents and feeder primary schools. Third edition to go out before Easter break.
- Parental Surveys: PLT have agreed questions to gather parental views on our preventative curriculum which will inform new School Development Plan.

- Regular updates and communication via the SIMS Parent APP e.g. extracurricular opportunities and a directory of supports to signpost parents to external agencies for a range of issues.
- Parental phone calls/ emails are ongoing (limited by asos)
- After ARP2, letters of recognition sent from Heads of School for academic achievement and from Pastoral VP for exemplary behaviour.
- Increased social media communication.

Looked After Children

- As of June 2015 we have 6 LAC registered in St Mary's.

Operation Encompass

- July – September: we have received 5 Operation Encompass alerts – 2 relate to a new Year 8 pupil.
- As of 12th June 2025 we have received 14 Operation Encompass alerts.

Child Protection

- We currently have one pupil on the Child Protection Register.
- 5 pupils are currently on individual risk assessments.

Behaviour/ Behaviour Support Service

- 3Rs are now established practice.
- Weekly behaviour/ achievement reports shared by Pastoral VP with form teachers, heads of School and Year Heads.
- Graduated system for pupil logs is established.
- Reset assembly delivered to all pupils on 6th January 2025.
- Emerald Park Trip for academic achievement/ most improved pupils across KS3. Vouchers awarded to KS4 and Post 16 pupils.
- Joanne Bradley continues as our assigned Behaviour Support Teacher
- As of 12th March, 13 referrals have been made to this service. (5 pupils in Year 9, 5 pupils in Year 11 and 3 pupils in Year 12) 2 referrals are pending approval.
- Two pupils (one Year 9 and one Year 11) have availed of therapeutic support from EA PPBSS.
- Two referrals to be made for nurture placement at LINK Centre in term 3.

Engagement with External Agencies/ Safeguarding/ Preventative Curriculum

- Intensive social services involvement with 2 families.
- 2 Gateway referrals (UNIOCINI) submitted by A Barr.
- 2 DAISY referrals submitted – one Year 11 pupil currently availing of weekly support sessions here in school.

- Partnership established with R City – delivering enrichment programme to two groups of pupils in Year 13. Exploring work with a group of Year 11 pupils in term 3 and a programme to be introduced for identified Year 12 pupils in September 2025.
- Ongoing work with Cancer NI to address vaping.
- Love for Life workshops delivered to Year 9, Year 11 and Year 14 pupils (26th September)
- World Mental Health Day – assemblies and events (10th October 2024)
- Anti Bullying week assemblies (November 2025)
- One PUNCH (GAA Community Health and wellbeing) delivered to Year 13 and 14 pupils (15th January)
- Youth Justice and PSNI have delivered workshops to Year 10 (23rd January 2025) and Year 12 students (18th Sept 2024) on anti-social behaviour, vaping and safe social media use.
- PSNI Road safety Roadshow for Year 13 pupils (28th January)
- GAMCARE workshop (gambling awareness) for Year 13 pupils (29th January)
- Children’s Mental health Awareness Week – assemblies delivered by Senior Wellbeing Ambassadors (February 2025)
- SMASHED NI workshop delivered to Year 9 pupils (3rd March 2025)
- A Barr has attended 6 case conferences, 2 emergency LAC meetings and 2 emergency core group meetings.

Enhanced Pastoral Awareness

- Pastoral update emailed to staff every Monday morning
- Staff briefings (Wednesday PM – whilst directed time was operational)
- PLT calendar for Wednesday meetings

Staff Wellbeing

- Staff appreciation letters to coincide with World Mental Health Day (Oct 2024)
- Staff Christmas Dinner (Dec 2024)
- Staff Wellbeing Day (May 2025)

Year 14 Destinations 2024-2025

Pupil Name	Provider Name/Pathway	Course Placed
Harry Ancog	Queen's University Belfast	Biomedical Science
Darragh Armstrong	To be confirmed	
Sean Armstrong	Employment	
Rian Ashmore	Ulster University	Politics & International Studies
Bobby Bennett	Level 3 Apprenticeship	Aerospace Engineering (Spirit AeroSystems)
Odhran Black	Ulster University	Computing Technologies
Michael Bolton	Queen's University Belfast	Mechanical Engineering (Foundation)
Kyle Brown	Stranmillis University College	Physical Education and Sport
Danny Burns	Ulster University	Interactive Computing
Jack Burns	Ulster University	Finance and Investment Management
Shea Burns	Ulster University	Irish with Education
Corey Camlin	Queen's University Belfast	Biological Sciences
Adam Campbell	Queen's University Belfast	International Relations and Politics
Lucas Campbell	Year out	
Caden Canavan	Ulster University	Interactive Computing
Conall Carville	Queen's University Belfast	Business Management with Placement
Rory Cavanagh	Ulster University	Finance and Investment Management
Jim Conlon	Level 3 Apprenticeship	Civil Engineering (Department for Infrastructure)
Sean Connolly	Employment	
Ryan Cooley	Ulster University	Economics
Ben Crawford	Queen's University Belfast	Chemistry (with a Year in Industry)
Ryan Crawford	Level 5 Higher Level Apprenticeship	Cyber Security (Version 1)
Aidan Crummey	Queen's University Belfast	Software Engineering
Brendan Cummings	Ulster University	Accounting and Law
Donncha Curran	Queen's University Belfast	Film Studies and Production
Corey Darragh	Durham University	Liberal Arts
Daniel Devenney	Ulster University	Accounting and Law
Oisin Devlin	Ulster University	Civil Engineering
Anton Donnan	Edinburgh Napier University	Journalism
Tiarnan Downey	Ulster University	Law
Austin Drumm	Ulster University	Mechanical Engineering
Dylan Elliman	Ulster University	Animation
Sean Fennell	Queen's University Belfast	Dentistry
David Ferguson	Belfast Metropolitan College	Software Engineering (Foundation)
Dillon Ferguson	Ulster University	Mechanical Engineering
Odhran Flood	Ulster University	Mechanical and Manufacturing Engineering
Shea Foster	Year out	
Owen Graves	Ulster University	Digital Media Production

Jacob Gribben	Queen's University Belfast	Business Management with Placement
Cormac Hall	Ulster University	Mechanical Engineering
Daryn Heaney	Ulster University	Finance and Investment Management
James Higham	Ulster University	Mechanical Engineering
Ryan Hope	Ulster University	Construction Engineering and Management
Adam Irwin	Employment	
David Johnston	Queen's University Belfast	Business Economics
Ciarnan Keeley	Queen's University Belfast	Computer Science including Professional Experience
Luke Keenan	Ulster University	Biology with optional placement year
Calvin Lin	Ulster University	Accounting (Pathways)
Eoin Maguire	Liverpool John Moores University	Law
Oscar Mallon	Ulster University	Politics & International Studies
James Malone	Ulster University	Finance and Investment Management
Aidan Marley	Queen's University Belfast	Film Studies and Production
Michael Marlow	Ulster University	Law
Gerard Martin	Employment	
Oisin Martin	Ulster University	Accounting (Pathways)
Cailin May	Liverpool John Moores University	Sport and Exercise Science
Niall May	Plumbing Apprenticeship	
Rory McAleer	Ulster University	Accounting (Pathways)
Lorcan McCallin	Ulster University	Building Surveying
Sam McCaul	Edinburgh Napier University	International Tourism and Airline Management
Daniel McCready	Queen's University Belfast	Biological Sciences (Foundation)
Nathan McCrory	Queen's University Belfast	International Relations and Politics
Michael McCrudden	Queen's University Belfast	Biomedical Science
Caolan McCusker	Queen's University Belfast	Media and Broadcast Production
Ruairi McDonagh	Level 5 Higher Level Apprenticeship	Citibank
Fiachra McDonald	Ulster University	Finance and Investment Management
Setanta McDonald	Ulster University	Finance and Investment Management
Odhran McGarrity	Ulster University	Law with Politics & International Studies
Conall McGarry	Queen's University Belfast	Civil Engineering (with a Year in Industry)
Ashton McGlone	Queen's University Belfast	Economics and Accounting
Darragh McGuinness	Ulster University	Screen Production
Calym McKee	Ulster University	Politics & International Studies with Criminology
Ryan McKenna	Queen's University Belfast	English
Coilin McKernan	Ulster University	Mechanical Engineering
Taylor McLarnon	Queen's University Belfast	French and Spanish
Conall McLaughlin	Level 5 Higher Level Apprenticeship	Accounting (Deloitte Brightstart)
Darcy McQuade	Ulster University	Law with Criminology
Leo McStravick	Ulster University	Marketing
Anton McVeigh	To be confirmed	
Jack Mezza	Ulster University	Politics & International Studies

Caolan Monaghan	Employment	
Patrick Monaghan	Queen's University Belfast	International Relations and Politics
Daire Morgan	St Mary's University College	Education (Post-Primary) with Business Studies
Fionntan Muldoon	Employment	
Caidan Mullan	Queen's University Belfast	Film and Theatre Making
Corey Mullan	Queen's University Belfast	International Relations and Politics
Liam Murray	Ulster University	Irish with Education
Fionn Nocher	Year out	
Christian Norney	Liverpool John Moores University	Product Design Engineering
Caoimhin O'Donnell	Ulster University	Mechatronic Engineering
Cillian O'Hare	Ulster University	Business Studies
Daniel O'Hare	Year out	
Fionntan O'Neill	Ulster University	Accounting and Law
Francis O'Neill	Ulster University	Software Engineering
Ronan O'Neill	Year out	
Nathan Patterson-McKenna	Queen's University Belfast	Computer Science including Professional Experience
Joshua Paul-Rea	University of Cambridge	Modern and Medieval Languages
Aaron Quinn	Ulster University	Communication and Counselling Studies
Johnny Quinn	Year 15	
Odhran Quinn	Electrical Apprenticeship	
Conor Reynolds	Queen's University Belfast	Chemical Engineering (with a Year in Industry)
Pearse Rice	Liverpool John Moores University	Sport and Exercise Science
Eoin Russell	Ulster University	Biomedical Engineering
Yehia Saber	Ulster University	Engineering Management
Shane Seacroft	Liverpool Hope University	Accounting & Finance and Sport & Physical Education
Conall Shortt	Ulster University	Mechanical Engineering
Darragh Sloan	Queen's University Belfast	Mathematics
Matthew Sloan	Queen's University Belfast	Advanced Accounting with Placement
Ronan Sloan	Ulster University	Accounting (Pathways)
Kaelan Smyth	Ulster University	Quantity Surveying and Commercial Management
Ryan Stewart	Seeking employment	
Sean Stitt	St Mary's University College	Liberal Arts with PE
Keevan Taylor-Grieve	Year out	
Eoin Toman	Ulster University	Business Studies
Corey Walsh	Ulster University	Sport and Exercise Sciences
Ethan Walsh	Year out	
Conor Ward	St Mary's University College	Education (Primary) with PE
Dean Wilson	Belfast Metropolitan College	Fast track A levels

2024 Leavers – Updated Destinations

Two of our Year 14 leavers from 2024 who had opted to take a year out without deferment were supported in their new applications for university and placed as follows:

Pupil Name	Provider Name/Pathway	Course Placed
Thomas Santillan	Ulster University	Design (Product, Ceramics, Silversmithing and Jewellery)
Joseph Smyth	Ulster University	Mechanical Engineering

SEN Register 2024-25

Stage 3 Code of Practice -Statement of Educational Needs:

35

1 **Number of pupils with Classroom Assistant hours:**

Year 8	2
Year 9	3
Year 10	2
Year 11	5
Year 12*	9 *
Year 13	7
Year 14	6

***1 pupil in Year 12 has converted his classroom assistant hours into 1:1 Tuition hours and receives this 2 days per week.**

103

2. Number of pupils with PLPs:

368

3 Number of Pupils on the Medical Register:

4 Educational Psychological support/referrals this year

Ed Psych – Chris Moore was assigned to St Mary’s CBGS this academic year. Worked closely with SENCO and yr13 pupil suffering with High Anxiety and school refusal.

One parental request for statutory assessment was applied for a pupil in yr 12 and the request was declined by EA.

5 Support for other pupils (e.g. Dyslexia, SEBD, illness acute and chronic)

- Continued use of Dyslexia Portfolio as an added diagnostic alongside Lucid Exact. Woodcock Johnstone IV assessments also introduced this year.
- SPARCS testing administered to all Year 11 pupils – this was introduced in response to a change in JCQ regulations for exam access arrangements stipulating a need for two test scores relating to speed of working to support applications for extra time in examinations.
- Four Year 9 pupils placed on behaviour plans this academic year.
- Four pupils subject to individual risk assessments this academic year.
- Consultation Meeting with Joanne Bradley [SBSS]
- Toilet Passes issued to all diabetic pupils and those with kidney/bowel complaints.
- Red allergy passes issued to all pupils with allergies/anaphylaxis.
- Face mask exemption passes issued to identified pupils upon receipt of communication from parents – expired April 2022.
- PLPs identify reasonable adjustments/classroom strategies to support learning for identified pupils on the SEN Register.
- All classroom assistants completed Microsoft Dyslexia Training.
- All classroom assistants completed training in Microsoft Immersive Reader.
- All classroom assistants completed training in Retrieval Practice and effective study skills.
- All classroom assistants completed training in Effective Use of the CA to support learning.
- All classroom assistants completed Mental Health First Aid Training.
- Time-out passes issued to identified pupils with anxiety disorder/SEBW needs and we now have a supervised support hub for pupils to avail of time-out for short periods.
- ER Break and Lunch Club operates daily and provides a safe, supervised space for vulnerable pupils.
- School counsellor from FamilyWorks available on Tuesday and Friday mornings.

- Care Plan audit carried out with school nurse. Care plans reviewed for pupils with diabetes, epilepsy, anaphylaxis and cystic fibrosis.
- On-going one to one support from the SENCO when required.
- Continued support from ASIS
- Collaboration with Autism NI
- Statemented pupils invited to attend school post-study leave to benefit from guided revision with their CA.
- May 2025: CAs assigned to pupils in Years 12-14 have been directed into classes in Years 8 -11 to provide additional academic and pastoral support to identified pupils/students and to gather additional evidence to support possible referrals next school year.
- SENCO/LSC support is available to all pupils at the point of need.

6 Literacy and Numeracy Support

We have continued to make more effective use of PTE/PTM/CAT4 data to identify pupils requiring support and the target areas for intervention. Teacher and LSC referrals are also used to identify pupils requiring support.

Progress reports communicated to parents on a termly basis by C Dobbin.

Staff receive weekly email from C Dobbin to communicate when pupils will be attending learning support. Maths support is delivered during timetabled maths lessons or non-exam subjects.

	Literacy Support delivered	Numeracy Support delivered
Year 8	52 pupils	6
Year 9	15 pupils	3
Year 10	9 pupils	23
Year 11	2 pupils	3
Year 12	12 pupils	6
Year 13		
Year 14		

7 Annual Reviews/Transition support

- Annual Reviews for all Statemented pupils completed – a combination of face to face and virtual meetings with parents.
- Transition Plans for pupils in Years 10-14 have been finalised and submitted to EA.
- LSC communicated with L O'Connor and careers officers from DFE prior to their meetings with SEN pupils.
- Classroom Assistant reports completed
- End of Year meetings conducted with all members of the AEN team to evaluate work achieved and plan for next academic year.
- Consultations for SEN applications into Year 8 for September 2025 completed on behalf of the school and returned to EA

8 Examination Access Arrangements

- Examinations Access Arrangements Policy updated September 2024 to reflect revised JCQ regulations relating to extra time and supervised rest breaks.
- P Linden and AG Scullion are completing Level 7 Assessor Training delivered by Eirim – this will be completed in June 2026 and means they will be qualified to assist with diagnostic testing and applications for exam access arrangements.
- JCQ Centre Inspection successfully completed in May 2025.

Student Leadership Team 2025-2026

APPOINTMENT	ROLE	NAME
Head Boy	Leader of School Prefect Team	Leon Varghese
Deputy Head Boy	Daire Downey	Thomas Brennan
	Ordhan Morelli	
Senior Prefect		Brendan McMorrow
Senior Prefect		Caoimhín McCreesh
Senior Prefect		Peace Bamidele
Senior Prefect		Sean Geibbon

REPONSIBILITY REPORTS

2024-2025

Senior Leadership Team

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
<p>To improve the learning environment for teaching staff by properly equipping and resourcing teaching rooms, creating an environment conducive to effective teaching and learning. The quality of the learning environment significantly impacts the effectiveness of teaching and student outcomes. To ensure our teaching staff can deliver high-quality lessons, it is crucial that teaching rooms are adequately equipped with the necessary resources and technology.</p>	<p>Currently only a small number of teachers in a few departments have access to the latest digital touch interactive whiteboards to help with the delivery of their lessons to pupils.</p> <p>The vast majority of teaching rooms have screens and data projectors installed that are in disrepair and display poor visual quality.</p> <p>All teaching staff have not received any training on the use of technology to enhance the delivery of lessons. This includes the use of the Microsoft surface pro laptops and the use of visual displays to include digital touch interactive white boards.</p>	<p>The majority of teachers in a few departments have access to the latest digital touch interactive whiteboards to help with the delivery of their lessons to pupils.</p> <p>The vast majority of teaching rooms will be equipped with the latest up to date visual displays to include the reallocation of some of our Samsung screens.</p> <p>All teaching staff will receive training on the use of technology to enhance the delivery of lessons. This includes the use of the Microsoft surface pro laptops and the use of visual displays to include digital touch interactive white boards.</p>	<p>Conduct a comprehensive audit of existing teaching rooms to identify gaps in resources and equipment.</p> <p>Gather feedback from teaching staff regarding their needs and suggestions for improvement.</p> <p>Install or upgrade interactive whiteboards, projectors, and sound systems in all teaching rooms.</p> <p>Ensure reliable internet connectivity and access to necessary software and online platforms.</p> <p>Provide training sessions for staff to effectively utilise new technology.</p> <p>Offer continuous professional development opportunities focused on using new resources and technologies.</p>	<p>Redesign classroom layouts to facilitate different teaching methods, such as collaborative learning and individual work.</p> <p>Attend all CPD workshops on the use of technology for lesson delivery in the classroom.</p> <p>Engage in collaboration and sharing of best practices among teaching staff across different departments.</p> <p>Look at and adapt resources to ensure compatibility with new technologies.</p>	<p>Make pupils and parents aware of how they can utilise any aspect of technology that is being used at home/in school/study where appropriate. e.g. use of Google apps for education or Microsoft educational apps.</p>	<p>37 interactive whiteboards were ordered and installed following an audit of departmental requirements conducted through the HoDs.</p> <p>Staff received comprehensive training in the use of these interactive whiteboards in September 2024. We are hosting additional training on the use of the Lynx board software in January 2025.</p> <p>Initial anecdotal feedback from staff in relation to the whiteboards has been extremely positive.</p>	<p>List of ICT order for departments</p> <p>T:\SLT SDP Evidence 2024-25\ICT Equipment for teaching rooms.docx</p>

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
<p>To baseline the provision for homework across a key stage by seeking parental feedback in relation to a number of aspects of homework provision.</p> <p>Work with HoDs and STs to formulate ways to help parents with supporting their son’s homework to include:</p> <ul style="list-style-type: none"> 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 clinic for 	<p>Over 40% of parents surveyed felt that the amount of homework that their son is completing at home is not enough.</p> <p>67% of parents survey felt that the difficulty level of homework set for their son was pitched at the correct level.</p> <p>29% of parents surveyed felt that their son did not learn anything meaningful from completing the homework set for them by their subject teachers.</p> <p>40% of parents surveyed felt that they only occasionally were able to see what homework was being set for their son.</p> <p>30% of parents surveyed felt that their son never enjoyed completing homework that was set by their subject teacher.</p> <p>85% of parents surveyed stated that the time spent per subject per week should not exceed one hour.</p> <p>25% of parents surveyed stated that they have to remind their son(s) to complete their homework on a daily basis.</p>	<p>By the end of 2024-25 we want less than 10% of parents feeling that the amount of homework that their son is completing at home is not enough.</p> <p>By the end of 2024-25 we want over 90% of parents to feeling that their sons are extending their learning through homework.</p> <p>By the end of 2024-25 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.</p> <p>By the end of 2024-25 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.</p> <p>By the end of 2024-25 we have reduced the number of overall recorded incidents relating to homework by at least 20% with a focus on improving the non-</p>	<p>GOC to work with RG to set up structures to better communicate expectations for homework to all new Year 8 and 11 pupils.</p> <p>This will include a homework expectations briefing for all Year 8 and 11 parents during induction.</p> <p>GOC in conjunction with HoDs and Year 8 STs to create a class-specific homework calendar for parents.</p> <p>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.</p> <p>RG 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 and RG will liaise with parents to better support them in being able to help their sons with homework.</p> <p>GOC and RG to evaluate the impact of the drive in relation to improving</p>	<p>HoDs and Year 8/11 teaching staff to help formulate a homework calendar that is both class and subject class specific.</p> <p>Year 8/11 teaching staff to inform RG about Year 8/11 pupils who are repeat offenders in relation to not completing homework tasks.</p> <p>Year 8/11 teaching staff issue relevant homework as agreed by departmental policy on the homework calendar.</p> <p>Teaching staff to implement new protocols for addressing issues in relation to non-completion of homework.</p>	<p>Pupils adhere to any instructions relating to the completion of homework tasks and fully use their homework diaries and homework calendar.</p>	<p>After meeting with HoDs in August, it was agreed that the focus for improvement of homework completion would be on Year 11 pupils. This year group was felt to be appropriate as these pupils were starting a new key stage and their GCSE journey. A suggested model for Year 11 homework protocols was provided to HoDs and feedback sought.</p> <p>Communication of new homework protocols was completed:</p> <ul style="list-style-type: none"> Email to staff which included a refresher on how to record homework on SIMS. A letter sent to parents of Year 11 outlined the 	<p>Notes from HoD Forum regarding Homework</p> <p>T:\SLT SDP Evidence 2024-25\Homework HoDs.docx</p> <p>Staff Survey regarding homework provision</p> <p>T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff - June 2024.html</p>

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
<p>parents during induction.</p> <ul style="list-style-type: none"> 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. 	<p>38% of parents surveyed felt that they didn't have enough knowledge to help/support their son with his homework.</p> <p>96% of parents agreed that they would welcome the creation of a homework calendar that was class specific.</p> <p>85% of parents agreed they wanted weekly reminders of homework related issues and announcements.</p> <p>95% of parents want to be informed if their son is not completing his homework.</p> <p>In the 2023-24 academic year there were 4899 incidents recorded by staff on SIMs for homework related issues (Non-Completion (80%) and poor quality (20%)). Issues relating to homework makes up 41% of all recorded incidents relating to poor behaviour/indiscipline.</p> <p>The highest number of homework related record incidents was in year 11</p>	<p>completion aspect of recorded behaviour.</p> <p>Concentration of efforts in Year 8 and 11 to establish a good culture for homework starting KS3 and KS4 classes.</p> <p>Establish with HoDs a consistent approach to addressing issues relating to the non-completion of homework.</p>	<p>pupil engagement by re-running the survey with parents during the third term of the 2024-25 academic year.</p> <p>GOC to work with HoDs to establish new protocols for addressing issues in relation to non-completion of homework.</p>			<p>expectations of homework and the sanctions that would be applied if homework was not being completed.</p> <ul style="list-style-type: none"> RG and GOC presented to Year 11 pupils, outlining the importance of completing homework and the sanctions being applied if homework is not completed. <p>Just before October half term, an initial round of letters was sent to parents of pupils who had missed more than 3 homeworks (6 pupils).</p> <p>In December, 24 letters were sent to parents of new offenders. Parents of 5 repeat offenders were</p>	

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
	<p>(1254). Out of all the homework related issues recorded by staff:</p> <p>52% of them were concentrated in Years 8 – 10 (KS3)</p> <p>43% in KS4 and 5% in KS5.</p>					invited to meetings with RG/GOC. None attended so RG/GOC made phone calls to parents to explain concerns and advise their son was being placed on detention. All parents were supportive.	
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Link members of the SLT re-established.</p> <p>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.</p> <p>All HoDs perform a full interim and final evaluation where first hand evidence can be checked by a link member of the SLT.</p>	<p>GOC and CME to talk HoDs through the format of the HoD report to include examples of best practice for HoD planning in 2023-24.</p> <p>GOC to communicate to HoDs the new SLT links and task HoDs to establish their timeline for interim evaluation.</p> <p>GOC to schedule interim evaluation meetings with SLT links once departmental timelines are established by HoDs.</p> <p>GOC and CME are to challenge and support HoDs throughout the action planning process.</p>	<p>HoDs are to establish AFA that are important for their department and directly relate to improving pupil outcomes.</p> <p>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.</p> <p>HoDs, in conjunction with departmental staff, to lead and manage the actions contained within their HoD report.</p>	<p>Pupils will engage with all aspects of departmental development as outlined in their HoD report.</p>	<p>HoDs have identified focus areas to address concerns in departmental exam results, aiming to improve pupil outcomes.</p> <p>HoDs are using evidence such as pupil books, scores (including ARPs), pupil feedback, and peer observations to track progress towards targets.</p> <p>GOC and CME are partnering with HoDs to evaluate progress on these</p>	<p>HOD PP August 2024</p> <p>T:\SLT SDP Evidence 2024-25\HoDs PP August 2024 Staff Presentation (2).pptx</p>

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
	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.		GOC to liaise with SLT links in relation to the content in HoD APs and the process for interim evaluation to include challenge and support for HoDs.			priorities through scheduled meetings. Each HoD will produce a progress statement, backed by evidence, by the end of the first term.	
To establish an eight-week revision and support programme across all departments, delivering targeted revision lessons to selected GCSE, AS, and A2 level pupils to help them prepare for their public examinations in August 2025.	76% of Year 12 cohort identified for participation in the programme 60% of Year 13 cohort identified for participation in the programme 62% of Year 14 cohort identified for participation in the programme 69% of Year 12 pupils achieving 5+A*-C in ARP2 47% of Year 12 pupils achieving 7+A*-C in ARP2	Less than 75% of Year 12 cohort identified for participation in the programme Less than 60% of Year 13 cohort identified for participation in the programme Less than 62% of Year 14 cohort identified for participation in the programme	Collaborate with teaching staff to identify pupils who would benefit most from targeted revision support based on their current performance and ARP1/2 grades. Prioritise students who are at risk of not achieving their potential or who need additional assistance in particular subjects. Develop a detailed eight-week schedule outlining the revision sessions for each subject, ensuring a balanced and comprehensive approach.	Ensure each department is equipped with the necessary resources, including past exam papers, revision guides, and interactive tools. Communicate the importance of the revision programme to students and parents, encouraging full participation and commitment. Offer incentives or recognition for attendance	Attend scheduled sessions and fully participate in the programme.	A Pupil Support Programme will run from the start of February to the end of April to support pupils studying for examinations in the Summer 2025 series. We have gathered information in relation to staff who are willing and available to participate in the revision programme, to include the days	

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
	<p>29% of Year 13 pupils achieving 3+A*-C in ARP2</p> <p>45% of Year 14 pupils achieving 3+A*-C in ARP2</p> <p>On average 85% participation of students identified attended sessions in 2023-24</p> <p>The value added for the students involved in the programme (comparing APR2 to examination outcomes in August 2024) was:</p> <p>GCSE 5+ A*-C GCSE 7+ A*-C</p> <p>AS 3+A*-C A2 3+A*-C</p>	<p>At least 80% of Year 12 pupils achieving 5+A*-C in GCSE Summer 2024</p> <p>At least 60% of Year 12 pupils achieving 7+A*-C in GCSE Summer 2024</p> <p>At least 50% of Year 13 pupils achieving 3+A*-C in GCSE Summer 2024 (in those subject which cash in at AS level)</p> <p>At least 60% of Year 14 pupils achieving 3+A*-C in GCSE Summer 2024</p> <p>On average 95% participation of students identified attended sessions in 2024-25</p> <p>By implementing this focused revision and support programme, we aim to boost student confidence and improve their performance in the upcoming examinations.</p>	<p>Allocate dedicated time slots for each subject, avoiding clashes and ensuring students can attend multiple sessions if needed.</p> <p>Implement a system to track student attendance and progress throughout the programme.</p> <p>Gather feedback from students and teachers to evaluate the effectiveness of the revision sessions and make necessary adjustments.</p>	<p>and active participation to motivate students.</p> <p>Keep parents informed about the revision programme schedule and their child's progress.</p> <p>Provide tips and resources for parents to support their child's revision at home.</p>		<p>they are available and the subjects they can offer.</p> <p>Identification of pupils requiring support, revision schedule and communications will commence once ARP analysis is complete.</p>	

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
		Targeted revision sessions will help bridge knowledge gaps, reinforce key concepts, and develop effective exam techniques.					
<p>To implement a new curriculum pathway for Year 10 options that combines applied and academic qualifications, preparing them for successful transition from St. Mary's at the end of Year 12 into training or employment.</p> <p>Recognising the diverse needs and aspirations of our students, we aim to offer a curriculum that provides alternative pathways to cater to different learning styles and career goals. This new applied pathway will equip students with practical skills and academic knowledge,</p>	<p>There are several pupils in Year 9 (2023-24) who have been identified as being weak in literacy and numeracy. Most of these pupils reside in the DEF classes.</p> <p>The current Year 10 GCSE options process presents a curriculum that does not cater for the needs of pupils who have stanine 2 or 3 in literacy and numeracy.</p>	<p>All of our Year 10 pupils placed in an appropriate curricular pathway that will enable them to move forward into Level 2/GCSE qualifications that will stretch and challenge them and equip them for further education, training and employment.</p> <p>The introduction of this applied pathway aims to provide Year 10 pupils with a comprehensive education that blends practical skills and academic knowledge. This will prepare them for successful transitions into training or employment at the end of Year 12, meeting their individual needs and ambitions.</p>	<p>Develop a blended curriculum that integrates both applied and academic qualifications at Key Stage 4. Ensure the curriculum is rigorous, challenging, and relevant to the needs of the students and the demands of the job market. Establish a working group comprising teaching staff from various departments to contribute to the planning and shaping of the new pathway. Hold regular meetings to gather input, discuss progress, and address any concerns or suggestions. Liaise with local employers and training agencies such as People First and Workforce to align the curriculum with industry needs and employment opportunities. Develop partnerships to provide work experience, internships, and guest lectures for students.</p> <p>Inform parents about the new pathway through meetings and school communications.</p> <p>Offer sessions to explain the benefits and structure of the applied pathway,</p>	<p>Ensure that teaching staff have access to the necessary resources and training to effectively deliver the new curriculum.</p> <p>Departmental Invest in relevant materials, technology, and facilities to support applied learning activities.</p> <p>Participate in professional development opportunities for staff to enhance their understanding of applied learning and industry trends.</p> <p>Sharing of best practices among staff involved in the applied pathway.</p>		<p>A working group made up of representatives from various departments was formed to review potential provision and consider how we can best meet the needs of these pupils. The working group has met on two occasions so far, generating ideas and agreement on a proposed framework for these pupils for next year. GOC has contacted various training organisations to determine if they can assist with delivery of work-related learning for these weakest pupils, and subsequently met with Springvale Learning and People</p>	<p>HOD PP August 2024</p> <p>T:\SLT SDP Evidence 2024-25\HoDs PP August 2024 Staff Presentation (2).pptx</p> <p>Staff PP August 2024 Curriculum</p> <p>T:\SLT SDP Evidence 2024-25\Staff PP August 2024 Staff Presentation.pptx</p> <p>Minutes from Working Group</p>

SDP 2024-25 SLT Action Plan – Curriculum GOC

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		
enhancing their readiness for the workforce or further training.			<p>addressing any questions or concerns.</p> <p>Identify students who would benefit most from the applied pathway based on their interests, strengths, and career aspirations.</p> <p>Provide guidance and support to students and parents during the selection process, ensuring informed decisions are made.</p>			<p>1st. A potential framework has been developed following these discussions.GOC has met with DM to discuss the timetabling implications of running this new Curriculum model in 2024-25 for Year 11 pupils.</p>	

SDP 2024-25 SLT Action Plan – Pastoral AMB

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		
Consistent approach to recording of behaviour incidents across the school.	<p>73.7% of teaching staff report that they are consistent in implementing the school's Positive Behaviour policy.</p> <p>29.8% of teaching staff report they are consistent in recording instances of indiscipline on SIMS Behaviour Management module.</p> <p>When recording a behavioural incident 47.4% of teaching staff always log details of action taken to address the issue. 45.6% record the details sometimes and 7% never record follow up details.</p>	<p>Introduction of 3 Rs across the school so there is consistency on when to record a behaviour incident.</p> <p>When staff are recording a behavioural incident, details of the incident and the action taken by the staff member are logged in SIMS behaviour management module.</p>	<p>Extended PLT forum to discuss behaviour management practices and agree next steps to address issues emerging from Staff Survey.</p> <p>OC will disable the option to quick record disruptive behaviour in SIMS.</p> <p>AMB will update Home School Agreement and Code of Conduct to reflect the implementation of 3Rs.</p> <p>AMB will arrange for classroom posters to promote 3Rs.</p> <p>AMB will produce PowerPoint to be delivered to all pupils during extended registration on 2nd September.</p>	<p>Staff surveyed on practices relating to behaviour management.</p> <p>Staff will implement the 3Rs:</p> <ol style="list-style-type: none"> 1.Request desired behaviour 2.Remind and reinforce what the desired behaviour is. 3.Record the incident on SIMS behaviour management <p>Presentation will be delivered by form teachers to pupils on 2nd September and will communicate the 3Rs.</p>	<p>Will be informed about 3Rs at assemblies and during extended registration on 2nd September 2024.</p>	<p>Good - 3Rs are established across the school. 91% of pupils are aware and 84.5% report 3Rs are a fair way of promoting positive behaviour for learning. (Pupil surveys Dec 2024)</p>	<p>Staff Survey (June 2024)</p> <p>https://docs.google.com/forms/d/1ajnUSJ0Ul1lvGylBaME3wLCJAUINiATk79ibFesh50/edit?ts=665ddadf#responses</p> <p>Behaviour Overview for academic year 2023- 2024:</p> <p>behaviour breakdown PLT 12th June 2024</p> <p>PLT forum meetings on behaviour May/June 2024:</p> <p>PLT behaviour forum June 2024 summary</p> <p>Presentation to staff August 2024</p> <p>n:\RPF\Desktop\Pastoral updates August\Pastoral Updates for staff August 2024.pptx</p>

SDP 2024-25 SLT Action Plan – Pastoral AMB

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		
							<p>August Induction Presentations to pupils and whole school presentation to pupils on 2nd Sept 2014</p> <p>T:\PLT\August Induction Presentations\Year 8 Induction Parents and Pupils August 2024 final.pptx</p>
<p>A more robust follow up to disruptive, defiant and disrespectful behaviours.</p> <p>Improved communication with staff regarding behaviour follow ups.</p>	<p>11, 868 behavioural incidents recorded in 2023-2024.</p> <p>Disruptive, defiant and disrespectful behaviours accounted for 35.86% of all recorded incidents.</p> <p>Inconsistencies in the frequency in which form teachers review behaviour records for their form class: 33.3% check daily/ 26.3% check weekly/7% check monthly/ 5.3% check half-termly/ 7% never check.</p> <p>Inconsistent format for pupil log.</p>	<p>Introduction and implementation of the 3Rs.</p> <p>There will be a significant reduction in instances of disruptive, defiant and disrespectful behaviours.</p> <p>Introduction and implementation of a graduated system for pupil log.</p> <p>Introduction and implementation of a graduated system for suspensions.</p> <p>Weekly behaviour reports are issued to</p>	<p>AMB to run behaviour reports at the end of each week and distribute to Form Teachers and Year Heads.</p> <p>AMB will email a weekly pastoral update to staff to notify of pupils on log/suspended.</p> <p>Consistent format for log – AMB to arrange copies for distribution.</p> <p>Year Heads will place a pupil on YH Log once 20 instances of disruptive, defiant or disrespectful behaviours have been recorded. YH will meet with parents.</p> <p>HOS will place a pupil on log once 25 instances of</p>	<p>Form Teachers to place a pupil on Form Teacher Log once 10 instances of disruptive, defiant or disrespectful behaviours have been recorded. Form teacher will meet with parents.</p>	<p>Will be informed of graduated system for log and suspensions during extended registration on 2nd September 2024.</p>	<p>Satisfactory: 589 fewer behaviour instances recorded in comparison to he same period Sept- Dec in 2023.</p> <p>+82 instances of defiance +129 instances of disrespect -260 instances of disruptive behaviour.</p>	<p>SIMS Behaviour reports.</p> <p>Weekly pastoral email to staff.</p> <p>Pupil log booklets.</p> <p>Records from meetings with parents.</p> <p>Referrals to PPBSS and records of meetings with PPBSS staff.</p>

SDP 2024-25 SLT Action Plan – Pastoral AMB

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		
	Staff are not consistently informed of behavioural follow ups and pupils who have been placed on log.	<p>Form Teachers and Year Heads.</p> <p>Improved communication to staff regarding pupils on log/suspended.</p> <p>BOGs are supporting school staff in addressing pupils persistently displaying poor or challenging behaviours.</p>	<p>disruptive, defiant or disrespectful behaviours have been recorded. A referral to EA PPBSS will be initiated. HOS will meet with parents.</p> <p>Pastoral VP will initiate suspension once 30 instances of disruptive, disrespectful or defiant behaviour have been recorded. VP will meet parents.</p>			<p>System for pupil log established.</p> <p>Weekly pastoral update sent to staff to notify of pupils on log.</p>	<p>Presentation to pupils on 2/9/2024</p> <p>N:\Downloads\Pupil presentation 2nd september KS3 and KS4.pptx</p> <p>Pupil reset assembly presentation 6th January 2025</p> <p>N:\Downloads\Pupil presentation 6th January 2025.pptx</p>
Attendance at scheduled after-school detentions.	<p>SIMS data (22nd May 2024) for 2023/24:</p> <p>952 detentions set</p> <p>551 DTs were attended (58%)</p> <p>323 DTs were not attended (34%)</p> <p>73 DTs had no record of attendance (8%)</p>	<p>A record of attendance will be taken for all detentions.</p> <p>There will be a reduction in the number of detentions not attended.</p> <p>Pastoral leaders will be proactive in issuing reminders to pupils regarding attendance at detention.</p>	<p>PLT will be offered refresher training in recording pupil attendance at detention. Training for newly appointed Heads of Year will also be offered.</p> <p>LSC will continue to assign a classroom assistant to each Year Head to assist with admin regarding detentions.</p>	<p>Teaching staff will check class registers to identify pupils on detention and will direct them to the venue on Tuesdays and Fridays.</p> <p>27/11/24: A McKeown notifies patents via telephone on Mondays</p>	<p>Will receive written notification of a set detention and a verbal reminder from their Year Head.</p> <p>Will be informed of</p>	<p>Unsatisfactory</p> <p>64% attendance at detentions in period September – November 2024 (-6% on same period in 2023)</p>	<p>Registers of attendance at detention.</p> <p>Records of training undertaken by PLT.</p> <p>Presentation delivered to pupils on 2/9/24.</p>

SDP 2024-25 SLT Action Plan – Pastoral AMB

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		
		Introduction of an extended detention on Fridays for pupils who are present in school but fail to attend a set detention.	<p>SLT will facilitate an extended Friday detention for pupils who fail to attend.</p> <p>Year Heads will address pupils placed on detention on Mondays and Thursdays to issue copies of letter and reminders.</p> <p>The staff member supervising detention on Tuesdays will dismiss their class at 3.12 and be in situ at the venue for pupils arriving.</p> <p>A PA will be made at the end of the school day on Tuesday and Friday to inform subject teachers to check registers and direct pupils to the detention venue.</p>	<p>and Fridays to remind them of DT.</p> <p>A McKeown will collect and escort pupils to DT if directed to by a YH due to repeated failure to attend.</p>	<p>extended Friday detention during extended registration on 2nd September 2024.</p>		<p>Email sent to PLT on 27/11/2024</p> <p>Staff Updates presentation delivered 13/11/24 by CMcE</p> <p>N:\Downloads\Staff Updates - November 2024.pptx</p>
<p>Improved engagement with parents</p> <p>(See MDL’s action plan on Emotional Health and Wellbeing (EHWB))</p>	<p>Directed time has not prioritised opportunities for staff to engage with parents.</p> <p>50% of parents agreed they are given information on emotional health and wellbeing issues to support their son.</p>	<p>Calendar for directed time will have allocated opportunities for staff to contact parents to recognise achievements and successes/ highlight the need for</p>	<p>Directed time calendar agreed and shared with staff.</p> <p>Year Heads to liaise with form teachers to determine contact made with parents.</p>	<p>Form teachers will use weekly behaviour reports to identify the need to engage with parents.</p>	<p>Will have achievements sent to parents via SIMS Parent App.</p>	<p>Good: In term 1 allocated time for staff to engage with parents.</p>	<p>Being Well, Doing Well Baseline Survey results</p> <p>2023-24 Pupil Survey Analysis</p> <p>Parental feedback on EHWB and</p>

SDP 2024-25 SLT Action Plan – Pastoral AMB

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		
	<p>48% of parents agreed they can give feedback to the school on our emotional health and wellbeing curriculum.</p> <p>Communication via SIMS App only currently reports behaviour concerns.</p>	<p>improvements/ discuss attendance.</p> <p>A half termly parental newsletter will keep parents informed of school events and to promote events and organisations which support positive emotional health and wellbeing.</p> <p>Parental support workshops will be held to address identified areas of need.</p> <p>Directory of supports will be shared with parents.</p> <p>Achievements will be recorded on SIMS and shared with parents via SIMS App.</p>	<p>P Boyle to work with A Barr as LCBP and to focus on parental engagement.</p> <p>August 2024: Parental questionnaire during registrations to identify areas of priority re. EHWB and inform planning for preventative curriculum.</p> <p>AMB and MDL will collaborate on directory of supports for parents.</p> <p>PB will produce a half termly newsletter for parents and co-ordinate relevant workshops for parents.</p>	<p>Form teachers will use allocated directed time slots to engage with parents regarding pupil success, concerns and attendance.</p>		<p>Good: 4797 achievement notifications sent to parents Sept-Dec 2024.</p> <p>Need to drive positive promotion across KS4/KS5.</p> <p>Very Good:</p> <p>Spotlight Newsletter is contributing to positive promotion of our school.</p>	<p>preventative curriculum.</p> <p>Parental newsletters http://bit.ly/SMCBG1 http://bit.ly/SMCBG2</p> <p>Directory of supports for parents.</p> <p>Parental workshops and record of attendance.</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

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		
<p>Target 1</p> <p>1.2/1.3</p> <p>Emotionally Healthy, Happy and Safe school Pupil Voice</p>	<p>66% of pupil agree extra support is available when needed.</p> <p>51% of parents and carers agree teachers/staff support their child(ren) when they feel upset or worried.</p> <p>80% of pupils feel safe in class.</p> <p>70% of pupils feel safe around school.</p> <p>32% of pupils know how to access the school counsellor.</p> <p>74 % of teaching staff agree that pupils are asked their views.</p>	<p>1a. Pupils are encouraged to seek help and know who to go to within the school for help including the school safeguarding team.</p> <p>1b. Pupils are signposted to relevant helplines and have access to information and support.</p> <p>1c. Pupils know they have an influence on school life and recognise their views are important and valued.</p> <p>1d. Pupils are involved in decisions that relate to them and are aware from the outset as to what will happen with their decisions.</p> <p>1e. Pupils are invited to share their experiences of EHW provision, including</p>	<p>MDL: Information about how to access counselling in school or who pupils can speak to about EHW will be collated in a pupil-friendly document and shared during assemblies and in Form Class. Information will be posted on social media, including signposting to different agencies.</p> <p>JC to attend assemblies in September to outline her role and plans for Wellbeing over the academic year. JC to provide FTs with Wellbeing information throughout the year to supplement existing pastoral programmes.</p> <p>JC to offer coaching sessions for identified pupils in consultation with HoS/YH/VP.</p> <p>MDL and JC: organise involvement of Wellbeing</p>	<p>Teaching staff, especially Form Teachers, should display the information posters regarding school counselling service.</p> <p>All classrooms should have copies of the Safeguarding poster.</p> <p>FTs to use Form Period to outline how pupils can access help re: their EHW both in school and outside of school (materials to be provided) and to use materials provided by JC.</p>	<p>Wellbeing Ambassadors to lead assemblies on EHW.</p> <p>Focus groups to explore ideas about EHW.</p> <p>School council representatives to hold meetings regarding EHW and what they would like to see included in our curriculum or which outside speakers they would like to hear.</p> <p>Pupil voice exercises to be conducted regarding impact of programmes run by outside agencies.</p>	<p>Counselling poster designed and distributed to FTs and shared with pupils in Form Period. (MDL assisted by Donncha Curran, Wellbeing Ambassador). Posters displayed throughout the school and info shared via parentapp.</p> <p>Wellbeing Ambassadors involved in the World Mental Health Day</p>	<p>Wellbeing information board.</p> <p>Records of information shared on social media platforms.</p> <p>Document outlining referral process for pupils.</p> <p>Information posters for Form Rooms.</p> <p>Counselling Service in School white text.docx</p> <p>Number of referrals to in-school counselling.</p> <p>Records of Wellbeing Ambassadors attending assemblies/minutes of meetings. Materials provided for FTs.</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

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		
	<p>50 % of support staff agree that pupils are asked their views.</p> <p>34 % of parents and carers agree that our school listens to suggestions and ideas from pupils. 2</p> <p>6.7 % of pupils agree that they are regularly asked their opinion on what could be improved at our school.</p> <p>33.9% of pupils neither agree nor disagree</p>	<p>interventions and targeted support.</p>	<p>Ambassadors in assemblies and school events.</p> <p>JC to update the school’s social media platforms in relation to Wellbeing events in school.</p> <p>JC and MDL: Wellbeing Ambassador newsletter each half-term. Pupil focused information.</p> <p>MDL and JC to enlist support from external agencies to work with pupils, eg AWARE, EA REACH4Resilience Programmes, local youth clubs.</p>			<p>assemblies, presenting to pupils. Posters designed for all classroom and office doors.</p> <p>(Thurs 10th Oct 2024)</p> <p>School’s Wellbeing Instagram page is updated regularly.</p> <p>New school newsletter – updates about Wellbeing posted here.</p> <p>PASS data to be used to inform those suitable for REACH programme in Term 2 (liaison with P</p>	<p>T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</p> <p>Presentation 1 (1).pptx</p> <p>Spotlight on St Mary's CBGS October 2024 FinalV (2).pdf</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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						Linden required).	
<p>Target 2</p> <p>1.4 Early Identification of Pupil Need, Targeted Support, Monitoring and Review</p>	<p>45% of teaching staff agree that there are clear referral pathways in place for pupils to access both internal and external support for EHW.</p> <p>45 % of teaching staff agree that appropriate early interventions are available for pupils who may need more support.</p> <p>60 % of support staff agree that appropriate early interventions are available for pupils who may need more support.</p> <p>45 % of parents and carers agree that their child(ren) has(have) been given the opportunity to be involved in projects and activities which promote positive emotional health and wellbeing.</p>	<p>2a. There are clear processes and pathways in place for the early identification, monitoring and referral of pupils with EHW needs.</p> <p>2b. All staff are fully aware of the above and know who to contact for guidance and support.</p> <p>2c. The school works collaboratively with external agencies to provide timely support or referrals for treatment while maintaining a continuum of care and connectedness with the school/setting</p>	<p>Audit of external provision carried out: MDL. To be shared with PLT/SLT.</p> <p>Information outlining in-school support for pupils shared with staff, eg how to access the school counsellor, EA Behaviour how to refer a pupil for Learning Support in English or Maths, Family Support Hub. (Staff Day – MDL and AMB).</p> <p>Information to include help/testing available for ASD/ADHD/Dyslexia.</p> <p>Involvement with parents/carers in identifying EHW needs and referral process.</p> <p>Safeguarding Team to liaise with outside</p>	<p>Form Teachers/Subject Teachers/ Learning Support Tutors/Study Supervisors/ Classroom Assistants to alert YH or HoD/HoS/SENCo to EHW concerns regarding members of their Form Class or Subject class. FT/ST to liaise with parents where appropriate and to outline referral processes when required.</p>			<p>Copy of audit of external provision.</p> <p>T:\SLT SDP Evidence 2024-25\Being Well Doing Well\External agencies mapping doc.docx</p> <p>Copy of materials outlining support for pupils.</p> <p>Referral documents.</p> <p>T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

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		
			agencies such as EA and Social Services to support pupils' EHW. (Safeguarding Team)				
Target 3 3.1/3.2 Staff Wellbeing and Development	<p>34 % of teaching staff are aware of and know how to access available emotional support for themselves.</p> <p>40 % of support staff are aware of and know how to access available emotional support for themselves.</p> <p>94% of teaching staff are proud to work at our school. 3.1 Staff WB & PD Support Staff 16 95 % of support staff are proud to work at our school.</p> <p>35 % of teaching staff agree that school leaders ensure all staff regularly access professional development opportunities to promote positive emotional health and wellbeing.</p>	<p>3a. Staff experiencing EHW concerns know who to go to, are listened to and are offered timely and practical support.</p> <p>3b. The school supports staff EHW by providing opportunities for offering staff wellbeing sessions or access to the EA Staff Wellbeing initiatives.</p> <p>3c. The school offers a range of quality training opportunities for all staff on EHW.</p> <p>3d. EHW is a focus of staff performance review and staff development (PRSD).</p> <p>3e. Training is provided internally by qualified</p>	<p>Professional Emotional Health and Wellbeing Training to be delivered to all staff (MDL to organise).</p> <p>Staff wellbeing session - Inspire (EA). MDL to organise</p> <p>Timetable for directed time sessions for administrative</p>			<p>First session on Wellbeing delivered by Sharon Clerkin (Thurs 24th Oct 2024)</p> <p>Second session planned for 5th March 2025.</p> <p>Time set aside for staff to complete calls/admin.</p>	<p>INSET day schedules.</p> <p>Training Materials. PPEHWB Links January 2024 (1) (2).pdf</p> <p>Staff voice exercises in response to training sessions.</p> <p>PRSD materials</p> <p>T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</p> <p>Schedule 202425 INSETDTSDDTWILIGHT S.pdf</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

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		
	50 % of support staff agree that school leaders ensure all staff regularly access professional development opportunities to promote positive emotional health and wellbeing.	<p>experienced staff and externally though credible, organisations by qualified experienced staff.</p> <p>3f. Senior leaders model good working practice and encourage self-care and work-life balance</p>	<p>tasks/positive phone calls home. (GOC)</p> <p>EHW to be included in PRSD for 2024/25 (GOC).</p> <p>Specific time to be set aside in INSET days for Staff Wellbeing (SLT).</p> <p>Working group to be set up to explore practical ideas to encourage self-care and work-life balance. MDL</p>			<p>Union action?</p> <p>Time to be set aside for working group to meet.</p> <p>Wellbeing day 26th May 2025.</p>	Minutes from Working Group meetings.
<p>Target 4</p> <p>4.1</p> <p>Engaging with and involving parents/ carers in EHW</p>	<p>27 % of teaching staff agree that parents and carers are provided with information to help them support their own and their child(ren)'s emotional wellbeing.</p> <p>45 % of support staff agree that parents and</p>	<p>4a. The school provides regular opportunities to participate in school events that will improve family understanding of EHW and support their parenting e.g. parenting workshops on EHW, building parent/carer resilience.</p>	<p>'Emotional Health and Wellbeing Policy': MDL to write policy and share with parents, pupils and staff.</p> <p>MDL and JC to engage services of external agencies such as Family Support Hub/West Wellbeing/Parenting NI to</p>			<p>No update re: policy yet from EA.</p> <p>Term 2 – dependent on schedule for PTM</p>	<p>Policy posted on school's website and social media platforms.</p> <p>Evidence of support provided by external agencies.</p>

SDP 2024-25 SLT Action Plan – Wellbeing MDL

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		
	<p>carers are provided with information to help them support their owntheir child(ren)'s emotional wellbeing.</p> <p>52 % of parents and carers agree that they are given information about emotional health and wellbeing topics to support their child(ren)'s learning.</p> <p>46 % of pupils agree that information about their emotional health and wellbeing is given to their parents and carers, to help them at home.</p> <p>85 % of parents/carers feel able to speak to the appropriate member of staff about their child.</p> <p>85 % of parents and carers feel welcome when they visit our school.</p>	<p>4b. Parents/carers are regularly provided with accessible information about the school’s EHW policy or related EHW policies, procedures and how to access support services.</p> <p>Signs/information/letters are translated into the home languages of families and also provided in ‘easy to read’ format.</p> <p>4c. Additional support is provided to parents/carers who require it so that they can better support their own and their children’s EHW.</p>	<p>support parents, eg parenting workshops. MDL to explore possibility of such agencies attending school events such as PTM, Open Night, SEN coffee morning,</p> <p>MDL to work with AMB and PL to produce document outlining how parents can access support both in and outside of schools re: EHW.</p> <p>JC to produce a regular ‘Wellbeing’ newsletter for pupils, staff and parents (half-termly).</p>			<p>Draft document completed -</p> <p>Superseded by Spotlight newsletter. JC will contribute information to this.</p>	<p>‘Accessing Support’ document.</p> <p>Parent leaflet Wellbeing draft.docx</p> <p>Newsletter</p>

SDP 2024-25 Action Plan – Senior Teacher Key Stage 4 RH

Area 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		
<p>To define and embed roles for 2nd Cohort of RP Team (Paul Dix qualification) to enhance the structured provision of Restorative Intervention and support within the school and to build towards a community approach to Restorative Values</p>	<p>61% of staff would welcome staff other than Form Teachers or Year Heads facilitating restorative intervention</p>	<p>A system of timetabled clinics will be built into timetables for an enhanced layer of restorative student intervention and support</p>	<p>RH to lead development of roles and responsibilities for cohort 2 restorative support</p>	<p>DH and Paul Dix graduates will provide a timetable of restorative clinics to assist PLT with restorative interventions</p>			
<p>To evolve the contribution of DH and other emergent leaders in the Leadership Capacity Building Programme to enhance RP provision and provide opportunities for TPL and broadening leadership capacity</p>	<p><i>There is a need to support a self-sustaining system of professional learning</i></p> <p><i>'Learning Leaders – A Strategy for Teacher Professional Learning (DE)</i></p>	<p>DH, in line with her own Action Plan, will support and lead the implementation of the actions for the progression of RP in the school</p>	<p>RH will collaborate closely with DH and create and provide opportunities for leadership within the development of RP in St Mary's.</p>	<p>DH will benefit from opportunities to lead actions and work closely with teams, providing opportunities to build capacity and further her development as an emergent middle leader</p>		<p>DH has overseen the attribution of peer mentors to year 8 form classes</p>	<p>Emails to staff and Year 8 form teachers</p> <p>Posters produced for each Year 8 form class identifying their peer mentors</p>

<p>To continue the development of a TPL Library and online bank of resources for self-learning</p>	<p><i>Section 5.10 P27</i></p> <p>There is the desire to enhance the library of RP literature and bank of online resources</p>	<p>The library of RP related literature was commenced and proved crucial for the staff cohort enrolled on the Paul Dix course. This library will be expanded and enhanced.</p> <p>An online pool of resources will be collated and compiled from resources acquired through various TPL opportunities and made available to all staff</p>	<p>RH will continue with the purchase of key reading and research materials to support staff on their RP development.</p> <p>RH will lead the compilation of resources from the staff who have completed various TPL opportunities</p>	<p>Staff who have completed online TPL will contribute to the compilation of a resource bank.</p> <p>Staff will be encouraged to make use of the library and online resource to enhance their understanding of and proficiency in Restorative Practices</p>			<p>Restorative A3 Classroom Poster 8A FINAL.jpg</p>
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Area 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		
To increase student involvement with RP and encourage its use for self-regulation	Boys need to develop good emotional regulation and the ability to reason and resolve conflict through effective restorative practice in school <i>'A Fair Start' 5.6, f P49</i>	More buy-in to RP approaches from students will be evident There will be a reduction in repeat offences / offenders	RH/DH will create bespoke lessons on Restorative Values for the Pastoral Programmes Heads of Year will regularly refer to Restorative Principles in their assemblies	Form teachers will deliver lessons during the form period and refer to Restorative Practices and values throughout the year	Pupils will receive presentations at Induction and in form class to reinforce and build upon their knowledge of Restorative Practices		RP slides in the student and parent induction presentations at Year 8, 11, 12, 13
To define roles for the provision of student Peer RP Practitioners for peer-peer support	A clearly defined structure Is necessary to allow for the full contribution of peer restorative practitioners within the school's pastoral structures	A daily provision of peer practitioners will be scheduled during both lunches for restorative peer support. A system of referral will be agreed, and 2 practitioners assigned to each Year 8 form class	RH and DH along with input from PLT and Paul Dix graduates will agree structures for the peer RP provision including systems of referral, relevant documentation, and evaluation	Teaching staff and CA will encourage the use of the peer practitioner provision to help students seek support or intervention. Staff will support the peer practitioners when necessary	Pupils will be informed via assemblies and presentations from the Peer RP team. The team will meet RH/DH regularly to update and file appropriate documentation and evaluation	Year 8 pupils had PowerPoint presentation during the form period in their own form class delivered by	Peer RP Presentation Year 8.pptx
To develop a system of student self-referral for peer RP support	87% of young people felt it was difficult talking to adults about themselves						

<p>To train second cohort of Peer RP Practitioners</p> <p>Elicit leadership and responsibility in students</p> <p>To continue to collaborate with EA in developing a network of RP schools</p>	<p><i>'The student takes responsibility for his/her own learning, development and behaviour and displays leadership'</i></p> <p>ERST Charter, Inspiring Transformational Leadership</p> <p><i>'Schools should be required to demonstrate a whole community approach'</i></p> <p><i>'A Fair Start' 4.5, e P36</i></p>	<p>Cohort 2 will be selected and will complete their training with EA attaining OCN accreditation</p> <p>Our collaborative relationship with the RP team within the EA has provided opportunities for bidirectional learning and opportunities for developing and sharing good practice with other schools in a variety of contexts. This partnership will continue.</p>	<p>RH to lead the provision of training for student cohort 2 with EA</p> <p>RH to continue to lead links with other schools and enhance the network of Restorative Schools with which we collaborate in partnership with the EA RP team</p>		<p>The cohort will enhance the peer provision within the school and work within the agreed structures from Sept 2024</p> <p>Students will benefit from the opportunities provided with this partnership with the EA as seen in the Peer RP Practitioner symposium in April 2024</p>	<p>peer RP Practitioners</p> <p>Pupil self-referral system launched</p> <p>Second cohort recruited and trained – assessed on 10/12/24</p> <p>OCN booklets to be completed by end of January</p>	<p>R.V. Pupil Chat.pub</p> <p>Cohort 2 Peer RP.jpg</p>
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Area 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		
<p>To expand the use of RP graphics around the school</p> <p>To create and develop an RP presence on the school website</p>	<p>Restorative graphics need to be widely displayed in the classroom setting</p> <p>It is important that the school's commitment to Restorative Practices is clearly promoted on the school website</p>	<p>Consistent display of RP Poster in classrooms</p> <p>Murals successfully completed in May 2024 and to be installed in July 2024 – launch with publicity September 2024</p> <p>School website will be developed and enhanced to showcase the school's commitment to RP Values</p>	<p>RH/DH to lead the expansion of visual materials for display across the school</p> <p>Coordinate with Principal and DF to ensure timely installation of murals and coordinate publicity and logistics for unveiling</p> <p>RH will lead the creation of an RP Area on the website with aims and links to external resources</p>	<p>Teaching and Non-Teaching staff will produce and distribute visual materials</p> <p>DF and school support staff to ensure installation of murals</p> <p>Staff will be encouraged to celebrate Restorative Values and provide news items for website</p>	<p>Pupils can use classroom posters to help self-regulate emotions and behaviours</p> <p>Students will be encouraged to contribute testimonials of their experience of Restorative Practices for the website. Testimonials already provided from Peer RP Practitioners</p>	<p>Posters printed and laminated and ready for distribution to classrooms</p> <p>Murals mounted in school – EA to be invited to formally launch Jan 2025</p>	<p>Restorative Values 3.png</p> <p>MURAL 1.jpg</p> <p>MURAL 2.jpg</p>

<p><u>A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY</u></p> <p>To launch the online library resource of digital Simmarians and grow the alumni through access of the library</p>	<p>Providing opportunities for alumni and their families is important to allow them to remain part of the school community at the end of their student days</p>	<p>Extensive work in collating and creating a digital library of Simmarians has now moved to the design and creation stage of the website. This area is reaching its final stages before launch</p>	<p>RH will oversee the final preparations for the completion of the online area in partnership with the website providers.</p> <p>RH will liaise with Principal to agree a preferred format for the launch of this online resource including invited guests and desired press involvement.</p>	<p>S Smart and T O'Neill will assist with the creation of selected prints from archived magazines to adorn the walls of the ERLT for the launch day.</p> <p>'Blast from the past' posts will flood the website and social media channels leading up to the launch</p>		<p>Archive launched on 16th October at event in ERLT</p> <p>Alumni registration page remodelled to coincide with launch</p> <p>Launch promoted for 2 weeks with 'from the archives' post on social media, with over 268,000 views on Facebook</p>	<p>https://stmaryscbgs.com/simmarian-archive/</p> <p>https://stmaryscbgs.com/alumni-register/</p> <p>https://www.facebook.com/stmaryscbgsbelfast/posts/1097393732391432</p>
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DP 2024-25 SLT Action Plan –Senior Teacher KSS (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered																																																					
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<p>Whole School Attendance</p> <p>Whole school attendance over last 3 years is below the Northern Irish Grammar School target of 95%.</p> <p>Whole School Attendance</p> <p>2021-2022 93.5%</p> <p>2022-2023 92.1%</p> <p>2024-2024 92.0% (14th June)</p> <p>Year Group Analysis of Current Attendance (14th June 2024)</p> <table border="1"> <thead> <tr> <th>Year 08</th> <th>Year 09</th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> <th>Year 13</th> <th>Year 14</th> </tr> </thead> <tbody> <tr> <td>93.6</td> <td>91.7</td> <td>91.6</td> <td>89.9</td> <td>91.6</td> <td>92.8</td> <td>93.9</td> </tr> </tbody> </table> <p>Number of Students in each Attendance Tier</p> <table border="1"> <thead> <tr> <th></th> <th>% students tier</th> <th>No. students tier</th> <th>% students & FSM</th> <th>No. students & FSM</th> <th>% students & SEN</th> <th>No. students & SEN</th> <th>No. students</th> </tr> </thead> <tbody> <tr> <td>Tier 3 (Severe Chronic abs) (44 days/month)</td> <td>6.91</td> <td>82</td> <td>96.1</td> <td>46</td> <td>41.46</td> <td>34</td> <td>1204</td> </tr> <tr> <td>Tier 2 - Chronic (10% - 19.99% (21 days/month))</td> <td>18.85</td> <td>227</td> <td>49.70</td> <td>113</td> <td>44.05</td> <td>100</td> <td>1204</td> </tr> <tr> <td>Tier 1c At Risk (5% - 9.99% (12 days/month))</td> <td>31.16</td> <td>376</td> <td>39.47</td> <td>148</td> <td>37.07</td> <td>139</td> <td>1204</td> </tr> <tr> <td>Tier 1a Regular (0% - 4.99% (< 1 day per month))</td> <td>43.19</td> <td>520</td> <td>20.19</td> <td>105</td> <td>37.12</td> <td>193</td> <td>1204</td> </tr> </tbody> </table> <p>Only 69% of staff surveyed said they were familiar with SIMs tools which enable them produce attendance summaries for their pastoral group?</p> <p>31% of staff claimed that absences are 'rarely if ever'</p>	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Year 14	93.6	91.7	91.6	89.9	91.6	92.8	93.9		% students tier	No. students tier	% students & FSM	No. students & FSM	% students & SEN	No. students & SEN	No. students	Tier 3 (Severe Chronic abs) (44 days/month)	6.91	82	96.1	46	41.46	34	1204	Tier 2 - Chronic (10% - 19.99% (21 days/month))	18.85	227	49.70	113	44.05	100	1204	Tier 1c At Risk (5% - 9.99% (12 days/month))	31.16	376	39.47	148	37.07	139	1204	Tier 1a Regular (0% - 4.99% (< 1 day per month))	43.19	520	20.19	105	37.12	193	1204	<ul style="list-style-type: none"> Rise in whole school attendance to 93%. Increase in attendance rates for all year groups by 2%. Reduction in Tier 3 absentees to less than 5%. Reduction in Tier 2 to less than 15%. Reduction in Tier 1b to less than 25%. Improvement in staff practices around attendance recording. Regular monitoring of attendance levels in pastoral staff at all levels. Clear Staff/Parent communication channels around attendance and absence reasons. 85% of staff familiar with SIMs tools to produce attendance summaries. 90% of all absences followed up by communication from parents. 75% of staff regularly communicate with parents to discuss attendance issues. 	<ul style="list-style-type: none"> OC to update attendance policy. OC to promote and clarify all attendance procedures with SLT/PLT. OC to plan and implement refresher training for all staff in August 2024 which outline clear school expectations and procedures to parents with regards to attendance. OC to supply clear summary data to FTs/YHs on a regular basis. PLT to follow up on all attendance issues with relevant letters, phone calls and meetings. YH/HoS meetings with parents to identify any barriers to attendance. HoS to collate data about attendance monitoring for EWO referrals and liaise with OC. OC to review and enhance current attendance rewards to incentivize students. YHs to drive attendance during regular year group assemblies. 	<ul style="list-style-type: none"> All teachers to record attendance data accurately using correct codes. FTs to ensure that they collate parental data about all absences and record these accurately. FTs liaise with parents to outline concerns before referring student to YH for follow up. FTs liaise with YH/HoS regularly to identify students whose attendance is cause for concern. FTs to drive the importance of good attendance. FTs to follow up on any noticeable barriers to attendance. 	<ul style="list-style-type: none"> Students attend school every day and aim for 100% attendance. Pupils supported by FTs/YHs/HoS. Students rewarded for positive attendance. Students rewarded for improved attendance. Students attend monitoring meetings where necessary. 	<ul style="list-style-type: none"> OC delivered attendance presentation to all staff highlighting: <ul style="list-style-type: none"> FT expectations Use of codes Direct Parental Communication Monitoring procedures OC distributed list of students to FTs whose attendance was less than 90% 2023-2024 so that these students could be monitored immediately. OC distributed attendance lists to FTs regularly during term 1 highlighting students whose attendance causes concern. FTs monitoring attendance more closely and using directed time to communicate with parents. Parental Engagement phone calls made during directed time Attendance data summary distributed to YHs each half term for praise/intervention at assemblies. Full term summary distributed to all 	<p>Attendance Presentation August 2024</p> <p>Students Less than 90% 2023-2024</p> <p>Absences 10th September</p> <p>September Summary Attendance Data</p> <p>Summary of Term 1 Attendance Data</p>
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DP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

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		
	<p>followed up with communication from parents.</p> <p>49% of staff rarely contact parents to discuss attendance.</p>					<p>staff beginning January.</p> <ul style="list-style-type: none"> Term 1 attendance rewards January: <ul style="list-style-type: none"> - Certificates & reward for students with 100% attendance. - Class reward for class with best overall attendance. - Awards to be delivered at assemblies in the week of 20th January. EWO referrals January 2025. EWO Warning letters January 2025. HoS and OC meeting with school refusers in advance of EWO referral. 	
<p>Raise Academic Achievement at KS5</p>	<ul style="list-style-type: none"> ARP 2 analysis January 2024: <ul style="list-style-type: none"> - 50% of Year 14 students securing less than 3 A-C grades - 25% of year 13 students secured less than 2 A-C grades - only 40% of senior students secured 3 A-C grades 	<p>Less than 30% of year 14 students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2025.</p> <p>Less than 15% of year 13 students achieving lower</p>	<ul style="list-style-type: none"> OC to conduct Pass assessments with all year 13 students. OC to liaise with relevant staff to plan appropriate intervention for pilot group to mitigate barriers to learning. 	<ul style="list-style-type: none"> Study skills presentation delivered to both year groups by KL. FTs to deliver follow-up study skills / revision class during form periods using prepared study skills booklet. 	<ul style="list-style-type: none"> All students attend study skills workshops. Students to use after school study facilities to help enhance progress.. Students under-achieving in ARP2 	<ul style="list-style-type: none"> KL has delivered Study Skills workshop to Year 13 students. Follow-up revision booklet ready for year 13 form period after Halloween. 	<p>Revision Booklet</p> <p>Late Study Rota 2024-2025</p>

DP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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	<ul style="list-style-type: none"> AS/A2 Results August 2024 No PASS assessments for any KS5 students. No previous use of Chance Analysis data over the last 5 years. 	<p>than 3 A-C grades in year 13 ARP2 in Jan 2025.</p> <p>All year 13 students to complete PASS assessment to identify barriers to learning.</p> <p>Implementation of a support programme with a pilot group of students who have substantial barriers to learning.</p> <p>Students who are 2 or more grades below their chance analysis grades in 2 or more subjects from ARP1 identified to HODs for support. Improvements in performance of 20% of these students in ARP2.</p> <p>Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.</p>	<ul style="list-style-type: none"> Liaise with outside agencies where necessary to acquire suitable support. OC to complete full analysis of ARP1 data immediately after Halloween and compare with chance analysis data. Analysis data to be shared with HODs to allow them to support identified students. Identification of students who are underachieving with less than 3 A-C grades in ARP1. Liaise with YHs/HODs to develop support programs for these students. Follow-up Analysis after ARP2 Assessments. YH/HOD support programmes implemented after ARP2. KL to deliver Study Skills workshop to Year 13 & 14 students. 	<ul style="list-style-type: none"> Revision booklets distributed to both study halls also. Subject teachers to support underachieving students under the direction of HODs. 	<p>will complete PASS assessments.</p> <ul style="list-style-type: none"> Identified students to partake in support programmes where recommended. 	<ul style="list-style-type: none"> Working with GOC to establish Chance Analysis Data through GL. PASS Assessments planned to take place in January for under achieving students. After school study provision began after Halloween. This provision is for students in years 12, 13 & 14 from 3.15-5.00pm Mon-Thu in E Block Study. Rota sent to all staff to recruit volunteers. 	

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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<p>Enhance Senior School Student Enrichment</p>	<ul style="list-style-type: none"> All 3 cycles of 8 week enrichment modules have completed. <ul style="list-style-type: none"> – 96% completed 1 or more modules – 28% of year 13 students have been allocated 2 modules – 7 students unable to attend enrichment due to timetabling issues. Enrichment modules have been set up for 2024-2025: Irish, Cookery, Irish, ICT (new), Finance (new), MH/Resilience (new), Skills Builder (new), Technology (new). Enrichments will consist of 3 cycles of 9 week modules. Modules this year have been spread out across each of the 5 timetable blocks to ensure there is at least one module per block. Student Leadership Team has been appointed for 2024-2025. Re-establishment of Primary School links. 	<ul style="list-style-type: none"> All students in year 13 able to avail of at least 2 enrichment modules. Reorganisation of timetable for 2025/2026 to give students free choice and remove the limitations of blocks on their timetable. Investigate enrichment provided by outside agencies and manage the implementation of at least 2 providers. Develop connections with at least 2 local primary schools and set up projects for senior students to participate in such as literacy, numeracy, ICT or PE support. Clear roles and responsibilities set out for all members of Student Leadership team. Active and effective student leadership team of 20 students playing a full part in the life of the school. 	<p>OC to liaise with relevant staff to implement in-house enrichment and embed new enrichment opportunities.</p> <p>OC to coordinate SOWs for each enrichment module.</p> <p>Relevant HODs to create SOWs for enrichment module.</p> <p>Liaise with local primary schools to restart primary school support programmes.</p> <p>Liaise with enrichment providers to set up courses.</p> <p>KR/SM/OC to monitor progress and attendance at external enrichment.</p> <p>OC to investigate possible timetable changes moving forward to develop enrichment block for all senior students to ensure availability of provision for all.</p> <p>Student leaders to meet with KR to discuss clear roles and responsibilities.</p> <p>HODs and other relevant staff manage the role of their allocated prefect.</p> <p>KR to meet with student leaders on a monthly basis.</p> <p>OC to evaluate all enrichment provision.</p> <p>KR and SM have reached out to local primary schools.</p> <p>SM has arranged with St Oliver Plunkett for a group of 6 students to begin in the week of 14th January.</p>	<ul style="list-style-type: none"> Enrichment teachers to lead and guide students through module and liaise with YH to manage attendance and issues which arise. FTs to assist in communicating clear messages to form class about all enrichment classes and events. Enrichment teachers to evaluate their module. Relevant staff across the school to direct and manage student leaders. Teachers managing prefects to liaise with KR. Teachers managing prefects to evaluate the work of allocated prefect. 	<ul style="list-style-type: none"> Students attend all allocated enrichment classes. Relevant students partake in all primary school and courses run by external providers. Student leaders work diligently at their allocated area of responsibility. Students identify areas of interest to further enhance personal enrichment. Pupils to attend Primary School and assist with allocated projects. 	<ul style="list-style-type: none"> Meetings have taken place with R-City. SM has liaised with staff to identify first cohort of students and accommodation. Classes began on Thursday 10th October. Very positive feedback. Enrichment Cycle 2 has now begun and students settling well. OC/KR/SM have been in contact with local primary schools. Projects in discussion to begin after Christmas. <p>6 students will attend St Oliver Plunkett for 6 weeks from January 13th. Holy Child Project to begin late January also.</p>	

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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<p>Preparation for end of SIMs contract and installation of Bromcom as new MIS provider</p>	<p>Bromcom due to be installed and operational by December 2024.</p> <p>Initial Data Cleaning processes took place during 2023/2024.</p> <p>Administrative staff embed enhanced practices to ensure accuracy of data collection and storage as we approach changeover to minimize integration issues.</p> <p>All staff are aware that proposed changeover to Bromcom is due in the next academic year.</p> <p>Staff currently use SIMs as their only MIS for staff and student data.</p> <p>Staff can successfully carry out their normal activities and successfully utilize the data tools available in SIMs.</p> <p>All parental communication now facilitated by SIMs Parent App.</p>	<p>All teaching staff successfully utilizing basic functions of Bromcom to access pupil contact details and record attendance, behaviour and achievements.</p> <p>Administrative staff successfully managing pupil and staff records.</p> <p>Over 80% of parents connected to MCAS (My Child AT School) and able to receive key communication from school.</p> <p>At least one assessment recording point using Bromcom tools.</p> <p>ARP4 reporting collated using Bromcom.</p> <p>Examinations and timetabling staff successfully integrating with Bromcom tools.</p>	<ul style="list-style-type: none"> • Continue to liaise with C2K/EDiS and keep SLT informed of any upcoming developments. • OC to liaise with EDiS/C2K Implementation Staff and manage changeover schedule. • OC to coordinate initial staff training for office, nonteaching & teaching staff. • SLT to allocate relevant time to facilitate training to prepare for new MIS. • OC to oversee ongoing training to embed the various specialist modules within Bromcom. • OC to communicate effectively with parents about migration from SIMs to MCAS. • OC to facilitate parent training and manage support. • OC to train key staff on MCAS to allow them to communicate with parents. • OC to provide support and troubleshooting help for all staff. • SLT to identify areas for specialist training needed to fulfil their role. • SLT/HODs/YHs to help and support the rollout of staff training. Cascade training to relevant groups of staff. 	<ul style="list-style-type: none"> • Set up secure account for Bromcom. • Avail of all training offered by EDiS/Bromcom. • Use all Bromcom tools as directed during training to maintain the accuracy and security of sensitive data. • Highlight difficulties/concerns around the use of Bromcom and seek support. • Support colleagues where appropriate. 	N/A	<p>Fujitsu Contract terminated. Statement issues that there will be no impact on Rollout of Bromcom. Bromcom to be installed during current academic year. 3rd Party Providers have been identified and sent to EDiS to prepare for changeover.</p>	

SDP 2024-25 SLT Action Plan – SENCO - PLN

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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Sensory Provision for ASD, ADHD, ADD pupils	<p>Presently at lunch time SEN pupils may avail of the Friendship Club [14-20 no.]</p> <p>This is a valuable resource but is hosted in a classroom.</p> <p>A suitable outdoor space is not presently available to SEN pupils</p> <p>Pupil voice in the BWDW survey indicated that only 29% felt there was a suitable space to go to in cases where they needed to clam down / time out</p>	<p>Appropriate space set aside and developed as a SEN resource that is visible and set-up in line with best practice of Sensory needs in mind eg, Decor, furnishing, lighting and sound.</p> <p>Establish a sensory garden [outdoor space]</p> <p>Designed, Developed and Managed by SEN pupils</p>	<p>PLN to initiate & Lead</p> <p>DF to assist with groundstaff – works and finance</p>	<p>MM</p> <p>JC</p>	<p>All SEN students and selected students with issues of Anxiety or a CAMH's referral</p>	<p>Plans proposed for development of space in R corridor in ER building. Drawing with B McC for consideration</p>	<p>Voice Baseline Data</p> <p>Pupil BWDW</p> <p>Parental BWDW</p> <p>Staff BWDW</p>
Audit of training needs of CA's & teaching staff	<p>Results of survey April 2024</p> <p>Indicated that whilst staff had availed of training in ASD, there were other areas for development in ADHD, AAIS, bereavemnet etc that would enhance the provision</p> <p>12 members of staff have completed a menu of courses</p> <p>Remaining staff and newly appointed staff will complete the necessary training for the particular need[s] of their assigned puil</p>	<p>CA's and Staff will complete relevant training, specific to the needs of the pupil in their care</p> <p>Training materials on the formation of PLP's</p>	<p>PLN to audit</p>	<p>CA's</p>	<p>n/a</p>	<p>Level 4 Training opportunity through Belfast City Council delivered by Stranmillis UC</p> <p>3 new CA's appointed</p>	<p>AEN survey April 2024</p>

SDP 2024-25 SLT Action Plan – SENCO - PLN

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		
Attract a teacher to assist SENCO through the STEPS /SLP	<p>In the academic year 2022/23 AGS was working closely with AB</p> <p>AGS is currently on Maternity leave</p> <p>Presently there are no other teachers working with SENCO</p>	<p>Member[s] of Staff assigned to SEN team for CPD</p> <p>Emerging leadership Group would shadow New SENCO and build capacity within the SEN team.</p> <p>They will familiarise themselves with the COP and associated statutory needs of the SEN pupil</p> <p>Assist in PLPs</p>	<p>PLN to monitor/mentor</p> <p>CME to identify appropriate staff</p> <p>GOC to advise on provision</p>	Open invitation to all staff	n/a	Proposal for development of Administrative assistant role and/or 'Access Arrangements' post	
SENCO Training	Newly appointed SENCO	SENCO to attain Level 7	PLN			<p>CA Senco course completed</p> <p>Access arrangements Level 7 applied for</p>	

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
Establish my role as senior teacher in charge of WSE and QA	I was appointed to the role in May 2024 and formally took up the role on 1 st September 2024 BMC had carried out the role since May 2022.	Ensure <u>all</u> teachers are aware of what my role is. Support SLT and middle leaders with the use of research and gathering of data to inform school improvement.	<p>Action to be taken:</p> <p>Provide data/research for SLT and middle leaders to set targets.</p> <p>Provide data packs for SLT and middle leaders at agreed monitoring points throughout the academic year – Nov/Jan/May</p> <p>CME to present updates on school improvement – 13/11/24 and 7/5/25</p> <p>Carry out a follow-up survey with staff, students and parents to determine success of strategies in 2024-25 academic year.</p> <p>SLT and middle leaders to use research/data to inform their action plans and embed evidence in their action plans via hyperlinks.</p>	<p>Middle leaders to liaise with department or pastoral team to identify area for improvement.</p> <p>Staff to self-evaluate and measure level of success e.g. TCN, collaborative book sharing, pupil voice exercises</p>	<p>Pupils to share their thoughts via pupil voice exercises/student survey and student council</p>	December 2024: Good	<p>June 2024 - CME liaised with SLT to create a survey for teaching staff in relation to areas in 2024-25 Interim SDP.</p> <p>Link to survey: T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html</p> <p>Presentation to Staff in August 2024 on my role and objectives for 2024-25 T:\SLT SDP Evidence 2024-25\Staff Presentation - August 2024 1 NEW.pptx</p> <p>ABSAME Process Training with GOC and AMB for HoDs and PLT: T:\SLT SDP Evidence 2024-25\PLT Action Planning August 2024 including ABSAME.pptx</p> <p>Staff Updates – Nov 2024 T:\SLT SDP Evidence 2024-25\Cahal McEvoy\Staff</p>

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
							Updates - November 2024.pptx Student surveys completed in December 2024
Embed the ABSAME process for self-evaluation improvement framework.	Industrial action impacted on rolling-out of process in 2023-24 In a survey of teaching staff in June 2024, <u>most</u> (59.6%) teachers stated they do not understand the ABSAME process for self-evaluation and school improvement.	Ensure <u>all</u> SLT and middle leaders are fully capable of applying the ABSAME process for school improvement. Give departments/year heads the autonomy to identify their own area for improvement and support them in measuring the success of these initiatives	CME to join DCU working group on school improvement. GOC, AB and CME to work with HODs and YHs to train middle leaders on how to complete an action plan for improvement using the ABSAME process. Establish a small working group on school improvement and attempt to set up links with other schools. Give some middle leaders the opportunity to attend ABSAME process sessions with Dr Paddy Shevlin – next session on 27 th	Middle leaders to engage in training on ABSAME process for school improvement and creation of an action plan. Middle leaders to work with their team to agree target(s) for improvement using the ABSAME process. Recruitment of staff for working group on school improvement	Evaluation of pupil learning in classrooms to determine if strategies introduced have been successful e.g. pupil voice exercises by departments / year groups	December 2024: Good	June 2024 - CME joined the DCU Working Group on School Improvement. CME attended session delivered by Dr Paddy Shevlin on 14 th June in relation to ABSAME process. Teacher survey questions on ABSAME process – June 2024 Link to survey: T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html ABSAME Process Training with GOC and AMB for HoDs and PLT: T:\SLT SDP Evidence 2024-25\PLT Action Planning August 2024 including ABSAME.pptx

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
			<p>September 2024 in All Saints College.</p> <p>Support middle leaders throughout the process and offer advice – agreed meetings with CME, GOC/AB and HODs/YHs.</p> <p>Liaise with BoG at key points in academic year to give overview of progress made by middle leaders in terms of action plans – January and June</p>				<p>Chats with HODs and PLT in relation to action plan structure:</p> <p>T:\SLT SDP Evidence 2024-25\Cahal McEvoy\HOD AP Chats.docx</p> <p>HoD and PLT Action Plans with statement of progress for Term 1</p>
Further develop our external school improvement network	BMC visited St Malachy's, Rathmore, Hazelwood to share best practice.	To set up links with other schools, including Edmund Rice schools, to share best practice in terms of school improvement	<p>Make contact with other schools to visit and share best practice in terms of school improvement and self-evaluation.</p> <p>Explore possibility of a small group of middle leaders from St Mary's meeting with middle leaders from other ERST schools to collaborate and share ideas around key areas e.g. teaching</p>	Small group of teachers to be recruited to collaborate with another school as a trial with possibility of rolling it out further in 25-28 SDP	Measure success of any initiatives introduced through collaboration in terms of pupil learning/experience	December 2024: Satisfactory	<p>4th June – CME visited Coláiste Feirste to meet SLT member, Domhnall Ó'Neill, in relation to sharing best practice.</p> <p>19th June – CME visited Edmund Rice College to meet SLT member, Colette Deery and principal, Paul Berne.</p>

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
			of specific modules at GCSE/A-Level; strategies for dealing with behaviour.				<p>23rd October – Follow-up meeting with Domhnall Ó'Neill from Coláiste Feirste</p> <p>T:\SLT SDP Evidence 2024-25\Cahal McEvoy\Meeting with Domhnall Ó Neill - Oct 24.docx</p> <p>Exploring possibility of collaboration around tackling 'toxic masculinity'</p>
Further develop the LCBP	<p>In Survey of LCBP participants, <u>9 out of 10</u> rated their experience on the programme as 4 or 5 out of 5.</p> <p>Two members of the LCBP stepped away in May 2024 and one member wanted to do something else within the programme.</p> <p>Timetabling meant there was space for 8 members of teaching staff on the programme</p>	To support the professional development of LCBP members and ensure <u>all</u> members continue to value their experience.	<p>CME emailed staff to explain a position had opened on the programme and to request expressions on interest.</p> <p>Provide training on completion of application forms for promotion and interview technique.</p> <p>Recruit guest speaker to share experience of being part of an interview panel and</p>	Members of LCBP to work on school improvement project and liaise with SLT link regularly and meet at key points throughout the year.	Measure success of initiatives on pupil experience through analysis of data e.g. punctuality/attendance/homework	December 2024: Good	<p>LCBP Participants Survey: T:\SLT SDP Evidence 2024-25\Leadership Capacity Building Programme Participant Evaluation 2023-24.html</p> <p>2024-25 LCBP Spec: T:\SLT SDP Evidence 2024-25\LCBP and PIT\Leadership Capacity Building Programme - Specification - 2024-25.docx</p> <p>2024-24 LCBP Expression of Interest T:\SLT SDP Evidence 2024-25\LCBP and PIT\Expression</p>

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
			<p>what makes a good interview.</p> <p>Recruit guest speaker to talk about their leadership journey.</p> <p>Support SLT and help organise times for LCBP members to meet with their SLT link.</p> <p>Recruit CAs to LCBP to support the work of teachers on the programme and develop themselves professionally.</p> <p>Liaise with teachers on Steps and Pathways programme to ensure their projects are in line with the interim SDP.</p>				<p>of Interest - Leadership Capacity Building Programme 2024-25.doc</p> <p>Presentation Skills training delivered to LCBP team in November 2024 by Fiona Finnegan</p> <p>Catherine Delaney recruited to monitor lates in KS5.</p> <p>Ciaran Reilly and Anthony Shortt recruited to support</p>
Continue development of Punctuality Improvement Team and whole school punctuality	Between 1 st Sept 23 and 1 st May 24, there were 6445 instances of lateness across the school. This is a 12% increase in occasions of lateness across the school from 22-23 which is a sign of the more robust nature of	To ensure the new Year 8s level of punctuality is <u>in line/better</u> than the current Year 8 cohort. To <u>maintain the high level</u> of monitoring/addressing	One member of the team stepped away to gain experience on another project in the school so a new member of staff to be recruited and trained.	PIT to continue to monitor punctuality on a weekly basis and apply sanctions. PIT to liaise with CME on a weekly basis and	High expectations on pupils to attend school on time.	December 2024: Good	Punctuality Data Sept 23 to May 24: T:\SLT SDP Evidence 2024-25\HOY Monitoring May 2024.docx

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
	<p>tackling punctuality in the school.</p> <p>The current Year 8s had 387 instances of lateness which is a 38% reduction compared to the Year 8s in 22-23.</p> <p>The <u>majority</u> of students in all year groups apart from Year 11 felt that the new method for monitoring attendance would make them more likely to attend school on time.</p>	<p>of punctuality established in 2023-24</p>	<p>Recruit three CAs to support the work of teachers at each key stage.</p> <p>Liaise with PIT throughout the year to identify issues and areas for improvement.</p> <p>CME to remind students on detention for poor punctuality to attend - every Monday and Thursday.</p>	<p>meet at regular points to discuss progress/areas for improvement.</p> <p>FTs/YHs to monitor punctuality in their form class/year group and liaise with PIT if any pastoral reasons for poor punctuality</p>	<p>Student voice exercise on punctuality.</p> <p>Feedback from student council on attempts to improve punctuality.</p>	<p>LCBP Participants Survey: T:\SLT SDP Evidence 2024-25\Leadership Capacity Building Programme Participant Evaluation 2023-24.html</p> <p>Letter for lates including different stages/sanctions: T:\SLT SDP Evidence 2024-25\LCBP and PIT\6 lates Friday DT letter (1).doc</p> <p>2023-24 Parent and Pupil Survey PowerPoint (Slide 15): T:\SLT SDP Evidence 2024-25\2023-24 Pupil Survey Analysis.pptx</p> <p>Catherine Delaney recruited to monitor lates in KS5.</p> <p>Ciaran Reilly and Anthony Shortt recruited to support KS3 and KS4</p> <p>November 2024 – 9% reduction in lates across the school for 1st Sept – 10th</p>	

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
							Nov 24 in comparison to 1 st Sept – 10 th Nov 23 T:\SLT SDP Evidence 2024-25\Cahal McEvoy\Staff Updates - November 2024.pptx
Promotion of positive behaviour – celebration of success and end of year celebrations	<p>In the 2023-24 parent survey, of the 40.3% of parents that are aware of the Ambassador Awards, <u>all</u> think; <i>‘They are a good way to recognise pupil achievements’</i> and the majority of students across all years feel they are a good thing</p> <p>In 2023-24 student survey, the <u>majority</u> of Year 8,9,11,13 and 14, as well as many Year 10 and 12 students felt the ambassador awards were ‘good’.</p> <p>In June 2024 teacher survey, <u>most</u> (70.2%) of staff felt awards for ARP2 and ARP4 are a good way of boosting academic performance.</p>	Ensure that most students/parents/staff continue to support the strategies used to celebrate success in the school	<p>CME shadowed BMC in relation to organisation of end of year celebrations</p> <p>CME to work with GOC to identify award winners after ARP2 and 4 and arrange certificates/prizes.</p> <p>Organise a trip for ARP2 winners</p> <p>Create a display of winners in the school after ARP2 and ARP4 (2023-24 ARP4 winners to be displayed at beginning of 2024-25)</p> <p>Create a new display of ambassadors for 2024-25 academic year and organise ambassador</p>	<p>FTs and YHs to liaise with CME to identify students for ambassador awards</p> <p>YHs to present awards at assemblies</p> <p>YHs and FTs promote awards/end of year celebrations</p>	<p>Students to make their achievements known to FT in relation to possible ambassador award</p> <p>KS3 students to complete survey on the 2024 end of year KS3 celebrations.</p>	December 2024: Good	<p>2023-24 Parent and Pupil Survey PowerPoint (Slide 20): T:\SLT SDP Evidence 2024-25\2023-24 Pupil Survey Analysis.pptx</p> <p>Survey of Teaching Staff – June 24: T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html</p> <p>Trip to Emerald Park for ARP2 winners booked for May 2025</p> <p>28 Ambassador Awards presented by BMC at assemblies in Nov-Dec 2024</p> <p>Photos of individual winners taken and collage to be</p>

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

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		
			awards for identified students. Promote the winners of awards on social media and in local media. CME to review 2023-24 end of year KS3 celebrations and arrange event for end of 2024-25 academic year				displayed on digital noticeboards. Photos posted on social media. Organised photos/social media posts to celebrate achievements of students outside of school. Student surveys carried out in December 2024

RESPONSIBILITY REPORTS

2024-2025

**HEADS OF
DEPARTMENTS**

SDP 2024-25 HOD Action Plan – Art

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
<p>To improve pupil performance in GCSE through engagement in the subject.</p>	<p>Academic year 23/24 GCSE Art and Design results were above NI average. NI Average. A*-A 33.7% A*-B 56.1% A*-C 87% Cohort 23-24 A* -B 31.8% A*-B 72% A*-C 90% However, current cohort have less ability and work ethic. CAT4 Results A*-A 0% A*-B 3% A*-C 89% Monitoring of CW by ST and HoD.</p>	<p>To achieve 30% A*-B 90% A*C</p>	<p>Meeting with departmental staff. Review of work. Strategies and approaches discussed in order for improvement to take place. Monitoring of CW to date.</p> <p>All parents contacted by HoD with concerns requesting their support in engagement of extra classes.</p> <p>Constant monitoring by HoD.</p> <p>Component 1a and 1b 60% of GCSE will be completed by Christmas. Marked and moderated as the exam unit is released Jan 6th</p>	<p>DH and MAG meet on a regular basis. There is on ongoing review of work with top, middle and bottom work discussed with ideas and processes that can be employed for improvement of work.</p> <p>Educational trips to help create enthusiasm. Lunchtime and after school classes with food supplied in order to create a happy, productive working environment.</p>	<p>Pupil engaged in extra classes with quality work created.</p>	<p>APR 1 will give a good indication as to progress made. Monitored by HOD.</p> <p>ARP2 will be the result of marking and moderating Component 1a and 1b worth 60% monitored by HOD</p> <p>17th April marking and moderation of all work.</p>	<p>Completed CW by Christmas, marked and moderated by department.</p>

Gifted and talented Year 11 pupils given the opportunity for extra classes every morning and 3 days after school. Initially set up by HoD for Alan He and Kealan McCrea as they wanted to do GCSE Art and Design but were unable due to timetable constraints. Presently there are seven pupils availing of these classes. I hope that this engagement will be embedded and more pupils avail of the opportunity to progress.

SDP 2024-25 HOD Action Plan - Business

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Raise standards of achievement at KS4	<p>Year 11 modular results: BCS 50% BS 46%</p> <p>Current CAT 4 grade:</p> <p>BS: 12% A – B 78% C* - C 10% D</p> <p>BCS: 14% A – B 69% C* - C 17% D - E</p>	<p>All those moved to OCN will achieve a pass grade.</p> <p>Raise overall achievement at KS4.</p> <p>Remove the D – E tails.</p>	<p>Analysed exam data and identified students at risk.</p> <p>New pathway identified – OCN Skills for Business</p> <p>Composed letter and sent to parents of identified students.</p> <p>Working group for year 10 options</p> <p>Review classroom pedagogy: Work with staff on improving pupil recall.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • End of topic Quizzes • Mindmaps • Key word bingo • Effective questioning – 15 second wait <p>Examine CCEA analytics in Nov and identify areas of concern.</p> <p>Pedagogy may change to reflect these areas.</p>	<p>Composite classes set up.</p> <p>AMG: BS/OCN</p> <p>SM: BCS/OCN</p> <p>CC – working group for yr. 10 options.</p> <p>Departmental time – moderate student work</p>	<p>Year 12 students</p> <p>Those remaining on academic pathway and identified at risk will be instructed to attend revision classes in new year.</p>	<p>Composite classes – expected challenge.....</p> <p>***we need to plan for this in advance of next year given that some of our new yr. 11 cohort are very weak</p> <p>SM to contact senior ICT students to help mentor BCS students</p> <p>OCN students to attend a session during Xmas exams</p> <p>Revision classes set up for Jan-April 25</p> <p>NOV</p>	<p>ARPs</p> <p>Class assessments</p> <p>Moderation of OCN booklets</p> <p>CAT 4 results</p>

SDP 2024-25 HOD Action Plan - Business

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
						ARP1: Students attained at least 1 grade higher than CAT 4 BS63% BCS 65% Stayed the same or at least one grade: BS 75% BCS 88%	
A level Vocational qualification	AQA applied BS will terminate from Sept 2025 N/A	Successful introduction of alternative qualification N/A	Researched alternatives and identified WJEC extended certificate in Business as suitable alternative.	All staff involved in preparation for new course N/A	Year 13 cohort 2025 – AQA applied	AQA will now run for a further year.	Resources produced N/A

SDP 2024-25 HOD Action Plan - Computing

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve pupils performance %A*-C at GCSE so we exceed the %A*-C CAT4 predictors	For the 2024 GCSE cohort, performance in Unit 1 was significantly lower than Unit 1 of the previous year. The unit 1 average was 31% lower than the previous year. This will have contributing factor to % of pupils not achieving at least a C grade. Baseline Data	<i>Increase % of A*-C in Unit 1 Digital Technology from 57% to 90% in 2025.</i>	Analyse CCEA analytics data to identifying challenging questions or topics. MiniWhite Boards purchase for questioning and memory retrieval practice.	JCL Entrance quizzes on memory retrieval			Question material Pupils responses Pupil voice Pupil exam performance on ARP1
To improve pupils' performance in Unit 2 at AS	For the 2024 AS cohort, performance in Unit 2 was significantly lower than Unit 1. The unit 2 average was 21 % lower than unit 1 and this was a contributing factor to 47% of pupils not achieving at least a C grade. Baseline Data	<i>Increase % of A-C grades achieved AS in Unit 2 Digital Technology from 63% to 90%</i>	Analyse CCEA analytics data to identifying challenging questions or topics. MiniWhite Boards purchase for questioning and memory retrieval practice.	ML use of mini-whiteboards for multiple choice quizzing on binary and validation methods			Question material Pupils responses Pupil voice Pupil exam performance on ARP 1
To improve pupils' performance in Unit 1 at A2	For the 2024 A2 cohort, performance in Unit 1 was significantly lower than Unit 2. The unit 1 average was 63 % lower than unit 2 and this was a contributing factor to 37% of pupils not achieving at least a C grade. Baseline Data	<i>Increase % of A-C grades achieved A2 in Unit 1 Digital Technology from 25% to 80%</i>	New Textbook for A2 Digital Technology Analyse CCEA analytics data to identifying challenging questions or topics. MiniWhite Boards purchase for questioning and memory retrieval practice.	CB dual coding techniques on Database Normalisation and SQL statements			Pupils work Pupil voice exercise Pupil Performance on ARP 1

SDP 2024-25 HOD Action Plan - Drama

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Year 10 Drama students are not choosing to study GCSE Drama. Limited enthusiasm from Year 10 students for the subject.	Pupil voice surveys suggest that many Year 10 students are not having an engaging/enjoyable experience of Drama. Only 5 students last year wanted to progress to GCSE level in the subject. Students seem to be challenged by Drama exercises which involve sustained concentration or intellectual effort.	I hope/expect that there will be a larger take-up of Drama at GCSE this academic year. Year 10 students have expressed an interest in studying at a higher level, but this will not be clear until 2025.	Schemes have been revived/altered/changed to take account of the evolving intake. More physical drama has been incorporated and I had already shifted focus prior to the present time. In addition, different schemes have been used for different classes with hugely divergent ability levels. I have also worked on the pedagogy of how I deliver the subject which seems to be improving pupil experiences. I run a KS3 Drama Club, designed to nurture the interest of keen students and hopefully lead to greater numbers at GCSE.	I teach the vast majority of Drama at KS3, but work with colleagues to optimise the best practice and engagement in the subject. To this end, we have collaborated to tailor the best schemes to suit individual classes.	Pupils seem to be better engaged and having predominantly positive experiences. I will spend more effort and time in the promotion of the subject this year, as students need to lose some negative preconceptions of what the subject entails at GCSE and beyond	What worked well for many years seems to no longer be the case with academically weaker students and shorter attention spans. I have striven to make schemes more relevant to current life experience and tailor the schemes to individual needs of specific classes.	The main criteria will be the emergence of a GCSE class in 2025-6. Updated schemes of work. Drama Club. Courses out of school offered in 2025. A performance for Year 10 students from a professional theatre company in the Spring term. Pupil voice.

SDP 2024-25 HOD Action Plan - French

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Unit 3 A2 French (a critical essay based on the novel <i>Thérèse Desqueroix</i> 500 words).	<ul style="list-style-type: none"> 2024 Out of 8 students 2 passed unit 3. Although the results were good overall due to performance in units 1 & 2 it is preventing access to higher grades. 2023 grammar avg 78% and we were at 57.2%. 2022: 72.7% v 2023 57.2% (we need to remember that the more accessible grading was still happening in 2022). 2024 51.5% v grammar school avg 72.5% 2024 raw mark /75: 29, 33, 27, 58,32, 32, 52, & 28. Avg raw score for 2024 was 36. 44=C 	<ul style="list-style-type: none"> Results will improve in Unit 3 A2. Our average will improve against the grammar school average in 2025. Raw mark will increase in unit 3 closer to or to the pass mark. Our percentage will move closer to grammar school avg 72.5%. 	<ul style="list-style-type: none"> Use of retrieval strategies: <i>Using vocab from the novel for the basis of prose translation exercises, revision of grammar through summarising events in novel, vocab match up & quizzes based on novel vocab & themes.</i> Development of super summary to aid revision as the exam is 21st June with a big gap. Revision classes were geared towards grammar. Some will be reserved for Unit 3. At least a period a week throughout the year will be dedicated to unit 3. Shorter exam style questions instead of full essays in class. Tests on scaffolding phrases to be used in every essay earlier in the year (Feb). Tests on key events of novel earlier in the year (Feb). 	CMcA (Input from AGS on her return).	<p>Yr14 French (4 pupils)</p> <p>Pupils will complete retrieval tests.</p> <p>Pupil will take short essay style questions in class.</p> <p>Pupil will take unseen essays in class.</p>	<ul style="list-style-type: none"> - Book completed by Dec. -Sample essay completed in Dec. -Sample essay completed in Dec for mock under exam conditions. -Past paper questions in Feb/March. Smaller retrieval paragraphs completed throughout the year. 	<ul style="list-style-type: none"> -progress good -Essay under exam conditions complete: Raw marks: 45/75, 47/75, 53/75, 52/75 all at the pass mark for last year. (as the first essay they knew the title).

SDP 2024-25 HOD Action Plan - French

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
			<ul style="list-style-type: none"> • Discussion with other HODs and sharing of good practise. • Continue practising sample essays and practise papers for HWs. (After Xmas 1 question every 2 weeks). 				

SDP 2024-25 HOD Action Plan - Geography

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
<p>GCSE Paper 3 Skills paper</p>	<p>Previous GCSE results</p> <ul style="list-style-type: none"> 2023 A-C 65% 2024 A-C 73% <p>CCEA Analytics</p> <ul style="list-style-type: none"> 2023 Grades show over representation in Grade C & C*. Questions analysis shows we underachieved in every question except for 3(b). 2024 34% received a grade D and missed the pass by a few marks. With equal representation in all other grade A-C which was an improvement on the 2023 paper. Overall, there was better representation in all question except for Q6 which looked at the evaluating a second hypothesis. Still too many basic errors. 2023-24 FFT value added figure was -0.28. This indicates negative residual against the CAT 4 as calculated by FFE. 	<p>Increase in pupils achieving a grade A-C.</p> <ul style="list-style-type: none"> Preferred target: NI average for grammar schools is 80% baseline. Minimum target: NI average for all schools 75%. For the 2024-25 GCSE cohort a positive FFT value added figure of +0.5 is our target. 	<p>Fieldwork booked for October which is earlier in the year to allow progress to begin in the first term.</p> <p>Increase of focus on skills and techniques in class.</p> <p>Ensure skills questions are tested as a major part of the Xmas exam.</p> <p>Revision classes dedicated to the skills paper in February.</p> <p>Revision classes in June before the actual exam.</p> <p>Content of books refined to improve dual coding.</p> <p>Increase in retrieval practice by embedding paper 3 skills into homework and assessments- (ARP's) throughout the year.</p> <p>Investigate the option to sit the paper in Year 11.</p>	<p>Skills based homework.</p> <p>ARPs with skills questions tested.</p> <p>Revision classes February and June.</p> <p>Feedback by AB who marks Paper 3 disseminated to staff and students.</p>	<p>ARPs with skills includes as an essential part of the test.</p> <p>Homework focused on skills.</p> <p>Attend revision classes in February and June.</p>	<p>Oct: Students successfully completed the fieldwork element of the skills paper.</p> <p>Nov: Successful rewrite of the skills materials for pupils</p> <p>Dec: Failed to include the skills element into the ARP 2 due to slow progress in other topics. Teaching and examination of skills will therefore be moved to Jan 2025.</p>	<p>ARP's / Class exams. Jan 2025</p> <p>Homework's Jan 2025</p> <p>2025 GCSE results Sept</p> <p>2025 analytics Nov</p>

SDP 2024-25 HOD Action Plan - Geography

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		

2023 <https://analytics.ccea.org.uk/CCEAAalytics/protected/chartQuestion.jsf>

2024 <https://analytics.ccea.org.uk/CCEAAalytics/protected/chartQuestion.jsf>

SDP 2024-25 HOD Action Plan - History							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve the performance of Year 12 pupils in Unit 2	<p>Unit 2 is worth 40% of the overall GCSE score</p> <p>Historically students underperform in Unit 2 in comparison with Unit 1 – this is evidenced by CCEA analytics (to be reviewed when results are published November)</p>	<p>Pupils will perform better in Unit 2 – thus leading to an improvement in GCSE outcomes overall.</p> <p>Baseline GCSE performance 2024 71.9%</p>	<p>Entry of Year 11 cohort in 2024 summer series to sit Unit 1 – 82% pass rate.</p> <p>Increased focus on source skills and exam practice in class – development of source skills booklet</p> <p>Identification of pedagogical approach to be adopted – retrieval practice</p> <p>Google classrooms created to share resources and revision materials</p> <p>Attendance at workshops focusing on pedagogy led by Julie Troy</p> <p>Review of material forwarded by CME and GOC</p>	<p>Attended meeting to discuss results</p> <p>Involvement in decisions re retrieval practice</p> <p>Assistance in devising retrieval activities</p> <p>Set up google classrooms</p>	<p>Revise for weekly test</p> <p>Engagement with lessons</p> <p>Homeworks completed</p>	<p>Year 11 results analysed</p> <p>Retrieval booklets developed</p> <p>Low stakes testing weekly - produced</p>	<p>Results from weekly low stakes test</p> <p>Monitoring of books and assessments</p> <p>ARP assessments to be monitored</p>
To close the gap between the	In 2023 the pass rate was 79.2% A*-C, comparing with the average of 87.5%	To close the gap between the outcomes by 1-2%	Review of entry into Unit 1 at the end of Year 11	Contribution to dept discussions on	Engagement in lessons	Analysis of results	Increase in outcomes at GCSE and closing the gap with national average.

SDP 2024-25 HOD Action Plan - History

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
outcomes and the NI average at GCSE	In 2022 the pass rate was 85%, comparing with average of 89.5%		<p>Organisation of revision support classes</p> <p>Organisation of revision materials</p> <p>Monitoring of ARP results – early identification of students at risk of underachieving</p> <p>Liaise with Curriculum VP re students who may withdraw from exam</p>	<p>strategy, resources</p> <p>Running of support classes</p> <p>Identification of pupils who need to repeat unit 1</p>	<p>Attendance at support classes</p>	<p>Review of data</p> <p>New materials developed</p>	

SDP 2024-25 HOD Action Plan – Home Economics

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Focus on practical skills and recording of progress in these skills	We currently set one practical exam at the end of the carousel session in which we give an overall grade for skills and outcome, but individual skills are not examined regularly throughout the term.	We hope to: 1. Demonstrate the skill being focused on. 2. Allow pupils to develop the skill with guidance. 3. Examine pupils individually and record their progress over time in each skill focus. 4. Yr 11 will use GCSE skills as a start point for this focus.	Met with Mairead and discussed the plan. Worked out the skills which will be focused on in each year group. Planned the demonstration of each skill using a specific recipe in each case. Drew up the tables to be used to record the skills outcomes for each pupil. Set a date for review and feedback of end of November 2024	Dr M Mc Aleenan . M. F. Farag Mrs. T. Hope	Yr 8 Yr 9 Yr 10 Yr 11		We will use tick and cross to indicate success or lack of success . There will be opportunities to improve and repeat skills tests regularly.
Checklist made for each class	We use the checklist for one skill each cookery class	We record every pupil in the class	MAIREAD HAS BEEN USING THE CHECKLIST WITH HER CLASSES TOO	THE TECHNICIAN HAS BEEN VERY INTERESTED IN THE ACTION PLAN AND HAS TAKEN PART TOO	All year groups are involved	We have noticed a marked improvement in the focus during practical and pupils are much more disciplined in their approach	We have decided to give a level number 1to 10 for each skill and pupils come up to examine the level they have been awarded before the end of the cookery class.

SDP 2024-25 HOD Action Plan - Irish

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Improvement in Literature unit at AS and A2.	Having reviewed results in the previous year, I have identified the written components in AS and A2 as areas where improvements are possible. This is an area that our pupils report to have the least confidence in and this is also reflected in their grades. At AS, we had a 63% pass rate in this unit. At A2, we had a 50% pass rate in this unit.	<p>Improve pupils' written communication skills.</p> <p>Improve pupil confidence in essay writing.</p> <p>Meet the 2024 Grammar School Average (73%) in written essay questions in the 2025 examinations.</p>	<p>HOD will lead departmental meetings which focus on improvement in written communication through retrieval practices and outline the timeline for review.</p> <p>Review samples of essay questions.</p> <p>Discuss new practical classroom strategies with department members.</p> <p>Incorporate retrieval strategies into SOW.</p> <p>Think, Pair, Share activities on character analysis. Work done with Julie Troy.</p> <p>Measure and review progress at ARP2, ARP3 and in August 2025. Review the results of the pupil voice survey on feedback.</p> <p>Discuss department staffs' experience of effective/ineffective classroom strategies and ensure that SOW reflects effective strategies.</p>	<p>Attend departmental meetings and discuss strategies for improving essay writing.</p> <p>Mark and provide sample essays.</p> <p>Feedback on strategies used in classroom.</p>	<p>Take part in classroom retrieval practice strategies.</p> <p>Complete essays and show how they have acted on teacher feedback.</p> <p>Complete student voice exercise on self-improvement.</p>	<p>ARP 1 – Good</p> <p>Marked Essay – Good</p> <p>ARP 2 - Satisfactory</p>	<p>Formative assessment using retrieval practices.</p> <p>Marked essay questions.</p> <p>ARP Results</p> <p>Exam Results in August</p> <p>Student Voice exercise on Improvement</p>

SDP 2024-25 HOD Action Plan - Irish							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
SDP 2024-25 HOD Action Plan – Literacy							
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		
Year 8 Literacy Support programmes.	Staff comments connected to extended writing in the Staff survey in June 2024: <i>‘Our pupils are not able to write at length. They are accustomed to short answer questions where they aren’t required to give much thought to structure. We need to find opportunities for extended writing across the curriculum where pupils can consolidate the skills and receive feedback on the quality of written communication from all teachers.’</i>	Development of a literacy challenges programme which enables Year 8 pupils to apply their learning to extended writing.	<p>Assistant HOD/Literacy Co-ordinator –</p> <p>Re-structure existing Year 8 Literacy Support programme and develop a ‘Literacy Challenges’ resource to allow Year 8 students to apply their learning to extended writing tasks.</p> <p>Meet with Literacy teachers to outlines the aims and objectives of the programme.</p>	<p>Literacy support teachers:</p> <p>Deliver the re-structured literacy programme to Year 8 students who have been identified as requiring additional literacy support.</p>	<p>Year 8 pupils identified for additional literacy support:</p> <p>Apply learning from literacy support lessons to extended writing challenges.</p>	<p>Dec 2024</p> <p>Good</p> <p>Year 8 literacy programme has been restructured to include opportunities for improved literacy skills to be demonstrated.</p> <p>Meetings held with all Year 8 literacy support teachers to advise of changes to the programme.</p>	<p>Year 8 PTE data.</p> <p>Survey of staff in June 2024</p> <p>Literacy challenges (booklet)</p> <p>Samples of work</p>
Enhancing vocabulary across the curriculum.	49.1% of teaching staff view vocabulary limitations as a	Enhance the vocabulary used by Year 8 students and reduce vocabulary	<p>Assistant HOD/Literacy Co-ordinator –</p> <p>- Roll out the Word of the Week calendar with all teaching staff and Year 8 pupils.</p>	<p>English teachers –</p> <p>Introduce the new Word of the Week to Year 8</p>	<p>All Year 8 pupils</p> <p>- Engage with the ‘Word of the Week’ initiative by using</p>		Survey of staff in June 2024.

SDP 2024-25 HOD Action Plan - Irish

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
	specific challenge in terms of literacy and communication in their subject.	limitations across the curriculum.	<ul style="list-style-type: none"> - Liaise with the English department and subject teachers to promote the initiative. - Distribute Word of the Week posters to all English teachers for display. - Reward most successful students and form classes. - Liaise with HODs to develop Subject specific vocabulary banks to be shared with Year 8 pupils in Term 2. - Promote participation in a Year 8 spelling event at the end of Term 2. 	pupils and encourage use across the curriculum. All teaching staff – credit pupils using enhanced vocabulary in lessons by signing the ‘Word of the Week’ calendar.	enhanced vocabulary in lessons across the curriculum. Pupils should request a signature from their subject teacher when they have used the new vocabulary appropriately. - Use subject specific vocabulary to enhance both verbal and written communication.	Dec 2024 Satisfactory First block of ‘Word of the Week’ completed with Year 8 pupils.	<p>Word of the Week calendars</p> <p>Year 8 focus group to discuss experience.</p> <p>Conversations with members of staff – They found the initiative successful but commented on time limitations impacting their ability to fill in student calendars.</p>
Development of independent proof-reading skills at KS3.	<p>57.9% of teaching staff apply the common framework for marking when providing feedback to pupils.</p> <p>75.4% of teaching staff view spelling, punctuation and</p>	<p>Increased usage of the common framework for marking across the curriculum.</p> <p>Development of a proof-reading prompt sheet to be</p>	<p>Assistant HOD/Literacy Co-ordinator –</p> <p>Distribute the common framework for marking to all teaching staff and encourage application.</p> <p>Develop and distribute a proof-reading prompt sheet for KS3 pupils (Term 2).</p>	<p>All teaching staff - Encourage pupils to stick the common framework for marking into their exercise books for reference.</p> <p>Apply the common framework for marking</p>	All pupils Refer to the common framework for marking to help understand written feedback.	Dec 2024 Satisfactory Common framework for marking shared with all teaching staff in September 2024.	Survey of staff in June 2024

SDP 2024-25 HOD Action Plan - Irish

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
	<p>grammar as a specific challenge in terms of literacy and communication in their subject.</p> <p>61.4% of teaching staff view the lack of coherence and structure in written work as a challenge in terms of literacy and communication in their subject.</p>	<p>rolled out with KS3 pupils.</p> <p>Increased evidence of proof-reading and self-correction.</p>		<p>when providing feedback to students.</p> <p>Encourage KS3 students to use the proof-reading prompt sheet to independently review their work and self-correct.</p>	<p>Use the framework for marking and teacher feedback to help identify common errors and self-correct written work.</p> <p>KS3 pupils</p> <p>Use the proof-reading prompt sheet to independently review their work and self-correct.</p>	<p>HODs consulted about proof-reading prompts relevant to their subject.</p>	

SDP 2024-25 HOD Action Plan - LLW

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Year 11 modular results	58% pass rate across the 2 modules that were completed in May 2024	To improve upon the results achieved for the previous cohort. The results were the lowest achieved by a Year group being 5% below the previous figure.	<p>Attendance at workshops on pedagogy and retrieval practice delivered by Julie Troy</p> <p>Joined HOD WhatsApp group on pedagogy.</p> <p>To improve upon the results achieved from the previous cohort.</p> <p>Use brain dump as a retrieval practice technique to check pupil learning and, more importantly, gaps in pupil knowledge.</p> <p>A fortnightly activity that will be embedded in the lessons at GCSE.</p>	<p>Use retrieval practice namely brain dump to ascertain the information that has been retained.</p> <p>A fortnightly activity that will be embedded in the lessons at GCSE.</p>	Year 11 LLW students	Satisfactory	<p>Julie Troy Sessions:</p> <p>T:\HOD Action Plans - Evidence\Sean McGoldrick\Session 1-Julie Troy.pptx</p> <p>T:\HOD Action Plans - Evidence\Sean McGoldrick\Session 2 - Julie Troy.pptx</p> <p>ARP 2 and ARP 3 results analysis</p> <p>Pupil work and evaluation</p> <p>TCN</p>
Year 12 GCSE outcomes	<p>58% pass rate across the 2 modules that were done in May 2024</p> <p>The results were the lowest achieved by a Year group, being 5% below the previous figure.</p>	To ensure overall outcome improves from 58% to 80% +.	<p>Identification of students that underperformed in Year 11 and to facilitate the movement of students to PAL.</p> <p>Attended workshops with J Troy</p>	<p>Use brain dump.</p> <p>A fortnightly activity that will be embedded in the lessons at GCSE.</p>	Year 12 students	Satisfactory	<p>Julie Troy Sessions:</p> <p>T:\HOD Action Plans - Evidence\Sean McGoldrick\Session 1-Julie Troy.pptx</p> <p>T:\HOD Action Plans - Evidence\Sean McGoldrick\Session 2 - Julie Troy.pptx</p>

SDP 2024-25 HOD Action Plan - LLW

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
				Provide revision classes and packs for those students repeating modules			ARP 2 and ARP 3 results analysis Pupil work and evaluation TCN

SDP 2024-25 HOD Action Plan - Maths							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Percentage A*-B grades at GCSE	<p>Summer 2024 results were 61.3% A*-B for all grades.</p> <p>Below NI Grammar Males Average</p>	Proportion of A*-B grades to increase, shifting closer to NI Gramma Male Average	<p>One-to-one meetings with Year 12 teachers to agree appropriate pathway to maximise grades from each class.</p> <p>Departmental discussion on being flexible in our approach to choosing modules and ensuring narrative to pupils from Year 11 is that Year 12 will be about enhancing GCSE grade, no one will be allowed to settle for C/C*.</p> <p>Deploy Mary McGettigan primarily amongst Year 12 pupils and utilise small group sessions to facilitate better progress amongst key classes.</p>	<p>Analyse modular data and knowing abilities of pupils to accurately identify most appropriate modules that will enable students to enhance current grade.</p> <p>Continue to plan and deliver appropriate lessons to prepare for terminal exams.</p>	In addition to whole school expectations, students should attend revision classes as directed by class teachers (once made available).	On track to increase A*-B grades in Summer 2025, moving closer to NI Grammar Av.	<p>Analysis of module results to date for current Year 12 cohort.</p> <p>Year 12 mock exam results.</p> <p>Feedback from Year 12 teachers.</p>
Teaching of Trigonometry (M3) and Rearranging Formula (M6)	<p>Historically, St. Mary's students have significantly underperformed in these topics, compared to others and in some cases against NI Averages.</p> <p>Summer 2023 – Average score on M3 Trigonometry question was 42% for St. Mary's students. Whereas average score on M6</p>	Begin closing the gap between St. Mary's performance in these topics, compared to NI Averages.	<p>Lead discussion around the pedagogy of these topics and agree a consistent, no tricks, approach that teaches for understanding and allows for effective recall.</p> <p>Ensure subject teachers are following the agreed scheme of work for these topics, making effective use of the collaboratively planned resources.</p>	Utilise directed time meetings to collaboratively plan the Year 10 Trigonometry unit and Year 11 Rearranging Formula unit of work.	Engage within lessons, as expected. Complete a short end of topic assessment in class to measure impact.	Initial phase of strategy has been implemented. Teachers have agreed that a common pedagogical approach is needed and has been agreed on. However, ASOS has stifled this	Minutes from departmental meetings.

SDP 2024-25 HOD Action Plan - Maths							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
	Rearranging question was 29%. Winter 2022 – The average score on the M6 rearranging question was 0%.					as we have been unable to collaboratively plan resources and lessons.	
Introduce new KS3 SoW – previous one was much too narrow and didn't expose students to a breadth of knowledge and/or concepts.	Students' Mathematical knowledge was too narrow, and key concepts such as ratio were not being introduced until Year 11. This ultimately wasted key learning time at KS3 to try and fill the gaps that had stemmed from a narrow KS3 provision.	Students gain a greater breadth of knowledge that builds strong foundations at KS3, better preparing them for their GCSE studies. Results at GCSE should improve, particularly around more students getting over the C 'barrier'.	Written a new, detailed scheme of work to be followed at KS3 (Years 8 and 9). Shared with the department and asked for feedback or suggestions for amendments.	Reviewed the new SoW and agreed to implement this from September 2024. All present in the meeting agreed that it was the right move when compared to previous overviews.	Engage full in class and with any home learning activities that are set.	New Sow at KS3 has been fully implemented and teaching staff have commented on the success of this as pupils are gaining a greater breadth of knowledge, which is being delivered in a much more structured, sequenced and cohesive manner.	Staff voice. ARP results data.

SDP 2024-25 HOD Action Plan – Media Studies

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve pupils' performance in Component 2 at A2.	For the 2024 cohort, we examined performance using WJEC/EDUQAS Analytics and found that there was a 31% difference between student performance in Component 1 and Component 2.	<ul style="list-style-type: none"> Increase the number of grade Bs through sustained retrieval practice of Component 1 content. Increased retention of key concepts, media theories and terminology Improved formative and summative assessment results, particularly in response to long-answer responses Enhanced confidence Consistent implementation of retrieval practices Integration across units of work Regular use of both digital and physical retrieval. 	<ul style="list-style-type: none"> Sharing of retrieval strategies at departmental meetings Curriculum audit of opportunities for retrieval practice Development of shared bank of resources such as knowledge organisers, self-quizzing templates, flashcards and digital tools (Kahoot, Blooket etc) Ensuring retrieval-based tasks are integrated into regular formative assessments and homework 	<p>Embed retrieval practice into daily lessons</p> <p>Assign retrieval-focused homework</p> <p>Share retrieval techniques and practices in department meetings and review impact on pupil engagement</p> <p>Use retrieval practices to assess pupil understanding regularly and use outcomes to inform lesson planning/interventions</p>	<p>Provide feedback on which retrieval methods they find most effective</p> <p>Develop independent study habits that include retrieval strategies</p> <p>Take part in pupil voice exercise</p>	<p>Dec 2024</p> <p>Good</p>	<p>Homework completion</p> <p>Pupil voice – effectiveness of methods and confidence levels</p> <p>Staff feedback at departmental meetings/reviews – agreed that retrieval exercises are improving students' knowledge of key content.</p> <p>Pupil booklets (CBD)</p> <p>Performance in formative and summative assessments (ARPs) – some sections of the examination show improvement in pupils' recall but other sections (notably, Industry and Audience) require further intervention.</p> <p>Schemes of work</p>

SDP 2024-25 HOD Action Plan – Media Studies

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Improve recruitment at GCSE for Media Studies	Currently, we have no GCSE Media Studies class in year 11 or year 12	<ul style="list-style-type: none"> Increased student enquiries Increased enrolments – aiming for a minimum of 10 pupils Active participation by KS3 pupils in extra-curricular media-related activities 	<ul style="list-style-type: none"> Media Studies noticeboard advertising the department and exemplar pupil work to increase awareness of the subject Highlight links to careers in media, journalism, digital marketing etc. Develop a promotional flyer that outlines course content, skills gained, and potential career paths Look at offering a taster session to year 10 English classes Presentation to students at Options assembly Establish a Media Studies KS3 club focused on student-produced content that can be published online to engage students Identify student subject ambassadors to assist in leading 	Classroom promotion and highlighting its interdisciplinary appeal	Year 10 pupils complete survey Student participation in KS3 Media Studies club	Satisfactory	Media Studies noticeboard Number of students selecting Media Studies as a GCSE option Attendance rates at KS3 Media Studies club – established in October - currently around 12 members. Results of year 10 survey Student feedback Feedback from focus groups Student work from KS3 Media Studies club

SDP 2024-25 HOD Action Plan – Media Studies

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
			the KS3 Media Studies club • Create a student voice survey in year 10 to gauge interest in Media Studies and gather feedback				

SDP 2024-25 HOD Action Plan - Music

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve pupils' performance in Unit 3 at A2	For the 2024 AS cohort, performance in Unit 3 was significantly lower than Unit 1 & 2. The average deficit between Unit 1 & 2 when compared to Unit 3 performance is 34% lower.	Using the same cohort at A2 level, we want to ensure that the difference in Unit 3 results compared to all other units is reduced to 20% while maintaining pupil performance at current percentages in Unit 1 & 2. This difference would ensure some candidates would achieve one grade higher than at AS level.	<ul style="list-style-type: none"> I attended a workshop on classroom practice that makes a difference to learning. I identified a particular aspect of pedagogy that I feel will make a difference to pupil learning for Unit 3 at A2 level. (Retrieval) I discussed these with departmental colleagues, and we discussed ways to utilise these in class. New resources have been purchased to enhance the delivery of Unit 3 and linking with the focus on building retrieval skills. 	<p>Departmental staff attending DT meeting to discuss aspects of pedagogy that are relevant for our subject and will make a positive difference to pupil learning.</p> <p>Staff try out new ideas and feedback on their experiences at DT meetings.</p>	<p>A2 pupils involved in drive to improve attainment in Unit 3. This will involve pupils meeting with staff to discuss progress and targets for improvement on a monthly basis and reflecting on their baseline performance in Unit 3 at AS level.</p> <p>Pupil voice</p>	<p>AFA outlined to all staff.</p> <p>Currently formulating new resources to strengthen learning through retrieval practice.</p> <p>Baseline performance in Unit 3 from AS level will be discussed with individual A2 pupils (week beginning 30th Sep) to encourage openness between staff and pupils and to encourage a positive approach to learning.</p>	<p>ARP results comparison</p> <p>Monthly review with individual pupils</p> <p>Exam results analysis August 2025</p>

SDP 2024-25 HOD Action Plan - PE

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
<p><u>GCSE PE</u></p> <p>Improve performance in Exam Component</p>	<p><u>Qualitative Focus:</u> Development/Sourcing of Department Resources</p>		<ul style="list-style-type: none"> • TNC • Sharing of good practice/resources 	Development & use of Resources			Development of Retrieval Practices (Knowledge Organisers & Mind Maps)
<p><u>BTEC Sport</u></p> <p>Improve performance in Triple Award Exam Component – Unit 1 A&P</p>	<p><u>Quantitative Focus:</u> Performance in Unit 1 lower than Units 2,19&22</p> <p>Current Year 14's – 50% Pass & Merit</p>	Reduce the number of Repeat Students – Currently 4/8	<ul style="list-style-type: none"> • TNC with other Schools • Sharing of good practice • Joining BTEC WhatsApp Group 	Develop Past Paper Questions, End of Topic Tests & Revision Booklets			?

SDP 2024-25 HOD Action Plan - Politics							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Year 14 A2 Outcomes	<p>88.2% A*-C in 2024 with 68% A*-B</p> <p>65.9% of current Year 14 cohort achieved a grade A-C at AS.</p> <p>27 out of 44 students progressed to A2.</p>	Maintain high level pass rate and students achieving A*-B	<p>Attendance at HoD sessions delivered by Julie Troy.</p> <p>Facilitation of departmental discussion on voice recordings and sample essays with plans.</p> <p>Creation of resources to aid improvement in exam technique.</p> <p>Use of retrieval practice exercises to improve knowledge – short quizzes.</p> <p>Contacting home for students doing well and those that need to improve on a weekly basis.</p> <p>Creation of voice recordings for students to assist retrieval of information delivered in class.</p> <p>Discussion with students about methods used and how useful they are.</p>	<p>Employ retrieval practice methods in class – short quizzes; hot-seating etc.</p> <p>Creation of resources to aid retrieval and improve exam technique e.g. voice recordings and sample essays with plan.</p> <p>Contacting parents of students doing well and those that need to improve</p>	<p>Fully engage in lessons.</p> <p>Full attendance and speak to teachers if any lessons missed.</p>	<p>December 2024: Good</p>	<p>13 out of 25 Year 14 (2 absent for exam) students achieved a grade A*-B in their ARP2 exam – 52%.</p> <p>23 out of 25 Year 14 (2 absent for exam) students achieved a grade A*-C in their ARP2 exam – 92%.</p> <p>Voice recordings and sample essays created for A2 modules.</p> <p>TM attended session delivered by Julie Troy.</p>

SDP 2024-25 HOD Action Plan - Politics							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
Year 13 Outcomes	65.9% A-C in 2024.	Improve pass rate at AS by 5%	<p>Attendance at HoD sessions delivered by Julie Troy.</p> <p>Facilitation of departmental discussion on voice recordings and sample essays with plans.</p> <p>Creation of resources to aid improvement in exam technique.</p> <p>Use of retrieval practice exercises to improve knowledge – short quizzes.</p> <p>Contacting home for students doing well and those that need to improve on a weekly basis.</p> <p>Creation of voice recordings for students to assist retrieval of information delivered in class.</p> <p>Discussion with students about methods used and how useful they are.</p>	<p>Employ retrieval practice methods in class – short quizzes; hot-seating etc.</p> <p>Creation of resources to aid retrieval and improve exam technique e.g. voice recordings and sample essays with plan.</p> <p>Contacting parents of students doing well and those that need to improve</p>	<p>Fully engage in lessons.</p> <p>Full attendance and speak to teachers if any lessons missed.</p>	<p>Dec 2024: Good</p>	<p>28 out of 41 (2 students absent for exam) achieved a grade A-C in ARP2 – 68%.</p> <p>Voice recordings and sample essays created for A2 modules.</p> <p>TM attended sessions delivered by Julie Troy</p>

SDP 2024-25 HOD Action Plan - RE

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
<p>To improve outcomes at KS4, increasing the number of students achieving A*-C grades (or equivalent) in Religious Studies</p>	<p>The August 2024 results highlighted a 63.6% pass rate in GCSE RS and a 100% pass rate in OCN RS.</p> <p>Students receive high quality, accessible notes, however, they struggle to retain the heavy content in GCSE RS.</p> <p>End of unit tests are carried out at the end of each of the 5 topics in Year 12. Students often perform poorly in the 10 mark evaluation tasks in the Unit 6 Ethics paper as they do not provide enough scriptural evidence to support their arguments.</p> <p>CCEA Analytics revealed that that majority of students achieved 5/6 out of 10 in each of the evaluation tasks in Summer 2024 (58% of the total number of students achieved these scores). This supports the observations made in class.</p>	<p>Students successfully transferred from GCSE to OCN RS based on Year 11 performance.</p> <p>As a department, we believe that a target pass rate of 70% in GCSE Religious Studies is an achievable and realistic expectation.</p> <p>Maintain a 100% pass rate in the OCN Level 2 Certificate in RS.</p> <p>Increase the number of students moving into Level 4 (7-8 marks) and Level 5 (9-10 marks) in 10 mark evaluation tasks.</p>	<p>CW liaised with the curriculum VP to identify current Year 12 students who are likely to fail GCSE RS in the current academic year.</p> <p>22 students have subsequently been transferred to complete the OCN Level 2 Certificate in RS in one year.</p> <p>All RE teachers were directed to watch Kate Jones' workshop on retrieval practice in the classroom during directed time on Wednesday 18th September. Each RE teacher has been asked to identify one retrieval practice strategy to implement with their Year 12 GCSE classes. The effectiveness of these strategies will be shared at subsequent department meetings with evidence provided to highlight progress.</p> <p>Performance outcomes between ARP 1 and ARP 2</p>	<p>All RE teachers watched Kate Jones' online workshop on retrieval practice in the classroom during directed time on Wednesday 18th September.</p> <p>Each RE teacher has chosen one strategy that they will use in the classroom to enhance retention and improve outcomes in end of unit assessments eg. entrance / exit tickets and mnemonics.</p> <p>RE colleagues will try out their chosen technique over a period of time within lessons and provide feedback during departmental meetings.</p> <p>RE colleagues have been asked to retain student assessments to provide evidence of improvement in</p>	<p>Pupils will participate in RE lessons where the retrieval practice strategies are used.</p> <p>Pupils will be asked for verbal feedback regarding their views on the effectiveness of the strategy implemented by the teacher.</p> <p>Pupils will self-evaluate performance after each end of unit test and set targets.</p>	<p>20 out of 22 students on track to successfully completing the OCN Level 2 Certificate. The remaining 2 students are school refusers / suspensions.</p> <p>RE teachers have utilised a range of retrieval strategies to enhance pupil retention of the content. The new Clevertouch screens have been instrumental (see accompanying evidence).</p> <p>SIMS tracking and end of unit assessments highlight some improvement in</p>	<p>OCN evidence:</p> <p>Moderated coursework</p> <p>Internal verification paperwork and official documentation from OCN</p> <p>Verbal feedback from External Quality Assurance (EQA) team</p> <p>GCSE Full Course evidence:</p> <p>End of unit assessments retained by RE teachers (attached)</p> <p>Evidence of use of mnemonic devices within lessons to facilitate 'Retrieval</p>

SDP 2024-25 HOD Action Plan - RE

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
			will be reviewed to identify improvements (if any) and to measure the success of the chosen retrieval strategy. Specific attention will be paid to the 10 mark evaluation task at the end of each assessment.	performance between each end of unit test.		the 10 mark tasks amongst our Year 12 cohort. This focus area will continue into next year, with a review made following the release of the Summer 2025 CCEA data.	Practice' (see accompanying photographic evidence provided by MR).

SDP 2024-25 HOD Action Plan - Science

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve performance in Year 11 DA Science modules and maintain Year 12 DA Science performance	<p>Year 11 results</p> <ul style="list-style-type: none"> 31 pupils failed all 3 modules 19 pupils failed 2 modules 29 failed 1 module <p>Year 12 Double award Science A-C was 93.2% which was roughly in line with NI average. CCEA analytics also to be used to analyse papers CAT 4 comparison (need to look at in more detail)</p>	Decrease the number of pupils having to repeat Year 12 Double Award Science results to stay at 94% A to C	<p>Attend training on retrieval practice and share with staff</p> <p>Collate and analyse results</p> <p>Identify number of pupils needing to repeat</p> <p>Look at CCEA analytics to see main areas of weakness</p> <p>Lead with details of retrieval practice and how we will implement.</p> <p>Some pupil papers requested</p> <p>Analyse papers requested</p>	<p>Contribute to methodology of retrieval practice</p> <p>Share details of reasoning for retrieval practice with the pupils</p> <p>Use retrieval practice within lessons</p>	<p>Complete retrieval practice questions in class</p> <p>Show evidence of revision using retrieval questions</p>	Unsatisfactory in terms of the revision classes, but satisfactory in terms of implementation of retrieval practice in dept	<p>Results of module resits</p> <p>Summer results for Year 11 and 12 DA Science</p> <p>Staff discussions on effectiveness (HOD Minutes and email responses)</p> <p>Possible pupil survey</p> <p>Register of revision class attendees and completion of work</p> <p>CCEA analytics for Summer 2024</p> <p>ARP results (ARP 2 pending)</p>
To improve performance in A level Science	See appendix for baseline data CCEA Analytics also to be used	<p>To get closer to the NI average for A level Biology and Physics and at least match the NI average for Chem</p> <p>More pupils progressing from Year 13 to year 14</p>	<p>Detail number of pupils who did not progress</p> <p>Look at CCEA analytics to see main areas of weakness</p> <p>Lead with details of retrieval practice and how we will implement</p> <p>Analyse papers requested</p>	<p>Assist with identifying key areas from CCEA analytics</p> <p>AO1/AO2 areas a specific focus</p>	<p>Complete retrieval practice questions in class</p> <p>Show monthly evidence of A level standard revision using retrieval questions</p>	Satisfactory	<p>Overall results at A2</p> <p>Staff discussions on effectiveness</p> <p>CCEA analytics for summer 2024</p>

SDP 2024-25 HOD Action Plan - Spanish

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
To improve pupils' performance in Unit 3 at A2.	For the 2024 A2 Unit 3 %A-C, the current gap between pupil performance in St Mary's & the corresponding NI average for grammar schools is (...%).	Increase my Unit 3 pass rate from (...%) to (...%) in 2025.	<p>I attended 2 workshops on "classroom practice that makes a difference to learning" delivered by Julie Troy from the EA.</p> <p>I attended an online Webinar on 3rd October 2024 to explore new pedagogical approaches to teaching languages.</p> <p>I am linked to a central CPD online group where we share the latest educational research linked to improving pupil learning.</p> <p>I identified the use of retrieval practice to enhance character analysis that I feel will make a difference to pupil learning at A2.</p> <p>I liaised with other Language HoDs to gather</p>	<p>Departmental staff attended DT meeting to discuss aspects of pedagogy that we as a department feel will make a positive difference to pupil learning.</p> <p>Departmental staff try out techniques in class & feedback on their experiences of using these at departmental meetings.</p>	<p>Pupils involved in lessons taught.</p> <p>Pupils will do character analysis for each Act.</p> <p>Pupils will feedback how this relates to their understanding of the play.</p> <p>Pupils will use character analysis in their past paper essays.</p>	<p>ARP 1 results were good - 100% pass rate</p> <p>Emailed Head of Spanish at Ballyclare HS about retrieval practices</p>	<p>Add Slides from PPT</p> <p>https://player.vimeo.com/video/1016048420?h=d42ae860db</p> <p>Character analysis resources made by pupils.</p> <p>Past paper essay grades</p> <p>ARP grades</p> <p>Final A2 grades</p> <p>Student Survey</p>

SDP 2024-25 HOD Action Plan - Spanish

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
			<p>ideas & identify other classroom practices which may improve pupil learning.</p> <p>I discussed these with departmental colleagues, and we talked about the practical implications of doing these with our chosen pupil group.</p> <p>We discussed and changed the SoW to reflect the change of time when we teach this Unit.</p> <p>We discussed and changed the resources to reflect the use of these techniques.</p>				

SDP 2024-25 HOD Action Plan - Technology

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			HoD	Dept. Staff	Pupils		
A2 Technology Results	<p>46.7% Grade A-C Coursework marks were adjusted down by up to 20marks in some cases.</p> <p>Unit 1 Written Test A-C% 18.75% Unit 2 Controlled Assessment A-C% 93.75%. Unit 2 Controlled Assessment A-B% 43.75%.</p>	<p>Improvement on 46.7% Grade A-C.</p> <p>Completion of coursework in a quicker time frame to allow more time for preparation for the theory exam.</p> <p>Improvement of marks in Unit 1 theory paper. Improve Unit 1 A-C% to 50%</p> <p>Improve Unit 2 A-C % to 100% &</p>	<p>Detail feedback and corrections of controlled assessment in September.</p> <p>Parents contacted for pupils with incomplete or poor standard controlled assessment.</p> <p>Additional time provided for pupils on Tuesday after school or before school to correct improve controlled assessment.</p> <p>Monthly Class tests to improve retention of theory information.</p> <p>Timetable for completion of Controlled CA.</p> <p>CA catch up time during Christmas Study leave.</p>	<p>N/A</p> <p>Support from New Technician to prepare materials and to hopefully speed up completion of controlled assessment.</p>	<p>Yr. 14 Technology Class</p>	<p>December 2024-Satisfactory</p> <p>December 2024-Satisfactory</p>	<p>Class tests are showing improvements in Unit 1 scores. CA more detailed but progressing slowly.</p> <p>9 pupils out of 13 are required to come in during study leave during the Christmas examinations to complete CA.</p> <p>Controlled assessment tick sheet showing completed work.</p> <p>New Technician appointed November 2024.</p>

RESPONSIBILTY REPORTS

2024-2025

General

Careers Education, Information, Advice and Guidance

(Mrs Lindsay O'Connor)

Highlights:

University talks and visits

A number of university talks and visits were organised to assist Key Stage 5 students in their decision-making:

- Queen's University Belfast, Ulster University, Liverpool John Moores University, the University of Stirling and St Mary's University College visited school in the first term to deliver talks to Year 14 students. We also hosted the University Roadshow, with representatives attending from a selection of English, Scottish and Welsh universities.
- Students interested in applying to St Mary's University College attended the Open Day in September. Damien Ball from St Mary's University College delivered a preparation session in school in January for Year 14 students who were invited to attend interview for teacher training. Dairé Morgan and Conor Ward both received offers for the BEd programme.
- Paul Rouse, Ulster University's Gaelic Games Coordinator, provided an overview of the Talented Athlete Programme for relevant Year 14 pupils. Michael Marlow and Lorcan McCallin subsequently secured offers for Talented Athlete status in hurling.
- The Scottish Universities Tour group, which represents seven universities, delivered a talk to Year 13 students in the second term and provided information about each university and city.
- Year 13 students attended the UCAS Discovery Day in April at the Eikon Centre, Lisburn where they had the opportunity to meet a wide range of university, college and higher level apprenticeship providers.
- Through the Careers Google Classrooms, Year 13 and 14 students were provided with details of upcoming university and other career-related open days and talks (both in person and virtual).
- In all, 107 Year 14 students and six recent past pupils were supported through the UCAS application process. Our two early applicants were successful in securing offers for their preferred courses: Seán Fennell received offers from Queen's University and the University of Liverpool to study dentistry and Joshua Paul-Rea received an offer from Corpus Christi College, Cambridge to study Modern Languages.

Other Career Talks and visits

Talks and visits organised by the Careers Department included the following:

- Selected Year 10 pupils had the opportunity to participate in the BT 'Work Ready' workshop, hosted at the BT Building.
- All Year 12 pupils attended the West Belfast Careers Fair organised collectively by the Careers leads in our Area Learning Community and hosted at St Dominic's Grammar School. More than 40 employers, training organisations, colleges, universities and charities were represented.

- Three Year 13 students attended a 'Civilisation Belfast' event organised by the QUB Civil School of Engineering.
- Three Year 13 students attended the Methodist College Law Conference.
- Year 14 students attended an online Corporate Career Insights session organised by the Skills Builder Partnership.

Departments organised a range of careers-related talks, visits, and programmes linked to their subjects. These included the Business Studies department's Mini Enterprise programme, a talk from Deloitte, a visit to Coca-Cola, and attendance at the Entrepreneurs Unleashed conference. The Computer Science department arranged Bring IT On and Cyber Security workshops, as well as attendance at the BelTech conference. The Science department organised attendance at the annual Queen's University 'Chemistry at Work' exhibition. The Moving Image Arts department collaborated with Ashfield Boys' High School on a joint Cinemagic project, and the Languages department facilitated participation in the Queen's University Belfast Year 12 Outreach programme. Events such as European Day of Languages and Maths Week Ireland provided further opportunities for departments to highlight career links for their subjects.

In addition, a wide range of talks and other events taking place outside school hours were promoted to students through assemblies and Careers Google Classrooms.

University Widening Participation Programmes

- This year, six Year 13 students participated in the University of Cambridge HE+ Widening Participation Programme. This involves a series of application and subject-specific online lectures. Four of these students were subsequently offered places at the Corpus Christi College, University of Cambridge Spring School that took place in April 2024, and Eamon Browne, Brendan McMorro and Odhrán Morelli accepted these places, accompanied by LOC. This three day residential trip was fully funded by Cambridge and involved academic and application seminars and workshops.
- All 12 students who participated in the 2024 Queen's University Pathway Opportunity Programme successfully completed it in Autumn 2023. Seven Year 13 students are enrolled on the 2025 programme.

Careers Service - Year 12 Careers Interviews

- Our allocated Careers Adviser, Colin Murphy, attended school one morning per week from September to early May to deliver statutory careers advice and guidance, primarily to Year 12 pupils. This was the second year of the reduced allocation that was previously two mornings per week. Our positive working relationship with Colin has continued during this academic year.
- Colin met and delivered a presentation on post-GCSE pathways to all Year 12 pupils at the start of September.
- All students in classes 12A to 12F received a 1:1 careers guidance interview. Due to time constraints, it was not possible for all pupils in 12G and 12H to receive an interview with Colin. LOC provided support through provision of 1:1 career interviews for 27 pupils in 12G and 12H. Colin provided 1:1 interviews for pupils in these classes who required further assistance with their next steps or who requested an interview with him.

- Colin also interviewed all Year 10, 12, 13 and 14 students with a Statement of Special Educational Need and participated in the Annual Reviews/Transition Meetings for these students. This year, LOC also attended the Year 14 Transition Meetings to assist in communication and the role of ongoing additional careers support for these pupils.

Work Experience

- The Year 13 work experience programme took place from 10th to 12th June, after the AS examinations were completed. The decision to reduce work experience from five to three days was taken as a result of employer feedback last year, as many had indicated that three days would be easier to facilitate, particularly for organisations which provide hybrid working. Informal feedback from students on work experience indicated that most felt that three days was sufficient. We will seek formal feedback on this and the overall work experience programme in September once students return to school. To further assist students and employers, we were flexible with the dates of completion and facilitated all requests for work experience outside the standard allocation.
- All work experience paperwork was reviewed and updated prior to the programme starting in June, including provision of a work experience diary and an amended reflection exercise to be completed after work experience.
- Most of our work experience placements were completed on an individual basis but several students were facilitated as part of wider work experience programmes. These included BDO/QUB Business School Business Insight Programme, Lloyds Banking Group, NI Water, Instil, Jacobs Engineering, Kainos, Generation Innovation AI Upskilling Programme, Social Mobility Business Partnership and QUB Schools of Computer Science, Chemistry and Chemical Engineering and Maths and Physics.
- Virtual work experience also continues to provide additional opportunities for students to engage with leading employers and learn more about their preferred career area first hand, while also providing evidence of research for their UCAS personal statements and/or other applications. Speakers for Schools has been particularly helpful for providing high quality virtual work experience as well as providing some in-person or hybrid opportunities utilised by students including some of those listed above.
- Approximately 60% of our current Year 13 pupils have completed in-person work experience. Adjustments to the current programme with the aim of increasing uptake are a primary focus for Careers for 2025-2026 and are included as a target in next year's School Development Plan.
- The feedback from both students and employers from work experience visits and evaluation forms received so far has been highly positive. A frequent comment from employers is that our students are a credit to the school. The students who took up the opportunity to complete work experience have recognised that it has assisted them in making more informed career decisions.

Options Processes

- Year 10 and Year 12 students were provided with information to assist with the GCSE and A level Options processes through the Career Education Programmes delivered during form period and presentations delivered during the Options period.

- Recorded presentations were provided for Year 10 and Year 12 parents/guardians.
- Students and parents were encouraged to make contact with any questions or concerns and Careers lunchtime drop-in was offered to both year groups while the Options processes were ongoing.
- Year 14 parents/guardians were invited to attend a post-18 Options presentation in school in September delivered by LOC. A recorded version was provided for parents/guardians who were unable to attend.

Other Contributions

- Face-to-face careers advice, guidance, and support provided by LOC remains well-utilised by Year 13 and 14 students. Year 12 students also availed of this support, particularly during the A level Options process and when exploring alternative post-GCSE pathways. During the summer term, 1:1 and small group sessions began with current Year 11 pupils who are expected to leave school at the end of Year 12. Engagement from parents and guardians continues to grow, reflecting an increasing demand for careers support across the school community.
- The current Year 13 and 2025-26 Year 14 Careers Programmes were revised to incorporate the upcoming changes to the UCAS Personal Statement relevant to applications for 2026 entry.
- All Careers programmes and other documentation have been updated with the most recent NI Skills Barometer labour market information published in February 2025.

Development Plans for 2025-2026:

- **Work Experience:** Work with VP Curriculum to plan and implement changes to the existing organisation of work experience. Year 13 work experience will be moved from June to January/February with the overall aim of increasing the proportion of Year 13 pupils completing work experience. A work experience programme for pupils at Key Stage 4 who are likely to pursue a vocational route after GCSE will also be developed and piloted. (Target in School Development Plan.)
- **Development of Careers links within the Curriculum:** Work with VP Curriculum to provide Heads of Department with the training, resources and support required for them to meet their objective of delivering careers-focused lessons for Year 10 and 12 classes in January 2026. Coordinate a whole school Careers Week as part of the Options processes for Years 10 and 12. (Target in School Development Plan.)
- **Launch of Unifrog Careers Platform and integration into Careers Programmes:** Unifrog to be launched in September 2025 with communication to staff, pupils and parents and staff training in the system delivered by both Unifrog and LOC. Lessons using Unifrog will be included in the Careers Programmes for Years 10 to 14. Unifrog to be used to record careers interactions from September 2025, including Careers Guidance Interviews.
- **Review of Careers Programmes for Years 10 to 12:** in line with changes to the Pastoral Programmes delivered during Wednesday form period, the Careers Programmes will be changed from the current booklet format to a PowerPoint format, with six lessons to be delivered during the academic year on agreed dates. Two of these six lessons will use Unifrog and a timetable detailing computer suite access for each form class during the year will be coordinated by LOC. Form teachers will receive a briefing in August 2025 and ongoing support will be provided.

Overall Comment:

Over the past academic year, we have delivered a student-centred careers programme designed to equip students with the knowledge and skills needed to make informed decisions about their future pathways. Students demonstrate an increasing awareness of the various options available to them after leaving school and receive impartial advice and support to help them pursue their preferred routes. We continue to strengthen and enhance our careers provision, recognising the importance of ongoing development and improvement.

I remain committed to continuous professional development, regularly attending relevant conferences and training to stay up to date with policy changes and labour market trends. This has enabled me to maintain Level 7 Registered Career Development Professional status with the Career Development Institute, ensuring that the advice and guidance provided to our students is current, relevant and of a consistently high quality.

Activity: School Events Co-ordinator
(Miss C McAtamney)

Highlights 2024-2025:

- All school events were successful and to plan.
- Continued consultation in events with everyone involved fed into the planning and preparation. This made the preparation easier and more effective.
- Reintroduction of some face-to-face PTMs.
- Greater numbers attending for primary visits.

Development Plans for 2025-2026:

- Continue to liaise with Principal/Bursar and SLT for events moving forward.
- Continue to prepare in partnership for events with SLT / Bursar and Principal.
- Liaise with Principal/Bursar/SLT regarding any changes being made to catering and refreshments offered to guests/parents.
- Put in place any changes to the events that will improve them overall.
- Continue to put new changes in place: new cups.
- Research into possibility of creating/maintaining our own mini trees/troughs for prize giving/open nights.
- Continue to deliver some PTMs through SchoolCloud working closely with Ms Convery to make the event run as smoothly as possible.

Overall Comment:

- All school events were very successful.
- Any improvements will be undertaken this year to ensure that the school and pupil achievements are showcased effectively.

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- Continue to deliver some PTMs through SchoolCloud working closely with Ms Convery to make the event run as smoothly as possible.

Overall Comment:

- All school events were very successful.
- Any improvements will be undertaken this year to ensure that the school and pupil achievements are showcased effectively.

Activity: Learning Tutor

(Miss C Dobbin)

Highlights 2024-2025:

KS3

- I provided support to thirty-one Year 8 pupils, twenty-one Year 9 pupils and eighteen Year 10 pupils.
- Year 8 pupils continue to be selected to attend Literacy Support mostly through the Intervention Programme, with CAT4 and PTE data providing a starting point for the support they would require.
- Year 9 and Year 10 pupils continue to be selected based on the established referral system and/or by parental request. Year 8 pupils, who attended Literacy Support later in the academic year, were also referred by subject teachers.
- English teachers continue to make me aware of how pupils are progressing in class work, particularly relating to the skills selected as part of the target-setting process.
- All pupils continued to respond well to the target-setting process, reviewing process, the support offered, and the resources provided. Pupils have enjoyed the games/challenges used as part of plenary sessions, which helped with retrieval practice.
- I have used previous training on spelling strategies to help inform my planning in this area, and to help adapt my resources.
- Parents/guardians continue to be informed of their child's progress via email (report attached).
- Extra resources continue to be provided on Google Classroom for home revision.

GCSE

- I provided support to one Year 11 pupil, five Year 12 pupils and one Year 13 pupil (who achieved a C* grade in the Unit 1 November repeat exam). Some repeated GCSE English Language Unit 1, some completing GCSE English Language Unit 4, and some repeated both papers.
- Pupils engaged well with the support provided and resources provided.
- Results for those pupils who completed repeat exams in May are pending.

Training

- Supporting Pupils with a Statement of SBEW Needs (provided by EA – series of three webinars)
- Facilitating Inclusion for Pupils with Moderate Learning Difficulties in Post Primary (provided by EA – independent online training)
- AAIS Emotional Regulation based on the principles of Zones of Regulation (provided by EA – independent online training)

Development Plans for 2025-2026:

- Continued use of baseline data to pre-identify Year 8 pupils with barriers to learning- inform appropriate intervention and target set;
- Continuation of the Intervention programme for Year 8 pupils, working in partnership with the Literacy Co-ordinator and subject specialists;
- Continued monitoring and evaluation of intervention through re-testing of pupils in PTE;
- Continue to support learning and teaching across KS3, KS4 and KS5 through the referral system;
- Enhance support for newcomer pupils and implementation of the Common European Framework of Reference for Languages (CEFR), where applicable;
- Introduce the use of *Lexonik Vocabulary* to support literacy skills.

Overall Comment:

- I am pleased that pupils continue to respond well to the Literacy Support programme, and I am grateful for the parental support expressed for the programme – they appreciate all the support offered by the school.
- I will continue to use Google Classroom as a useful resource for providing notes and home revision tasks.
- I will use current training on Additional and Special Educational Needs to inform and improve my practice, including the adaptation of resources and the learning environment.
- I am looking forward to implementing *Lexonik Vocabulary* into literacy lessons and assessing its effectiveness on pupils' improvements, especially in reading and spelling.

Eco Club 2024 -2025

The Eco Club was awarded its second Green Flag from Eco Schools on 13th June. The assessors stated, 'Excellent promoting biodiversity recovery of an endangered species. Collaboration with RSPB to install nesting boxes and your local Men's Shed to build bird boxes will have such a positive impact and hopefully encourage the swifts to set up home in their new habitats.

Working with Belfast City Council Parks Department who supplied plants and Belfast Hills Partnership who provided tools is a great way to connect with the local community.

Great initiative to introduce reusable water bottles which had been designed by the pupils with the aim of reducing unnecessary single use plastics. Keep promoting this campaign!

Education around the recycling and the installation of 12 new recycling bins at strategic locations throughout the school has made a huge improvement in not only reducing litter but also encouraging the correct disposal of recyclable items'.

The boys have worked very hard to achieve this internationally recognised award.

We have continued with the Reusable Water bottles to Year 8s supplied by NI Water. We have also continued our work with Belfast City Council on litter. This year the council also provided us with free trees and bulbs to plant along the back lane. Year 9 pupils were involved in this. New recycling bins on the corridors sourced by Mr. McComb have allowed us to remind the pupils of one of our core targets.

Eco Club members have attended two workshops this year one on Fast Fashion and the other on Climate Change. We hope to build on these moving forward. The Wild Youth project (supported by Belfast Hills Partnership) is in its third year and continues to offer the boys opportunities to engage in outdoor activities that enhance their understanding of the natural world and benefit their mental health.