

# School Development Plan 2016-17



## A statement and evaluation of the ethos of the school

Enniskillen Royal Grammar School is a new academically selective, co-educational, non-denominational voluntary grammar school which brings together the school communities of the Collegiate Grammar School and Portora Royal School. In developing its own unique identity it will build on the solid foundations of the ethos and values of these two school communities.

At the heart of the vision for the new school is the commitment to make it a centre of excellence where pupils are known and valued as individuals and where they are challenged and supported in equal measure by a staff committed to pursuing the highest standards across a wide range of curricular and extra-curricular learning experiences.

It is our vision to make Enniskillen Royal Grammar School a vibrant and purposeful community underpinned by strong and healthy relationships, a community at ease with itself and at ease within its wider communities. We want to encourage our pupils to grow in self-knowledge and self-confidence as they are enabled to identify, fulfil and exceed their potential in as many areas as possible. We want them to achieve academically and to learn what it means to be well-adjusted young men and women with respect for self and others and a desire to contribute actively to their wider community. Our new school motto "Perstare et Praestare" reflects the dual purpose of encouraging our young people to achieve excellence whilst building their resilience.

Enniskillen Royal Grammar School will also build strong and purposeful links with a wide range of partners in the local and wider community at regional and national level. In so doing we want to ensure that our school community, whilst firmly rooted in its community here in County Fermanagh and Tyrone, is also outward looking, enabling our young people to take their place in local, regional, national and global communities as well-rounded and forward looking individuals.

A key action within Priority Two on our Action Plan for 2016-17 (Build a sense of community within the school) is to consult formally with the key members of our school community, (Governors, parents, pupils and staff) in order to agree our aims and ethos and then to monitor and evaluate how these aims and ethos are worked out in practice on the ground as we build a shared sense of our new school community. This baselining in 2016-17 will allow us to identify areas for future action in our new three year School Development Plan. In their first joint staff training day on 27th May the staff of Enniskillen Royal Grammar School undertook a baselining exercise to identify their top six descriptors of their school culture as they would like it to be. The following aspects were identified:-

"Promoting excellence-pushing the boundaries of achievement –world class, A hunger for improvement-High Expectations and hopes, Raising capability-helping people learn-laying foundations for later success, Focusing on the value-added-holding hope for every child-every gain a victory, creating a pleasant and collegial working environment and working together-learning from each other-Sharing resources and ideas-investing on others". The basic principles outlined above have also been reflected in

the formulation of our Positive Behaviour, Anti-Bullying, Child Protection, Learning Support and Attendance Policies.

Pupil voice was also given a strong role in decision making by the Interim Board of Governors who consulted with the School Councils in the legacy schools on issues such as the new uniform, crest and Form Group names.

The establishment of a school council, a House system, a Prefect system and a peer mentoring system in order to build a sense of community across the year groups whilst also building our pupil capacity for leadership is a key action on our School Development Action Plan within Priority Two. Within this priority also key actions have been identified in respect of developing our extra-curricular and co-curricular provision to build strong links between pupils of all year groups and pupils and staff across both sites. Account has been taken here of the specific need to deliver team building and induction programmes for newly amalgamated pupils in Years 8, 11 and 13 along with maximising the opportunities to use school activities such as Young Enterprise Days to pre-empt amalgamation of pupil cohorts in coming years.

Actions have also been established to ensure effective lines of communication and engagement with parents and the development of the school's profile in the community through the development of the website, the promotion of pupil achievements in the media, the development of whole school events such as the Carol Service, the promotion of senior pupils as volunteers in the community and through embedding the school's role within the Fermanagh Learning Community where the school is offering three subjects in the shared Sixth Form block (German, Music and Physics) to pupils from neighbouring schools. Pupils from Enniskillen Royal Grammar School can also access options such as Government and Politics, Spanish, Software Systems Development in their partner schools or in the South West College.

A very successful Sixth Form Information Evening was held on both sites in April 2016; in May 2016 we hosted an information session on the new school for local primary school principals and in June 2016 the Principal Designate visited the P7 pupils transferring to school in their primary schools. A very well-attended information event on Transfer 2017 for parents of P6 pupils and a subsequent orientation morning for P7 pupils registered to sit the AQE tests in school on October 2016 allowed positive engagement with prospective pupils and the opportunity to articulate the aims and values of the school. The Induction afternoon for new Year 8 pupils and their parents held at the end of June was received very favourably: the Induction programmes for Years 8, 11 and 13 at the beginning of the new term also afforded opportunities to develop positive relationships between pupils and between pupils and staff. In September and October 2016 we held welcome meetings for parents and pupils in the newly amalgamated Years 11 and 13. These meetings allowed us to highlight key aspects of study at the beginning of the GCSE and AS courses alongside our policies and procedures on pastoral care, behaviour and learning support: they also afforded parents and pupils the opportunity to discuss any concerns arising with Form Tutors and Senior Teachers. These meetings provided useful evaluative feedback of our arrangements and we have been able to refine and improve practical arrangements in light of this feedback. Care has also been taken to promote the coherence and



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continuity of pupil access to extra-curricular activities through the provision of intersite transport at the end of school.

A key action in Priority Three which focuses on the development of leaders at all levels who understand, share and promote the vision and values of the school highlights the need to develop effective teams where distributed leadership and the sharing of good practice are core aspects of our collective commitment to and sense of accountability for school improvement. This also involves engagement with the Governors: in the first instance it is envisaged that this will focus on engagement between the Senior Leadership Team and the Governors. In November 2016 the Principal and Vice-Principals will begin this process by outlining the curriculum and management structure at a meeting of the Education Sub-Committee of the Board of Governors.

The key action in Priority Three relating to the Senior Leadership Team working with staff to develop strong and purposeful working relationships at all levels and a strong sense of mutual responsibility and accountability will work interdependently with the actions relating to leadership of learning in Priorities One and Two. It will also be important to build a strong sense of belonging underpinned by open lines of communication within the staff as a whole, particularly in light of the split site situation: this is identified in the community priority through the establishment of effective lines of communication between pastoral and curricular teams alongside the establishment of a staff committee with representatives across both sites. Members of the SLT are present on both sites.

## 2a

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT.

In establishing the curriculum at KS3, KS4 and KS5 for Enniskillen Royal Grammar School care was taken to maximise the opportunities arising from the amalgamation to develop the curriculum across the Key Stages in line with the needs and aspirations of the pupils within the school. In implementing the NI curriculum at KS3 and KS4 we maintained discrete provision of all subjects by subject specialists in order to provide a sound foundation for success at GCSE and beyond at A level. At Key Stage 3 the following subjects are studied: English, Mathematics, Science (integrated provision in Years 8 and 9 and discrete provision in Year 10), French (Years 8-10 and a choice is offered between German and Spanish in Year 9), Geography, History, Home Economics, Art, Music, Drama, Design and Technology, Physical Education, Games, ICT, Religious Studies, Personal Development and Learning for Life and Work.

At GCSE all pupils study English, Mathematics, Double Award Science, Learning for Life and Work or Religious Studies. Pupils also follow a non-examination course in LLW or RE depending on which subject they chose for GCSE and no-examination courses in Careers and PE. Pupils also have the option of studying four additional GCSE subjects from the following list:- Art and Design, Business Studies, Drama, English Literature, French, Geography, German, History, Home Economics, ICT, Moving Image Arts, Music, Physical Education, Spanish and Technology and Design. Pupils within Set one in Mathematics also study Further Maths. Within these choices it is recommended that pupils study at least one foreign language and the majority of pupils within the incoming Year 11 have opted to do so. We recognise that we are not fully compliant with the Entitlement Framework requirements at KS4: we will continue to keep our KS4 curriculum under review, recognising the need to ensure that the pupils we serve have a broad base of core subjects as well as opening up additional choices within the parameters established by the staffing and other resources available and the curriculum time available.

At KS5 where pupils have an option of 28 subjects, some of which are delivered through the Fermanagh Learning Community we are EF compliant. The following subjects are on offer in 2016-17: Applied ICT, Art and Design, Biology, Business Studies, Chemistry, Design and Technology (Product Design or System and Control Electronics), Economics, English Literature, French, Further Mathematics, Geography, German, Government and Politics (FLC), Health and Social Care, History of Art, History, Mathematics, Moving Image Arts, Music, Nutrition and Food Science, Performing Arts, Physics, Religious Studies, Software Systems Development (FLC), Spanish (FLC), Sports Science and the Active Leisure Industry and Travel and Tourism (FLC) Pupils from other schools access German, Music and Physics at Enniskillen Royal Grammar School.

The Personal Development programme in the Sixth Form enables pupils to study a range of non-examined options or undertake voluntary work and is designed to teach additional skills, develop new capabilities, and open up new areas of interest. CEIAG is a core strand of our provision beginning with Employability as part of Personal Development at KS3: discrete provision of Careers is a core part of each pupil's curriculum at KS4 and KS5. (Info on CEIAG priorities to be included from CEIAG Action Plan)

Within Priority One on the School Development Action Plan 2016-17 (Embed a value-added culture where underachievement is identified and challenged and where a significant percentage of pupils make progress beyond that which is predicted) the need for the Senior Leadership Team to work with Leaders of Learning, Heads of Key Stage, Co-ordinators and their teams to plan and implement effective monitoring and evaluation strategies with pupils, staff and parents to baseline progress and identify further areas for improvement is identified. As a key action within this priority the Senior Leadership Team prepared agreed proformas for use on the first Baker Day in August 2016 which engaged Curriculum Leaders in in-depth analysis of the outcomes at GCSE, AS and A2 in their subjects in the legacy schools as preparation for the identification of areas for improvement and core priorities in teaching and learning to effect this improvement in the new school. These pro-formas facilitated on a consistent basis the analysis of outcomes against departmental targets, baselining data



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and Northern Ireland averages. They also facilitated the analysis of the effectiveness of support strategies for pupils identified as being at risk of underachievement, the identification of trends in pupil performance in individual aspects of the examination and the profile of results across teaching groups within the subject. Subsequent to this analysis the new Curriculum Leaders undertook an analysis of the joint legacy results: this analysis was then discussed by the Vice-Principal (Curriculum) with the Leaders of Learning prior to their meetings with the Curriculum Leaders to identify key targeted actions going forward. This analysis and subsequent discussion has informed the whole school target setting process which informs and is informed by departmental target setting and the identification of key priorities in teaching and learning for improvement in 2016-17 to allow us as a school to meet these targets. A core area for improvement in 2016-17 is the percentage of A-C grades at AS level and this is explicitly referenced in Priority One Teaching and Learning in our Action Plan 2016-17. A further area for development is ensuring consistency within departments on the percentage of A\* and A grades across the legacy teaching sets.

Further baselining in terms of the pupil experience in teaching and learning is to be facilitated by Learning Insight activities for staff with a focus on Years 8, 11 and 13. Furthermore it is planned that these Learning Insight activities will promote discussion on teaching and learning and sharing of good practice at all levels in school to promote consistency of experience for the pupils. These Learning Insight Activities in conjunction with the outcomes from the monitoring and evaluation processes associated with the School Development Plan will inform our Teaching and Learning Policy.

A group discussion session in Areas of Learning on the Baker Days in August focused on the promotion of reflection and sharing of good practice on core areas of pedagogy- what makes a good classroom climate, a good learner, a good teacher and form tutor. Emerging from these discussions and from the examination analysis the four areas of quality of questioning and classroom dialogue to promote higher level thinking skills, effective differentiation, Assessment for Learning and active learning strategies were identified as our foci for 2016-17 in order to engage pupils, both boys and girls in the learning process and ensure high quality experiences and outcomes for them.

Within this Priority for Learning and Teaching the need also to promote a consistent and shared understanding of high quality assessment and tracking processes including the effective use of baselining data and which involve and engage pupils in the learning process is referenced. The actions within this priority were informed by a group discussion session in Areas of Learning on the August Baker Days on fit for purpose assessment, monitoring and tracking strategies.

A further session for Leaders of Learning with Curriculum Leaders and Heads of Key Stage with Year Heads focused on the development of successful teams, the successful leadership of teams and the successful collaboration of curricular and pastoral teams in promoting school improvement. This session informed the identified actions on the Leadership priority on the Action Plan 2016-17 and also began the process of the identification and refinement of the focused areas for development in pedagogy, practice and leadership in 2016-17 School Development Plan.

The Action Plan for 2016-17 also identifies the need to co-ordinate curriculum and pastoral support for pupils identified as being at risk of underachievement. Follow-up in September 2016 on pupils identified as underachieving in Years 12, 13 and 14 on the basis of the examination analysis in August 2016 involved both departmental and pastoral interventions. Dialogue for improvement between pupil and class teacher and between pupil and tutor is central to the target setting process for pupils in the wake of the first grade card cycle. To facilitate this Heads of Key Stage and Heads of Year have devised age appropriate self-review pro-formas to inform the individual target setting interviews with tutors. The Pastoral Action Plan, Learning Support Action Plan and CEIAG Action Plan all reference the complementary and interlinked roles of these respective teams in promoting informed and focused dialogues for improvement between staff, pupils and parents.

The Literacy, Numeracy and ICT Action Plans will also reflect and foster a connected and cross-curricular approach to the identified areas for development within Teaching and Learning on the School Development Action Plan 2016-17. This will include a connected and cross-curricular approach to the development of Communication, Using Maths and Using ICT at Key Stage 3.

## 2b

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for provided for the special, additional and other individual educational needs of pupils

The Learning Support Co-ordinator, in conjunction with the Leadership Team has drawn up the Learning Support Policy which identifies the principles underpinning the Policy in line with the school ethos and School Practice and Procedures including Identification and Assessment of pupils with SEN, Interventions and Procedures including those relating to the writing of IEPs and the referral of pupils to external agencies. This Learning Support Policy sits firmly within the school's commitment to high expectations for all pupils within a context of high support. A whole school approach is adopted in relation to Learning Support issues where all staff are teachers of pupils with special educational needs and have a responsibility to identify and provide support to meet these needs at all levels. The whole school approach to Learning Support issues is linked to the effective use of data in target setting and improvement of outcomes for all pupils and to the provision of differentiated learning experiences within the classroom. The involvement of pupils and parents as active participants in the Learning Support process dovetails with the school's ethos of involving pupils and parents fully as key partners in the learning process.

Within this policy also the roles and responsibilities of staff at all levels (Learning Support Co-ordinator, Head of Key Stage, Head of Year, Leader of Learning, Curriculum Leaders, subject teachers,



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Learning Support Assistant are clearly identified. Common Templates for SEN Pupil Record sheets, SEN Reports, Stage One Record of SEN provision, IEPs including subject targets and Monitoring records for Reading Support are all available within the Policy. A core priority going forward in 2016-17 is to work with staff at all levels to ensure that they are clear on their specific role in the implementation of the policy and to ensure consistency in the implementation of IEPs and their associated targets across the curriculum. Reference Learning Support Action Plan.

## 2c

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Anti-Bullying, Attendance, Child Protection and Positive Behaviour Policies have been drawn up. Child Protection Training for all staff was delivered on a Baker Day in August for all staff by the Vice-Principal (Pastoral). A designated Governor for Child Protection in the new Board of Governors has been identified. Staff were involved in consultation on the Positive Behaviour policy and it is planned that pupils and parents will be consulted on this policy and the Anti-Bullying Policy within Term One. Information regarding Child Protection procedures and key staff is available in all classrooms and the ICT Contract signed by all pupils and their parents references clearly e-safety issues. Information for pupils on key contacts within school for Child Protection is also available in the school planner along with a copy of the school code of conduct, attendance procedures including the "Every Day Counts" document and Anti-Bullying guidelines. The Senior Leadership Team drew up a supplementary document on Positive Behaviour to ensure the consistent implementation of the Positive Behaviour policy: it is envisaged that form tutors will use this document with their form classes on a regular basis and that it will also inform departmental codes of conduct to be discussed with pupils by all classroom teachers. The Code of Conduct is displayed in all classrooms. A credits system has also been established to reward good behaviour. It is also planned that the grade cards to be used within the tracking system will include data on a pupil's attendance which will be monitored and followed up on a regular basis in line with the Attendance Policy. Strategies to ensure the effective flow of pastoral information across two sites in the post-amalgamation period are monitored by a senior teacher on an on-going basis: the consistent use of sanctions and their effectiveness are also monitored on an on-going basis. A key priority on the Pastoral Action Plan is also the clarification of the differing roles within the pastoral teams in order to promote a consistent and coherent approach to pastoral care in the newly amalgamated school. A key area for consideration is the effective management of tutor time when the tutor and/or pupil is off site.

Induction programmes for Years 8, 11 and 13 took place on 1 September 2016 and further induction activities led by the Army, Navy and Young Enterprise with a twin focus on team building and study skills took place in September and October. Further motivational and study skills sessions facilitated by an outside provider, Amazing Brains are planned for November 2016. Our desire to develop a holistic and connected approach to the promotion of pupil health and well-being is reflected in the priorities and action of the Pastoral Action Plan which links in turn with both the Learning Support and CEIAG Action Plans. Within these priorities clear links are established between effective pastoral care and effective teaching and learning, between pastoral teams and curricular teams and between school support systems and external agencies providing expert information and support. Actions to both build a strong school community facilitated by open lines of communication and a strong emphasis on the pupil voice are also at the centre of the Pastoral Action Plan.

## 2d

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

At the heart of the vision for the new school is the commitment to make it a centre of excellence where pupils are challenged and supported in equal measure by a staff committed to pursuing the highest standards across a wide range of curricular and extra-curricular learning experiences. Enniskillen Royal Grammar School sees itself as a community committed to continuous learning and development: in line with this training for staff on Baker Days and SIDD days will be carefully aligned to the priorities on the School Development Plan and key actions identified in Priority Three of the School Development Action Plan 2016-17 are the identification of strategies to promote the sharing of good practice and the development of the role of PRSD in promoting a consistent and shared understanding of leadership roles at all levels. Three shared PRSD objectives directly related to the priorities and actions of the School Development Action Plan 2016-17 have been identified and these were shared with staff at their INSET Day at the beginning of October when the final version of the Action Plan was tabled after consultation with Leaders of Learning and Curriculum Leaders. Staff are also encouraged to attend relevant courses and complete relevant professional qualifications e.g. PQH. Staff Development Policy.





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## 2e

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the health and well-being of staff.

The school operates a Managing Attendance Policy. It also takes account of the TNC documents on Workload, Cover arrangements and Time budgeting in curriculum and timetable planning. A non-smoking policy is in operation. Within Priority Two of the School Development Action Plan 2016-17 the need has been identified for the Senior Leadership Team to consult with staff to ascertain their views on what can be done to give them a greater sense of community and to promote staff well-being; the actions flowing from this will take account of the need to establish a strong sense of community and open and effective lines of communication across split sites.

## 2f

### A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with parents of pupils of the school and the local community, including other schools, the business community and voluntary and statutory bodies.

As a school we aim to involve parents as fully as possible in their son/daughter's education and we encourage the free flow of information and communication between the school and parents as vital partners in the pupils' development. The central importance of this to the success of Enniskillen Royal Grammar School is recognised in Priority Two of the School Development Action Plan 2016-17 in the identification of actions to work with parents to ensure effective lines of communication and engagement, namely to involve them in active consultation on our aims and values, our policies and procedures, to engage them in support for the school including extra-curricular activities and to keep them informed about school life through, for example, the website. The Year 11 and 13 welcome meetings were well attended by parents and allowed us to identify and address practical issues arising in the post-amalgamation situation. These issues relating to timetabling and transport will inform our on-going curriculum planning and timetabling for 2017-18. The Year 8 Parents' meeting with tutors was also very well attended and facilitated a useful flow of information between parents and tutors as the Year 8 pupils settle into their new school experience.

Enniskillen Royal Grammar School will also build strong and purposeful links with a wide range of partners in the local and wider community at regional and national level. In so doing we want to ensure that our school community, whilst firmly rooted in its community here in County Fermanagh and Tyrone, is also outward looking, enabling our young people to take their place in local, regional, national and global communities as well-rounded and forward looking individuals. We will do so through encouraging our pupils to be involved in competitions in as wide a range of skills as possible, encouraging our staff to take up opportunities to involve their pupils in cross community projects, to work with voluntary and statutory agencies to develop staff and pupil expertise and to develop awareness of key issues such as mental health and well-being. We will also encourage pupils to volunteer within their local community e.g through the Sixth Form Personal Development programme. We will also seek to use the expertise of the wider community, particularly in third level education and in industry and commerce where possible to broaden the experiences we offer to the pupils through the CEIAG programme. We work with other schools and the local FE College in our Link Arrangements through Fermanagh Learning Community and we liaise closely with our contributory primary schools as part of the Transfer and Induction process. It is also envisaged that Enniskillen Royal Grammar School will continue to develop the positive relationships fostered with Enniskillen Model Primary and Jones Memorial Primary through the KS2/KS3 Literacy and Numeracy programmes established by the two legacy schools in 2015-16. The established links through the Bielefeld exchange in which both the legacy schools were involved and the Clongowes Woods partnership developed through Portora continue to link the new school with schools/areas outside the local community. We will also seek to develop strong and positive working relationships with statutory support bodies such as CAMHs, Social Services, Education Welfare Service and the PSNI in support of our pupils.

## 2g

### Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

We recognise that ICT is a powerful resource for teaching and learning if used effectively and responsibly. We recognise also the need to take careful account of safeguarding issues in relation to pupil and staff use of ICT. (Ref Pupil ICT contract and Child Protection Policy). ICT is also used extensively in school management and administration: it is envisaged that this will come increasingly to the fore in managing the specific context of a split site school. We seek therefore to integrate ICT where possible into the pupils' and teachers' experience in school to enhance their learning and development while also encouraging the development and dissemination of good practice in the use of ICT including critical thinking and media literacy.



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## 3

An assessment of (a) the school's current financial position and the use made of its financial and other resources and (b) the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.

Given the current financial stringencies faced by all schools and in light of our particular situation where we operate across split sites, financial projections indicate an initial deficit, despite healthy enrolment numbers. The need to balance financial and curricular responsibilities remains a priority and the school is committed to careful husbandry of available resources: however any anticipated rationalisation of provision or resources is not easily facilitated due to the unavoidable duplication of provision caused by the demands of split sites over two miles apart in an island town. A full curriculum and staffing audit was implemented in preparation for 1 September 2016 and opportunities for rationalisation of staffing have been maximised. Transport costs are already very visible: it is a matter of grave concern that the financial exigencies of a split site are not covered by the Common Funding Formula and that the only recourse to additional funding to cover the unavoidable split site costs is through application to a contingency fund. The school has also raised the need to maintain their overall enrolment number in a funding scenario where funding follows pupils with DE.

## 4

An assessment of the extent to which the school has met its key targets, or the progress which has been made towards these key targets in any school development plan which is being superseded or revised.

In identifying priorities for the School Development Action Plan for 2016-17 for Enniskillen Royal Grammar School careful account was taken of the need to build progressively on developmental work carried out in the two legacy schools in this one year action plan whilst taking account of the new context, its opportunities and constraints and establishing a baseline in preparation for the three year development plan for our new school community. It is also planned that this one year action plan will promote consistency and improvement in key identified areas relating to teaching and learning and the promotion of leadership and community within the new teams and across the two sites. In both these respects it is crucial that an on-going culture of robust self-evaluation involving Governors, staff, pupils and parents is established through the school development planning process.

Key challenges include:-

- Establishing a strong and cohesive school community building on the strengths of the two legacy school communities whilst establishing the unique and individual character of Enniskillen Royal Grammar School and engaging fully the pupils, parents, staff and Governors in the creation and development of the same.
- Establishing a strong and cohesive school community and the positive relationships which will sustain this community
- Ensuring consistency in high standards of teaching and learning and improvement in pupil outcomes whilst building a new school community and new staff teams
- Managing the organisational logistics of the split site taking careful account of pupil and staff safety and well-being.
- The significant financial pressures arising from general school budget constraints and exacerbated by the financial demands of a split site.

The many strengths in the situation include the stable pupil enrolments with the school being oversubscribed at Year 8, the strong professional profile and commitment of the staff, the strong record of achievement of both legacy schools, the potential of the pupils, the strong engagement and support of parents and the wider community and the strong commitment of the Governors.



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## 6

### The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons and bodies in the preparation of the plan.

In line with a core function of this one year School Development Action Plan as a baselining exercise for the three year School Development Plan, the use of monitoring and evaluation strategies such as questionnaires and focus groups are identified as key actions in all three priority areas.

Targets set for 2016 -17 are as follows:-

- Pupils achieving Level 5 or above in Communication and Using Maths-100% in both
- % of pupils achieving 5 or more GCSEs at A\*-C-100%
- % of pupils achieving 5 or more GCSEs at A\*-C including English and Maths-98%
- % of pupils achieving 7 or more GCSEs at A\*-C-98%
- % of pupils achieving 7 or more GCSEs at A\*-C including English and Maths -98%
- % of pupils with entitlement to FSM achieving 5 or more GCSEs at A\*-C including English and Maths-94%
- % of pupils with entitlement to FSM achieving 7 or more GCSEs at A\*-C including English and Maths-94%
- % of pupils achieving 2 or more A levels at A\*-E -100%
- % of pupils achieving 3 or more A levels at A\*-C -83%
- % of pupils with entitlement to FSM achieving 2 or more A levels at Grades A\*-E-100%
- % of pupils with entitlement to FSM achieving 3 or more A levels at Grades A\*-C-93%

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The actions identified in this plan provide scope for objectives for staff within the PRSD framework and they provide opportunities for reflection and self-evaluation on an individual, departmental, area of learning, pastoral team and whole-school level.

Monitoring and evaluation tools may include pupil pursuit, pupil questionnaires, focused interviews and discussion groups with pupils, lesson observations within the context of PRSD, sampling of pupils' work, review of schemes of work, sharing of good practice at staff meetings and review of minutes.

Review of progress against the Action Plan will be on the agenda of Board of Governors' meetings, Senior Leadership Team meetings, Leaders of Learning meetings, Heads of Key Stage meetings, Curriculum Leaders meetings, Year Heads meetings and departmental meetings.





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<b>Specific Targets</b>	<b>Action Required</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Lead Responsibility</b>	<b>Timescale</b>
What is the focus and what do we hope to achieve?	What do we need to do?	What resources will be required?	How will we know we have achieved our targets?	Who will be involved?	When will we monitor and evaluate our progress?

## ACTION PLAN 1

### Teaching and Learning:

To embed a value-added culture where under-achievement is identified and challenged and where a significant percentage of students make progress beyond that which is predicted.

<p>1. Subject leaders in Areas of Learning will set challenging targets for improvement at GCSE, AS and A2 levels, with a particular emphasis on % A-C grades at AS level.</p>	<p>Departments, Areas of Learning and Pastoral Teams will analyse the evidence in order to identify issues and barriers relating to achieving an improved % A-C at AS Level.</p>	<p>INSET Time.</p>	<p>A sound, evidence based analysis leading to a range of improvement strategies which are implemented, sustained and monitored.</p>	<p>SLT Leaders of Learning Head of Key Stage 5 and Heads of Year 13 and 14.</p>	<p>This improvement target will be formally launched at the INSET day on 7th November.</p>
	<p>Departments, Areas of Learning and pastoral teams will identify a range of strategies and actions to promote improvement in the % A-C grades at AS level. Identified strategies and actions will relate to approaches to teaching and learning, to teacher expectations and pupil expectations, to careers guidance, to induction and to the use of private study.</p>		<p>Some senior teachers have visited a school(s) with a very good %A-C at AS level, over a number of years, and as a result have been able to inform our analysis and actions.</p>		<p>On-going through the year</p>
		<p>Wednesday afternoon staff development time and INSET days.</p>	<p>Positive signs of improvement in the %A-C grades in a number of subjects at AS level</p>		<p>August 2017</p>

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<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
<p>2. To raise the level of pupil engagement in lessons across the school.</p>	<ul style="list-style-type: none"> <li>Members of the SLT and Leaders of Learning should baseline teaching and learning through a number of pupil-pursuits in Years 8,11 and 13 and with a particular emphasis on the areas identified below.</li> </ul>		<p>A clear baseline in terms of pupil engagement is described for at least three classes representative of different year groups.</p>	<p>Leaders of Learning SLT</p>	<p>Baselining documents- by mid-end November</p>
	<ul style="list-style-type: none"> <li>In consultation with teachers produce a Learning Insight Policy.</li> </ul>		<p>A Learning Insight Policy incorporating an observation proforma is agreed with the teaching staff.</p>	<p>Leaders of Learning SLT</p>	<p>Learning Insight Policy and observation proforma by early November</p>
	<ul style="list-style-type: none"> <li>In consultation with teachers produce a teaching and learning policy to provide clear standards and expectations.</li> </ul>		<p>A Teaching and Learning Policy which is consistent with the targets set out in this action-plan is agreed</p>		<p>Teaching and Learning Policy-Draft by early December and to be reviewed on an on-going basis.</p>
	<ul style="list-style-type: none"> <li>Produce staff training and the opportunity to share good practice in four key areas which influence pupil engagement in oral, written and practical tasks viz</li> </ul> <p>Quality of questions and dialogue ( e.g Blooms Taxonomy) Active Learning Tasks. Differentiation. Assessment for Learning. One area of follow-up to the above training should require departments in Area of Learning groups to revisit some lesson plans, from Years 8 ,11 and 13, in order to redesign them. to incorporate more active learning tasks, better differentiation or to promote better classroom dialogue and questioning.</p>	<p>Use of Inset Days</p>	<p>Areas of Learning lead training on the aspects of Teaching and Learning identified and evaluation questionnaires show a significantly positive response form teachers.</p>	<p>The leadership of training in these areas should be shared by learning areas with a different learning area, under the guidance of the VP for Teaching and Learning leading each one.</p>	<p>On-going throughout the year</p>
	<p>For PRSD Objective 1 teachers should choose one area from : Quality of questions and dialogue ( e.g Blooms Taxonomy) Active Learning Tasks. Differentiation. Assessment for Learning.</p>		<p>PRSD Classroom observations evidence a good level of pupil engagement from both girls and boys in a high number of lessons observed.</p>	<p>TRS</p>	<p>1st Meeting by the End of November</p>

# School Development Plan 2016-17



To promote distributed leadership teachers within departments should be encouraged to choose different areas from the four above. Throughout the year teachers should have opportunities to discuss their progress with colleagues who have opted for the same area.

- Staff will work in Areas of Learning to develop, monitoring and self-evaluation strategies to track progress against the policy and targets in this action plan.

- Pupil Engagement should be an agenda item at all meetings in the school.

- Staff will work in areas of learning to develop strategies to capture the pupil-voice and in the course of the year will gather pupil-voice evidence from at least two classes, where possible, from Years 8, 11 and 13 to provide evidence for the level of pupil engagement.

- In the course of the year there should be follow-up pupil pursuits by members of the SLT and Heads of Learning to help to ascertain the level of progress.

- In the course of the year opportunities will be identified for the sharing of good practice.

- In the course of the year there should be an event where a selection of teachers share their development strategies through, this year's PRSD objective 1, with all colleagues.

- As part of this event we may engage external training to lead a workshop on Pupil Engagement.

Documents/minutes from meetings evidence rich discussions and practices around the issue of pupil-engagement.

Analysis of returns from pupil-voice questionnaires show that a significant majority of pupils, both boys and girls, feel engaged in their lessons.

Observations from pupil pursuits show significant improvement in the level of pupil engagement.

Pupil pursuit evidence shows a good level of pupil engagement from both girls and boys in a high number of lessons observed.

Teachers are enthusiastic about sharing and a rich variety and depth of ideas and techniques are shared. Minutes from meetings show evidence of sharing of good practice

Leaders of Learning  
SLT/Co-ordinators

Leaders of Learning  
SLT

Leaders of Learning  
SLT /Co-ordinators

Curriculum Leaders.  
Leaders of Learning, Co-ordinators/SLT

SLT

Curriculum Leaders,  
Leaders of Learning  
SLT

Observation to be complete in Terms 2 and 3. Review meetings to be completed by the end of May

Evidence and analysis from pupil voice data to be available by the end of May.

Second Pursuit by the end of March.

On-going throughout the year



# School Development Plan 2016-17

<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
<p>3. To embed an approach to assessment which promotes learning and which supports a robust tracking system</p>	<ul style="list-style-type: none"> <li>• Departments working with Leaders of Learning to develop assessment tasks for Years 8, 11 and 13 which meet the teaching and learning priorities outlined in this action-plan and which are rigorous and standardised across departments.</li> <li>• SLT working with staff to develop an Assessment Policy including homework.</li> <li>• Departments working with Leaders of Learning to develop assessment processes which engage pupils in self-assessment, peer assessment and which ensure that assessment is an integral part of the learning process.</li> <li>• Departments working with Leaders of Learning develop strategies which engage students in the target setting process and the identification of steps for improvement.</li> <li>• Departments working with Leaders of Learning use assessment outcomes to inform review and planning for improvement in Teaching and Learning.</li> </ul>		<p>(i) Pupils receive timely and developmental feedback about their work:</p> <p>(ii) There is regular and quality dialogue between teachers and learners about the strengths of their work and the steps they can make to improve.</p> <p>(iii) Learners are clear about the quality of work required to achieve success:</p> <p>(iv) Assessment tasks allow learners to demonstrate their progress across the breadth of learning.</p> <p>(v) Pupils have a clear idea of their own strengths and the steps they need to take to improve.</p> <p>(vi) Pupils can accurately assess their own work and the work of their peers.</p> <p>(vii) Teachers have a clear and up to date understanding of the individual needs of each learner in their classroom.</p> <p>(viii) Teachers use methods which generate rich insight into their students understanding and use the information in the planning of their lessons.</p> <p>(ix) Assessment standards and expectations are consistent across teachers and subjects</p>	<p>Curriculum Leaders Leaders of Learning SLT</p>	<p>On-going in line with grade card cycle.</p> <p>On-going in line with grade card cycle.</p> <p>On-going throughout the year</p>



# School Development Plan 2016-17

<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
<p>4. To put in place effective and coherent processes for individual target setting, monitoring and tracking pupil progress and for addressing under-achievement.</p>	<ul style="list-style-type: none"> <li>• Develop a consistent use of CATs/C2K baselining data with Years 8, 11 and 13 to inform Teaching and Learning and ensure value-added education for all.</li> <li>• Develop robust analysis of all data, both hard and soft, including pastoral, learning support and CEIAG to identify individual targets for pupils.</li> <li>• Agree through consultation the design of a half-term grade card which will contain an attainment with an effort grade for each subject studied along with one or two targets for improvement and will be issued to parents and students.</li> <li>• Agree and implement processes around the use of this grade card for tracking, monitoring and addressing under-achievement. The processes will include: Dialogue for improvement between the pupil and class teacher and the pupil and tutor. Dialogue around the grade card, including setting of overall targets for improvement, between the tutor and pupil.</li> <li>• Robust analysis of overall patterns in each set of grades by SLT Curriculum Leaders, Year Heads, Heads of Key stage and Leaders of Learning to identify and address any issues involving particular classes or groups or subjects.</li> <li>• Curricular and pastoral teams develop and share individual pupil action-plans to support under-achieving pupils</li> </ul>		<p>A tracking and monitoring system operating with consistency across all year groups and subjects and which clearly shows the features of promoting dialogue.</p> <p>Parents and pupils feel that they have up to date knowledge of how the pupil is progressing and know what the pupil needs to do in order to improve.</p> <p>All pupils achieve in line with or above informed expectations with a significant proportion showing valued added in their outcomes</p> <p>Under-achieving pupils show improvement as a result of intervention and support strategies. Homework/study support arrangements are in place and are effective in addressing under-achievement.</p> <p>Teachers believe that the tracking and monitoring system and associated processes provide valuable support to them in pursuit of their objectives.</p>	<p>Heads of Key Stage, Leaders of Learning/head of CEIAG SLT</p> <p>Heads of Key Stage. Leaders of Learning SLT</p> <p>Heads of Key Stage, Leaders of Learning SLT</p> <p>Heads of Key Stage, Leaders of Learning SLT</p>	<p>CATs completed by October mid-Term.</p> <p>On-going throughout the year</p> <p>End of September.</p> <p>On-going throughout the year</p> <p>On-going throughout the year in line with the grade card cycle</p>



# School Development Plan 2016-17



- SLT working with curricular and pastoral teams identify follow-up action with parents for pupils who are underachieving across a number of subjects.
- Develop mentoring programmes for pupils at risk across several subjects.
- Develop strategies to affirm pupils where progress/ attitude is excellent.
- Conduct a number of workshops to promote consistency across subjects in relation to the awarding of half-term grades.

Leaders across the school find the data produced by the Tracking and Monitoring system a rich source for analysing school effectiveness.

At the end of year there are very few if any mis-matches between the grades awarded over the year on the grade card pupil's final examination results.

Grades awarded across subjects show a high level of consistency

## Strategies to monitor and evaluate progress

- Classroom observation
- PRSD targets
- Review of documentation including minutes, lesson plans, action plans, schemes of work and handbook
- BoG minutes
- Book scoops
- Pupil surveys
- Discussions with Staff teams
- Review and analysis of data
- Data relating to use of and attendance at Homework Support

## Actions and outcomes:

# School Development Plan 2016-17



Specific Targets What is the focus and what do we hope to achieve?	Action Required What do we need to do?	Resources What resources will be required?	Success Criteria How will we know we have achieved our targets?	Lead Responsibility Who will be involved?	Timescale When will we monitor and evaluate our progress?
<b>ACTION PLAN 2</b>					
<b>COMMUNITY</b>					
<b>1.</b> To build a sense of community within the school.	<ul style="list-style-type: none"> <li>• SLT draft a statement of the vision, aims and values of the school and consult with governors, staff and pupils.</li> </ul>	Transport. Funding	Statement drafted and consultation completed	SLT working with Governors, staff and pupils	December 2016
	<ul style="list-style-type: none"> <li>• Facilitate pupil-voice through the establishment of a school council.</li> </ul>		Active school council that meets regularly and engages in the representation of pupil voice across both sites of the school to promote and enhance positive engagement in social and academic learning and the wider school community Pupils feel they have a voice and it is heard and respected – sense of responsibility for and to their school community ( surveys/ responses in school council their action plans and engagement with school initiatives )	PB/MH	Council set up by end of Term one  Progress to be monitored on an on-going basis throughout the year
	<ul style="list-style-type: none"> <li>• Develop pupil leadership through the prefect system and house system.</li> </ul>		Appointment of house leaders & pupil deputies/captains and prefects.	SLT	Pupils appointed by December 2016
<ul style="list-style-type: none"> <li>• Develop strong links between pupils of all year groups and pupils and staff through the house system.</li> </ul>		A calendar of House Events is in place that celebrate the breadth of talent across the school (Sport/Creative and Expressive, Academic etc.), and allows all pupils and staff to engage in the acquisition of house points to promote healthy collegial competition and pastoral support.	SLT working with CB and GC  PB, Leaders of Learning.	On-going throughout the year	

# School Development Plan 2016-17



<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
	<ul style="list-style-type: none"> <li>Develop strong links between pupils of all year groups through the establishment of a peer mentoring system.</li> </ul>		Peer mentoring system in place- good uptake by senior pupil mentors and strong levels of participation by junior pupils	AJC working with JRC and Year Heads in KS3	System in place by December 2016
	<ul style="list-style-type: none"> <li>Develop strong links between pupils of all year groups and pupils and staff across both sites through the extra-curricular provision and through co-curricular activities.</li> </ul>	Use of current expertise and external providers/ facilitators to create and deliver bespoke team building programmes and activities to promote positive working relationships between girls and boys on both sites e.g. Young Enterprise Amazing Brains British Army RAF STEM	<p>Delivery and provision of events throughout the academic year that allow pupils to collaborate and engage in both curricular and extracurricular learning experiences.</p> <p>Successful delivery of team building and induction programmes for newly amalgamated pupils in Year 8, 11 and 13.</p> <p>Team building and icebreaker activities for years 9, 10 and 12 pupils to pre-empt amalgamation of pupil cohorts in coming years.</p>	DH Activity leaders SLT Heads of Key Stages, Year Heads	On-going throughout the year
	<ul style="list-style-type: none"> <li>SLT work with staff and pupils to develop the school website.</li> </ul>		Website is utilised as main source of information by community and a platform to engage with all stakeholders (visit statistics etc should be available as evidence plus the range of information and the news items posted will demonstrates staff commitment and value of it)	SLT	On-going throughout the year



# School Development Plan 2016-17

<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
	<ul style="list-style-type: none"> <li>• Staff will be consulted to ascertain their views on what can be done to give them a greater sense of community and to promote staff well-being</li> <li>• Develop strategies to secure clear lines of communication and engagement with staff.</li> <li>• Develop strategies to secure clear lines of communication and engagement with parents.</li> </ul>		<p>A staff committee is in place meeting regularly, taking decisions and making representations.</p> <p>Effective lines of communication established in all teams, pastoral and curricular</p> <p>Parents are consulted on and supportive of school policies, regulations and events. Some of the suggestions from parents have influenced decision-making.</p>	<p>SLT</p> <p>SLT working with Leaders of Learning, Heads of Key Stages and Co-ordinators</p> <p>SLT</p>	<p>Staff committee in place by October 2016</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p>
2. To establish the school within the local community.	<ul style="list-style-type: none"> <li>• Develop links with the community through whole –school events , e.g. Carol Service, by finding opportunities to take the school out into the community bringing the community into the school and engaging in inter-school events such as CRED.</li> <li>• Students are afforded opportunities to help out in the local community.</li> </ul>		<p>School develops strong and effective links with the community including other schools</p> <p>Volunteering programme established as part of Personal Development programme</p> <p>Evidence that the affection, sense of association and positive expectations held by the community of Fermanagh, towards the parent schools, are being carried into the new school</p>	<p>SLT working with staff</p> <p>PB and DC</p>	<p>On-going throughout the year</p> <p>Structures in place by October 2016</p>



# School Development Plan 2016-17

## Strategies to monitor and evaluate progress

Surveys and questionnaires.

Data on website usage.

Press cuttings and documentation relating to events.

Figures relating to attendances at school events.

Minutes from Staff Council and School Council meetings.

## Actions and outcomes:



# School Development Plan 2016-17



Specific Targets What is the focus and what do we hope to achieve?	Action Required What do we need to do?	Resources What resources will be required?	Success Criteria How will we know we have achieved our targets?	Lead Responsibility Who will be involved?	Timescale When will we monitor and evaluate our progress?
<b>ACTION PLAN 3</b>					
<b>LEADERSHIP</b>					
<p>To develop Leaders at all levels who:</p> <ul style="list-style-type: none"> <li>understand , share and promote the vision and values of the school</li> <li>focus on teaching and learning and student needs and have a commitment to and a sense of accountability for school improvement</li> <li>use evidence in decision-making</li> <li>place a high value on developing colleagues and sharing best practice</li> <li>consult colleagues and seek to utilise the talents and experience of colleagues</li> <li>have good communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to facilitate clarity about vision and values through discussions with all leaders</li> </ul>		<p>Meetings are effective, focused and productive and outcomes reflect the core vision and values of the school</p>	<p>SLT working with Leaders of Learning, Curriculum Leaders, Heads of Key Stage and Year Heads</p>	<p>On-going throughout the year</p>
	<ul style="list-style-type: none"> <li>SLT to put in place a range of templates to support planning and consistency in the implementation of the priorities in the SDP.</li> </ul>		<p>Templates are used to promote consistency in lesson plans, agenda, minutes and action planning documentation</p>		<p>By Autumn Half-term</p>
	<ul style="list-style-type: none"> <li>SLT members should attend as many meetings as possible as part of a process of advising, challenging and supporting middle-leaders.</li> </ul>		<p>Departmental documentation e.g handbook reflects the vision and values of the school</p>		<p>On-going throughout the year</p>
	<ul style="list-style-type: none"> <li>SLT model distributed leadership by inviting middle leaders and other colleagues to lead particular projects or INSET events.</li> </ul>		<p>There are many examples of leadership acts by colleagues other than leaders.</p> <p>Team members feel that their talents and experience are recognised and utilized in the team.</p>		
	<ul style="list-style-type: none"> <li>Curriculum Leaders will build effective teams within their departments.</li> </ul>		<p>Departments will work together to develop effective assessment tasks</p> <p>Departments will work together to develop and deliver shared curricula for Years 8, 11 and 13</p>	<p>Curriculum Leaders</p>	<p>On-going throughout the year</p>
<ul style="list-style-type: none"> <li>Leaders of Learning, Heads of Key Stage, Year Heads, Co-ordinators and Curriculum Leaders to facilitate distributed leadership in their team</li> </ul>			<p>Leaders and team members show an openness towards change and an active participation in development work</p>		<p>On-going throughout the year</p>
<ul style="list-style-type: none"> <li>All leaders in the school will be afforded opportunities to meet together to share good practice and discuss issues.</li> </ul>					

# School Development Plan 2016-17



<b>Specific Targets</b> What is the focus and what do we hope to achieve?	<b>Action Required</b> What do we need to do?	<b>Resources</b> What resources will be required?	<b>Success Criteria</b> How will we know we have achieved our targets?	<b>Lead Responsibility</b> Who will be involved?	<b>Timescale</b> When will we monitor and evaluate our progress?
	<ul style="list-style-type: none"> <li>Use a half-day INSET for middle leaders' training and invite an external provider to lead it if necessary.</li> <li>PRSD Objective 3 will be a shared objective based on Leading for Learning.</li> <li>SLT engage with governors to share SDP priorities.</li> </ul>		<p>Team members are clear about the core purpose of their team and also have clarity about the goal and tasks they are engaged in.</p> <p>Team members are clear about the achievements to date of the team.</p> <p>Team members feel a sense of involvement in their teams and have a sense of responsibility and accountability for the work of the group</p> <p>Team leaders feel confident about their role.</p> <p>In teams there is an absence of negative conflict.</p> <p>Team leaders encourage as far as possible an evidence based approach to decision-making by taking the lead in providing evidence for consideration by the team</p> <p>Strong working relationships and channels of communication are established between SLT and Governors to ensure Governors are informed about school improvement work and progress against SDP priorities</p>		<p>On a staff day to be identified</p> <p>PRSD Review meetings to be complete by the end of May</p>



# School Development Plan 2016-17

## Strategies to monitor and evaluate progress

## Actions and outcomes:

PRSD targets and documentation.

Review of documentation including minutes, lesson plans, action plans, schemes of work and handbook

Minutes and agenda from meetings and other documentation..

Discussions with Staff teams  
Questionnaires

Review and analysis of data

BOG Minutes

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