



Enniskillen Royal Grammar School

School Development Plan 2017-20

A statement and evaluation of the ethos of the school

Enniskillen Royal Grammar School is an academically selective, co-educational, non-denominational voluntary grammar school which opened in September 2016. At the heart of our vision for Enniskillen Royal Grammar 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 to identify and fulfil their potential by a staff committed to pursuing the highest standards across a wide range of curricular and extra-curricular learning experiences.

We aim to provide a broad, balanced and coherent curriculum which engages all learners and allows our young people to develop questioning and independent minds, to experience success and to develop a love of learning and a desire to contribute actively to their wider community as they move into the rapidly changing world of the 21st century.

We seek to do this in a caring supportive environment where we aim to develop our young people in mind, heart and body and to enable them to hold a positive view of themselves, their community and the wider world. A Christian ethos informs the life and work of the school. We welcome warmly pupils and staff of all faiths and those with no religious conviction. We aim to encourage each pupil to develop breadth and depth of character, to develop moral and ethical values and to develop a sense of social responsibility which has at its core respect and tolerance towards each other, to the wider community and to the wider world.

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 aim to create an environment where each member of the school community, pupils and staff alike, feels safe, valued and respected for their

contribution and where team work, mutual accountability, creativity and initiative are celebrated and encouraged. We also wish to involve parents/guardians in the school's activities and processes wherever possible and appropriate and to build open and productive lines of communication with them.

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 find and take their place in local, regional, national and global communities as well-rounded and forward looking individuals with a clear pathway to the future.

The Senior Leadership Team working with the Education Committee of the Board of Governors developed the above statement of the vision, aims and values of the school through consultation with the wider governing body and with staff within the Community Section of the School Development Plan 2016-17. This built on the baselining work completed with staff in May 2016 where they identified the top six descriptors of their school as they would like it to be:- "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". These basic principles outlined were also reflected in the formulation of our Positive Behaviour, Anti-Bullying, Child Protection, Learning Support and Attendance Policies.

A key priority in the Action Plan for 2017-18 in the new School Development Plan is to consult with pupils through the School Council and with parents as we monitor and evaluate how these aims and ethos are worked out in practice on the ground in day to day school life.

In 2016-17 an elected school council drawing three members from each year group has been established and it has met regularly once a month since January 2017. A Constitution, Code of Conduct and organisational structure for the Council have been set up and a communications page has been developed in Fronter. There has been a good level of engagement from pupil members who have discussed issues such as canteen pricing and the format of the school planner as part of their agenda. An interschool link with Mount Lourdes Grammar School is under consideration. In 2017-18 the priority is to develop the School Council as a vehicle to capture pupil voice on strategies to improve learning and behaviour and to develop structures to ensure consistent feedback from the school council to the pupil body through tutor time. Pupil leadership has also been developed through the election of form captains and deputy form captains for each tutor group.

Given the siting of Year 14 on their legacy sites the prefect system in 2016-17 worked largely on a legacy basis in the first year of the school. In addition to carrying out duties on their base site e.g as Form Prefects, senior pupils responded well to the need to establish teams for specific tasks across both sites such as Parents' Meetings and whole school events. Peer mentors for Year 8 were identified and trained in Year 14 and the programme was successfully implemented. The decision to site Year 14 on the Lough Shore site and Year 13 on the Cooper Crescent Site in 2017-18, due to timetabling resource issues, provides an opportunity to broaden the pupil leadership base in the Sixth Form with Year 13 pupils taking Prefect and Peer Mentoring roles on the Cooper Crescent site and Year 14 on the Lough Shore site. A priority in the 2017-18 Action Plan is to finalise these Prefect roles. Plans are also well advanced for developing the House system in 2017-18 taking account once again of the need to develop the leadership base among pupils in Years 10, 11 and 13 as well Year 14 due to the split site.

In respect of the priority to develop our extra-curricular and co-curricular provision, within the Community section of the Action Plan 2016-17, our website, termly newsletters, local press reports and our school calendar provide evidence of a wide range of activities. The Extra-Curricular Committee of the Board of Governors has worked with the Sports Co-ordinator to respond to pupil and parental requests to develop, for example, extra-curricular Hockey provision and there was a good response from staff to the invitation by the Trustees to submit modest financial bids for the development of extra-curricular provision. Funding was provided to develop, for example, a tennis club, a junior dramatic production, a film and animation club, Feis entries, and the school's partnership with Clongowes Wood School. Team-building and icebreaker activities for Years 8, 11 and 13 were successfully implemented and opportunities to organise school events for Years 9 and 10 on an intersite basis to prepare for the amalgamation of these year groups were developed. e.g Activities Week, Young Enterprise events, and information sessions for GCSE subjects.

In terms of our actions to establish clear lines of communication and engagement with parents, 2016-17 saw high levels of attendance by parents at the Induction meetings for Years 8, 11 and 13 in the first term and at Parents Meetings throughout the year. We have also recorded a high level of parental engagement with the Grade Card tracking process, the pastoral monitoring process and the mentoring programme. Parental feedback has been taken into account in the refining of our tracking process. There has also been a strong level of support from parents at school events and sporting fixtures and the Parental Support Groups for Rowing and Rugby enjoyed a strong level of engagement by parents in their fundraising activities. The focus for the Action Plan in 2017-18 is to develop the value and purpose of pastoral roles through clear engagement with the relevant stakeholders e.g planning for the engagement of the form tutor with parents and pupil to raise the profile of the tutor role with parents and pupils with particular reference to feedback and follow-up within the Grade Card Cycle. We also plan to develop parental questionnaires in the course of the year to seek their views on key aspects of school life.

In terms of developing strategies to secure clear lines of communication and engagement with staff, where regular meetings have been able to take place lines of communication and relationships show evidence of steady development in curricular and pastoral teams. Union Action has slowed the pace to some extent alongside a tendency to default to a legacy position in defining best practice. The logistics of a split site and the development of understanding of the roles of Leader of Learning and Head of Year which were both new concepts in the management structure for some staff were also identified as potential inhibitors. In addition the need for decisions to be made quickly militated to some extent against creating opportunities for distributed leadership. Conversely the split site was also seen to have enhanced shared responsibility in pastoral teams in following up individual pupil issues. Evaluation by the Leaders of Learning and Heads of Key Stage identified the need to continue to clarify the expectations for roles within teams, to identify and make explicit key expected outcomes and appropriate timelines for these outcomes and to establish regular meeting times for key teams to maintain focus, momentum and consistency. SLT meetings with both LOL and HOKS have proved a very valuable forum for planning agendas which allow a consistent and coherent approach both within and between the pastoral and curricular teams. In addition the value of investment in building teams within informal settings to develop relationships at whole school, learning areas and departmental level was highlighted. A successful staff meal at the end of term saw a high turnout across the staff. A staffroom committee has also been established. The Chair and Vice-Chair of the Governors also consulted with staff in January 2017 on the outworking of the new school structures and the SLT followed up on identified issues with Leaders of Learning and Heads of Key Stage in the Spring Term. In the Autumn Term the Principal and Vice-Principals outlined the curriculum and management structure at a meeting of the Education Sub-Committee of the Board of Governors. Key areas for development in 2017-18 are:-

- the facilitation of individual and team reflection on how to develop a sense of individual and collective responsibility for ensuring clarity about vision and values and consistency in communication of vision and values through word and action
- the facilitation of individual and team reflection on roles within school to ensure clarity of understanding of these roles and a pro-active approach to developing their effectiveness within the school structure.
- building effective relationships and communication within teams, including addressing barriers and inhibitors.
- Plan a more strategic engagement between the BOG and senior and middle leaders to share information on key areas of school practice and SDP priorities.

A session on building resilience and well-being for all staff was delivered by Shauna Cathcart from Inspire in the 2017 August INSET Days.

In terms of developing links with the community the success of our inaugural carol service, the strong contribution of the Music department to events in the community, fundraising

events, participation in the Drama and Music sections of the local Feis, success in national competitions, CRED events with St Michael's College, the strong offer and uptake of FLC courses in school alongside the record of pupils involved in voluntary work in a wide variety of contexts evidence strong progress. The number of posts and visits to the website and app indicate that it is well-utilised as a source of information and celebration of achievements of the school community. A very successful Sixth Form Information Evening was held in April 2017: in June 2017 the Principal visited the P7 pupils transferring to school in their primary schools. A very well-attended information event on Transfer 2018 for parents of P6 pupils was held in May 2017.

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 non-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 in both 2016-17 and 2017-18 there is a strong uptake of a modern foreign language at KS4. Given the revised requirements of the Entitlement Framework we are now fully compliant at KS4

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 2017-18: Art and Design, Biology, Business Studies, Chemistry, Design and Technology (Product Design or System and Control Electronics), Digital Technology, Economics, English

Literature, French, Further Mathematics, Geography, German, Government and Politics, 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, 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. In 2016-17 the menu on offer included Latin, Classical Civilisation, Holiday Spanish, First Aid and Visual Communication.

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. In 2016-17 key targets met in the CEIAG Action Plan include :-

- A unit of work focusing on the introduction of PCP has been developed and successfully delivered in Year 8 LLW lessons.
- Three Young Enterprise events were delivered to KS3 pupils across both sites: pupil feedback and engagement were positive
- A cross-curricular careers week was held in March 2017. This centred mainly on Year 10 and their GCSE options process.
- A Baseline Pathway questionnaire was issued to Year 8, Year 9 and Year 11 pupils to provide qualitative data for the new PCP database
- The school website and app has a regularly updated CEIAG section
- A discrete Year 11 Careers SOW has been developed: pupil feedback is positive
- A Balcas Interview Skills Day was organised for Year 12 pupils
- The UCAS process was successfully completed for Year 14
- A wide range of CEIAG events and opportunities have been available to pupils in Year 13 and 14
- A structure for Year 13 Work experience has been developed.

Key areas for development in 2017-18 include:-

- Consistency of delivery of Employability in Year 8 within LLW through exemplification and sharing of good practice
- Development of Units of Work for Years 9 and 10
- Explore the use of the PCP database as a whole school data sets which contributes to academic and pastoral tracking and intervention
- Develop participation in Careers week across all curriculum areas and audit departmental SOW to evaluate the extent of embedding CEIAG
- Develop Year 12 provision

- Develop pupil use of Careers resource rooms
- Track pupil destination and retention in post 16 and post 18 cohort
- Review timing of Work experience in the school calendar
- Develop UCAS interview and reference writing process.

Evaluation of the Teaching and Learning priority within the School Development Plan 2016-17 and its associated action plans including Departmental Development Plans, Literacy and Numeracy Plans, Pastoral Plan, Learning Support Plan, and CEIAG Plan was carried out by the Senior Leadership Team, Leaders of Learning, Heads of Key Stage, Curriculum Leaders and Co-ordinators in May /June 2017.

Evidence of progress against the SDP priorities for 2016-17 is available in :-

- Examination and grade card analysis
- Pastoral monitoring information
- Departmental minutes
- The proformas completed by Curriculum leaders with their departments to evaluate their departmental development plans
- Minutes of LOL meetings with CL,
- Minutes of HOKS and LOL meetings
- Summary sheets e.g teaching and learning strategies in use in examination classes based on Mock Exam review from Curriculum Leaders and analysis of assessment and tracking processes in departments conducted by LOL
- PRSD records showing evidence of progress against the shared objectives linked to priorities on the SDP Action Plan including the development of classroom observation as an aspect of sharing of good practice and developing distributed leadership
- The sharing of good practice presentations by staff and the sharing of good practice templates from the Staff Day on 12 June 2017.

Analysis of public examination results in August 2017 indicates the following :-

At A2 93% of all the grades were at A*-C and seventeen pupils had three A grades or better. 80% of pupils achieved three grades at A*-C (NI average -76.3%). Our target was 83%. In the cohort there were 52 boys and 83 girls. 71.15 % of boys achieved three grades at A*-C and 85.54% of girls achieved three grades at A*-C. In terms of SEN pupils at A2 65% achieved three grades at A*-C which appears to be significantly lower than the school percentage.: however the statistics are skewed due to the cohort size, particularly in respect of the boys. Five of the fifteen girls did not achieve three grades at A*-C; on further examination four of these pupils achieved two grades at A*-C, all achieved three grades at A*-E and all are now placed in an appropriate pathway. In terms of FSM pupils, the cohort's achievement was 87.5% at A*-C which was above the school average (80%). Analysis of the outcomes of the twenty-one pupils engaged in Link Courses against their overall outcomes indicates that 57%

of the pupils equalled or exceeded their overall average performance whilst 43% achieved a grade lower than their overall average performance.

In terms of individual subject performance at A*-C, nine subjects were 5% or more above the NI average (Biology, Design and Technology, Further Maths, German, Home Economics, History of Art, ICT, Moving Image Arts and Physics). Nine subjects were 0-5% above the NI average (Art, Geography, History, Music, Performing Arts, Religious Studies, Chemistry, Health and Social Care and Economics). Two subjects were 0-5% below the NI average (English Lit and Maths) and two subjects were more than 5% below the NI average (Business Studies and French). At A*-B French was 9% above the NI average and at A*-A English Lit was 11% above the NI average.

Overall ten subjects were on or below the NI average at A*-B and this is an area for focus going forward. In addition whilst a good number of pupils consolidated or improved their AS grades at A2 by at least one grade (70%), it is apparent that strong achievement at AS is essential if overall outcomes at A2 are to continue to improve.

At AS the results were sound with 70% of pupils achieving three or more grades at A-C. This is largely on par in comparison with achievement in both legacy schools in the last two years. Given that Year 13 were at the forefront of the changes in siting due to the first year of the amalgamation and that departments were also dealing with new AS specifications this stability in outcomes is pleasing. One of our identified targets in 2016-17 was to improve the percentage of A-C at AS in individual subject areas. Ten subjects either improved or held steady in this respect while eight subjects recorded lower outcomes. As indicated above, this was the first year of the new AS specifications and departments are analysing carefully the performance of their pupils in the new style assessments. In some instances departments are requesting the return of scripts to analyse the application of the mark schemes. We now need to build on our groundwork for improvement by refining the strategies we developed last year in light of this analysis in order to ensure further gains at this level. In terms of link courses 82% of the seventeen pupils achieved a grade in their link course subject which equalled or exceeded their overall average performance whilst 18% achieved a lower grade.

In terms of the NI averages at this level eight subjects (Technology (Systems), German, ICT, Moving Image Arts, Home Economics, History of Art, Spanish and Sports Science) were more than 5% above the Northern Ireland average at A-C. Seven subjects (Art, Biology, Business Studies, Drama, Geography, Health and Social Care, and Music) were 0-5% above the NI average. Two subjects (Chemistry and Religious Studies) were 0-5% below the NI average and eight subjects (Maths, Further Maths, History, French, Physics, English Lit, Economics and Technology (Product Design)) were more than 5% below the NI average.

The apparent initial discrepancy between the performance of boys and girls at AS, in that 62% of boys achieved at least three grades at A-C in comparison with 78% of girls will also be scrutinised within departmental analyses.

At GCSE 96% of all grades were at A*-C with 81% of the grades coming in at A*-B. Forty-four pupils have at least seven A grades in their portfolio. The percentage of pupils achieving seven GCSEs at A*-C including English and Mathematics is 95%. (NI average-91%) Our target was 98%. The cohort was fairly evenly balanced with 68 boys and 67 girls. 92.65% of boys achieved seven at A*-C including English and Maths and 97% of girls achieved the same statistic. In terms of SEN pupils 91% achieved seven grades at A*-C including English and Maths: the percentage of girls however appears to show a marked difference (83% compared to the boys at 93%). On closer investigation it is evident that only one pupil out of the six girls did not achieve 7 A*-C grades at GCSE including English and Maths. This pupil was on stage 0 of the register. In terms of retention rates 12 out of the 33 pupils left school after completing GCSEs. All but two of these pupils who are currently on a gap year for family and health reasons are enrolled in an educational pathway which represents appropriate progression for them in their career pathway.

Fifteen subjects (Art, Maths, Further Maths, Geography, History, English Language, Music, Drama, Learning for Life and Work, ICT, English Literature, Religious Studies, Home Economics, Spanish and Double Award Science) were 0-5% above the Northern Ireland average at A*-C. Three subjects (Business Studies, German and Technology) were more than 5% above the NI average. Two subjects (French and Moving Image Arts) were 0-5% below the NI average. At A*-B ten subjects (Art, Geography, Technology, History, English Language, Drama, Learning for Life and Work, Business Studies, Home Economics and Spanish) were more than 5% above the NI average. Six subjects (Maths, Further Maths, German, ICT, English Literature and Double Award Science) were 0-5% above the NI average. Three subjects (Music, Religious Studies and Moving Image Arts) were 0-5% below the NI average and one subject, French was more than 5% below the NI average. At A*-A Art, Geography, Technology, History, Home Economics and Spanish were more than 5% above the NI average. English Language, German, Business Studies, English Literature, RE, Moving Image Arts, and Double Award Science were 0-5% above the NI average. French and Music were 0-5% below the NI average and Maths, Further Maths, Drama, Learning for Life and Work and ICT were more than 5% below the NI average. Furthermore in terms of the performance of boys and girls at A*-A, a comparison is possible in twelve subjects where both boys and girls had taken the subjects. In Art, History and Maths boys outperformed girls whilst in English Language, French, Further Maths, Geography, German, Learning for Life and Work, Music, Double Award Science and Technology girls outperformed boys. In analysing this further it is important to take account both of the baselining predictions for individual pupils, regardless of gender, and of the difference in the NI Grammar Schools boys' and girls' averages in each subject. In some instances too, different syllabuses were followed. The gender differential

will be scrutinised carefully in taking forward the priority at this level, namely to consolidate the overall strong performance and to increase the percentage of passes at A*-A.

Each department has carried out an in-depth analysis of their subject grades at GCSE, AS and A2 to identify performance against departmental targets, against baseline predictions and teacher predictions in order to identify Value-added residuals and against the NI average for their subject: this analysis also scrutinises the relative performance of boys and girls in their subject and the performance of pupils who were identified as being at risk and who were in receipt of targeted support. The analysis also targets the performance of pupils in individual aspects of the examination. The outcomes of this analysis and the identification of targeted areas for improvement in teaching and learning strategies and in support strategies at departmental and whole school will be taken forward by the SLT in conjunction with the Leaders of Learning in their Areas of Learning and will inform the actions on the new School Development Action Plan. In terms of our whole school mentoring programme the need for subject teachers to feed more directly into the weekly targets and activities for pupils on the programme has been identified. This links with the identified need to improve feedback for improvement on assessment tasks within departments.

In terms of VAR data the SLT exemplified the process in completing the GCSE spreadsheets comparing the pupil outcomes against the baseline predictions and teacher predictions. Curriculum leaders will then complete the VAR data spreadsheets for AS and A2. In working through this process, Curriculum Leaders can identify the accuracy of the target setting and tracking on an individual pupil basis within their department: the data can also be interrogated on a class by class basis to identify any inconsistencies between classes. VA residuals at GCSE show expected positives against the baselining data and in the main very minor margins in the VAR between the predicted grade and outcome (ideally this should be 0). A Data clinic was held to support Curriculum Leaders in manipulating this VAR data. It is planned that further clinics will be held to support Curriculum Leaders in using data more effectively to identify, monitor and evaluate pupil performance, the effectiveness of their teaching and learning strategies for improvement and the on-going target setting and tracking process.

Evaluation of progress against priorities within the Teaching and Learning section of the SDP indicates the following:-

- An agreed Pupil Pursuit policy has been developed and pupil pursuits involving SLT, LOL and HOKS took place in Years 8, 11 and 13. Planned follow up pupil pursuits at the end of the year did not take place due to Union Action. In order to share good practice more widely within departments, within learning areas and across the school the necessity of developing a strategy which will facilitate an open door classroom culture where staff freely visit each other's classrooms on an informal basis to develop and share good pedagogy is evident. While shared objectives in PRSD facilitate this well in a more formal context, informal opportunities would also contribute

significantly to the building of a school culture where regular sharing and discussion of good practice would lead to more consistent expectations in high quality teaching and learning and a more embedded culture of self-evaluation and dialogues for learning. This will also prepare us for the forthcoming baselining inspection.

- Whilst good work has been done to develop teaching and learning strategies within the identified priority areas, variation in the quality of teaching and learning across classrooms and departments is evident.
- Good work has been done on the integration of assessment into Teaching and Learning and on the streamlining of the grade card tracking process. A policy on Assessment and Reporting has been developed. More rigorous, timely and consistent assessments are now in place within departments. Assessments are now based on a wider range of evidence than a single test each half-term. A system of regular feedback shared with parents, students and within school is now in place. Teachers discuss target grades with students and students are given teacher feedback in the grade card cycle. The quality of this feedback however varies greatly and is an area for on-going improvement.
- Tracking broadsheets were created and refined throughout the year to include Target grade, achieved grade and Grade Card comments and uploaded into Fronter. Pastoral and Curriculum Teams met and reviewed data and decided on appropriate follow-up action (HOY, HOKS, SLT). This process is now set up but needs to be refined to ensure that action is timely and communication between all involved is effective and streamlined. In particular there is an identified need to ensure that Learning Support and CEIAG data is used consistently within the Tracking process.
- In relation to the mentoring programme the need to involve subject teachers more fully in the setting of meaningful targets with pupils was identified.
- With regard to the use of data within departments to support teaching and learning and the tracking process CAT tests were completed for Years 8 and Year 11. The Learning Support Co-ordinator led Curriculum Leaders on the use of predictive CAT, Yellis and C2k data, knowledge of pupil and NI averages to set meaningful individual target grades. The Learning Support Coordinator also shared methods to define Value-added residuals in October 2016. Information was uploaded into Fronter and shared with all staff at the October Inset day. Evaluation in June 2017 indicated a lack of clarity amongst Curriculum Leaders and an inconsistent approach to the use of data within and between departments. The SLT identified the need to clarify for staff what we as a school understand by Value-added and to provide a clear and consistent approach to the benchmarking process, the data to be used and the lines of accountability.
- CAT baseline subsets were identified for each pupil in a spreadsheet and uploaded into Fronter. The Learning Support Co-ordinator led a session at the INSET Day in January 2017 on the use of Baseline data to promote pupil engagement and achievement by identifying individual learning profiles and styles and by adapting

teaching and learning strategies to meet these profiles and styles. Evaluation of IEPS, lesson plans and departmental minutes indicate inconsistency in departments' approach to this aspect. CAT Baselining subsets and C2k median predictions have been added to Teacher Marksheets in SIMS to improve teacher accessibility to this data. An identified area for development is the promotion of a more consistent use of this data to inform teaching and learning strategies alongside the development of the use of PTE and PTM to progress a coherent understanding of pupil profiles and to target lesson planning for improvement in pupil outcomes more accurately.

In terms of the Literacy Action Plan a Literacy Group was set up in and the sharing of good practice allowed the development of the Literacy Mat model to be taken forward in 2017-18. Strategies involving both the English department and the school Librarians allowed the implementation of a variety of schemes and approaches, including Book Buzz: these were evaluated through questionnaires and pupil focus groups. Literacy links with the Model Primary School and Jones Memorial Primary school have been made and actions for 2017-18 have been agreed around the establishment of a common portfolio demonstrating levels of literacy achievement to support effective transition and progression in terms of both baselining data and teaching and learning strategies. A bid for a cross-phase bursary within the Literacy KS2 and KS3 CPD project has been made. Sharing of good practice in developing literacy strategies and the assessment of Communication on a cross curricular basis remains a priority for 2017-18.

In terms of the Numeracy Action Plan evaluation of the 2016-17 Plan indicated the following priorities for 2017-18:-

- The review of topics taught in Year 8 Mathematics in light of the link with the Model Primary school to avoid duplication of work covered in primary school and to aid progression (this will include the trialling of comparative judgement software and the analysis of PTM data). A bid for a cross-phase bursary within the Numeracy KS2 and KS3 CPD project has been made.
- The promotion of numeracy on a cross curricular basis through the development of the Numeracy group
- The promotion of numeracy on a whole school basis through the development of a numeracy challenge of the week, (possibly through the website) and the promotion of a NSPCC Number day.
- The development of problem solving strategies within Year 9 Mathematics.

In terms of ICT, departments reported on a cross-curricular basis on the CCS of Using ICT in June 2017. In 2017-18 the priority is to identify a whole school approach to the use of digital learning platforms (Fronter and Google Drive) with an emphasis on the interactive use of these facilities to encourage dialogues for learning within departments.

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 school's 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 Leader, subject teacher, 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 in 2016-17 was 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.

- During the year the Learning Support Co-ordinator met with all pupils on the SEN register, spoke with parents and reviewed previous documentation. Following this an IEP/Stage 1 provision sheet was completed based on their learning profile (hard and soft data evidenced). These were uploaded to Fronter and posted home to parents. Advice was sought from external agencies including Behaviour Support, ASAS, Cedars, ASD Service, Community Paediatrics, CAMHs, Social Services and Educational Psychology in writing IEPs.
- The Learning Support Coordinator led a session on devising and managing IEPs at an INSET Day in August 2016 and more detailed training was provided in response to on-going monitoring and evaluation throughout the year at the March INSET Day on writing, monitoring and evaluating Subject Specific IEP targets. Teachers have written targets and discussed these with their pupils and subsequently monitored and evaluated progress towards targets. Evaluation of the guidance provided for staff indicates it has been effective: an area for development is the facilitation of working groups to develop capacity consistently across all staff.
- Two review cycles have been carried out throughout the year by the HoY for Stage 1 pupils and the Learning Support Coordinator for all others. Parental input has been sought through parents' meetings, written and verbal communication, including the addition of a feedback slip sent to parents at the end of the school year. Classroom

Assistant feedback has been sought by their attendance at Annual Review meetings and formal and informal conversations during the year. Pupil input is a core aspect of the meeting itself. Following each review the pupil placement on the register is evaluated and reviewed, a new IEP is written and the cycle repeated.

- In terms of the identification of potential SEN pupils by the classroom teacher for referral to the Learning Support Coordinator, in some instances, evidence to support referral was sometimes outcome based only on assessments rather than learning based within the classroom and on other occasions referral was not communicated through the referral system. This resulted in some pupils being tested when not appropriate and an inconsistent approach to this aspect of classroom teaching. An area for development is to review the referral procedure to ensure a focus on learning issues rather than outcomes alone.
- The structure of both the IEP and referral process allows all stakeholders to have a voice. Outside of this there is an open door policy and this is evidenced through emails, minutes of meetings, and INSET presentations. There is an identified need to continue to clarify and exemplify roles for all by engagement in dialogue about Learning Support issues to ensure that it is a key element of curricular and pastoral agendas. Within this a specific target is to build capacity within departments through clinics in writing and reviewing IEP targets.
- The Learning Support Policy has been shared with Governors: an identified need is for the Learning Support Coordinator to develop coherent links with a sub-group of Governors.
- Classroom Assistants have attended whole school training during the year. In addition a number of classroom assistants have worked with external agencies in developing their capacity in supporting pupils in their care. An area for development is to facilitate the sharing of good practice among classroom assistants thereby developing both their overall capacity and their ability to lead others in the same.
- Opportunities have been sought throughout the year to work with a wide range of external agencies including ASAS, Cedars, Educational Psychology, CAMHS, Paediatrics, ASD Service, Behavioural Support, EOTAS, Social Services, Education Welfare Service, SEN Service (EA)
- A core priority for 2017-18 is to develop the role of the newly appointed Assistant Learning Support Coordinator.

The evaluation of the Learning Support Plan identified the following priorities:-

- Develop a **holistic approach to target setting and tracking** using curricular, pastoral, Learning Support and CEIAG data
- Develop the **use of baselining data to inform teaching and learning** including the use of PTE and PTM and to lead a more effective referral process to ensure a focus on learning issues rather than outcomes

- Develop a **consistent approach** to the writing of IEP subject targets to build staff capacity
- Develop the process to capture the **Classroom Assistant Voice**
- **Develop coherent links with the BOG**

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.

The school's Anti-Bullying, Attendance, Child Protection and Positive Behaviour Policies informed pastoral action during 2016-17. Child Protection Training for all staff was delivered on a Baker Day in August 2016 for all staff by the Vice-Principal (Pastoral) and a safeguarding team including a Designated Governor for Child Protection is in operation. The Child Protection Policy is to be reviewed in light of the new guidance issues in April 2017 and presented to the Board of Governors in the Autumn Term. Safeguarding and Child Protection training was delivered for all staff in September 2017 by Godfrey Young, Interim Head of Child Protection Services (EA): in this he also referenced the protocols for dealing with issues of covert surveillance akin to the incident which came to light in school during 2016-17. The School's mobile phone policy was also reviewed in March 2017.

A Behaviour Review was undertaken in February 2017 by the SLT working with LOL and HOKS in response to the consultation by Governors with staff in January 2017 which indicated that staff concerns about poor behaviour, particularly among Year 9 and Year 11 boys. Staff reflection within the behaviour review identified significant contributory factors:-

- Issues re classroom management and pastoral structures emerging from the impact of the split site and its management in 2016-17 e.g staff travel, staff being out of teaching rooms, dealing with COVs and COVe, cover for registration and tutor time.
- Channels of communication and information sharing e.g how do tutors and those covering tutor time communicate effectively?
- Need for a joint focus from curricular and pastoral teams to provide consistency and clarity of actions to be taken to promote a positive climate for learning thereby reducing the need for interventions alongside clarity on the procedures to be followed when intervention is required.
- Need for a strong sense of collective responsibility across all staff based on a shared understanding of what a positive classroom climate looks like and how to articulate consistent expectations regarding the same for pupils.

In seeking to build our resilience as a staff in recognising and addressing these issues key areas for action were identified in the Spring Term:-

- SLT and Curriculum Leaders should be pro-active in ensuring that timetabling and staffing arrangements for pastoral and curricular teams for 2017-18 are responsive to pupil allocation to site. This concept was developed further in May 2017 in guidance issued to curriculum leaders to ensure that staffing allocations minimised as far as possible the amount of staff travel and curriculum time lost thereby. CL were also asked to ensure that staff with key pastoral responsibilities were allocated as far as possible to classes on the same site as the pupils from whom they have pastoral responsibility. Form Tutor responsibilities were allocated once the lead site for staff was known to avoid loss of contact time with their tutor group.
- A communication log was devised to ensure a timely and consistent flow of information between the tutor and staff sharing registration and tutor time with him/her. In May 2017 the role of the tutor, their relationship with pupils in their tutor group and their parents and the need to develop a bespoke programme for tutor time was identified as key areas of development in 2017-18.
- A presentation covering key areas of positive classroom management and their inextricable link to high quality teaching and learning was delivered to staff on the March INSET Day. The SLT working with HOKS and LOL in May/June 2017 identified the need to build on this key work on classroom climate in the new school development plan.
- Issues such as areas out of bounds on both sites, duties, assembly, uniform regulations, Sixth Form permissions and the revised mobile phone policy were also addressed on the March INSET Day to provide clarity for staff and to ensure consistency.
- A revised pastoral monitoring cycle was also launched at the March INSET Day to provide clarity and consistency with regard to the monitoring of attendance, punctuality and comments in the planner and follow-up actions by the Tutor, HOY and HOKS. Evidence arising from the pastoral monitoring cycle in the Spring and Summer term indicates the need for Curriculum leaders to monitor appropriate use of comments in the planner, breaktime and after school detention and Homework Support within their departments. Consistency in the monitoring of planners, comments and SIMS information is also an area for development with pastoral teams.
- The SLT also met with identified pupils in Year 9 and their parents to address emerging issues with regard to inappropriate access to websites and social media at home which then led to issues with fellow pupils in school. The issue of Internet Safety was highlighted further at the Year 9 Parents' meeting and information was disseminated. In January 2017 a workshop facilitated by Action Mental Health on the importance of safeguarding positive mental health including a responsible attitude to this crucial and sensitive issue was delivered in response to the issues arising from inappropriate comments at the Sixth Form Formal in December 2016. In May/June 2017 the need to review the pastoral programme to provide a targeted and responsive preventative curriculum to address emerging issues and to promote positive behaviour through

the taught element of Personal Development, tutor time and co-curricular opportunities was identified. Consultation with the School Council on proposed areas for development will be important: it is also important to take account of the new co-educational configuration of all year groups in 2017-18.

- With regard to priorities on the Pastoral Action plan for 2016-17 progress has been made in the development of good lines of communication and sharing of information and responsibility between members of the pastoral team. The weekly HOKS meeting has allowed for good working relationships to be established.
- Pastoral leaders have been centrally involved in the Grade Card Tracking process and in the identified follow-up action. An element of duplication in the analysis of the tracking information and a lack of clarity in accountability for follow-up between the pastoral teams and the curricular teams have been identified: this is an area for development in 2017-18. A further area for development is the promotion of pupil self-reflection as part of the target setting and grade card tracking cycle.
- Co-ordination of CEIAG and Learning Support Data with pastoral and academic data in the tracking process is also an area for development.
- A system to recognise and celebrate excellent achievement and effort at KS3, 4 and 5 has been implemented. The credits system in the planner needs further work. Initial work has begun on the Colours system to recognise commitment to extra-curricular sport, music and drama. Year 14 pupils were presented with their certificates in June 2017. This system needs further refinement in 2017-8.: consultation with the school council on these aspects of school life will be important,
- In 2016-17 separate prize-giving events were held on the legacy sites. the first prize-giving event for Enniskillen Royal Grammar School will be held in Autumn 2017 and will feature on the School Development Action Plan for 2017-18.
- Study Skills sessions were delivered for Years 11,12, 13 and 14 in the course of the year: their integration within the pastoral curriculum is an area for development.
- Parental engagement in the pastoral monitoring cycle and attendance at Parents' meetings remains high and there is ample evidence of parental willingness to contact the school to discuss any concerns or issues arising. A key area for development is to raise the profile of the tutor with parents as the first point of contact and to develop lines of communication which ensure effective transfer of information within the pastoral teams and SLT.

The evaluation of the Pastoral Care Plan identified the following priorities:-

- **Clearly defined roles of pastoral team members: HOKS, HOY, FT.** Clear structure to deal with issues and authority to do so. Whole school, pupil and parental understanding of the roles and structure. Develop consistent communication channels and information sharing including use of SIMS

- Opportunities to meet to plan and discuss issues. **Pro-active and responsive approach to issues developing on the ground.** Pastoral leaders to take ownership of issues to develop a strong sense of mutual accountability.
- **Develop consistency of pastoral monitoring and follow-up** including monitoring of planners and comments on SIMS.
- Develop a responsive preventative **pastoral programme including Induction and use of registration and tutor time.** This will include a cross-curricular audit and involved **consultation with pupils, staff and parents.**
- Develop and implement **key quality indicators for a positive climate for learning** with curriculum teams.
- Develop a **coherent and consistent approach to target setting and tracking process** in conjunction with Curriculum, Learning Support and CEIAG teams.
- Review and develop **CP Policy, Pastoral Policy, Positive Behaviour Policy and Drugs Policy.**

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.

In 2016-17 the agendas for staff days were planned to align with priorities on the School Development Plan: they were also responsive to issues identified by staff on the ground. In October 2017 the agenda focused on the School Development Action Plan, taking the departmental, Literacy, Numeracy, ICT, Pastoral, Learning Support and CEIAG Action plans forward, PRSD arrangements and targets, Homework Support, the revised grade card format, taking the website forward and general behaviour management and attendance issues. On 7 November 2016 time was provided for departments to work on the following agenda: the completion of value-added targets, the review of assessments including their fitness for purpose and consistency across the department, planning for assessments for the next grade card cycle, planning for follow-up actions to address pupil underachievement, and planning strategies to raise achievement at AS. Training was also provided in Epi-pen and Diabetes awareness. In January 2017 the INSET day focused on the monitoring of progress against the SDP, effective use of baselining data to inform teaching and learning, the mentoring programme and departmental work on IEPs, the departmental development plan and assessment. The Governors also launched their consultation with staff. In March 2017 the agenda focused on the Behaviour Review, its outcomes, strategies to develop a positive classroom climate and positive classroom management and the refined pastoral monitoring cycle. Guidance was also provided on the writing, monitoring and evaluation of subject specific IEP targets and training was provided on epilepsy. In June 2017 the focus was on the evaluation of our baselining SDP Action Plan 2016-7 and on the sharing of good practice. Four colleagues led this session which also included group discussion where each participant had the opportunity to share examples from the key areas of pedagogy targeted in the SDP Action plan 2016-17. In planning the calendar for meetings during directed time in 2017-18 more time has been allocated to departmental meetings in response to feedback from staff.

Staff feedback has also noted that the building of strong professional relationships within teams and the sharing of good practice as a core aspect of professional development have been slowed down due to the inability to meet as frequently as they would like due to union action. A planned timetable of meetings was scheduled for the third term to allow departments to meet and to allow LOL to meet with Curriculum Leaders in their learning area. Three shared PRSD objectives directly related to the priorities and actions of the SDP Action Plan 2016-17 were identified: PRSD records show positive outcomes against these targets: due to union action not all staff were involved in meeting these objectives. Staff were also encouraged to attend relevant course in the course of the year particularly in preparation for the new subject specifications. Three colleagues are currently completing the CCET qualification. Areas for development include the development of capacity within staff through the sharing of good practice, the distribution of leadership within teams and the facilitation of external visits to experience good practice in other schools.

2eA 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. Following the Governors' consultation with staff the SLT identified key areas for action in the subsequent behaviour review and curriculum planning review to address the recurring issues for staff arising from that consultation. LOL and HOKS provide useful channels of communication and information sharing between the staff and SLT. Following on from the Principal's address to staff on the INSET Day of 12 June 2017 in which the core importance of building purposeful and healthy relationships within our school community based on clear communication and meaningful dialogue, these key middle managers engaged in a reflection exercise on actions they had taken to date to build teams, to clarify team roles, to disseminate the school's values and vision, the barriers encountered and the actions required to make meaningful progress in the coming year. The outcomes of this reflection fed into the overall evaluation of the School Development Plan with key headline themes of Engagement, Communication and Team Building emerging as core priorities to be explored with staff, pupils and parents in the School Development Plan 2017-20 in order to build a strong mutually supportive school community committed to continuous improvement. It is planned that staff will be consulted on key areas of school life along with pupils and parents in 2017-18 as part of the new School Development Action Plan. In recognition of the significant challenges which we as a school face in taking this core work forward training for staff on developing resilience was delivered by Shauna Cathcart from Inspire in August 2017. This training also investigated the strong link between well-being for staff and a positive classroom climate for pupils and staff alike.

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. In September 2016 the Year 11 and Year 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 together with information gathered through parent meetings and contact during the year informed our on-going curriculum planning and timetabling for 2017-18. In September 2017 we held similar meetings for Years 10, 11 and 13. Parents' meetings were very well-attended in 2016-17 and parents engaged actively in the grade card tracking process, the mentoring programme and the pastoral monitoring cycle: this engagement facilitated a useful flow of information between parents and staff. Account was taken of both parental and pupil feedback in the review of the grade card tracking cycle. We aimed to keep parents fully informed through regular letters from the principal, the termly newsletter and the website. Within the first year of our new School Development Plan we plan to engage more directly with parents on the evaluation of identified areas of school life and policy through questionnaires to inform areas of action in subsequent years.

In the course of 2016-17 Enniskillen Royal Grammar School has sought to build strong and purposeful links with a wide range of partners in the local and wide community at regional and national level through:-

- Pupil participation in local and regional competitions
- Cross community projects with local schools
- Working 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.
- Encouraging pupils to volunteer within their local community e.g through the Sixth Form Personal Development programme
- Engaging with the expertise of the wider community, particularly in third level education and in industry and commerce to broaden the experiences we offer to the pupils through the CEIAG programme
- Active participation in the Fermanagh Learning Community
- Developing strong relationships with our contributory primary schools as part of the Transfer and Induction process
- Developing positive relationships fostered with Enniskillen Model Primary, Jones Memorial Primary and the Integrated Primary through the KS2/KS3 Literacy and Numeracy project
- Supporting the established links with the Bielefeld exchange

- Developing the Clongowes Wood partnership
- Developing 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 seek 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. 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. In 2016-17 we have sought to encourage staff to use the FRONTER VLE both to support curriculum delivery and to share documents and information as part of managing the specific context of a split site school. In 2017-18 the priority is to identify a whole school approach to the use of digital learning platforms (Fronter and Google Drive) with an emphasis on the interactive use of these facilities to encourage dialogues for learning within departments.

A range of departments contributed to the assessment and reporting of the Cross-curricular skill of Using ICT in the KS3 Summer reports in June 2017: this remains a key area for development alongside the need to baseline departments in their use of ICT to support learning.

The development of Schemes of Work for the KS3 discrete ICT provision also remains a core priority alongside investigation of possible timetable models to replace the current one of 35 minutes per week. In response to the identified need to upgrade computer facilities to ensure equity of access across both sites there has been investment in upgrading a computer room on each site.

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. A curriculum audit carried out in April 2017 identified several potential

cost-saving measures e.g the reduction of form groups in the incoming Year 8 in September 2017 was reduced from six to five. As this reduction moves through KS3 this will allow for financial savings in for example, bringing the delivery of Health and Social Care fully in-house through the redeployment of staff, thereby saving the current outlay to the local FE College. We have also been able to redeploy staff in order to develop our curriculum to provide Government and Politics and Spanish within house. Following on from the curriculum audit staff were informed of curriculum areas where there is spare capacity and areas where it is envisaged additional staffing will be needed: it is envisaged that this will allow us to work more effectively with staff in identifying opportunities for rationalisation and redeployment when the two-year amalgamation protection period ends.

It is envisaged that our revised siting arrangements for pupils will reduce the expenditure on travel costs for pupils in 2017-18. However staff travel, while reduced, remains significant and while COVs and Cove are substantially reduced, staff are now travelling at break, lunchtime and also in non-contact periods which reduces their availability for cover. It must be noted that the demands of split sites over two miles apart in an island town creates additional outlay despite best efforts to manage the situation as effectively as possible. Rooming resources also remain a significant issue on both sites, particularly in Science and Technology accommodation where classes have to be taught in non-specialist rooms. A bid for an additional Science mobile laboratory is currently with DE and the need for a mobile Technology classroom has also been identified. 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 Education Committee of the Board of Governors have expressed their serious concerns in meetings with EA, DE and GBA officials that there is no apparent strategy within the Area Planning process to ensure that amalgamated schools working on a split site basis are supported in maintaining financial and educational sustainability until a new build is available. The school has also raised with DE the need to maintain as far as possible their overall enrolment number in a funding scenario where funding follows pupils until a new build is available.

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 was also planned that this one year action plan would 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 was judged crucial that an on-going culture of robust self-evaluation involving Governors, staff, pupils and parents should be established through the school development planning process.

Evaluation of the three priorities of this plan, Teaching and Learning, Community and Leadership, its associated action plans including Departmental Development Plans, Literacy and Numeracy Plans, Pastoral Plan, Learning Support Plan and CEIAG Plan was carried out by the Leaders of Learning working with the Curriculum Leaders and Co-ordinators and the Heads of Key Stage working with the Year Heads. This in turn fed into the SLT evaluation which also included a review of the baseline position emerging from the evaluation of the Action Plan 2016-17 against identified targets in the ETI Inspection and Self-Evaluation Framework. The key headline themes for the incoming three year Development Plan are Engagement, Communication and Team Building. Within this overarching framework action plans will be written and reviewed on an annual basis. Key priorities emerging are the preparation of new SOW for the new GCSE and A Level specifications, the extension of SOW through the year groups beyond Years 8, 11 and 13, the development of consistency in the quality of teaching and learning experiences across the school focusing on higher order thinking skills, the need to ensure appropriate progression within and between Key Stages and the need to deepen and develop enriched classroom dialogues for improvement.

Key areas for focus and priorities for action in the ISSEF effective practice indicators and the self-evaluation questions across the three areas: outcomes for learners, quality of provision and Leadership and Management were also identified.

In Outcomes for Learners the key areas identified are:-

- ✓ **Effective practice is demonstrated when the standards attained, across the curriculum, by pupils with barriers to learning are improving and/or are in line with those of their peers.**
- ✓ **How do we ensure that pupils are making the progress expected in their learning?**
- ✓ **How do we provide sufficient opportunities across the curriculum, for the pupils to develop further their wider skills, capabilities and dispositions?**

Initial priorities for action in this area were identified as follows:-

- In analysing our examination outcomes we will need to look at **boys and girls achievements against NI averages, retention rates, the destinations of leavers and the performance of SEN pupils.**
- It will also be necessary to develop **a holistic and connected approach** to the use of performance data alongside pastoral, SEN and CEIAG data.

- More work is required on the use of **baselining data to directly inform the identification of teaching and learning strategies tailored to the needs of the pupils. A more clearly defined process** needs to be outlined to guide classroom teachers and departments in using their analysis of baselining data to inform discussion around teaching and learning strategies and classroom pedagogy.
- The introduction of **the use of PTE and PTM** will assist in the above target.
- More work is required on the use of **predictive data in the process of setting and reviewing target grades. Here again a more clearly defined process needs to be embedded consistently across the school.**
- **Review of follow-up action to grade card review to include more targeted monitoring of pupil response to intervention: this will involve a co-ordinated approach between pastoral and curricular teams and will promote more consistent and deeper pupil self-reflection as part of the target setting and grade card tracking cycle.**
- While the evaluations acknowledge that good work has been done on the **integration of assessment into Teaching and Learning and on the streamlining of the grade card process** evidence also suggests that there is **variation in the quality of teaching and learning across classrooms. The need for** agreed quality indicators embracing both high quality teaching and learning and a positive classroom climate linked to high standards of behaviour **were highlighted.** Draft indicators should be discussed and agreed at the August INSET Days. **The ETI Learning Inset profile is a useful tool in this respect.**
- **Strategies to capture pupil, staff and parent voice** should be developed as part of the new SDP
- In order to share good practice more widely within departments, within learning areas and across the school the importance of a strategy to facilitate an **open door classroom culture where staff freely visit each other's classrooms on an informal basis and share good pedagogy was noted.** Shared objectives in PRSD facilitate this well in a more formal context: informal opportunities would also contribute significantly to the building of a school culture where regular sharing and discussion of good practice would lead to **more consistent standards in high quality teaching and learning and a more embedded culture of self-evaluation and dialogues for learning. This will also prepare us for the forthcoming baselining inspection.**

In Quality of Provision and Care and Welfare the key areas identified are:-

- ✓ **The CCS of Literacy, Numeracy and Information and Communication Technology (ICT) are integrated to good effect across the curriculum.**
- ✓ **Working relationships are characterised by a climate of openness, trust, mutual respect and care for the pupils.**
- ✓ **The taught personal and social curriculum (including e-safety) is effectively planned to meet the needs of the pupils and supports well their holistic development.**

- ✓ **The arrangements for the care and welfare of the pupils contribute significantly to the identification and overcoming of barriers to learning such as: health, family circumstances, social and emotional factors.**
- ✓ **The teachers use a range of effective approaches that: provide open-ended activities and challenges, focus on explicit thinking, encourage children's questioning; enable collaborative learning; promote independent learning; and make meaningful connections beyond the classroom.**
- ✓ **Good behaviour is promoted positively and consistently.**
- ✓ **Relationships for learning are characterised by mutual respect, openness and trust.**

Initial priorities for action in this area were identified as follows:-

- **Work undertaken this year on establishing a consistent understanding of agreed classroom management strategies to promote a positive classroom climate will need to be taken further in the next SDP.**
- **It was felt that while our identification of the barriers to learning is effective, work needs to be taken forward on identifying agreed strategies to overcome these barriers. Early identification of pupils with potential barriers to learning through a focused and robust use of a range of data sets (curricular and pastoral) is a key focus. The development of a tool kit of strategies to empower staff in dealing pro-actively with pupils who have barriers to learning is another key focus**
- **Our pastoral and behaviour monitoring strategies need to be more firmly embedded and the role of pastoral and curriculum teams clarified in the follow-up actions. A proactive approach to behaviour management through the establishment of a positive classroom climate and a targeted and responsive preventative curriculum through the taught element of Personal Development and tutor time is necessary.**
- **A holistic approach embracing pastoral and curricular teams is necessary. The Sims behaviour log provides a rich source of data both sets of teams. How can curricular teams use it more effectively to monitor teaching and learning in their departments?**
- **Focused priorities for the development of Literacy and Numeracy across the curriculum will be necessary.**

In Leadership and Management the key areas identified are:-

- ✓ **The senior leaders have an in-depth understanding of the school's performance and use accurate data (including benchmarking) and other information to monitor the pupils' progress in learning, with particular attention to the progress of pupils with barriers to learning and those with additional needs.**
- ✓ **There is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity.**
- ✓ **How do we build and sustain positive working relationships and a distributed leadership ethos?**

- ✓ **Middle leaders demonstrate clear and effective strategic and pastoral leadership within their areas or responsibility, informed by professional knowledge and expertise.**
- ✓ **Middle leaders monitor and evaluate the quality of the work in their area of responsibility, including the impact of planning, teaching and assessment on the pupils' learning and progress.**
- ✓ **To what extent does the SDP set out clear direction for improvement, with a focus on the school's key priorities that have been identified by a rigorous and evidence-based process of self-evaluation?**

Initial priorities for action in this area were identified as follows:-

- Our School Development Action Plan for 2017-18 will have fewer targets: a clear timeline for monitoring and evaluating progress against these targets with clear identification of roles and responsibilities in this process will be drawn up by the SLT in conjunction with LOL and HOKS.
- Work will be progressed on establishing **clarity of roles and expectations for pastoral and curricular leaders** with clear lines of on-going communication between senior and middle managers regarding agenda items.
- Teams will need to be pro-active in identifying regular opportunities for discussion and overcoming any barriers to establishing these necessary forums for improvement.

The evaluation of the Learning Support Plan identified the following priorities:-

- Develop a **holistic approach to target setting and tracking** using curricular, pastoral learning support and CEIAG data
- Develop the **use of baselining data to inform teaching and learning** including the use of PTE and PTM.
- Develop a consistent approach to the writing of IEP targets
- Develop the process to capture the **Classroom Assistant Voice**.

The evaluation of the Community Section of the SDP has identified priorities for the next Plan.

- Develop the role and work of the **School Council** including its consultative role
- Develop pupil leadership through the **prefect and peer mentoring structures**
- Develop the sense of community in school through the **House system**
- Develop the **website as a communication** tool
- Develop the **Credits system** to recognise achievement and positive behaviour

- Develop the **Colours system** to recognise achievement and commitment in extra-curricular activities
- Develop **extra-curricular activities** in response to identified need e.g hockey provision
- Plan for the first prize-giving event
- Develop **pupil, staff and parental questionnaires** to engage and communicate on key areas of school life
- Keep siting and timetabling arrangements under review to maximise pupil/staff engagement and best use of resources.

The SLT met with the LOL and HOKS to identify a practical number of targets and action steps for the Teaching and Learning and Leadership priorities of the SDP Action Plan for 2017-18 within the overarching framework of Engagement, Communication and Team Building.

The following action steps were identified to promote a consistent approach to the promotion of a positive classroom climate for improvement.

- Develop a workshop during the INSET days to identify and agree key quality indicators on Classroom Climate for consistent implementation, building on the work completed in 2016-17 on positive behaviour management.
- Develop a toolkit of strategies to empower staff in dealing pro-actively with pupils who have barriers to learning
- Develop a holistic approach to target setting and tracking using curricular, pastoral, Learning Support and CEIAG data.
- Develop a targeted and responsive preventative curriculum to promote positive behaviour through the taught element of Personal Development and tutor time.
- Improve the use of tutor time by providing content and discussion around identified current school issues to promote pupil reflection and responsibility and build the relationship between the tutor and the pupils. A senior teacher will be responsible for providing weekly guidance on its content.
- Develop the role of tutor with parents
- Develop a consistent approach to the pastoral monitoring system including the use of SIMS
- Increase the sharing of pastoral information through use of the weekly briefing
- Review of the Positive Behaviour Policy in consultation with staff, pupils and parents
- Develop agenda of the School Council to include Positive Behaviour and Teaching and Learning
- Develop a clear timeline for monitoring and evaluating progress in the consistent implementation of these targets with clear identification of roles and responsibilities in this process.

The following action steps were identified to promote a consistent approach to the promotion of consistently high quality teaching and learning including Literacy and Numeracy across all classrooms and progression within and between Key Stages.

- Use an INSET session in August 2017 to agree a set of quality indicators for Effective Teaching and Learning to support a common language around teaching and learning and consistency of expectations. Employ the ETI Learning Insight Profile to inform this.
- Use the set of quality indicators to identify shared PRSD objectives for Objective 1 and 2 PRSD 2017-18.
- Through two pupil pursuits monitor the effects of implementing the agreed quality indicators on pupils' classroom experience.
- Through departmental meetings and Wednesday afternoon meetings revisit the list of quality indicators and monitor how it is affecting classroom practice.
- Agree an approach to lesson planning which has a 'Less is More' basis to encourage depth of thought in planning.
- At least all new units of work should incorporate significant opportunities for pupils to practise communication skills and to engage in higher order thinking. SLT and LOL should carry out an audit of units during the first term.
- Frequent opportunities during the year for teachers to view, discuss and evaluate videoed lessons.
- The preparation of new specifications at GCSE and A Level
- The extension of SOW through the Year Groups beyond Years 8, 11 and 13
- Agree and add a Marking Policy and a Homework Policy to the Assessment Policy.
- Agree a Learning and Teaching Policy
- Develop a clear timeline for monitoring and evaluating progress in the consistent implementation of these targets with clear identification of roles and responsibilities in this process.

The following actions steps were agreed to promote the consistent and coherent use of data (both hard and soft) in target setting and pupil tracking and in informing on-going dialogues for learning (teachers and pupils; teachers and teachers, teachers and parents)

- The identification of a data calendar with a clear and agreed process for who is to do what with data embracing both curricular and pastoral teams
- The introduction of PTE and PTM
- Add to SIMS a system of flagging pastoral information on class lists
- Make the overall pastoral compilation document, currently in existence in a hard copy in the staffrooms on both sites and in Fronter available in Sims

The following action steps were agreed to promote strategies for the monitoring and evaluation of teaching and learning including sharing of good practice and developing pupil and parental voice.

- Each curriculum leader to monitor and report to LOLs on range and depth of assessment tasks used in their subject area in each grade cycle.
- Each teacher to be provided with training on AFL and in particular generating and giving feedback.
- Each curriculum leader to monitor range and frequency of feedback to pupils within their subject area and report to LOL/SLT.
- There will be a number of pupil book monitoring exercises during the year.
- Devise and operationalize a strategy that will facilitate an open door classroom culture where staff freely visit each other's classrooms on an informal basis to develop and share good pedagogy.
- A half-termly newsletter on 'Good Practice'-each subject area must contribute.
- Develop agenda of School Council to include positive behaviour and teaching and learning

The following action steps were identified to promote clarity of all staff roles and effective communication within and between teams:-

- Our SDP Action plan in 2017-18 will have fewer targets: a clear timeline for monitoring and evaluating progress against these targets with clear identification of roles and responsibilities in this process will be available.
- Work will be progressed on establishing clarity of roles and expectations for pastoral and curricular leaders with clear lines of on-going communication between senior and middle managers regarding agenda items and timelines
- Teams will be encouraged to be pro-active identifying regular opportunities for discussion and overcoming any barriers to establishing these necessary forums for improvement.

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 implications of union action

- 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.

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.

Careful account of feedback from pupils, staff and parents informed the evaluation of our one-year baselining Action Plan. A core priority on the new one year Action Plan is to secure pupil, parent and staff voice through identified priorities on the plan which aim to develop the quality of communication and key dialogues within the school community for improvement in learning, in behaviour and outcomes.

Targets set for 2017 -18 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-98%
- % 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-96%
- % of pupils achieving 7 or more GCSEs at A*-C including English and Maths -95%
- % of pupils with entitlement to FSM achieving 5 or more GCSEs at A*-C including English and Maths- 96%
- % of pupils with entitlement to FSM achieving 7 or more GCSEs at A*-C including English and Maths-91%
- % of pupils achieving 2 or more A levels at A*-E -100%
- % of pupils achieving 3 or more A levels at A*-C -85%
- % 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- 85%