Lisneal College
School Development Plan
2016-2019

LISNEAL COLLEGE

Key Priorities

Pupil Voice	High Quality Teaching and Learning	Literacy and Numeracy	Child Centred Curriculum
School Ethos	Using Data for Improvement	Leadership Development	Community Connections

Section 1- School ethos and vision

Lisneal College was founded in 2004 as a result of an amalgamation between Clondermott and Faughan Valley High schools. The school is situated in the waterside area of Londonderry and serves young people from the city and wider rural communities. The school facilities provide young people with a situation and modern environment in which to learn and develop into young adults.

In recent years Lisneal College has become much more proactive in building stronger links with the local and wider community. We are committed to working with all sections of our community including primary schools, post primary schools, further and higher education institutions, Education Authority, Health and Social Care services, community groups and local businesses. At Lisneal College we recognise that collaboration brings additional opportunities for our students and allows us to provide a more holistic experience for the pupils who attend Lisneal College.

Outstanding schools are characterised by rigorous self-evaluation processes that accurately measure progress against the school's vision and aims. At Lisneal College self-evaluation processes are an integral part of the school's ethos and practice. We strive towards continual self-improvement and the raising of standards through a rigorous monitoring, evaluation and review process at Board of Governors, senior leadership, middle leadership and individual teacher level.

Lisneal College, like many other schools, faces a myriad of challenges that can potentially become barriers to pupil achievement. Financial constraints, high levels of social and economic deprivation, under-valuing of education in some 'hard to reach' communities, constant curricular changes and restructuring of education governance must be taken into consideration when identifying areas for development and setting targets for school improvement. The school improvement plan will take all such constraints into consideration, but will ensure that a clear and strategic path is in place to overcome such challenges and raise achievement for all.

Mission Statement

"Upholding a Christian ethos, Lisneal College's mission is to provide high quality teaching and learning experiences within an inclusive, safe, respectful, caring and aspirational environment. By building strong partnerships with parents, families, and the local community, including businesses, we will support our pupils in becoming successful, innovative and positive contributors to society."

Together Everyone Achieves More

Core Values- (LC6)

The Lisneal College ethos is underpinned by the following core values **Teamwork; Respect; Integrity; Responsibility; Aspiration and Fairness.**

Vision and Aims

Lisneal College is a co-educational, all ability post primary school serving pupils between the ages of 11 and 18. Lisneal College aims to be a caring, progressive and pupil centred school focusing on developing and nurturing excellent relationship with the local and wider community. We are an inclusive school and we aim to ensure that every young person is provided with the highest standard of education available. We have high expectations of our pupils and the Lisneal College teaching and non-teaching staff are committed to providing high quality learning and teaching experiences for every child.

It is our strong belief that young people achieve success when they are happy, supported and challenged to be the best that they can be. We aim to provide a combination of excellent pastoral care, a relevant and inclusive curriculum, superb special educational needs provision and high quality teaching and learning to ensure that each young person who attends Lisneal College is provided with the opportunity to achieve his or her best. At Lisneal College we understand that every child is unique and we will strive to provide the challenge, care and support to help all of our pupils reach their potential.

School aims:

- **To develop a team culture where pupils are encouraged to set goals, lead, work together and support one another;**
- **To promote a culture of self-respect, respect for others and to build good relationships across the entire school community;**
- **Pupils should display tolerance, empathy and be considerate towards the needs of others;**
- **Pupils should become successful, independent and confident young people who take responsibility for their own learning and actions;**
- **To encourage pupils to be aspirational in setting high standards in every area of school life;**
- **To ensure all pupils receive equity of provision and are supported and nurtured appropriately in accordance with individual needs;**
- **To strive to become a beacon of good practice in all aspects of school provision.**

Summary of the Ethos of the School

- Lisneal College actively promotes inclusion in every aspect of school life and encourages respect, tolerance and the celebration of diversity in all relationships across school.
- We strive to provide high quality teaching and learning across all subjects, and all key stages and constantly seek to provide relevant challenging and up to date learning experiences for every pupil.
- We are progressive, flexible and adaptable in meeting the needs of all pupils and are committed to delivering a curriculum that is specifically tailored to the needs of the pupils in Lisneal College.
- School leadership supports and encourages all staff, pupils and the local community to aspire to become positive contributors to the life and success of the school.
- The school is committed to encouraging strategic direction driven by all members of the school community and we are focused on becoming a self-improving school with rigorous self-evaluation ensuring best possible outcomes for all pupils.

Evaluation of the Ethos of the School

The Lisneal College core values reflect a Christian approach to creating a caring, respectful, inclusive and tolerant school environment. Pupils and staff have indicated that they feel safe, valued and supported in meeting high expectations set.

Lisneal College Survey June 2015

- *91% of pupils said they feel safe in school*
- *94% of pupils said they feel supported in their learning*
- *89% of staff believe that their work is valued*
- *85% feel that they are assisted in their own professional development.*

The Lisneal College ethos is founded on the excellent relationships between pupils and staff. We firmly believe that by promoting a caring and supportive ethos the pupils of Lisneal College are much more likely to aspire to high standards of achievement.

SWOT Analysis- INSET August 2015

Strengths of the school:
- Relationships between pupils and staff
- Child-centred teaching

Areas for Development:

- During INSET in August 2015 the teaching and non-teaching staff commented that there is a lack of a shared vision in respect of school ethos. Some staff commented that there is a negative public perception of the school as a result of the ETI report in 2010. A majority of staff felt that the good work of the school is not recognised or celebrated by the community. Staff commented that there are no shared values on which to build a solid school ethos. Staff also commented that pupils and parents often fail to recognise their responsibilities in achieving success for all pupils.

Lisneal College Survey 2015

- *100% of community connections said that Lisneal College seeks to have good relationships with all schools in the area;*
- *96% said that Liseal College is a hub for community activities and the promotion of positive activities in the community.*
- *96% said that Lisneal College pupils contribute positively to the community they live in.*

ETINI Follow up inspection December 2013

- *As a result of the development of the highly effective use of the school's own internal data, and thorough tracking of pupils' progress both individually and collectively, the school is now able to demonstrate that a majority of the pupils make expected or better progress across key stage (KS) 3 and KS4;*
- *the proportion of pupils attaining five or more GCSEs at grades A*-C increased significantly from 36% to 68%, which is 10 percentage points above the Northern Ireland average for similar non-selective schools; (this increased to 85% in 2015 which is 15% higher than the NI average for non-selective schools);*
- *the percentage of pupils who attained five or more GCSEs, including English and mathematics, at grades A*-C have risen from 21% to 25% although these results are 6 percentage points below the Northern Ireland (NI) average for similar non-selective schools. (This increased to 39.7% in 2015)*

The enrolment trend from September 2012 - September 2015 shows that fewer children were choosing to study in Lisneal College. The numbers certainly support the view that the school's vision and ethos did not resonate with families living locally. It also suggests that there is still some uncertainty around the quality of provision at Lisneal College, and that this needs to be addressed.

Year	2012/13	2013/14	2014/15	2015/16
Pupils	93	88	60	76

The rise in 2015/16 may indicate that the work of the Vice Principal in engaging more closely with local primary school principals was having a positive effect in relation to pupil enrolment. An optimistic projection of 107 pupils for 2016/17 was based on an increase in the number of pupils transferring from feeder primary schools.

The current enrolment number in year 8 is 123. This demonstrates that the school vision and ethos is being well communicated to the local and wider community, and is as a result of the continued improvement in GCSE outcomes for our pupils. The number of pupils returning to 6th form for Level 3 qualifications or to 'Bridge' has remained consistently good (70%). This reinforces the view that many pupils who attend Lisneal College feel safe, valued and inspired to achieve.

In 2015/16 the Principal and Vice Principal led a very successful promotional campaign. This involved building links with local feeder primary schools, providing free sports coaching to schools to enhance the PE curriculum, visits to local schools to talk about transferring to Lisneal College, and the use of social media, radio and the local printed press to communicate our sense of ambition and our inclusive approach to education. A promotional booklet and new school prospectus was presented to all primary 7 pupils attending local feeder primary schools. A new school website was built and it is supported by a very successful Facebook page. Although these strategies can help communicate a vision and ethos, they will only be successful if the pupils succeed in their examinations.

Local primary principals have engaged positively with Lisneal College throughout the KS2-KS3 Transition project. The principals have very clearly indicated that they are excited by the enthusiasm and aspirations shown by the leadership in our school. The principals stated that they speak very highly of Lisneal College during transfer meetings with primary 6 and 7 children. Ebrington PS, Lisnagelvin PS, Newbuildings PS and Fountain PS were partner schools in the 2015/16 academic year. Cumber Claudy PS and Eglinton PS contacted the principal and requested to join the transition project for 2016/17. This supports our conclusion that the ethos of Lisneal College is well communicated and respected by members of the local and wider community.

Staff Questionnaire 2016

A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.

- 97.5% of teachers agreed or strongly agreed

There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

- 95% of teachers agreed or strongly agreed

Section 2

2(a) A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting the raising of standards of attainments among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT);

Learning and Teaching

The school has in place the following policies which promote high quality teaching and learning: - Revised Curriculum Policy, revised Learning and Teaching Policy, revised Literacy Policy, Numeracy Policy and ICT Policy, Monitoring and Evaluation Policy and 6th Form Policy.

This is underpinned by the role of the college 'as a child-centred and inclusive school, concerned with the whole child ' and its commitment that all students regardless of ability, race, cultural background, religion or gender have a right to the highest quality of education we can provide.

These principles present staff with a responsibility to find ways of encouraging all students to engage - motivated and enabled to succeed - in their learning.

Wherever possible, students who are having difficulty or becoming de-motivated will be identified early using data tracking and given access to appropriate support/mentoring encouragement, guidance and teaching.

The Key Stage 4 curriculum is tailored to the relevant cohorts' preferences, and strengths. This ensures a wider variety of choice that allows pupils to follow curricular pathways appropriate to their needs and aspirations. In year 11 and 13 our curriculum offer exceeds the requirements of 24 and 27 subjects respectively as required by Entitlement Framework legislation.

'The school has developed a much broader, appropriate range of qualifications at KS4 and post-16, resulting in higher levels of success in the vocational subjects being offered. In the areas inspected in the original inspection, considerable progress has been made and the overall quality of education is now good.' **ETI FUI report 2013**

Teachers have shown a commitment to meeting the needs of the pupils. They are enthusiastic, flexible and adaptable in meeting individual pupil needs and raising achievement.

'The school has established procedures which facilitate the sharing of good practice, both in leadership and in teaching, which are reflected in the quality of teaching and learning observed during the FUI, which was always good or very good.' **ETI FUI report 2013**

ESAGS Staff Questionnaire- May 2016

Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- **%70.73- Always**
- **29.27- sometimes**

A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- **Strongly agree- 70.73%**
- **Agree- 26.83**

Lisneal College pupil questionnaire 2015

My teachers have high expectations of me:
- **Strongly agree- 38%**
- **Agree- 55%**

My lessons are interesting and motivating:
- **Strongly agree- 17%**
- **Agree- 59%**

My lessons are enjoyable:
- **Strongly agree- 14%**
- **Agree- 66%**

Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement;

<u>**Assessment**</u>

Teachers use assessment information for the benefit of individual pupils and to refine future teaching and learning;

- Pupils are informed on a regular basis about their progress and attainment and the form teacher discusses progress 4 times a year individually with the pupil across all subjects studied.
- Subject teachers and form teachers engage pupils in appropriate dialogue about their progress and value their views
- Teachers are committed to the importance of identifying next steps in learning

Summaries and records are used to:
- Periodically inform pupils
- Provide a basis for reporting to parents
- Foster continuity of and progression in learning from stage to stage
- Teachers make full use of assessment information to evaluate the effectiveness of learning and teaching and inform future provision and progression.

Assessment for Learning- Teachers use the following strategies:

- questioning to elicit information on more than mere recall of facts i.e. processing, reasoning, speculation, evaluation etc.
- questioning pupils for developing understanding and identifying weaknesses
- assessment for learning strategies clearly stated

- assessment information used effectively to identify pupils' needs, plan next steps in learning and ensure continuity and progression
- encourage and give opportunity for pupils to take responsibility for, and be active in, their own learning
- ensure that pupils have a very good understanding of what they need to do to improve
- use approaches that focus on pupils achieving their next steps in learning
- pupils contribute to setting their own learning targets
- analysis and interpretation of relevant data to address underachievement through the identification of pupils' learning needs and setting of learning targets.

'Available data is being used well to identify pupils at risk, set individual targets, and monitor their progress, helping also to inform better planning for learning and the design of the curriculum'. **ETI FUI report 2013**

'The outcome of rigorous self-evaluation provides a clear direction which is continuing to improve aspects of teaching and learning and to raise standards'. **ETI FUI report 2013**

'As a result of the development of the highly effective use of the school's own internal data, and thorough tracking of pupils' progress both individually and collectively, the school is now able to demonstrate that a majority of the pupils make expected or better progress across key stage 3 and KS4.' **ETI FUI report 2013**

Lisneal College Pupil Questionnaire 2015

My teachers give me regular and informative feedback on my work.
- **Strongly Agree- 20%**
- **Agree- 69%**

ESAGS Staff Questionnaire- May 2016

Teachers are committed and enthusiastic enjoying a positive relationship with their pupils and with other school based staff and dedicated to improving learning.

- **Strongly Agree- 82.5%**
- **Agree- 17.5%**

Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.

- **Strongly Agree- 64.1%**
- **Agree- 33.33%**

Internal assessment
Summative assessment occurs at the end of the learning process. Four formal internal assessments are used throughout the school year to generate tracking data for each grade cycle. An internal examination period is scheduled in May for years 8-11. Year 12 is formally assessed in March of each school year. This assessment is in addition to external examinations/assessments taken by pupils. Year 13 and 14 pupils are formally assessed in October, December and March of each academic year.

Key Stage 3
In Key Stage 3 the majority of assessments are teacher led. Pupils are externally assessed in modern languages and a peer mentoring qualification is delivered by the youth service and accredited by OCN.

Key Stage 4
All pupils are entered for external qualifications including:

- GCSEs
- BTEC First Certificate
- Occupational Studies
- Personal Success and Well-Being OCN
- Entry Level qualifications.

Key Stage 5
All pupils are entered for external qualifications including:

- AS and A2 GCEs (Single & Double award)
- BTEC Level 3 Subsidiary Diploma
- GCSE Maths and English
- Occupational Studies
- XL Prince's Trust Award
- Essential Skills Application of Number.

Reporting

Pupils in years 8-11 receive a detailed comment report in the summer term. Pupils in Years 12, 13 and 14 receive a written comment report in January of each academic year. Each report provides detailed information on progress and attainment across all subjects.

Lisneal College Parent Questionnaire 2015

I receive valuable information from the school about my child's progress.
- **Strongly Agree- 19%**
- **Agree- 56%**

Promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communication Technologies (ICT);

Lisneal College is committed to raising standards in communication, using mathematics and using ICT. The three cross curricular areas are essential for securing improvement in all subject areas. For this reason communication, using mathematics and using ICT will be key priorities within the SDP 2016-2019.

ESAGS Staff Questionnaire- May 2016

An emphasis on literacy and numeracy exists across the curriculum.
- **Strongly Agree- 35%**

- **Agree- 60%**
- **Disagree- 5%**

Particular focus is paid to pupil performance in the areas of English and Mathematics. On-going monitoring through grade cycles and targeted interventions are used to support pupils in achieving the best GCSE grades possible. This has been a particular challenge for the school given the fact that funding for the Signature Project- *Improving standards in Literacy and Numeracy* was withdrawn.

Performance in June 2016 can be summarised as follows;

- The percentage of pupils achieving 5 A* - C has risen 2 percentage points to 87%.
- The percentage of pupils achieving 5 A* - C including English and Maths has risen by 12% from 39.7 % to 51.7%
- 5 A* - C including English and Maths for FSM has risen by 8% from 31.1% to 40.4%
- 5 A* - C FSM- 80.9%
- Boys have made significant improvements in all categories – Boys 5 A* - C has risen from 86.9%- 88.6%, Boys 5 A*- C including English and Maths has risen from 37.7%- 45.5%
- Pupils achieving grade C or above in English- 71%. (CCEA average for non-grammar is 64.6%)
- The percentage of pupils achieving 7 A* - C has risen from 57.85% to 63.2%
- The percentage of pupils in receipt of FSM achieving 7 A* - C has fallen from 51.11% to 48.9%
- The percentage of pupils entitled to FSM who achieved 7A* - C including English and Maths has increased from 24.44% -31.9%
- 93% of pupils achieved a qualification in LLW – Preparation for Adult Life
- Percentage of 3A level A* - C has risen from 31.8% to 56.9%

The school 3 year trend shows a clear improvement in the majority of the performance indicators. This supports the conclusion that standards have been raised across school. This also supports the view that the Lisneal College promotes an ethos of continuous improvement and aspiration.

ICT tasks are completed in a number of subject areas in Key Stage 3 despite statutory requirements for assessing ICT not being implemented until September 2016. The suitability of tasks has been agreed with CCEA and the completion and assessment of the tasks will feature in the SDP. Significant CPD has been provided to teachers to help promote using ICT as a tool for raising literacy standards and for developing pedagogy. All teachers have been provided with an I-Pad and have received training in using the device to improve standards.

In a recent pupil questionnaire, when asked to indicate how interesting and motivating their lesson were, 66% of pupils responded positively. In 2015, 76% of pupils responded positively, which indicates a significant change in pupils' attitude to lessons. Although 66% is an improvement on the 2013 pupil questionnaire (55%), it is important to address this feedback. Therefore, I pad training for all teaching staff has been introduced to help teachers develop pedagogical approaches which engage all students. In the same questionnaire 94% of pupils indicated that their teachers had high expectations in the classroom. This may suggest that the level of challenge has had an impact on how pupils enjoy their lessons. It is an area of focus to maintain high expectations of all students whilst developing engaging and motivating lessons. Teaching staff have introduced a variety of lessons that make use of digital technologies, and feedback has been positive.

Staff Training Evaluation Form (4 January 2016)

I-Pad Training: 42 Returns

Objectives:
- *To be able to edit video content to enhance / scaffold learning*
- *To be able to create a movie trailer to develop and engage the pupils*

Did the session meet its objectives?
- Yes = 42 = 100%
- No = 0

To what extent was the session beneficial? (1= not at all, 5= completely)
- 3 = 6 (14%)
- 4 = 7 (17%)
- 5 = 29 (69%)

Teacher Questionnaire June 2016

The I Pad is useful for motivating students
Strongly agree 51%
Agree 36%

The I pad is useful for facilitating independent learning
- Strongly agree 29%
- Agree 54%

The I pad is useful for engaging students
- Strongly agree 54%
- Agree 34%

The I pad is useful for students to immediately see results of their learning
Strongly Agree 36%
Agree 38%

The training in the use of I Pad is used to develop motivating pedagogies, and also build teacher confidence in the use of ICT.

2(b) A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of the pupils;

Lisneal College has 581 pupils enrolled between the ages of 11 and 19. It has a 6th form of 159 pupils. There are 212 pupils on the SEN register and 65 have statements of Special Educational Needs. Below is an overview of the SEN Register as of May 2016.

Year Group	Enrolment	Number on SEN Register	% on SEN Register	Number of Pupils on Stage 1	Number of Pupils on Stage 2	Number of Pupils on Stage 3	Number of Pupils on Stage 4	Number of Pupils on Stage 5
8	76	35	46%	6	16	2	2	9
9	62	33	53%	12	8	6	0	7
10	89	36	40%	18	5	6	0	7
11	93	48	52%	22	4	2	0	20
12	102	37	36%	15	5	2	0	15
13	104	18	17%	8	2	2	0	6
14	55	5	9%	3	0	1	0	1
Total	581	212	36%	84	40	21	2	65

The staff who have particular responsibility for pupils with Special Educational Needs are the Special Educational Needs Coordinator (SENCo- Mr Johnston), Key Stage 3 Learning Support Class Teacher (Mrs Henson), Key Stage 4 Learning Support Class Teacher (Miss Pender), General Learning Support Teachers (Miss Gilfillan and Mrs Ferguson) and Learning Support Assistants.

Student Passports are in place in Years 8 and 9 for the majority of pupils on Stages 2-5. These are drawn up in consultation with parents and pupils and are produced by the Learning Support Team.

The Special Educational Needs Coordinator liaises regularly with external agencies such as the Education Authority Educational Psychology Services, Autistic Advisory Service, Education Welfare Services, and Special Education and Peripatetic Services. All members of staff have access to the 'Special Educational Needs Strategic Vision and Policy' as well as a range of teaching resources.

Increased Enrolment

72 pupils on Stage 5 of the Code of Practice enrolled in the school (12%).
260 pupils on the school's Special Educational Needs Register (43%).
Learning Support Team includes:

- 5 Teaching Staff
- 23 Learning Support Assistants
- 1 Learning Support Mentor

Focused Intervention

188 pupils received intervention support in 2015-2016 academic year.

- In-Class Support
- Teaching Support
- Reading Partnership
- Lexia
- Manga Club
- Lego Club
- Social Programmes
- Access Arrangements

Curriculum Development

- Tailoring of Curriculum at Key Stage 4
- Introduction of Occupational Studies within the school
- New partnerships e.g. HoPE Project, Ardnashee Special School
- Post-16 Transition Course

Improved Standards

- 85.7% of Year 12 pupils with a statement of SEN gained 5 A* - C or equivalents in 2015-2016 academic year.
- 21.4% of Year 12 pupils with a statement of SEN gained 5 A* - C or equivalents including English and Maths in 2015-2016 academic year.
- 80% of Year 12 pupils with at Stages 2 and 3 of the SEN Register gained 5 A* - C or equivalents in 2015-2016 academic year
- 0% of Year 12 pupils at Stages 2 and 3 of the SEN Register gained 5 A* - C or equivalents including English and Maths in 2015-2016 academic year.

Using Data for Raising Achievement

- All year 8 students are assessed using literacy assessments and CAT.
- Pupils 'at risk' in literacy screened for dyslexia and prioritised for further assessment
- All year 10 pupils are assessed using CAT to establish progress made across KS3
- Grade Cycle data at KS4 is analysed in line with the school's SEN register and interventions actioned according to need.

Parental Feedback- SEN Parental Questionnaire May 2016

- 92% of parents indicated that the school kept them well informed.
- 92% of parents indicated that the school valued their knowledge of their child.
- 92% of parents indicated that the school responded flexibly to meeting their child's needs.
- 92% of parents indicated that the school staff understood their child's needs.
- 100% of parents indicated that the school was a school where they would be listened to.
- 92% of parents were indicated that the school could meet their child's needs.
- 92% of parents indicated that they could influence decisions about their child's education.
- 92% of parents indicated that they knew who to contact if they were worried about their child.
- 92% of parents indicated that they could trust the school.

- 100% of parents indicated that their child was happy at school.
- 100% of parents indicated that they had a good relationship with staff in the school.
- 82% of parents indicated that the school had high standards for all children.
- 92% of parents indicated that staff were always ready to help.
- 82% of parents indicated that the school was preparing their child well for when they leave school.
- 92% of parents indicated that the school worked in partnership with them to support their child's learning and development.

The SEN department has made a significant contribution to the school in many ways. The department helps promote a caring and respectful school ethos and demonstrates a commitment to the school's core values. Pupils at the end of Key Stage 4 are achieving level 2 qualifications which provide appropriate career pathways. The demand for 6th Form provision is increasing as a result of the pupils being happy in school, and achieving meaningful qualifications. A number of areas for development have been identified and prioritised and are as follows:

- Increase the number of pupils at stages 2-4 of the SEN register gaining 5A*-C GCSE grades (or equivalent) including English and Maths;
- The development of Numeracy intervention work within the SEN department;
- A uniform method of providing quality feedback to pupils;
- A more prescribed method of using pupil voice to guide planning in the learning process.

2(c) **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;**

Health and Well-Being

Pupils explore a range of health and well-being issues during timetabled PSHE and science lessons in Key Stages 3 and 4. Pupils are encouraged to make healthy life choices in respect of diet, physical exercise and avoid lifestyles that could impact on both their mental and physical health. Positive healthy lifestyle messages reinforced at during school assemblies by the principal, assistant principal and members of the year head team.

A one to one counselling service is available to all pupils in school. Referrals can be made by teachers, parents or individual pupils requiring support. The Designated Teacher for Child Protection works closely with statutory services including the Western Trust to support young people in need. Alternative curriculum arrangements are also made to support young people who are experiencing challenges to their physical and mental well-being.

Healthy meals are provided in the school canteen, although some pupils regularly choose food from the snack bar. One vending machine in school sells milkshake type drinks and this has been raised as a concern by some staff members. Many pupils bring energy drinks to school and there is concern that these drinks are detrimental to the health of the young people. An initiative to promote eating healthy fruit snacks was introduced in partnership with Tesco; this proved to be successful for a limited period of time.

ESAGS Staff Questionnaire- May 2016
A commitment exists, through being a healthy school, to supporting healthy children who are better able to learn and develop.
- **Strongly Agree- 30.77%**
- **Agree- 56.41%**
- **Disagree- 12.82%**

Lisneal College provides a wide range of extra-curricular activities which promote sport, exercise and creativity. The majority of teachers contribute to these activities and they are well attended by the pupils. The school also enters a number of sports and club teams into local and national competitions including: soccer, cricket, netball, volleyball, robotics, dance, singing, musical performance, public speaking and young

enterprise. These activities provide pupils with opportunities to have fun, relax and build positive relationships with staff and other pupils. Other clubs and societies that pupils attend include: Craft Club, Environment Club, Lego club, Minecraft club and Technology Club.

Lisneal College pupil questionnaire 2015

My school puts on a wide variety of extra-curricular experiences for me
- **Strongly Agree- 22%**
- **Agree- 63%**

Child Protection

The staff of Lisneal College have a responsibility for the pastoral care, general welfare and safety of the children in our care. We carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, are alert to the signs of possible abuse and the procedures to be followed. Our Child Protection policy clearly sets out the legal and pastoral responsibilities of staff to ensure that the welfare of each child is paramount. The safeguarding team consists of a Governor for child protection, the principal, designated teacher and deputy designated teacher for child protection.

Lisneal College pupil questionnaire 2016

I feel safe in school.
- **Strongly Agree- 32%**
- **Agree- 59%**

This is an increase from 8%- Strongly agreed and 62% Agreed in 2013. This is an overall improvement of 21% of pupils agreeing that they felt safe in school.

Lisneal College Parent questionnaire 2016

My child feels safe at this school.
- **Strongly Agree- 67%**
- **Agree- 21%**

ESAGS Staff Questionnaire- May 2016
The highest standards of pastoral care and child protection are in place.
- **Strongly Agree- 51.35%**
- **Agree- 48.65%**

The security of the school building presents challenges for the staff to safeguard pupils from harm. Poor quality doors, an open plan foyer and easily accessible electronic doors restrict our ability to prevent people from entering the building. This will be a key priority within the SDP 2016-2019. Policies relating to child protection will be reviewed regularly and updated in line with the school child protection policy.

Attendance

At Lisneal College we regard attendance as being vital for raising standards. Our attendance policy clearly sets out the procedures for tacking poor pupil attendance. The pastoral team has overall responsibility for attendance at school. Teachers regularly communicate with parents to discuss attendance and year heads monitor attendance using SIMS and refer any concerns to the Assistant Principal (PS). When pupil attendance is 90% a letter is sent home to parents. A referral to EWS is made when attendance reaches 85% or lower. Pupils who achieve 100% attendance are presented with certificates on Prize Night. Rewarding good attendance is an area for development within the new SDP.

Whole school Attendance figures (including 6th Form):
- **2013/14- 88.4%**
- **2014/15- 92%**
- **Current – 92.84**

Good Behaviour and Discipline

Recognising and acknowledging positive behaviour is central to our approach towards promoting good behaviour and building positive relationships between staff, pupils and the wider school community. Pupils have the opportunity to achieve rewards, certificates of achievements and positions of responsibility which recognise and reflect the positive contributions they make to school life. We believe that it is essential to set high standards of behaviour and offer pupils incentives and encouragement to help them become the best individuals they can be.

Relationships between pupils and staff are very positive and this allows us to set high expectations for our students, both in terms of behaviour and academic achievement.

In the academic year 2015/16 we discussed ideas for new approaches to rewarding good behaviour, managing unacceptable behaviour, supporting achievement through pastoral support and target setting, and reporting to parents on the behaviour and attitude of their child. A new policy for promoting positive behaviour will set out a range of strategies for supporting pupils to meet high standards of behaviour. This policy will be a key priority area for inclusion in the SDO 2016-19. A much greater emphasis on core values, an agreed school charter/contract and revised school rules is required.

A new pastoral care policy has been distributed to all staff. This policy clearly shows the roles and responsibilities of each member of staff in ensuring pupils are cared for and supported. The Assistant Principal (Pupil Support) leads a team of year heads and form tutors. Pupils are fully aware of who they can talk to if the need support, guidance or help. Induction days at the beginning of the school year are used to inform pupils and parents of the pastoral structures in school.

Lisneal College pupil questionnaire 2015

I feel comfortable in my lessons.
- ***Strongly Agree- 27%***
- ***Agree- 66%***

I feel comfortable at lunchtime and break-time.
- ***Strongly Agree- 37%***

- ***Agree- 57%***

Discipline procedures are fair in my school.
- **Strongly Agreed- 12%**
- **Agree- 66%**

In my school relationships between pupils and staff are good.
- **Strongly Agree- 22%**
- **Agree- 65%**

SWOT Analysis- INSET August 2015

- *'A more consistent approach is needed in managing behaviour'.*

A new reporting system has been trialled in 2015/16. This new system allows teachers to praise pupils for excellent behaviour and attitude to learning and has been embedded in our assessment and reporting practices. The reports have been well received by the school's council, who will carry out a thorough review of the reporting approach.

Behaviour and discipline in school is generally very good and excellent relationships exist between the pupils, staff and pupils. The school is working very hard to develop a TEAML LISNEAL ethos and this is having considerable success in engaging parents and reinforcing a positive message around our school ethos.

2(d) **A summary and evaluation, including through the use of performance and other data, of the school's strategies providing the professional development of staff;**

We see staff development as a priority and key to ensuring that Lisneal College is a self-improving school. We realise that our staff is our greatest and most valuable resource and that in order to create a team that is highly skilled and developed, motivated and inspired, confident and futures thinking, we are committed to supporting staff in their professional development.

Current and on-going opportunities for staff development include:
- PRSD
- In-service Training
- KS2/3 Transition
- SEP Collaborative development for Heads of Departments
- Examination support sessions
- Agreement trials
- 6 middle leaders completed PGCML Post Graduate Certificate in Middle Leadership
- 4 Senior/Middle Leaders beginning PQHNI.
- 3 middle leaders completed Senior Leadership Training (RTU)
- I-Teach I-Pad training for all teaching staff
- C2k training- reporting, use of data, timetabling
- Literacy Co-ordinator supported by PQHNI student
- New Principal training- (RTU)
- CEIAG training
- SEN Educational psychology

Lisneal College Staff Questionnaire 2015

I am assisted in my own professional development.
- **Strongly Agree- 44%**

- **Agree- 41%**

<u>**ESAGS Staff Questionnaire- May 2016**</u>

School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers and promote a readiness to share and learn from best practice.
- **Strongly Agree- 45%**
- **Agree- 55%**

'The school has established procedures which facilitate the sharing of good practice, both in leadership and in teaching, which are reflected in the quality of teaching and learning observed during the FUI, which was always good or very good.' **ETI FUI report 2013**

The school is committed to developing the sharing of good practice within school and across a number of local primary and post primary schools. This will be an area for development within the SDP.

2(e) **A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and promoting the health and well-being of staff;**

A new policy for managing attendance was written and distributed to all staff. The Governors monitor attendance at monthly meetings. A report is provided to the governors each month and trigger points are identified. The principal has set out the importance of god staff attendance at whole school meeting and has introduced return to work meetings for staff returning after periods of absence. Staff are required to inform the principal if they are going to be absent; this previously was not the case.

- Teacher absence September – June 2014/15 **546 days**
- Teacher absence September – March 2015/16 **158 days**

- Non-Teaching absence September – June 2014/15 **183 days**
- Non-Teaching absence September – March 2015/16 **198 days**

There has been a significant reduction in teacher absence during the 2015/16 academic year. The principal and governors will continue to monitor attendance in line with the Managing Attendance policy. Non-Teaching attendance levels will be closely monitored and follow up meetings will be more formally structured where appropriate.

Health and Well-Being

The school environment is modern and welcoming. All teaching spaces are well resourced and conducive to high quality teaching and learning. The Principal and Vice principal operate an open door policy and listen to queries, questions and opinions of staff. When staff are experiencing personal of professional challenges the senior leadership team is sympathetic and supportive in line with our approach to pastoral care throughout the school.

A health and well-being day is calendared annually to provide information and guidance on health issues and work/life balance. Staff are provided with free health checks during this session.

Staff Training Evaluation Form SUMMARY- *(Friday 15th January 2016)*

The aims of the Health and Well-Being Day on 15th January were:
- To promote the Health and Well Being of Staff
- To assist staff with ideas and methods to manage health and well-being

Did the day meet its objectives / goals?
- Yes 93%
- No 7%

The school recognises that individual staff member's personal or professional circumstances can vary and we try to be flexible and adaptive to the changes in people's circumstances. A number of alternative working practices have been agreed by the Board of Governors to allow staff to enjoy a work/life balance specific to their individual needs.

Current alternative working practices:
- 4 Teachers- job-share
- 5 Teachers- temporary variation of contract.

Excessive teacher workload can have a detrimental impact on the health and well-being of staff. For this reason 'Teacher Loading' has been reviewed and time allocated to staff with additional responsibilities.

- All full time teachers have 6 non-contact periods allocated each week
- Heads of large sized departments- 3 additional periods
- Heads of medium sized departments- 2 additional periods
- Heads of small sized departments- 1 additional period
- Heads of Year- 3 additional periods
- Head of Careers- 3 additional periods
- Examinations co-ordinator- 3 additional periods
- Co-ordinators – 1/2 additional periods.

2(f) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies;

Parents

Communication with parents is vital to the ethos of Lisneal College. Building strong working partnerships with parents fosters a culture of high expectations and trust, and this helps to promote a shared vision for raising achievement. Teachers are encouraged to contact parents to relay positive remarks and to build and sustain good relationships.

Links with parents includes:
- Induction days
- Parent/teacher evenings
- Individual parent meetings
- Open door policy
- Annual reports
- Written correspondence
- School diary
- Text message service
- School website- under review
- School Facebook page
- PTFA

Schools- Primary

Lisneal College has been proactive in encouraging and developing links with other schools in the local community. In the 2015/6 academic year we have strengthened links with primary schools, and this has made a significant impact on the number of 1st and 2nd preference transfer applications to our school. Links with primary schools included:

- Key Stage 2/3 Transition- All maths, English and P7 teachers sharing good practice (literacy and numeracy) *Ebrington PS; Fountain PS; Lisnagelvin PS; Newbuildings PS.*
- 6 hours of free multi-sports coaching for 14 primary schools (provided by Maiden City Soccer)
- STEM LEGO Challenge- 6 schools
- Technology events- Drumahoe PS
- Netball coaching- Drumahoe PS
- Walled City Tattoo- joint choir with 2 primary schools
- Principal visits to all primary schools
- Summer school for Primary 7 transferring pupils

Schools- Post primary

Foyle Learning Community
Sharing Education Partnership with St. Mary's College and St. Cecilia's College.

Pupil collaboration
- Year 8 LLW programmes
- Sports competitions
- Art work project
- Drugs awareness event
- Drama workshops
- Choir
- Highland/Irish Dance
- Sport/fun activity day
- Saturday school
- Burns' Night

Staff Collaboration

- Shared Education Co-ordinators in each school
- Heads of department sharing good practice sessions
- Senior Team conference
- Principals/Vice Principals joint meetings
- Shared action plans
- Shared Vision

North West Regional College

- Post 16 Applied ICT course
- Community hub for evening courses

Lisneal College has developed links with a number of local businesses. We recognise that businesses can provide pupils with exciting opportunities and experiences that motivate pupils help prepare them for the world of work. The links with the business community is central to our future development and is explicit within our mission statement.

Lisneal College community questionnaire 2015

Lisneal College seeks to have good relations with all businesses and schools in the area.

- **Strongly Agree- 64%**
- **Agree- 36%**

Lisneal College educates pupils to understand how to interact in the world of work

- **Strongly Agree- 57%**
- **Agree- 36%**

Lisneal College prepares their pupils or the world of work

- **Strongly Agree- 64%**
- **Agree- 32%%**

Lisneal College enjoys positive partnerships with the following businesses:

- Tesco
- Homebase
- SEC Connections (Work Experience Co-ordinators)
- Young Enterprise
- Danske Bank
- First trust Bank
- Apex
- Business in the Community
- Maiden City Soccer
- Altnagelvin Garden Centre
- Wright Bus
- Airporter

We are very aware of the support, guidance and expertise that can be accessed from statutory and voluntary bodies. In order to continuously develop and improve we regularly seek advice and guidance from local community organisations. In many cases we also provide expert guidance and advice to statutory and non – statutory organisations.

Statutory Bodies

- Education Authority
- Education Authority Youth Service
- Education Training Inspectorate
- The Department of Education
- The Health and Social care trusts
- PSNI
- Northern Ireland Fire and Rescue Service

Voluntary Bodies/ Community Organisations

- Caw Action Group
- Londonderry Bands Forum
- Sollus Centre
- NSPCC
- Royal British Legion
- British Council
- Nerve Centre
- Verbal Arts Centre
- Churches Trust
- Children in Crossfire
- Reach Across
- YO
- Cathedral Youth Club
- YMCA
- Loughs Agency

2(g) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support Learning and Teaching, continuing professional development and school leadership and management.

Staff and pupils have access to a wealth of ICT facilities. There are 10 ICT suites which are upgraded regularly (170 new computers purchased over the last year). All classrooms have interactive whiteboards and data projectors which are used to enhance the learning experience. An ICT technician is employed by the school to oversee the day to day operation of the ICT network. Teachers have been provided with I pad training in the last academic year and have been provided with an I pad each which they can use to enhance the learning in their classrooms. Projected financial challenges threaten to hinder the up keep and renewal of all ICT hardware and software.

ICT is used extensively for planning and the day to day management of the school. All staff use sims.net to communicate, monitor, target set and assess pupil progress through the year. The staff have had initial training in the use of "Discover" and this is an area for development in the new plan.

Pupil Survey 2016

As a result of this feedback teachers will provided with additional I pad training. Teachers will be equipped to use digital technology software to enhance the learning experiences for all pupils. It is also important that pupils are provided with opportunities to use digital software and develop ICT skills that motivate and encourage independent learning.

SCHOOL BUDGET ALLOCATIONS FOR 2016/17

School Name:	**Lisneal College**	Cost Centre Code	1014
School Reference Number:	2210306	Pupils with Free School Meals	296
School Type:	Controlled Secondary School	Free School Meals Band	3

(A) AGE WEIGHTED PUPIL UNITS AWPU Cash Value 2,052.4305 (for a weighting of 1.0)

	Pupil Numbers	Weightings	AWPU Totals	Funds Allocated £
Year 8	71	1.68	119.28	244,814
Year 9	59	1.68	99.12	203,437
Year 10	89	1.68	149.52	306,879
Year 11	88	1.68	147.84	303,431
Year 12	117	1.68	196.56	403,426
Special Unit Years 8 - 12	14	1.28	17.92	36,780
Year 13	78	2.18	170.04	348,995
Year 14	59	2.18	128.62	263,984
Year 15				
Special Unit Years 13 - 15				
Total Pupil AWPU Funding				2,111,746

(B) OTHER FUNDING

		Number of Units	Funding per Unit £	Funds Allocated £
Premises	By Area	12,941.20	8.62	111,501
	Pupil Related	575	169.02	97,189
TSN	Social Deprivation	375.24	379.18	142,283
	Additional Funding	Assessed	Assessed	77,666
	Educational Need	65.61	1,037.99	68,100
Small Schools Support				
Teachers Salary Protection		Assessed	Assessed	8,769
Irish-medium - Curriculum Support				
Irish-medium Unit – Admin Support				
Service Personnel Children				
Children of the Traveller Community				
Looked After Children		5	1,026.22	5,131
Newcomer Pupils				
Special Units		2	3,000	6,000
Total Other Funding				516,640

Transitional Funding (where applicable)

Total School's Delegated Funding Allocation 2016/17
(Sections A + B & Transitional Funding)

2,628,386

Section 4 Critical Review

Review of the previous School Development Plan 2010- 2013

An assessment of the extent to which the school has met its key targets, or the progress that has been made towards their key targets in any school development plan which a School Development Plan supersedes or revises

Priority Area	Targets met/ strength	Further Development
1 Child Centred Provision 1.1 The development of an effective School Council that feeds into the new school development plan and the life of the school	• School council established and meets regularly • School council recommendations are presented to SLT occasionally • School council ideas and suggestions have been taken into consideration when shaping the new development plan	• The creation of a School Charter • Further development of the School, Council in more diverse areas of school life • Pupil voice included more in review of learning and teaching • Investors in Pupils Award Achieved
1.2 Strategic Planning for the delivery of a broad balanced and appropriate and relevant curriculum at Key Stage 4 & 5 to provide for the needs of all pupils	• The introduction of a wider range of subjects at KS4 & 5 • The development of Occupational Studies in house in the areas of Innovation and Technology, Design and Creativity, Business and Services, Environment and Society • Inclusion of Prince's Trust Level 2 qualification targeted at specific pupils • The development of a bridging course to allow pupils to build on progress at Key Stage 4 • 5A* - C outcome has risen from 36% to 85% of pupils in year 12 showing that the curriculum is reflecting the strengths of the pupils • The curriculum is specifically tailored to the needs, strengths and interests of the pupils in each year 10 cohort and is	• Clear focus on the Curriculum tailored to the needs of the pupils • Curriculum to relate to the skills and knowledge economy required for 21st century careers • Greater consultation process on curriculum development to include SLT/MLT and Governors • Closer links with FLC in relation to collaboration at Post 16.

	• created each year to adapt to each group. • Learning Together Programme supports pupils with a range of social and educational needs.	
1.3 The creation of learning for life and work provision that supports the development of every pupils	• A new course at Key Stage 4 for the delivery of LLW was developed and delivered to all KS4 pupils • A co-ordinator was appointed for LLW – across KS 3 & 4 • An LLW Core team has been established • LLW supports the development of every pupil and promotes personal development across Key stage 4 • 80% of pupils in year 12 have achieved a Level Certificate in Preparation for Adult Life	• Continued development of LLW schemes to meet the personal Development needs of all pupils • Key Stage 3 LLW curriculum to support the understanding and implementation of school core values. • Key Stage 3 LLW linked to school awards • Emotional health and well-being and sexual health to be focused on in Key Stages 3/4/5.
2. High Quality Teaching and Learning 2.1 The achievement of an enriched learning experience which motivates and engages all pupils in an effective way.	• Review of the Teaching and learning policy • Creation and delivery of a new Learning and Teaching Policy created by all staff, teaching and non- teaching. • Improvement and enjoyment in lessons- 80% of pupils said they their lessons were enjoyable in the pupil survey 2015 • Comprehensive I Pad training linked to the development of motivation, engagement and literacy in the classroom for all teaching staff with the provision of individual I pads for all teachers • The twinning of depts. and the regular sharing of good practice opportunities to spread good and best practice regarding motivating and inspiring pupils • Staff development on the Reflective Teacher to focus on the development of the whole child i.e. focusing on the specific needs of every pupil	• Continued focus on motivating and engagement of all pupils • Continue to share good practice regarding motivating and effective pedagogies within school, with primary teachers and with shared partner schools • Develop the use of thinking skills across the curriculum • Using data to baseline performance and set challenging targets • Focus on effective feedback and AFL strategies to provide more constructive opportunities for pupils • Further development on the use of Peer and Self-Assessment • Continued training in I pad use • Focus on becoming a self-improving school • Further development of MER strategies at all levels

2.2 To develop a cross phase programme to support better Transition in literacy and numeracy	- A transition project involving 4 primary schools was initiated 5 principals met to discuss possible strategies - All Maths and English teachers and all 7 teachers in all 5 schools was involved in a structured series of observations in primary schools and Lisneal College (20 observations in total) - A Sharing Good Practice event took place in Lisneal for all Maths, English and P7 teachers to share pedagogies and discuss best practice.	- Further possible sharing good practice events. - Samples of pupil Literacy and Numeracy to be passed to Key Stage 3 English/ Maths teachers - Development of Bridging Units from Key Stage 2 – 3 Maths and English - Further observations with a variety of foci - Mapping skills across Key Stage 2-3 - Events in Lisneal to support Literacy and Numeracy - Lisneal to provide joint CPD opportunities for Key Stage 2 and 3 teachers
2.3 To achieve a Literacy Policy that fully supports the development of Literacy across the curriculum	- A Literacy audit carried out in all depts. to identify Literacy provision across the whole curriculum - A Literacy strategy was incorporated as Part of a wider English Improvement plan to support Literacy development across all areas. - Literacy has been a whole school target for PRSD for the past 3 years. - I Pad Training clearly focused on literacy development - Reading introduced in form time 15 minutes per day - Staff Training by the English department on all staff on the literacy standards required at GCSE and pedagogical techniques for developing Literacy - Learn Spark Development day on Talking for writing - A Literacy week established to raise awareness of its importance - Key Stage 3 writing competition developed	- More effective use of 15 minute reading time each day – training by English teachers to all staff - AR to be used more effectively for target setting and intervention - Reading ages to be used more effectively for intervention work at Key Stage 3 - Continued development of signature style support at Key stage 4 - Continue to promote Literacy as central to all learning 3 year Development plan for Literacy created and delivered across all subjects - Develop a Literacy policy that supports overall literacy development in Key Stage 3.

	to promote early creative writing development • A Library period in Key Stage 3 was introduced to promote Accelerated Reading.	
2.4 To achieve effective use of data across the whole school	• Data tracking in place across all Key Stages • CAT data to target set by all HODs • Four grade cycles which capture grades linked to targets set and Cat data • Tracking used for intervention at all levels- teacher, middle leadership and senior leadership	• More effective use of data at key Stage 3 and 5 • Investigate other diagnostic tools • Use of Discover to speed up time frames for Intervention strategies • Development of wider and more appropriate intervention strategies • Use data effectively to identify pupils requiring of Literacy and Numeracy at Key Stage 4 • Governors' using data to monitor progress more effectively.
2.5 To have a fully linked pastoral/ academic system that supports the learning of each individual pupil	• Grade cycles used for basis for individual discussions with every pupil by form teacher to clarify and inspire pupils and to identify pupils for targeting • All Heads of Year analyse grade cycle data and liaise with VP and Form Teachers to ensure appropriate interventions occur.	• The development of reporting and rewards system that supports the academic achievement of pupils and encourages and motivates to allow them to reach their full potential • Pupil rewards strategy implemented to encourage high expectations and aspirations.
2.6 To achieve additional learning support that effectively meets the needs of all pupils	• The development and implementation of student passports • Dyslexia Screening introduced for under-achieving pupils • Very close monitoring of the progress of pupils on the SEN register regularly fed back to all staff by SENCO • The inclusion of MLD/ SLD pupils into mainstream curriculum e.g. LLW, Spanish Occupational Studies	• Review of SEN Provision • Development of a behaviour support programme for pupils with SEBD/ ADD/ ADHD • To develop Student Passports across Key Stages 3 and 4 • Development of a 3 year Vision and Policy document for SEN. • Training and CPD for classroom assistants.

	• The development of post -16 courses to create further and appropriate opportunities for learning for pupils with additional needs e.g. Prince's Trust bespoke courses • Creation of an ethos where every teacher is an SEN teacher • Multi-sensory room created for time out/ calming opportunities	
3 Effective Leadership 3.1 To achieve the quality of Leadership across all levels of school(including CPD to support Leadership) • Governor • Senior Leadership • Middle leadership • Classroom teachers	• A number of staff development opportunities created to promote leadership development • 13 staff on External Leadership Courses - • 6 _ PGCML • 3 Senior Leadership – RTU • 4 PQHNI • Staff Development on an Introduction to Invitational leadership, Leadership in the Classroom and Head of year Training on the Role of the Head of Year.	• 4 staff supported to achieve PQHNI qualification • INSET provided to develop leadership skills and explore leadership styles • Distribution of leadership responsibility across wider number of staff • Governor training on use of data for effective MER, target setting and planning.
3.2 To achieve accountability at all levels	• Creation of bi-annual review meetings for all post holders • Creation of specific criteria to measure performance e.g. national average benchmarking/ FSME performance/ Gender performance/ CAT related performance • Training in the use of data for benchmarking • Board of Governors sub-committee reviews with post holders .	• The use of 'Discover 'to enhance performance measurement across all areas, academic and pastoral • Review of job descriptions to meet need future needs of school • Clearly defined leadership roles and responsibilities within school
3.3 To achieve a robust, monitoring and evaluation process	• Rigorous and consistent Self Evaluation process developed across all departments at Departmental and Individual level • Bi annual Meetings with post holders	• Departments to complete Performance Analysis report for SLT and Governors • Effective use of qualitative and quantitative data for review meetings

	• Regular monitoring g of progress by SLT via grade cycle data	• MER Strategy to be implemented at all levels
4. A School Connected to its Community 4.1 To promote activities for hard to reach parents	• Breakfast and Induction days introduced for year 8 parents on first day of school • Summer school celebrations for parental involvement • All parents evenings more welcoming with a pupil/ teacher welcome and refreshments throughout • Parental Involvement in the Year 10 Motivational week	• Local community organisations to be involved in a community action plan for promoting educational achievement. • Governors and SLT to visit local communities to share vision for school • Monitoring parental involvement/engagement with school • Targeting of parents not engaging with school. • Recognition of parental support for children and school community. • New school website and increased use of social media.
4.2 To achieve a school as a centre for formal in informal learning and to achieve the involvement of the community in school life	• Development of Lisneal College as a hub for NWRC offeing a wide range of courses- Literacy, Numeracy and First Aid evening courses.	• Consultation with parents/local community in regards to courses offered. • Increased participation in courses.
4.3 To achieve a link with an international community in South Africa that benefits the whole community	• Solid link with Vlakfontein School established – Staff from Lisneal have visited Vlakfontein, Johannesburg and taught there for a week • Teachers in Geography and History have made links with teaching staff in Vlakfontein • Curricular work carried out in Geography, LLW and History to promote this link.	• Develop international work across 7/8 departments and work towards a British Council International Award • Continued links with South Africa and visits by teachers to continue with funding from British Council
4.4 To achieve an extended schools programme that supports vulnerable and disadvantaged pupils	• Extended Schools provision entirely re vamped • A new Extended School co-ordinator appointed to co-ordinate, monitor and evaluate effectiveness of programme • Over 20 different opportunities offered to	• Continued emphasis on the importance of extended schools • Focus on parental involvement and healthy living • Increased pupil participation.

	pupils specifically targeted at vulnerable pupils • Free lessons in voice, guitar and drums • Extended schools experiences in literacy, numeracy, art and crafts, eco schools, canoeing, young enterprise, Lego club, Saturday school etc. • Extended school evaluations point to much greater engagement in school life and improvement in outcomes in curricular subjects	

Indicators	2013/14 Target	2013/14 Result	2014/15 Target	2014/15 Result	2015/16 Target	2015/16 Result	2016/17 Target
% of pupils achieving Level 5* (or above) in English at the end of Key Stage 3	43	52	58	57	58	82.7	58
% of pupils achieving Level 5* (or above) in Mathematics at the end of Key Stage 3	46	68	61	65	54	78	60
% of pupils achieving Level 6* (or above) in English at the end of Key Stage 3	10	7	7.8	14	7	30	20
% of pupils achieving Level 6* (or above) in Mathematics at the end of Key Stage 3	10	20	20	17	18	33	20
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - C or equivalent	73	65	96	85	86	87	90
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - C or equivalent including English and Maths	43	40	44	40	43	52	54
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - G or equivalent	95	93	98	93	97	97	100
% of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A* - C	N/A	41	N/A	58	N/A	63	65
% of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A* - C including English and Maths	N/A	36	N/A	34	N/A	47	50
% of Year 12 pupils achieving 1 or more GCSE or equivalent	100	99	100	99	100	100	100
% of Year 12 pupils achieving no GCSEs or equivalent	0	1	0	1	0	0	0
% of Year 14 pupils achieving 2 or more GCE grades A – E or equivalent	96	100	95	80	95	96	100
% of Year 14 pupils achieving 3 or more GCE grades A - C or equivalent	N/A	50.8	N/A	31	45	57	60

Section 5

5. **An Assessment of the challenges and opportunities facing the school.**

Opportunities	Challenges
The opportunities facing the school include: • Newly appointed staff in Key Leadership Roles (New Principal) • Stable and well experienced staff • Restructuring of Middle leaders posts within the school • High Standard Accommodation in the school • Well equipped ICT Resources • Developing partnerships with other schools • Development of the New Foyle College • Collaboration with FLC • Greater connections with the community and business • Greater International Links – South African Link • Improvement in demographics in primary schools	The challenges facing the school include: • Budget deficit and the future changes to formula funding. • Possible continuing falling enrolment for the period of this plan. • Continuing restructuring as jobs are lost • Changes to qualifications at GCSE, B-Tec and A level • Timetabling constraints of FLC • Keeping technology up to date • Possible Continuing redundancies for at least the next three years • The underdeveloped linkage of the Academic and the Pastoral • Changed funding of the Entitlement framework and Opportunities facing the school • Meeting Literacy and Numeracy Targets as identified by the department of Education

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

Governors meet monthly to monitor progress. Governors contribute to the core values and school mission statement. The principal produces monthly reports for Governors. As the Governors represent the views of a range of stakeholders it is important that they have input into school development. Senior leaders and middle leaders present to Governors on their work.

The Senior Leadership and Middle Leadership Teams meet to discuss and prioritise areas of development. The Principal and Senior Leadership team meet regularly to discuss and prioritise areas for future development. Curriculum/Pastoral meetings, Year Team meetings, department meetings are planned throughout the year. Staff are regularly consulted during staff meetings, INSET days and through the use of questionnaires. Teaching and non-teaching staff attend meetings and contributed to a SWOT analysis. Staff also contributed to the development of the school's core values and mission statement. Staff were fully consulted in the development of the school charter.

Pupils are informed of school developments during assemblies and form classes. All pupils were consulted and contributed to the creation of our core values-LC6. Pupils also contributed to the new school charter. The school's council plays a key role in school. Council members consult with peers and bring ideas to the council. The meetings are minuted and presented to SLT. A summary is presented to each year group during assemblies. These ideas are discussed at SLT and implemented where possible. Pupils are consulted during SEN annual review meetings and IEP/BIP meetings. Pupils are also given the opportunity to contribute through the use of questionnaires and surveys.

Parents are kept informed on the work of the school in a variety of ways. These include- school website, social media, letters, text service, parent meetings, induction days, parent/teacher meetings, curriculum meetings, annual reviews and informal meetings/telephone calls. The PTFA makes a significant contribution school life by organising a variety of events and raising funds. The PTFA has purchased I pads and sports equipment for pupils. The members regularly discuss ideas for developing and improving school.

Input from community organisations is valued by our school. WHSCT have been consulted in the development of high quality provision for children who are looked after. EWS, EA and ETI views and ideas have been considered in the development of the school improvement plan. Local community groups- Sollus, YMCA and Londonderry Bands Forum have been consulted in regards to developing community links. Business in the Community have also been consulted in order to develop provision for year 13 pupils. Maiden City Soccer, local architects and EA have been consulted to help develop high quality sports provision for pupils and the local community.

Key Priorities

Pupil Voice	High Quality Teaching and Learning	Literacy and Numeracy	Child Centred Curriculum
School Ethos	Using Data for Improvement	Leadership Development	Community Connections

7(b) Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in Communication, Using Mathematics and Using ICT.

Indicators	2015/16 Result	2016/17 Target
% of pupils achieving Level 5* (or above) in English at the end of Key Stage 3	82.7	58
% of pupils achieving Level 5* (or above) in Mathematics at the end of Key Stage 3	78	60
% of pupils achieving Level 6* (or above) in English at the end of Key Stage 3	30	20
% of pupils achieving Level 6* (or above) in Mathematics at the end of Key Stage 3	33	20
% of pupils achieving Level 5* (or above) in ICT at the end of Key Stage 3		70
% of pupils achieving Level 6* (or above) in ICT at the end of Key Stage 3		30
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - C or equivalent	87	100
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - C or equivalent including English and Maths	52	54
% of Year 12 pupils achieving 5 or more GCSEs at grades A* - G or equivalent	97	100
% of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A* - C	63	65
% of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A* - C including English and Maths	47	50
% of Year 12 pupils achieving 1 or more GCSE or equivalent	100	100
% of Year 12 pupils achieving no GCSEs or equivalent	0	0
% of Year 14 pupils achieving 2 or more GCE grades A – E or equivalent	96	100
% of Year 14 pupils achieving 3 or more GCE grades A - C or equivalent	57	60

7(c) The actions to be taken to achieve the outcomes mentioned in sub-paragraph (b) and the final dates for completion.

ESAGS	KEY FOCUS	2016/17	2017/18	2018/19	Impact on Pupils
Child Centred Provision	Pupil Voice	Continue to promote our pupil centred ethos	Vision statements from all department areas supporting child centred approach	Pupil evaluation on school ethos	Caring school, pupils and staff feel valued. Excellent relationships.
		Develop a child centred curriculum meeting the needs of all pupils	Review curriculum offer and plan for needs of all pupils- KS4/5	Review KS3 curriculum plan in line with demands of KS4 curriculum	High levels of achievement for all pupils
		Pupil consultation to be used to support department evaluations.	Pupil consultations embedded as good practice across departments.	Continuation of pupil consultations	High quality teaching and learning
	Quality pupil feedback	School's Council to lead the IIP application process.	Achieve the Investors in Pupils Award	School's council to monitor pupil voice in line with maintaining the IIP award.	Increased level of pupil participation in planning school improvement. Stronger sense of shared purpose.
		3 x LC6 awards programme implemented and awarded to pupils at the end of each term	LC6 awards presented to pupils in KS3 covering all core values	LC6 and Aspire rewards system embedded	Pupils and staff act in a way reflective of our core values
		PSC reports used in all key stages	PSC reports embedded	Review reporting system	Greater pupil motivation leading to greater achievement
	Promotion of school ethos	'Aspire' Awards presented to pupils in year 11. Bronze, awarded in KS3	'Aspire' awards programme reviewed and improved. Year 12 Prefects appointed. Bronze and Silver awards at KS3	Rewards system fully implemented and common practice. Gold Award at KS3	
		Review of Child Protection policy	New Child Protection policy implemented		Child protection practices support the needs of all children. Number of children

		Anti-bullying policy reviewed.	Draft Anti-Bullying Policy and consultation	New Anti-Bullying Policy implemented	experiencing bullying is zero.
High Quality Teaching and Learning	Assessment for Learning for improvement	AfL and high quality feedback given to pupils by all teachers- Nature of feedback will be monitored. Assessment and reporting draft policy to be completed.	Pupil consultation on assessment for learning/feedback- whole school Staff to engage in a process of sharing good practice in relation to effective feedback strategies. SDD for AfL.	Completion of a revised teaching and learning policy that identifies meaningful and successful AfL techniques.	Assessment is a partnership between teachers and students. Pupils share responsibility for setting and achieving targets for improvement.
	Using ICT to enhance learning	Staff training on the use of I pads to be delivered to all teaching staff. Staff to share good practice and demonstrate approaches used in class	All departments to have e-learning opportunities evident in schemes of work	Review of e-learning programme.	Pupils more engaged in learning. Variety of learning styles catered for.
	Numeracy	All Heads of Department to develop lessons which provide meaningful opportunities for pupils to calculate percentages. Use social media and displays to promote numeracy in school and in the community Pilot a numeracy programme for year 10 pupils during registration. Evaluation will inform future programmes. Additional numeracy/maths lessons provided in Caw/ND community	Continuation of staff development- developing opportunities for using maths across the curriculum Guidance Numeracy document- creating opportunities for developing numeracy in all subject areas. Review Numeracy pilot and extend to all pupils in Year 10. Continued Numeracy/Maths lessons in Caw/ND community centre extended	4 Numeracy tasks to be completed across 4 selected department areas in Year 10. Cross moderation of tasks will allow for accurate levels to be assigned to each pupil in year 10. Sharing good practice focus in SDD. Class observations by Principal and Numeracy Co-ordinator. Monitoring opportunities for numeracy development Continued Numeracy/Maths lessons in Caw/ND community	Pupils and parents recognise the importance of developing numeracy skills in KS3. Pupils provided with high quality numeracy tasks that develop a range of mathematical skills. Greater number of pupils develop numeracy skills and achieve grades A*-C

		centre provided to 12 pupils aged 14-17	to 20 pupils.	centre.	in GCSE Mathematics.
		Continuation of KS2/3 Transition programme. Maths teachers to complete one lesson observation in local primary school.	Plan a unit of work that bridges primary school to year 8.	Evaluation of KS2/3 transition project.	Greater continuity in strategies used to support individual children leading to continued development after transfer to year 8.
		Joint numeracy event hosted in Lisneal College for local transition partner school pupils.	A review of numeracy approaches and their impact on pupils. New Numeracy policy shared with staff at SDD and implemented.	Implementation of Numeracy policy.	
	Literacy	Review of school literacy policy and new policy written. Reciprocal reading strategies piloted in year 9.	Reciprocal reading used in all year 9 classes. Focus on sharing good practice identified in Literacy Policy, including Reciprocal Reading during SDD.	Continuation of Reciprocal Reading strategies.	Pupils are more confident reading to an audience. Development of comprehension skills.
		All KS3 pupils engaged in Accelerated Reader programme.	Review, improve and continue with AR programme. AR data transferred for primary schools and used for pupil targeting.	Continuation of AR programme.	More students read regularly. Reading age matches chronological age more closely as programme continues.
		All year 8 pupils engaged in better reading programme during form class supported by 25 Year 13/14 pupils trained in Better Reading.	New cycle of Year 13/14 pupils trained and supporting year 8 Better Reading Programme.	New cycle of Year 13/14 pupils trained and supporting year 8 Better Reading Programme. Review of initiative.	
		Continuation of KS2/3 Transition programme. English teachers to complete one lesson observation in local primary school.	Plan a unit of work that bridges from primary school to year 8.	Pupil work samples cross moderated by PS teachers and Lisneal teachers.	Greater continuity in strategies used to support individual children leading to continued development after transfer to year 8.

	Using data to improve outcomes	Data is timely and reflective of each pupil's current position.	Grade cycles and data analysis processes embedded and effective across all key stages.	Continuation and review of Grade Cycle process.	Pupils involved in target setting process leading to greater achievement across all year groups.
		Use data to inform pupil intervention strategies- revised model of data dissemination.	Early intervention and pupil monitoring strategies embedded.	Intervention focus on year 10.	
		Staff development – A data informed school.	Discover used to monitor pupil attendance and progress.	Discover used for results analysis and biannual reviews.	Pupils' strengths and areas for development identified early leading to focused support.
		Termly meetings with Head of English and Maths and VP/ Head of year 12 & 11 to monitor and evaluate use of data and interventions to be used.	Termly meetings with Head of English and Maths and VP/ Head of years 10-12 to monitor and evaluate use of data and interventions to be used.	Continuation of English/Maths focus.	Tailored support improving the number of pupils achieving A*-C in English and Maths.
		Initial consultation on effective use of data at Key stage 3 and development of preliminary plans.	Pilot to investigate using CCTs as the driver for tracking at KS3.	Pilot review leading to implementation of recommendations for KS3 tracking for improvement.	Further development of skills and capabilities.
	Curriculum provision	Review of curriculum offer at Key Stages 3 and 4 to meet the needs of increased enrolment in year 8. Curriculum for key stage 4 reflects the needs of pupils in year 10.	Pupil centred curriculum in operation at all key stages.	Review of curriculum to meet needs of 123 pupil year group. Focus on general subjects.	All pupils have access to appropriate curriculum matching their needs and aspirations.
		Review of curriculum provision in partnership with the Foyle Learning Community.	New curriculum blocks options to maximise the curricular offer across the partnership.	Identify subject areas where pupils study together to make best use of resources.	Pupils have full entitlement access in Year 13 and 14.
		Review of current provision in Technology and Design. Introduction	Develop use of CAD. Pupils in years 8 and 9 to develop Google Sketchup	Greater number of girls selects GCSE Technology and Design. More	Pupils have access to more academic

	STEM	of new Advance Manufacturing and design techniques. New projects at KS3.	skills. 3D printing products manufactured at KS3.	balanced mix of GCSE and Vocational subjects promoted.	technology based subjects providing progression routes to A Level Technology.
Effective Leadership	School vision	All SLT/MLT members to write vision statement for area of responsibility	Shared vision clearly communicated to all staff, pupils and the community.	Action planning reflective of the school vision and ethos.	Pupils are cared for within an aspirational environment.
	Development of Leadership at all levels	Governors MER strategy designed and implemented. Governors to conduct grade cycle data reviews biannually.	All Governors to complete 2 x EA training sessions. MER strategy embedded and reviewed. MER sub-committee established.	MER sub-committee chair presents review findings at calendared meetings.	Quality provision in all aspects of school.
		Department performance analysis to inform planning and target setting	Performance analysis reviewed and improvements embedded. All leaders to complete self-evaluation leading to clear priorities and SMART targets.	Self-evaluation processes embedded at all levels. Reviews to determine future priorities for subsequent SDP.	
		Increased model of distributed leadership. SLT members with greater autonomy.	SLT members with responsibility for leading specific groups of middle leaders. SLT members lead all curriculum/pastoral meetings	Review of SLT roles in line with the needs of the school.	
		Review of Leadership Team structure and responsibility. Teacher roles communicated to all staff.	New SLT members appointed with responsibility for Community Connections, Assessment and Skills, KS3 Achievement.	Community Links developed leading to identification of community education advocates.	Enriched curriculum and partnerships provide greater opportunities for learning.
		CPD opportunities provided for Middle Leaders to share good practice through SESP.	Continued provision for sharing of good practice across Sharing Education partner schools.	Continued provision for sharing of good practice across Sharing Education partner schools.	More engaging lessons and high quality teaching. Dynamic leadership leading to high quality

					provision for all pupils.
		4 members of teaching staff to complete PQHNI.			

A School Connected to its Community	Developing local links	Initiate formal links with key community groups, Sollus, Londonderry Bands Forum, Caw/Nelsondrive Action group to raise achievement.	Music lessons (pipes) provided to pupils in KS3	Highland dance lessons provided to pupils as part of extra-curricular programme.	Additional learning opportunities.
		Initiate process for indoor sports centre on 3G pitch.	Continuation of planning process	Sports centre operational by end of academic year	Pupils provided with state of the art sports facilities. Young people from across the community engage in sports/leisure activities in safe, modern environment.
		Establish partnership with EA and WHSCT to improve practice for supporting pupils who are looked after children. Investigate 'pupil passport' for supporting children.	Continuation of programme and evaluation.	Revised and improved LACPEP document.	Pupils who are looked after achieve better outcomes. Improved attendance and engagement with education.
	Developing global links	Create a global curriculum group Sign up to Global Learning Programme Continue to liaise with partner school in South Africa	Global learning to be developed in 4 curriculum areas Continue liaising with partner school to enrich learning in 4 curricular areas.	Global learning to be delivered in 7 areas across school To achieve international learning award.	Pupils have opportunities to learn more about other cultures and broaden knowledge of global issues.

| | Sharing Education Signature Project | Create a series of lessons for years 8 and 9. Pupils engage in shared classes in years 8 and 9. (LLW, History, English)

Development of CPD opportunities for all post holders in all three schools. | Create a series of lessons for years 8, 9 and 10. Pupils engage in shared classes in years 8, 9 and 10. (LLW, History, English and wider curriculum opportunities)

Continuation of CPD opportunities for all teaching staff across the partner schools. | Continuation of programmes at Key Stage 3.

Evaluation of programme. | |

KS2	Key Stage 2	MLT	Middle Leadership Team
KS3	Key Stage 3	SLT	Senior Leadership Team
KS4	Key Stage 4	SMART	Specific, Measurable, Attainable, Realistic, Time bound
KS5	Key Stage 5	SDP	School development plan
IIP	Investors in Pupils	MER	Monitoring, evaluating and reviewing
PSC	Praise, satisfactory, concern	EA	Education Authority
SDD	Staff development day	CPD	Continuous professional development
CAW/ND	Caw/ Nelson drive	PQHNI	Professional Qualification for Headship in Northern Ireland
VP	Vice Principal	WHSCT	Western Health and Social Care Trust
CAD	Computer Aided Design	LACPEP	Looked After Child Personal Education Plan
CCT	Cross curricular theme	AfL	Assessment for Learning
ETI	Education, Training Inspectorate	LLW	Learning for Life and Work

Planned Use of Projected Resources

Key Actions	Cost
Review of Child Protection policy- Doors and locking	£12000
School's Council to lead the IIP application process. Achieve the Investors in Pupils Award School's council to monitor pupil voice in line with maintaining the IIP award.	£1000 Fee
3 x LC6 awards programme implemented and awarded to pupils at the end of each term LC6 awards presented to pupils in KS3 covering all core values LC6 and Aspire rewards system embedded	£1200 Badges and certificates
Staff training on the use of I pads to be delivered to all teaching staff. Staff to share good practice and demonstrate approaches used in class	£5400 Training and equipment
All Heads of Department to develop lessons which provide meaningful opportunities for pupils to calculate percentages. Use social media and displays to promote numeracy in school and in the community	£500 Equipment
Additional numeracy/maths lessons provided in Caw/ND community centre provided to 12 pupils aged 14-17	£1200
Joint numeracy event hosted in Lisneal College for local transition partner school pupils.	£1000
All KS3 pupils engaged in Accelerated Reader programme.	£6300
Review of current provision in Technology and Design. Introduction of new Advance Manufacturing and design techniques. New projects at KS3.	£1300 Year 1 £20,000 Year 2
New SLT member appointed with responsibility for Community Connections.	Circa £7600
SESP Pupil programmes	£120,000 over 3 years across partner schools. Funded by DE.
SESP Teacher Professional Learning	£105,000 over 3 years for all partner schools. Funded by
TOTAL EXPENDITURE	£57,500- School Cost £225,000- DE Funding

7(e) The arrangements the Board of Governors, in consultation with the Principal to monitor, review and evaluate progress made against the school development plan.

Governors' Actions	Whole School Self-Evaluation
- Presentation and scrutiny of examination outcomes - Use of benchmarking data to set targets and compare performance with other schools - Principal report at monthly Governors' meeting - PRSD process with designated governors and EA PRSD officer - Co-ordinator review meetings - Term SDP review meetings - Governor review meetings with SLT - Co-ordinator presentations at BOG meetings - Attendance and conduct of teaching and non-teaching staff	- Use of TTI documents to review progress and standards - School Development Plan and supporting Action Plans reviewed at MLT and SLT meetings - Whole school target setting - PRSD target-setting, review meetings and observations - Bi-annual review meetings for all leaders and co-ordinators - Department examination performance analysis report - Use of pupil tracking/ data analysis - Use of pupil attendance, behaviour data