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Lisneal College

School Development Plan

2019-2022

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| Key Priorities |
| High Quality Classroom Practice | Framework for developing pupils’ TS&PC and Pupil Tracking at KS3 | Using Data to improve Literacy and Numeracy standards | Curriculum at KS4 and Post 16 |
| Special Educational Needs | CEIAG | Leadership Development | Community Connections |

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**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, industrial action, 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 2018**

* *89% of pupils said they feel safe in school*
* *94% of pupils said they are respected by their teachers*
* *81% of pupils said that discipline procedures in school are fair*
* *94% of pupils said their teachers have high expectations of me*
* *96% pupils said teachers model respect to pupils and other staff*
* *91% of pupils said they are proud of their school*
* *100% of teachers said they are respected by colleagues*
* *100% of teachers said I work in a safe environment*
* *100% of teachers said relationships between pupils and staff are good*
* *95% of teachers said relationships between staff are good.*

**Lisneal College Survey June 2017**

* *93% of pupils said they feel safe in school*
* *96% of pupils said they are respected by their teachers*
* *85% of pupils said that discipline procedures in school are fair*
* *95% of pupils said their teachers have high expectations of me*
* *95% pupils said teachers model respect to pupils and other staff*
* *97% of pupils said they are proud of their school*
* *91% of parents said their child felt safe in school*
* *90% of parents said their child is happy at school*
* *97% of parents said their child makes good progress at school*
* *94% of parents said their child supported in their learning*

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**Lisneal College Survey June 2019**

* *92% of pupils said they feel safe in school*
* *95% of pupils said they are respected by their teachers*
* *82% of pupils said that discipline procedures in school are fair*
* *96% of pupils said their teachers have high expectations of me*
* *97% pupils said teachers model respect to pupils and other staff*
* *92% of pupils said they are proud of their school*
* *100% of teachers said they are respected by colleagues*
* *100% of teachers said I work in a safe environment*
* *100% of teachers said relationships between pupils and staff are good*
* *82% of teachers said relationships between all staff are good.*

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- Staff INSET August 2018**

**Strengths of the school:**

* Relationships between pupils and staff
* Pastoral Care/ Pastoral care team
* SEN support
* Staff are caring and motivated
* Strong leadership and vision
* Core values and ethos

**Areas for Development:**

Staff commented that a significant number of children lack confidence and self-esteem when they enter Lisneal College. This lack of confidence can lead to disaffection later in school so should be tackled at an earlier point. Intervention to support children can be left, in some cases, too late. Where pupils can be identified and supported at an early stage in their school careers, a more successful outcome is likely. Staff also commented that a small number of pupils ****can create disruption and that mobile phones were a distraction in class. Lack of meeting and bonding time for staff as a result of industrial action may have impacted on staff relationships. Staff development time has been used to facilitate parent/teacher meetings and this has prevented staff/team building opportunities from taking place.

**SWOT Analysis- Pupils February 2019**

**Strengths of the school:**

* Caring staff
* GCSE results
* Good reputation in the community
* School campus
* Teachers prepared for lessons

**Areas for Development**

Pupils consulted noted that a small number of pupils can be disruptive in class and they shared some concern that some pupils do not appear to value their education. The students voiced concern over the use of mobile phones in school as they can be a distraction to learning. Pupils also expressed concern that mobile phone applications and social media are having a negative impact on the emotional health of many young people. The students believe that more could be done to tackle the dangers of mobile phones in school.

**Community Links**

Lisneal College prioritised the need to build strong community links that support young people in and out of school, provide additional learning opportunities, support staff and families. As a result of this work Lisneal College continues to work in a number of partnerships that are raising attainment, promoting the importance of education across all sections of our community and providing additional learning opportunities and resources that would otherwise not be available to our pupils and stakeholders. Lisneal College plays a key role in supporting many community endeavours and the school campus is used by a large number of local community organisations. Lisneal College is recognised by the local and wider community as making a positive difference to our area.

Pupils are also encouraged to explore global issues in order to understand the world we live in. Lisneal College has achieved Global Learning Programme Level 2 status. This award recognises a school’s efforts to promote global learning across the school curriculum and the experiences our pupils gain.

**Lisneal College Community Questionnaire 2017**

* *100% of community connections said that Lisneal College seeks to have good relationships with all schools in the area;*
* *100% said that Lisneal College is a hub for community activities and the promotion of positive activities in the community;*
* *100% said that Lisneal College pupils contribute positively to the community they live in;*
* *100% community responses stated that Lisneal College has a positive image in the community;*
* *100% respondents said Lisneal College endeavours to include staff and pupils in Cross Community events in the city.*

**Lisneal College Questionnaire 2019**

A range of local community organisations were sent questionnaires or met with the community coordinator to discuss Lisneal College’s performance in regards to working with the community sector and statutory bodies to improve the life chances of our young people. The evidence gathered shows clearly that the school is held in high regard by members of the local community and that our inclusive ethos is very evident.

* *95% strongly agreed that a positive ethos in Lisneal College is evident*
* *90% strongly agreed that the school has a caring environment*
* *76% strongly agreed that Lisneal College is supportive towards its pupils*
* *76% strongly agreed that both boys and girls have an equal opportunity for success*
* *100% of the responses agreed or strongly agreed that they would recommend Lisneal College to a friend and would like to continue to work with the school in the incoming year.*

**Area for Development**

24% strongly agreed that the pupils have high but realistic expectations of themselves. This will require further exploration to determine why the figure is not higher. During meetings with a range of community links and agencies the following recommendations were suggested:

* *Further links with Youth Service and local organisations designed to promote health and wellbeing;*
* *Develop pathways to work through a strong vocational programme through relevant community links;*
* *More support for teaching staff by reaching out to the community and using the pool of expertise;*
* *Benefit from the links with the Black Minority and Ethnic communities;*
* *Purpose built area or youth wing to facilitate the delivery of group work and effective relationship building;*
* *Emphasis on development of employability issues & helping to support staff in these issues.*

It is essential the we sustain the good work that is taking place at community level; however, we must also ensure that time and resourcing is used effectively and efficiently in order to maximise the benefits to pupils.

**Enrolment**

The enrolment trend from September 2014 - September 2017 shows a significant increase in enrolment at year 8. This is due to a range of factors including; good relationships with primary schools, strong examination performance; school promotion campaigns, new prospectus and brochures; use of social media and website, and pupil and parent satisfaction.

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| --- | --- | --- | --- | --- | --- | --- |
| Year | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| Pupils | 60 (+10) | 77 (+5) | 123 (+6) | 129 (+3) | 157 (+2) | 185 |

 *Brackets indicate number of additional pupils who enrolled in years 9-12*

The current enrolment number in year 8 is 185. 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. Lisneal College has also been included in DE development proposals to provide a KS3 Autism Specific Class. This reflects the high quality care, learning and teaching and inclusivity at the heart of our school ethos.

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. Teachers from Newbuildings PS, Eglinton Ps and Cumber Claudy PS spent time in Lisneal College as part of the KS2/3 Transition project. 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 joined the transition project for 2016/17. As a result of these partnerships, Lisneal College 6th form pupils provided Spanish lesson to P3 children in Cumber Claudy PS and Artigarvan PS in the 2017/18 and 2018/19 academic years. This supports our conclusion that the ethos of Lisneal College is well communicated and respected by members of the local and wider community. Lisneal college has also provided multi-skills sports sessions to all feeder primary schools. The sessions, delivered by Maiden City Soccer Academy, were used to support the PE and sports curriculum in each school. A number of primary schools also attend our annual numeracy and STEM events hosted in school. This has helped us to develop strong links with primary schools and promote school as a place of enthusiastic learners.

Lisneal College has a significantly low number of children from ethnic minority communities despite many children attending local feeder primary schools. In order to ascertain the reasons for this we have established a good relationship with the North West Migrants’ Forum. During discussions and meetings, a view was expressed that families from ethnic minorities have felt less welcome in PUL communities than that of catholic, nationalist, republican areas. As a result of these discussions the NWMF has attended school on a number of occasions to work with our pupils, share cultural experiences and talk about the difficulties migrants and ethnic minorities face. This work is to ensure that Lisneal College is inclusive of all members of our community and that our schools is perceived positively by our entire community.

**Community- Sharing and Celebrating Success**

One way in which we promote achievement in and out of school is through our social media pages. We currently operate a very successful Facebook account which has over 3300 followers. The page is used to celebrate the achievements of pupils and staff both in and out of school. The page has encouraged people within the local and wider community to celebrate success and achievements of all pupils. The page aims to promote high aspirations and a culture of achievement in every household and community area. The ethos of the school is promoted daily and this has certainly had an impact of parental engagement and the value placed on education.

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**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, CAT, PTM, PTE, PASS and given access to appropriate support/mentoring encouragement, guidance and teaching.

Industrial action by teachers has made it challenging for Senior Leaders to accurately assess the quality of learning and learning in classrooms. The senior leadership team cooperated with ETI inspectors during a Sustaining Improvement Inspection in May 2017. Inspectors were also unable to visit classrooms and observe lessons.

The quality of learning and teaching is being monitored through a range of different strategies including:

* Pupil questionnaires;
* Pupil focus groups;
* Tracking assessments;
* External examination results;
* Target Setting;
* Department action plans;
* Use of performance data across year groups- CAT, PTE, PTM, PASS, KS3 Levels
* Bi-annual reviews;
* PSC reports, and
* Annual reports.

Despite industrial action the pupils at Lisneal College continue to achieve GCSE results above the NI average for non-selective schools. Post 16 exam performance has been below the NI average for the past 2 years. As a result, new monitoring processes are being trialled by two newly appointed Heads of Year.

**ETINI Sustaining Improvement Inspection (Involving Action Short of Strike) May 2017**

Key findings

* *The percentage of the pupils attaining five or more GCSE or equivalent qualifications at grades A\* to C has improved significantly, and is now well above the Northern Ireland (NI) average. The outcomes attained by the pupils in GCSE English have similarly improved. At post-16, the outcomes attained by the pupils have been above the NI average for two out of the last three years*.
* *The improved outcomes are a result of the improving capacity of the school to undertake self-evaluation leading to improvement, including the targeted use of assessment data to raise the expectations of pupils and teachers, and to identify the need for interventions to further support the pupils’ progress in their learning.*

Pupil Survey June 2019 (177 responses)

* 77% say lessons are interesting and motivating
* 74% say lessons are enjoyable
* 96% say teachers have high expectations of them
* 79% say pupils care about learning and getting a good education
* 89% say teachers give regular and informative feedback on their work
* 86% say they are always prepared for lessons

34 pupils participated in a focused SWOT analysis session in February 2019. The session was led by the principal. Key points raised were:

Opportunities

* More options across the Foyle Learning Community
* Links with the Youth Service and use of youth workers
* Improve the school library
* Shared Education experiences to broaden learning
* Use of guest speakers

Threats

* Social Media/applications
* Pupil well-being
* Bullying
* Sectarianism

Strengths

* Pupils achieve good GCSE results
* Teachers are prepared for lessons
* Learning support is a strength of the school
* Many pupils are hard working
* The school is well resourced

Weaknesses

* Lack of A Level options within own school
* Too much focus on GCSE pupils
* Relationships with some teachers
* A minority of pupils can disrupt lessons.

Curriculum

The Key Stage 4 curriculum is tailored to the relevant cohort’s 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 21 and 21 subjects respectively as required by Entitlement Framework legislation. Participation in the Foyle Learning Community is essential for our 6th Form students to have access to a broad curriculum. As the school population increases rapidly, a curriculum model must be in place to cater for a range on interests, abilities and career pathways. The curriculum model at KS4 and 5 are under constant review and adapted to meet the aspirations and needs of each specific cohort of young people. Ever-decreasing funding for the Entitlement Framework has led to greater challenges in meeting the requirements of the Entitlement Framework. In order to help overcome this barrier, the school works closely with other schools in the Foyle Learning Partnership to provide more Post 16 options for pupils. Timetable restrictions and demography make this unrealistic at Key Stage 4.

Pupils in Years 10 and 12 are consulted on the subjects to be offered in the KS4 and Post 16 option blocks each year. The number of subjects chosen by pupils to study in KS4 has increased from 3 to 5. This was in response to feedback from pupils and parents who suggested that pupil choices were limited. An increase in the number of option blocks in years 13 and 14 permitted pupils to select from a broader range of subjects. This has been challenging in a climate of under-investment in education where staff redundancies have been made during the course of the previous school development plan.

It is understood that as the number of pupils increases a greater number of general subjects will need to offered at KS4 and Post 16 to ensure that all young people are challenged.

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

**Assessment**

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.

**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. Pupils complete OLA qualification in year 10.

A revision of the KS3 curriculum is underway and we are working with CCEA, St Cecilia’s College and St Mary’s College to develop new approaches in promoting thinking skills and personal capabilities. The development of skills and attitudes necessary for pupils to succeed in school and employment will form part of a new assessment model at KS3. Currently, teachers assess pupils 4 times a year through the grade cycle process. Whilst it is important to assess pupils’ knowledge we are of the view that assessment of TSPC should also play a role in the assessment cycle.

**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.

**Lisneal College Parent Questionnaire 2019**

My child studies a curriculum tailored to their needs

**Strongly Agree- 63%**

**Agree- 34%**

**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 2017**

I receive valuable information from the school about my child’s progress.

* **Strongly Agree- 40%**
* **Agree- 50%**

**Lisneal College Parent Questionnaire 2019**

I receive valuable information from the school about my child’s progress.

* **Strongly Agree- 52%**
* **Agree- 41%**

**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 2019-22.

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 has reduced and the number of teachers for English and mathematics has also reduced. There has been an increase in the use of non-specialist teachers to deliver maths at KS3 due to redundancies in 2016 and 2017.

**Communication and Application of Number developments**

The Head of English role has been revised to include a focus on developing and monitoring communication across KS3. Communication tasks are completed in a number of departments and reported on. Cross moderation of tasks has also taken place to create internal standardisation of communication tasks. This additional information assists the head of English in allocating appropriate KS3 levels to pupils. A teacher has been appointed as numeracy co-ordinator. This has led to a number of events being organised with local primary schools with the view of developing a stronger transition from primary school to Lisneal. The co-ordinator has introduced number based questions into different curriculum areas’ examinations and tracking assessments. This has had limited success in identifying areas for a whole school or targeted focus. The introduction of PTE and PTM has allowed the co-ordinators and SLT to analyse pupil performance twice a year in order to identify pupils underperforming and devise interventions and supports for pupils in year 9.

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| Indicators  | 2016/17 | 2017/18  | 2018/19 |
| % of pupils achieving Level 5\* (or above) in English at the end of Key Stage 3 | 50 | 40.2 | 87.6 |
| % of pupils achieving Level 5\* (or above) in Mathematics at the end of Key Stage 3 | 60.6 | 51.9 | 72.9 |
| % of pupils achieving Level 6\* (or above) in English at the end of Key Stage 3 | 24 | 3.9 | 8.5 |
| % of pupils achieving Level 6\* (or above) in Mathematics at the end of Key Stage 3 | 19.7 | 6.5 | 10.0 |

**ICT**

ICT tasks are completed in a number of subject areas in Key Stage 3 despite statutory requirements for assessing ICT not being submitted to CCEA for moderation purposes. The suitability of tasks has been agreed with CCEA. 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. More discreet ICT lessons have been timetabled for pupils in KS3 as a result of teachers raising some concern at pupils’ ICT literacy in KS4. This has resulted in too much emphasis being placed on the ICT department to develop ICT skills, rather than being viewed as a whole school responsibility.

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| --- | --- | --- |
| Indicators | Target 2018/19 | Result 2018/19 |
| % of pupils achieving Level 5\* (or above) in ICT at the end of Key Stage 3 | 80% | 89% |
| % of pupils achieving Level 6\* (or above) in ICT at the end of Key Stage 3 | 5% | 8% |

Since 2016 teachers have engaged in professional development with I-Teach. There is concern that ICT infrastructure in school is not sufficient to support the development of ICT skills. As the school, population increases apace, no additional funding has been made available for the purchase of new computers or to upgrade existing computers to Windows 10. As a result of no investment school has had to purchase 60 machines from the delegated budget. This is unsustainable and will certainly impact on ICT access for all pupils.

In a recent pupil questionnaire, when asked to indicate how interesting and motivating their lesson were, 77% of pupils responded positively. In 2016, 66% of pupils responded positively to the question. This indicates an encouraging change in pupils’ attitude to lessons. I pad training for all teaching staff was introduced to help teachers develop pedagogical approaches which engage all students. The focus of the training was to encourage teachers to use a range of applications that develop pupils’ ICT skills and engage the learners. 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. Due to funding restrictions we have been unable to continue with the I-Teach professional development for teachers.

**Staff Evaluation June 2017**

* I use the I pad to create a varied experience of learning in the classroom - 75%
* The I pad has helped me to engage pupils in their learning - 70%
* I use the I Pad in general teaching duties for the development of Teaching and Learning - 78%
* The I Pad has helped me to motivate pupils in my classroom - 72%
* The I Pad has helped me integrate an up to date ICT experience in my classroom -78%
* The I Pad has helped me to make the learning experiences more current, up to date and relevant for my pupils - 75%
* I use the I Pad to create new resources - 75%
* I use a variety of apps on the I Pad to enhance learning in my classroom - 64%
* I use the I pad to help me improve outcomes for literacy in my classroom - 44%
* I use the I pad to give meaningful feedback in the classroom - 42%

**Summary of Feedback**

Over three quarters of the staff find the I pad useful for creating a varied experience in their classroom, creating new resources; integrating a more up to date ICT experience; making the learning experiences more current and up to date and relevant for pupils; and in supporting general teaching duties for the development of teaching and learning. Over two thirds of the staff find that the I Pad is useful for motivating pupils and promoting engagement in the classroom. 6 out of ten teachers find the I pad useful for enhancing learning in the classroom; however, only 4 out of ten teachers find the I pad useful for developing literacy and giving meaningful feedback.

Despite the I pad training ending in 2018, teachers still use the device in the classroom to teach and engage learners. The I pad has become a vital tool in teaching music at KS3 and we have seen a marked increase in pupil engagement

**Examination Performance**

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| --- | --- | --- | --- | --- |
| Post 16 Performance | 2016/17 | 2017/18 | 2018/19 | NI Average NG 17/18 |
| 3+ GCE A Level A\*-C or equivalent | 46.9% | 51.2% | 43% | 57.2% |
| 3+ GCE A Level A\*-C or equivalent FSME | 53.6% | 47.6% | 33% | FSM Band 55% |
| 2+ GCE A Level A\*-E or equivalent | 95% | 100% | 95% | 96.4% |
| 2+ GCE A Level A\*-E or equivalent FSME | 89.3% | 100% | 87% | FSM Band96.5% |

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| Key Stage 4 Performance | 2016/17 | 2017/18 | 2018/19 | NI Average NG 17/18 |
| 5+ A\*-C or equivalent | 87% | 94.9% | 90.% | 77.3% |
| 5+ A\*-C or equivalent FSME | 87% | 95.4% | 95% | FSM Band79.7% |
| 5+ A\*-C or equivalent Inc. English and Maths | 63.9% | 57% | 56% | 52.4% |
| 5+ A\*-C or equivalent Inc. English and Maths FSME | 64.1% | 54% | 53% | FSM Band50.5% |
| 7+ A\*-C or equivalent | 76.4% | 82.3% | 67% | 55.4% |
| 7+ A\*-C or equivalent FSME | 76.9% | 79% | 79% | FSM Band57.9%  |
| 7+ A\*-C or equivalent Inc. English and Maths | 61% | 57% | 56% | 46% |
| 7+ A\*-C or equivalent Inc. English and Maths FSME | 61.5% | 53.5% | 58% | FSM Band44.8% |

The school 3-year trend shows a clear improvement in the majority of the performance indicators from the previous plan. 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. Post 16 results have fallen short of targets. A number of factors including: new specifications, pupils admitted to 6th form from other schools, assessment models and attendance have impacted don results.

**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 665 pupils enrolled between the ages of 11 and 19. It has a 6th form of 100 pupils. There are 283 pupils on the SEN register and 73 have statements of Special Educational Needs. Below is an overview of the SEN Register as of September 2018.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Enrolment** | **Number on SEN Register** | **% on SEN Register** | **Number of Stage 5 Pupils**  | **% of Stage 5 Pupils** | **Number receiving Access Arrangements** | **% Receiving Access Arrangements** |
| 8 | 159 | 59 | 38% | 19 | 12% |  |  |
| 9 | 131 | 68 | 52% | 15 | 11% | 39 | 30% |
| 10 | 128 | 56 | 44% | 15 | 12% | 39 | 30% |
| 11 | 79 | 38 | 48% | 13 | 16% | 34 | 43% |
| 12 | 69 | 32 | 46% | 8 | 12% | 27 | 39% |
| 13 | 54 | 13 | 24% | 0 | 0% | 7 | 13% |
| 14 | 46 | 17 | 36% | 3 | 6% | 12 | 26% |
| Total | 665 | 283 | 43% | 73 | 11% |  |  |

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. Miss R Devine has been appointed for 1 year to lead and manage Autism specific provision for pupils at KS3. EA has submitted a development proposal for Lisneal College to provide an Autism Specific Class in Key Stage 3. Key Stage 4 will be introduced at a later stage. Two assistant SENCOs were appointed to support Mr Johnston in managing various aspects of the ever increasing responsibility.

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

73 pupils on Stage 5 of the Code of Practice enrolled in the school (11%).

283 pupils on the school’s Special Educational Needs Register (43%).

Learning Support Team includes:

* 6 Teaching Staff
* 1 SENCO
* 2 SENCO Assistants
* 25 Learning Support Assistants
* 1 Learning Support Mentor (part-time)

Focused Intervention

In total 220 students received support, including access arrangements, in the 2017/18 academic year. At Key Stage 3, 71 students received Literacy specific support on a weekly basis and 25 students received Numeracy specific support on a weekly basis. Other forms of support included Learning Support Mentor, Social Skills Programmes, Manga Club, Lego Club, Lunch and Break, Psychology Involvement etc

* In-Class Support
* Learning support mentoring
* Social skills programmes
* Lunch and break clubs
* Teaching Support
* Educational psychology support
* Reading Partnership
* Lexia
* Manga Club
* Lego Club
* Social Programmes
* Access Arrangements

Curriculum Development

* Tailoring of Curriculum at Key Stage 4
* A range of vocational qualifications are provided for all pupils including BTEC, Occupational Studies, OCN, Prince’s Trust and Learning Together.
* Providing a range of vocational level 3 qualifications
* Mentoring programmes in year 10

Due to financial constraints and a number of redundancies in 2016 and 2017 post 16 courses, enrichment and transition for low attainers at GCSE and pupils with special educational needs were withdrawn. The courses gave pupils the opportunity to study a range of vocational qualifications and develop social skills required for the next stage of their education. As a result, more young people with SEN are moving on to North west Regional College and training organisations. As enrolment increases and finances improve we may re-introduce the programmes at post 16. The Prince’s Trust qualification has been included in our KS4 option choices to help us support young people with more significant SEN in the development of their wider key skills. This is working very well and is delivered by specialist SEN teachers.

**Attainment at GCSE**



**Using Data for Raising Achievement**

* All year 8 students are assessed using literacy assessments, PTE, PTM, PASS and CAT.
* Pupils ‘at risk’ in literacy screened for dyslexia and prioritised for further assessment
* CAT is no longer used in year 10 as PTE, PTM and PASS will be used in each year of Key Stage 3.
* 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 2017/18**

* *92% of parents indicated that the school kept them well informed.*
* *96% 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.*
* *96% of parents were indicated that the school could meet their child’s needs.*
* *96% 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.*
* *96% of parents indicated that staff were always ready to help.*
* *88% 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.

Due to low enrolment on Years 11 and 12 there are limited opportunities for young people with SEN to remain in school for post 16 provision. The reduction in staffing and increase in teacher contact means that bridging classes are no longer timetabled. This is an area for development as our pupil numbers increase significantly in years 8-10.

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’ mental health and wellbeing has been a growing challenge in school and across Northern Ireland. In order to help address the problems experienced by our young people we use a range of approaches.

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.

The school works closely with statutory bodies to provide support for individual pupils experiencing difficulties. These include:

* Education Welfare
* CPSSS
* Gateway Team
* HSC Trust
* Action for Children
* PSNI

A number of programmes has been organised in partnership with external agencies:

Year 8- Anti-bullying roadshow; Uberheroes (self-harm and cyber-bullying); PSNI (Phone safety);

Year 9- Love for Life; Steps to Cope; anti-prejudice workshops; Phone Image/grooming; Uberheroes;

Year 10- Life is precious; Prejudice Face on; Blues; Uberheroes, Unity, challenging chats; sexual abuse awareness;

Year 11- QUB I am Jack (teenage pregnancy), Mood Matters, Alcohol abuse.

Year 13/14- Drugs abuse; alcohol abuse, safe driving.

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.

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 2017**

My school puts on a wide variety of extra-curricular experiences for me

* **Strongly Agree- 22%**
* **Agree- 63%**

**Lisneal College pupil questionnaire 2018**

My school puts on a wide variety of extra-curricular experiences for me

* **Strongly Agree- 37%**
* **Agree- 51%**

**Lisneal College pupil questionnaire 2019**

My school puts on a wide variety of extra-curricular experiences for me

* **Strongly Agree- 27%**
* **Agree- 64%**

**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 2018**

I feel safe in school.

* **Strongly Agree- 36%**
* **Agree- 53%**

I know there is always someone to go to if I have a problem

* **Strongly Agree- 42%**
* **Agree- 48%**

I feel safe travelling to and from school

* **Strongly Agree- 37%**
* **Agree- 57%**

I feel comfortable at lunch and break times

* **Strongly Agree- 35%**
* **Agree- 55%**

**Lisneal College pupil questionnaire 2019**

I feel safe in school.

* **Strongly Agree- 38%**
* **Agree- 54%**

I know there is always someone to go to if I have a problem

* **Strongly Agree- 35%**
* **Agree- 56%**

I feel safe travelling to and from school

* **Strongly Agree- 38%**
* **Agree- 54%**

I feel comfortable at lunch and break times

* **Strongly Agree- 33%**
* **Agree- 61%**

**Lisneal College Parent Questionnaire 2019** *(101 responses)*

I know who to contact if I or my child care experiencing difficulties in school

* ***Strongly Agree- 64%***
* ***Agree- 33%***

My child is happy at school

* ***Strongly Agree- 62%***
* ***Agree- 30%***

My child feels safe at school

* **Strongly Agreed- 63%**
* **Agree- 32%**

My child is well looked after at school

* **Strongly Agree- 69%**
* **Agree- 27%**

The school deals effectively with bullying

* **Strongly Agree- 46%**
* **Agree-46%**

**Campus**

Since 21 January 2017 the school campus and building have been improved significantly. New fencing and gates have been erected to prevent vehicles accessing the rear playground and side entrances to the main building. Electronic doors have been fitted around school and the main entrance now has automatic sliding doors. The office has been redesigned to include a hatch area for visitors to sign in and out. All blind spots have been removed. No electronic access controls have been fitted to date to allow office staff to control entry and exit though the main doors. This work has not yet been completed despite the completion date passing.

**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. Attendance is now included in the PSC report and a praise, satisfactory or concern grade reflects the % attendance of each pupil. Each form tutor and Head of year monitors attendance weekly.

Whole school Attendance figures (including 6th Form):

* 2015/16- 93.21%
* 2016/17- 92.33%
* 2017/18- 93.17%
* Current- 93.26%

**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 response to the staff SWOT analysis carried out in August 2015/16 a positive behaviour strategy was created and implemented. The current PPB policy is supported by a three stage behaviour management strategy. This strategy identifies supports and sanctions that are used for continued unacceptable behaviour. The plan is intended to provide our pupils with a framework which improves behaviour; however, it also identifies sanctions and strategies to be used where poor behaviour continues. I addition to this a new reporting system, PSC, has been introduced. The report allows teachers to award P (Praise), C (Concern) and S (Satisfactory) for their attitude to learning and cooperation with others. The report has worked very well and is a catalyst for pupils to monitor their own progress, set targets and achieve rewards. Two different reports are used across the key stages: KS3 and 4 use a simple PSC format and Post 16 uses a target level, current attainment level and attitude to learning score.

*Years 11-14 Pupil Feedback on Reports- May 2017*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
| I found my PSC report useful | 0% | 4% | 20% | 70% | 6% |
| It was useful to set a target grade in each subject | 0% | 2% | 9% | 76% | 13% |
| The report helped motivate me to improve | 0% | 5% | 18% | 62% | 15% |
| I understood the attitude to learning grade | 0% | 7% | 9% | 58% | 26% |
| My parents spoke to me about my report | 1% | 9% | 6% | 58% | 26% |
| The reports helped me to have conversations with my teachers about my progress | 0% | 14% | 20% | 57% | 9% |

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. As the school enrolment has increased in Key Stage 3, additional resources are required to support pupils and staff. The Leadership Team structure is not designed in such a way to support each child in larger year groups. Currently there is one vice principal, two assistant principals, one SENCo and three senior teachers. Each senior teacher also acts as Head of Year with pastoral and academic responsibility. This is becoming more difficult as pupil numbers increase and time to carry out teaching, pastoral and leadership responsibilities is limited.

**Lisneal College pupil questionnaire 2019**

*I feel comfortable in my lessons.*

* ***Strongly Agree- 21%***
* ***Agree- 72%***

*I feel comfortable at lunchtime and break-time.*

* ***Strongly Agree- 33%***
* ***Agree- 61%***

*Discipline procedures are fair in my school.*

* **Strongly Agreed- 22%**
* **Agree- 55%**

*In my school relationships between pupils and staff are good.*

* **Strongly Agree- 21%**
* **Agree- 69%**

*I know there is someone to go to if I have a problem*

* **Strongly Agree- 35%**
* **Agree- 56%**

**Lisneal College pupil questionnaire 2017**

*I feel comfortable in my lessons.*

* ***Strongly Agree- 32.5%***
* ***Agree- 60%***

*I feel comfortable at lunchtime and break-time.*

* ***Strongly Agree- 40.5%***
* ***Agree- 54.5%***

*Discipline procedures are fair in my school.*

* **Strongly Agreed- 30.5%**
* **Agree- 54.5%**

*In my school relationships between pupils and staff are good.*

* **Strongly Agree- 29%**
* **Agree- 61%**

*I know there is someone to go to if I have a problem*

* **Strongly Agree- 42.5%**
* **Agree-95%**

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:

* CCEA Curriculum development
* PRSD
* In-service Training
* KS2/3 Transition
* SEP Collaborative development for Heads of Departments
* Examination support sessions
* TPL Modules
* Agreement trials
* 1 teacher started on Steps to Middle Leadership (RTU)
* 4 Senior/Middle Leaders completed PQHNI.
* Principal Coaching
* 3 middle leaders completed Senior Leadership Training (RTU)
* C2k training- reporting, use of data, timetabling
* CEIAG training
* SEN Educational psychology
* Behaviour support and safe handling
* First aid and medical training
* CC Educational testing
* Outdoor learning
* STEM Learning UK

**Lisneal College Staff Questionnaire 2019**

I am assisted in my own professional development.

* **Strongly Agree- 28%**
* **Agree- 65%**

I actively pursue my own professional development

* **Strongly Agree- 25%**
* **Agree- 68%**

The school is committed to working with EA to encourage teachers to avail of TPL opportunities and to encourage self-directed learning and professional development. EA is providing guidance of professionals learning for staff and the principal and senior leaders will avail of this service in order provide other staff with TPL support.

**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 good staff attendance at whole school meetings and has introduced return to work meetings for staff returning after periods of absence. It has been a focus of the Senior Leadership Team to promote good behaviour, a team ethos and respect. The principal, SLT and the pastoral team work hard to ensure that positive behaviour is promoted and unacceptable behaviour is maned effectively. Staff health, wellbeing and attendance can be impacted upon by poor behaviour, so this has been a focus over the course of the previous school development plan.

* Teacher absence September - June 2016/17 **378** **days**
* Teacher absence September - June 2017/18 341 days
* Teacher absence September - June 2018/19 291 days
* Non-Teaching absence September – June 2016/17 **173 days**
* Non-Teaching absence September – June 2017/18 **204 days**
* Non-Teaching absence September – June 2018/19 120 days

There has been a significant reduction in teacher sickness since the beginning of the previous SDP. 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.

SLT and the Governors are mindful of staff wellbeing. Adequate preparation time is provided during Baker days, health and well-being sessions have been provided to staff to inform them of eating a healthy diet and exercising. In 2016/17 health treatments and checks were provided for staff. Due to industrial action a large proportion of Staff development days are used to accommodate parent/teacher meetings and other key school improvement areas.

In the academic year 2016/17 teachers began to prepare for changes to GCSE and Advanced Level specifications. The specifications were poorly supported in terms of resources and training and this has had a negative impact on the work/life balance of many teachers. The preparation of teaching materials, marking, portfolio clinics and online webinars have taken up a great deal of teacher time. Pupils are also faced with courses which are more focused on final examinations as opposed to coursework and controlled assessment. The uncertainty of standards required to meet grade boundaries has created stress and concern across pupils, parents and staff.

As schools are becoming increasingly judged based on examination performance and students are facing an ever competitive global employment market, additional stress and workload has been created. As government continues to value a target driven system of education, it is not within the gift of the governors or principal to manage workload appropriately and safeguard the quality of learning and teaching.

As class sizes increase and finances are reduced teachers and pupils are being provided with fewer resources. This includes finance for ICT hardware, classroom assistants, school transport, school building works and general teaching resources.

Teacher industrial action has been increased since the previous SDP began due to teacher pay and conditions. As a result, staff development days are used to facilitate parent/teacher meetings and no staff meetings are attended. The action has restricted the principal’s ability to visit classrooms and observe teaching. It also makes communication more difficult and staff bonding time has been significantly impacted upon. Staff feedback was sought on a range of issues facing school during a SWOT analysis session held in August 2018. Despite the industrial action and increasing pressure on teachers and non-teaching staff we have managed to maintain a positive and caring ethos.

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
* 6 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 local primary schools (provided by Maiden City Soccer)
* Science- the Big Bang
* Numeracy Challenge day
* Spanish classes in 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

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 2019**

* 95% strongly agreed that a positive ethos in Lisneal College is evident
* 90% strongly agreed that the school has a caring environment
* 76% strongly agreed that Lisneal College is supportive towards it’s pupils
* 76% strongly agreed that both boys and girls have an equal opportunity for success
* 100% of the responses agreed or strongly agreed that they would recommend Lisneal College to a friend and would like to continue to work with the school in the incoming year.
* However only 24% strongly agreed that the pupils have high but realistic expectations of themselves

**From the responses, the benefits in collaborating with Community organisations are:**

* Assessment for SEN is very positive and the collaboration between the department and support agencies have helped to meet the needs of young people with SEN in school and have given opportunities for capacity building and interventions in school.
* SEN department ensures all children have access to the curriculum.
* Through the collaboration with the NW Migrants forum pupils have the opportunity to learn about other cultures & the diversity within their community- experience in participating in an international Northern Ireland project.
* Working with the youth service provides informal education, support and enhances the pupils’ personal and social development. The Learning Together programme meets the various needs of the pupils and allows Informal learning in a classroom setting working on skills such as self-esteem & confidence.
* Through Employer Connections pupils have the opportunity to participate in work experience that enables them to make vital career choices that can help them make informed decisions about their chosen career path.
* Learning the bagpipes provides wider opportunities for music development not available in other schools. This tuition gives opportunities to all pupils to celebrate their culture and assists in developing citizenship.
* The music tutors offer additional support for those pupils studying GCSE and A-level music.
* The involvement with the local community partnerships/ music tutors affords the pupils opportunities to be involved in Music festivals- Derry Feis and Jazz festival etc.
* Caring, supportive school providing pupils with a wide range of opportunities in many areas.
* Better transition for pupils between primary school to secondary school.
* Collegiality and sharing of good practise across primary and secondary schools.
* Professional development opportunities for staff in both feeder primary schools and Lisneal College
* Increased pupil participation & learning.
* Shared education enriches the education and life experiences of the pupils from both schools. Through shared education projects pupils break down barriers and identify their misconceptions to develop mutual respect for individuals’ backgrounds/beliefs.

**From the responses, the positives/ strengths of Lisneal College are-**

* Lisneal is a ‘successful, innovative school which provides a strong educational experience for its pupils. The pupils of Lisneal College obtain outstanding external examination results and develop a broad suite of life skills.’
* ‘Team Lisneal- promotion of Inclusion and equality evident throughout the school’
* ‘The clear drive for success and the vision created by the SMT has brought about significant positive change.’
* Increased opportunities for the pupils
* Increase in academic attainment in recent years- High standards of academic achievement of pupils
* Lisneal College has a ‘nurturing environment’.
* Strong pastoral care systems- Supports the pastoral care of the pupils
* Celebration of success for individual pupils and whole school
* Promotion of the school within the community
* Promoting a positive image through social media
* Pupils are ‘content and well rounded’ and are proud of their school
* The Shared Partnership is a beacon of good practise for raising standards across schools and enriching the education of our pupils.
* Pupils have opportunities to develop a host of skills and interests which are not confined to the classroom
* Ensures collaboration between outside agencies
* Provides information regarding outside agencies for pupil support
* Lisneal is very good at identifying the needs of the pupils and supporting them on subjects that suit them best.
* Pupils and staff are very welcoming, friendly and supportive.
* Staff and Principal are hardworking and dedicated
* Principal, SMT, core staff & careers staff are excellent in supporting the work of the Employer Connections and coordinating the programme
* Music tuition builds pupils’ self-esteem and gives recognition from the community with regards to the pupils’ talent. Also funded music lessons allow more pupils to become involved in music and there is a large range of musical experiences for pupils to engage with within the community.
* The school engages with NW Migrants forum to educate the pupils about the many cultures and diversity that exists in NI.
* Lisneal is Inclusive and works sensitively and collaboratively to design and implement a workable curriculum for these young people.
* Realistic and achievable target setting for SEN pupils with transparent communication to parents.
* A nurturing school which celebrates the academic and all other aspects the child has to offer.
* SEN staff are knowledgably trained and care about each individual child. It is a well-resourced and managed department.
* Great teamwork between pupils, staff & community agencies
* Good facilities and the school is proactive in enabling outside agencies to deliver good community work.

**From the responses, the areas for development for Lisneal College are-**

* Further links with Youth service and local organisations designed to promote Health and Well being
* Develop pathways to work through a strong vocational programme through relevant community links
* More support for teaching staff by reaching out to the community and using the pool of expertise.
* Benefit from the links with the Black Minority and Ethnic communities
* Purpose built area or youth wing to facilitate the delivery of group work and effective relationship building.
* Emphasis on development of employability issues & helping to support staff in these issues
* New guitars
* Continued active integration with the local primary schools
* Continued success with raising academic achievement
* Continued success as a growing school

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
* Global Learning
* British Council
* North West Cultural Partnership
* Nerve Centre
* Verbal Arts Centre
* Churches Trust
* Children in Crossfire
* Reach Across
* North west Migrants’ Forum
* 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 (210 new computers purchased over the period of the 2016-2019 SDP). Most classrooms have functioning 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.

In the 2018/19 academic year we had to purchase computers to the value of £41,000. This is due to a shortfall in the number of computers made available due to an outdated census figure. A surge in enrolment has led to a deficit in PC equipment available to pupils and staff. Interactive whiteboards and data projectors are becoming obsolete and it is difficult to replace this equipment. A bid for additional funding was made; however, this was unsuccessful. As a result of these challenges strategies for promoting the effective use of ICT have stalled. Teacher I pads are now 4 years old and they will not be replaced due to a lack of funding. Ensuring we have adequate teacher numbers is the priority for funding.

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. The Discover package has not been developed since 2017 and data form SIMS to the module has not occurred.

Governors, SLT and MLT use the FFT package in order to benchmark performance in external examinations. This use of ICT assists with benchmarking, whole school and department planning at the beginning of each academic year.

**Pupil Questionnaire 2019**

My lessons are interesting and motivating

* **Strongly Agree- 16%**
* **Agree- 63%**

**My lessons are enjoyable**

* **Strongly Agree- 63%**
* **Agree- 16%**

Since 2016 teachers have engaged in professional development with I-Teach. There is concern that ICT infrastructure in school is not sufficient to support the development of ICT skills. As the school, population increases apace, no additional funding has been made available for the purchase of new computers or to upgrade existing computers to Windows 10. As a result of no investment school has had to purchase 60 machines from the delegated budget. This is unsustainable and will certainly impact on ICT access for all pupils.

In a recent pupil questionnaire, when asked to indicate how interesting and motivating their lesson were, 77% of pupils responded positively. In 2016, 66% of pupils responded positively to the question. This indicates an encouraging change in pupils’ attitude to lessons. I pad training for all teaching staff was introduced to help teachers develop pedagogical approaches which engage all students. The focus of the training was to encourage teachers to use a range of applications that develop pupils’ ICT skills and engage the learners. 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. Due to funding restrictions we have been unable to continue with the I-Teach professional development for teachers.

**Staff Evaluation June 2017**

* I use the I pad to create a varied experience of learning in the classroom - 75%
* The I pad has helped me to engage pupils in their learning - 70%
* I use the I Pad in general teaching duties for the development of Teaching and Learning - 78%
* The I Pad has helped me to motivate pupils in my classroom - 72%
* The I Pad has helped me integrate an up to date ICT experience in my classroom -78%
* The I Pad has helped me to make the learning experiences more current, up to date and relevant for my pupils - 75%
* I use the I Pad to create new resources - 75%
* I use a variety of apps on the I Pad to enhance learning in my classroom - 64%
* I use the I pad to help me improve outcomes for literacy in my classroom - 44%
* I use the I pad to give meaningful feedback in the classroom - 42%

**Summary of Feedback**

Over three quarters of the staff find the I pad useful for creating a varied experience in their classroom, creating new resources; integrating a more up to date ICT experience; making the learning experiences more current and up to date and relevant for pupils; and in supporting general teaching duties for the development of teaching and learning. Over two thirds of the staff find that the I Pad is useful for motivating pupils and promoting engagement in the classroom. 6 out of ten teachers find the I pad useful for enhancing learning in the classroom; however, only 4 out of ten teachers find the I pad useful for developing literacy and giving meaningful feedback.

Despite the I pad training ending in 2018, teachers still use the device in the classroom to teach and engage learners. The I pad has become a vital tool in teaching music at KS3 and we have seen a marked increase in pupil engagement.

Pupil Performance

Ongoing industrial action in relation to submission of levels and pay has made it challenging to collate levels in ICT. As there is a lack of external standardisation, teachers in provide ICT tasks that are moderated in school. The levels achieved by pupils show that a significant number of pupils are achieving their expected level or higher. The development of cross-curricular ICT tasks and assessment must be considered as a part of a whole school drive to develop all skills and capabilities whilst not impacting on the development of pupils’ knowledge.

|  |  |  |
| --- | --- | --- |
| Indicators | Target 2018/19 | Result 2018/19 |
| % of pupils achieving Level 5\* (or above) in ICT at the end of Key Stage 3 | 80% | 89% |
| % of pupils achieving Level 6\* (or above) in ICT at the end of Key Stage 3 | 5% | 8% |



Section 4 Critical Review

Review of the previous School Development Plan 2016-2019

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 Provision1.1 To develop a strong pupil voice and promote a pupil centred ethos. | * Pupils have a stronger voice in school and are consulted regularly on most aspects of school life. There are excellent relationships between the pupils and staff and this is recognised by all stakeholders. School’s Council meet more regularly and a larger number of pupils participate.
 | * Pupil Leadership Team to have an increased role in monitoring pupil voice and leading actions to improve the experience for pupils.
* Review of Core Values to ensure all current pupils, staff and families have input.
 |
| 1.2 Strategic Planning for the delivery of a broad balanced and responsive curriculum at Key Stages 3, 4 & 5 to provide for the needs of all pupils. | * 4 option blocks introduced at Post 16 allowing for greater choice across the FLC offer.
* Pupils have 5 option choices at KS4 with increase in general subjects offered.
* The curriculum at KS3 includes greater focus on thinking skills across a number of departments.
 | * Continue to develop wider curriculum choice at Post 16
* Use FLC to provide opportunities for minority subjects
* Skills and capabilities mapped and embedded across all curriculum areas
 |
| 1.3 Embed the use of quality pupil feedback and consultations to inform better learning experiences across all departments. | * Pupils consulted in majority of curriculum areas through surveys/questionnaires
* Pupil focus groups work with senior leaders to identify areas for development and strengths
* Units/Schemes take account of pupil feedback
 | * Revise method of consultation to include pupil interviews and sampling
* Pupil Leadership team to lead sessions with pupils and staff regarding excellent learning and teaching
 |
| 1.4 An ethos of teamwork and aspiration to be promoted at all levels through rewards and reporting. | * Pupils and staff value Team Lisneal ethos.
* LC6 certificates awarded in 2017 and 2018
* Large number of pupils achieving full praises on PSC reports
* Aspire Badges presented
* Greater number of pupils applying for awards and to be on school’s council
* Greater representation in sports, choir and music.
 | * Awards system across school needs refined and promoted to include pathway to leadership.
* LC6 awards need clear success criteria and should include self/peer assessment
* Regular monitoring of Bronze-Gold Award
* Introduce Junior Leadership Team
 |
| 1.5 New Anti-bullying policy in place | * Anti-bullying training for pupils
* Pastoral Team investigate all allegations of bullying thoroughly
* Guidance for DE on policy for anti-bullying
* Pupils/parents
 | * More consultation required for new policy
* Legislation for anti-bullying in schools to be formally introduced to schools by government and DE.
 |
| 1.6 Review reporting system | * PSC reports distributed 4 times per year
* Pupil response to PSC very positive
* Attitude and progress reports for year 13/14
* Year 12-14 comment reports distributed in January
* Year 11 comment reports completed in March
* CCT and TSPC included in comments report.
 | * Develop clear QA system for reports
* Investigate and consider move to digital reports.
* Review of timing for summer reports.
 |
| 2. High Quality Teaching and Learning2.1 To develop and embed Assessment for Learning techniques that promote a learning partnership between pupils and teachers. | * Progress hampered by the introduction of new specifications at KS4 and Post 16.
* AfL form part of initial rubrics used to provide success criteria in assessment for TSPC at Key Stage 3
* Majority of pupils indicate that teachers provide feedback that leads to progression.
 | * AfL strategies fully communicated in Learning and Teaching Policy
* AfL used in all lessons to encourage progress.
* Self, peer and teacher feedback used to inform next steps across all departments
* Pupils/teachers use rubric to set baseline and targets for learning.
 |
| 2.2 To enhance pupils’ learning experiences through the effective use of ICT | * All teachers provided with I Pad and app training by I-Teach
* Some teachers use I Pads regularly in class to provide multi-media resources
* ¾ of teachers are using ICT to teach on a regular basis and staff believe it has made lessons more enjoyable for pupils.
* ICT equipment refreshed annually
* Pupils in Year 10 provided with discrete ICT lessons
 | * In-house CPD provided by teachers on effective use of ICT and applications.
* Subject specific software updated across the curriculum.
* Provide pupils with experiences of ICT careers through CEIAG activities
* Introduce multi-media teaching screens replacing interactive whiteboards.
 |
| 2.3 To achieve a Numeracy strategy that fully supports the development of Numeracy across the curriculum and promotes the development of numeracy skills in the community. | * Numeracy levels derived from levels achieved in Mathematics, and further evidenced and supported by the Year 10 cross-curricular assessment
* Numeracy Audit across Mathematics, Geography, Science and Technology illustrate that the majority of Levels of Progression are being taught at KS3 from Level 3 – Level 6
* STEM workshops and enrichment activities are provided for and enjoyed by our students. Community links made with the University of Ulster, Sentinus and The Nerve Centre.
* The Numeracy Transition Event provides an enriching, stimulating and enjoyable environment for students to use their numeracy skills.
* Additional numeracy/maths lessons provided in Caw/ND and Irish Street community centres provided to 20 pupils aged 14-17
* Maths teachers engaged in KS2/3 Transition programme. School visits and lesson observations completed. Using PTM explored with primary school.
* Numeracy Ninja introduced in Year 10 form time 15 minutes per day
* Limited success of promoting numeracy tasks on school social media.
 | * New numeracy strategy developed to include use of data to identify pupil progress each year.
* Staff development on numeracy tasks and assessing levels
* Intervention used in KS3 to support and challenge pupils at all levels
* Numeracy tasks included across learning areas at KS3 and used as tracking assessments.
* To raise importance of numeracy at community level
* Provide GCSE maths lessons in local community areas.
* Introduce advanced mathematics for gifted students
* Appointment of a new Head of Mathematics
* Numeracy co-ordinator working closely with SLT to use PTE data effectively at KS3.
* Pupils prepared for A level mathematics.
 |
| 2.4 To review the Literacy policy in order to promote the importance of reading and to embed reciprocal reading in year 9 and increase attainment at GCSE | * Staff development sessions for all staff on reciprocal reading techniques
* Number of pupils engaged in AR programmes has increased
* Reading partnership programme led by senior pupils during form classes
* New policy for literacy development started
* PTE introduced in Year 8
* KS3 levels use information across three subject areas
* Cross moderation of talking and listening tasks- history
* Increase in % pupils achieving GCSE English and maths.
 | * Revised literacy/communication strategy
* PTE used across key stage 3
* Intervention and support
* Staff development on marking policy which promotes good literacy and assessing levels
* Intervention used in KS3 to support and challenge pupils at all levels
* Literacy tasks included across learning areas at KS3 and used as tracking assessments.
* Provide GCSE English lessons in local community areas.
 |
| 2.5 To achieve effective use of data across the whole school in order to approve pupil outcomes | * Effective use of data to baseline for planning
* Pupil data/progress monitored closely at KS4 and interventions in place when required
* Departments prepare performance analysis prior to first review
* FFT used by departments to benchmark examination performance
* CPD delivered in using data to bring about improvement
* ETI SII found the use of data to improve outcomes as effective
* Using data at KS3 under development with PTE/PTM/PASS used to show progress and identify support/challenge strategies
* Pupil attainment at GCSE well above NI average.
* Year Heads use data with pupils to support and encourage.
 | * Refine the use of performance testing and CAT data to identify support/challenge intervention in years 9 and 10.
* Simplify pupil data and communicate to all staff in order to support pupils across curricular areas.
* Increase 3-year average % pupils achieving GCSE with English and maths
* Data used to identify progress at Post 16 to be developed.
* School data shared with pupils on an individual and year group basis.
 |
| 2.6 To review curriculum and assessment at Key Stage 3 with a focus on improving pupils’ thinking skills and personal capabilities. | * Preparatory work taken place with Shared schools and CCEA on the effective assessment of KS3 Cross curricular themes and thinking skills / personal capabilities
* Assessment of cross curricular skills in year 10 with continued consultation on effective use of data at Key stage 3 and development of preliminary plans involving Year 9.
* 4 department areas attended training with CCEA and SOW revised to include development of TSPC.
* Research on the use of rubrics to support assessment and monitoring of skills development.
 | * Whole school strategy for developing TSPC across all areas of the curriculum.
* Departments focus on certain skills and capabilities
* Tracking at KS3 to include TSPC tasks which can be self, peer and teacher assessed.
* Pupils targeted for support and challenge in developing TSPC.
 |
| 2.7 Curricular provision in Technology and Design offer reviewed to include a GCSE option and encourage more girls into the subject area at KS4.  | * CCEA GCSE on option blocks
* GCSE class running in September 2019
* Clean manufacturing and CAD introduced in KS3
* Solidworks to taught to all year groups at KS3, Years 8, 9 and 10 and schemes of work to be developed.
 | * High standard of GCSE outcomes in technology and design
* Pupils avail of A Level technology FLC offer
* GCSE class in years 11 and 12
* Continued revision of KS3 curriculum to meet demands of NI curriculum and range of level 2 course specifications.
 |
| 3 Effective Leadership3.1 Leadership effectively communicates and reflects a shared vision for raising achievement and providing high standards of care for our students. | * Vision is clearly communicated across all stakeholders
* Significant increase in admission applications
* Over 90% pupils, staff, parents and stakeholders believe school leadership is effective.
* GCSE and equivalent outcomes above NI average
* Teachers and pupils set aspirational targets.
* All action plans reflect an ethos of support, challenge and improvement.
 | * Vision and ethos must be revisited to include views of current pupils, staff and families
* Methods of communication explored and developed to mitigate continuing industrial action.
* Leadership Team reviewed to ensure clearly defined roles and responsibilities for achievements and standards.
 |
| 3.2 To use effective MER and self-evaluation strategies embedded and used to improve standards 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 senior post holders
* SLT provide feedback to governors on challenges and progress
* Department reviews using Fisher Family Trust data.
 | * Bi-annual reviews carried out by Vice Principals and Principal
* SLT line manage curricular areas and monitor progress of actions more regular
* Review of performance analysis document for non-teaching roles
* MER processes embedded across non-teaching areas
* Greater use of school’s council and student leaders to monitor pupil voice and child centred provision.
* Pupil self-evaluation and reflection used in KS3 to develop self-management skills.
* More regular sampling of pupil work and focus groups established termly to monitor effectiveness of KS3 curriculum and Learning and Teaching policy
 |
| 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
* Regular monitoring of progress by SLT via grade cycle data
* Departments using pupil consultation exercises
* Year Heads meet regularly to analyse pupil data.
* Departments use ISEF document to self-evaluate annually
* Governors monitor and review SDP.
 | * Use of new data at KS3 to establish baseline of each department and whole school
* Data is used to target individual children at a much earlier stage
* Pupil voice used in a much more informative way
* Senior staff line-manage areas of learning
* Barriers to performance identified and communicated effectively.
* A culture of MER embedded at all levels.
 |
| 3.4 To review leadership roles and appoint new SLT members with key school improvement responsibilities. | * 4 Senior Leaders achieved PQHNI
* Vice Principal appointed as principal to another school
* 2 Vice Principals approved by DE
* New SLT members appointed with responsibility for Community Connections, Assessment and Skills, KS3 Achievement.
 | * Review of Leadership Team structure and responsibility. Teacher roles communicated to all staff.
* 2 VPs appointed
* Assistant Principal roles revised to Head of School
* Develop staff capacity in promoting positive behaviour and pastoral care.
 |
| 4. A School Connected to its Community4.1 To form strong links with key community groups, Sollus, Londonderry Bands Forum, Caw/Nelson Drive Action group to raise achievement, promote aspiration and enhance the curricular provision in school. | * Numerous links developed and strengthened.
* Londonderry Bands’ Forum providing pipes and chanter tuition in school
* Community organisations with a greater focus on educational outcomes
* GCSE English and Maths classes provided in local community centres
* Discussion with sports and dance organisations to add to PE and music curricula.
* Senior Teacher Community appointed and part of PUL Together forum.
* Performance data for community areas provided to NWCP
* School supported bid for YMCA Londonderry to build a new education hub supporting children from rural communities.
 | * Music tuition provided for a greater number of pupils across KS3
* Highland dance and soccer coaching included in PE curriculum in years 8-10
* Extra-curricular soccer coaching provided to girls in KS3
* Targeted resources to support raising standards and educational outcomes in areas identified by school and North West Cultural partnership
* Community exam performance data collated over a longer period of time to assist in targeting resources to community areas.
* Maths and GCSE classes provided in New Buildings Community Centre.
 |
| 4.2 To redevelop the school playing fields into a multi-purpose indoor arena used by school and the community. | * New modular accommodation on site with changing facilities and office space.
* Planning permission in place for arena development
* MSC attracting funding for the project.
* Governor support for the project
* Pupils have use of the facilities during the school day.
 | * New 4G playing surface laid on existing pitch.
* Electricity and water services connected and in use
* Cooperation with EA estates team to begin planning for new build
* Link with department for Communities and local politicians to secure funding for the arena
* Arena open for September 2022
 |
| 4.3 Establish partnership with EA and WHSCT to improve practice for supporting pupils who are looked after children. | * Pilot programme completed
* Whole staff training provided by WHSCT
* Better communication between school and LAC team.
 | * Review the use of additional LAC funding
* Establish continuity of support both in and out of school
* Continue to work with LAC team and EA to raise aspirations and outcomes for young people who are looked after.
 |
| 4.4 Pupils provided with more opportunities to learn about other cultures and broaden knowledge of global issues through Global Learning Partnership. | * Global Learning Level 2 award received
* Global learning included in SOW across 4 different subjects
* Head of Geography/Pupil voice driving this work.
 | * Continuation of Global themes across departments
* Review of the work taking place and prepare for re-applying for the award.
* School’s council to lead work on global issues in assemblies or through pupil consultations.
* Achieve GL award in 2021.
 |
| 4.5 To create a series of lessons for all pupils in KS3 where pupils engage in LLW, History, English lessons and wider curriculum opportunities. | * Good relationships across a number of schools
* Partnership with CCEA to develop resources and rubrics for the development of thinking skills and personal capabilities.
* Shared education culture trip to Scotland
* Joint history lessons with shared partners.
 | * Review the success of the shared work
* Continue with working groups to develop TSPC rubrics
* TSPC curriculum promoted across all subject areas
* Assessment model to include the development and monitoring of pupils’ skills
* Tracking assessments reviewed to include skills.
* Experiences of TSPC development in each school shared with one another to improve the development of skills and capabilities across all partner schools.
 |
| 4.6 All post-holders engage in shared CPD sessions. | * HODs across all subjects met with colleagues in partner schools
* Joint resources and ideas shared re. new specifications at GCSE and GCE.
 | * Funding for SEP to be reviewed and CPD revised
* Opportunities for departments to work together during coordinated staff development days
* Time made available for cross school collaboration for heads of department.
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| --- | --- | --- | --- | --- | --- | --- |
| Indicators  | 2016/17Target | 2016/17Result | 2017/18 Target | 2017/18 Result | 2018/19Target | 2018/19Result |
| % of pupils achieving Level 5\* (or above) in English at the end of Key Stage 3 | 58 | 50 | 60.5 | 40.2 | 82 | 87.6 |
| % of pupils achieving Level 5\* (or above) in Mathematics at the end of Key Stage 3 | 60 | 60.6 | 79 | 51.9 | 79.7 | 72.9 |
| % of pupils achieving Level 6\* (or above) in English at the end of Key Stage 3 | 20 | 24 | 14.4 | 3.9 | 32.8 | 8.5 |
| % of pupils achieving Level 6\* (or above) in Mathematics at the end of Key Stage 3 | 20 | 19.7 | 35.5 | 6.5 | 44.5 | 10.0 |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - C or equivalent | 90 | 87.5 | 90 | 94.9 | 95 | 90.5 |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - C or equivalent including English and Maths | 54 | 64 | 60 | 57 | 52 | 55.7 |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - G or equivalent | 100 | 100 | 100 | 98.7 | 100 | 100 |
| % of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A\* - C | 65 | 76.4 | 80 | 82.3 | 70 | 67.2 |
| % of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A\* - C including English and Maths | 50 | 61 | 60 | 57 | 52 | 52.5 |
| % of Year 12 pupils achieving 1 or more GCSE or equivalent | 100 | 100 | 100 | 98.7 | 100 | 100 |
| % of Year 12 pupils achieving no GCSEs or equivalent | 0 | 0 | 0 | 1.3 | 0 | 0 |
| % of Year 14 pupils achieving 2 or more GCE grades A – E or equivalent | 100 | 95 | 100 | 100 | 100 | 95 |
| % of Year 14 pupils achieving 3 or more GCE grades A - C or equivalent | 60 | 46 | 60 | 51.2 | 60 | 42.5 |

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**Section 5**

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

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| **Opportunities** | **Challenges** |
| The opportunities facing the school include:• Newly appointed staff in Key Leadership Roles (Vice Principals)* Increase in enrolment
* Agreement between DE and teaching unions
* Projected improvement in financial position of school
* New CEIAG opportunities for pupils in partnership with FLC
* Restructured SLT roles and responsibilities
* Develop skills based curriculum to support achievement in KS4 and beyond
* Partnership with CCEA
* Provision of Autism specific classes

• Stable and well experienced staff• Restructuring of middle leaders posts within the school• High standard accommodation in the school• Well-equipped ICT Resources introduced to classrooms• Developing partnerships with other schools• Collaboration with FLC• Greater connections with the community and business sectors• Education provision at community level* Curriculum enrichment at KS3 and Post 16
 | The challenges facing the school include:* Budget allocation uncertainty
* Transition to new leadership model
* Ensuring SEN is funded appropriately
* Attracting Governors with the level of accountability expected
* Lack of EA support for subject areas
* Ongoing industrial action
* Child mental health
* Supporting staff well-being
* Lack of CPD provided to all staff by EA
* Maintaining high standard during significant staff changes
* Building capacity for pastoral team
* Changes to qualifications at GCSE, B-Tec and A level
* Timetabling constraints of FLC
* Affordability of new technology
* Maintaining the school building to a high standard
* Embedding skills at KS3 without impacting on examination outcomes at GCSE
* Changed funding of the Entitlement framework and Opportunities facing the school
* Bureaucracy in Shared Education Programme
* 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.**

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| 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; however, the frequency of the meetings have been impacted by ASOS. 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 sports equipment for pupils and provided musical instruments for the music department. The members regularly discuss ideas for developing and improving school. |
|  |
| Input from community organisations is valued by our school. 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. Foyle Learning Community partners 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. |

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| Key Priorities |
| High Quality Classroom Practice | Framework for developing pupils’ TS&PC and Pupil Tracking at KS3 | Using Data to improve Literacy and Numeracy standards | Curriculum at KS4 and Post 16 |
| Special Educational Needs | CEIAG | Leadership Development | Community Connections |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicators  | 2017/18 Target | 2017/18 Result | 2018/19Target | 2018/19Result | 2019/20 |
| % of pupils achieving Level 5\* (or above) in English at the end of Key Stage 3 | 60.5 | 40.2 | 82 | 87.6 |  |
| % of pupils achieving Level 5\* (or above) in Mathematics at the end of Key Stage 3 | 79 | 51.9 | 79.7 | 72.9 |  |
| % of pupils achieving Level 6\* (or above) in English at the end of Key Stage 3 | 14.4 | 3.9 | 32.8 | 8.5 |  |
| % of pupils achieving Level 6\* (or above) in Mathematics at the end of Key Stage 3 | 35.5 | 6.5 | 44.5 | 10.0 |  |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - C or equivalent | 90 | 94.9 | 95 | 90.5 | 90 |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - C or equivalent including English and Maths | 60 | 57 | 52 | 55.7 | 52 |
| % of Year 12 pupils achieving 5 or more GCSEs at grades A\* - G or equivalent | 100 | 98.7 | 100 | 100 | 100 |
| % of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A\* - C | 80 | 82.3 | 70 | 67.2 | 65 |
| % of year 12 pupils achieving 7 or more GCSEs or equivalent at grades A\* - C including English and Maths | 60 | 57 | 52 | 52.5 | 52 |
| % of Year 12 pupils achieving 1 or more GCSE or equivalent | 100 | 98.7 | 100 | 100 | 100 |
| % of Year 12 pupils achieving no GCSEs or equivalent | 0 | 1.3 | 0 | 0 | 0 |
| % of Year 14 pupils achieving 2 or more GCE grades A – E or equivalent | 100 | 100 | 100 | 95 | 100 |
| % of Year 14 pupils achieving 3 or more GCE grades A - C or equivalent | 60 | 51.2 | 60 | 42.5 | 60 |

**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.

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

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| ESAGS | KEY FOCUS | 2019/20 | 2020/21 | 2021/22 | Impact on Pupils |
| **Child Centred Provision** | Promoting Positive Behaviour/ Awards | Procedures for Stages 1-3 of the PBM strategy revisited to reintroduce role of Heads of Departments and Subject Reports.Analysis of SIMs comments to take place prior to pupils being placed on Stage 1 and alternative approaches to be investigated. Heads of Year to meet with parents prior to pupil moving onto Stage 2 and a BIP established.Nurture Plans introduced for selected students as appropriate. | Nurture provision developed to include part-time intervention programme.PBM strategy and Nurture plans evaluated by the VP Pastoral and pastoral team to asses impact on school life. | Nurture provision developed to full-time intervention programme.PBM strategy and Nurture provision evaluated by the VP Pastoral and pastoral team to asses impact on school life. | Pupils express a sense of fairness in the school’s Positive Behaviour Management Strategy.Pupils demonstrate positive relationships with staff across the school.Pupils with circumstantial disadvantage and emotional needs given opportunity to succeed and thrive evidenced in performance of students with Nurture Profiles. |
| Inclusive Awards Programme | Framework with clear procedures and timeframes established for applications and awards for each Core Value certificate.New application templates established for Core Values and Aspire Award. | Framework amended in line with newly established Core Values. Year 12 Prefect Award applied for and Year 12 prefects established.New application process evaluated by VP Pastoral and pastoral team to assess impact on school life. | Awards Programme evaluated by VP Pastoral and pastoral team to assess impact on school life. | Pupil success celebrated at regular points of the year.Pupils progressing through the awards programme and into leadership. |
| School House System | Whole-school framework established identifying opportunities across the school that contribute to the current house system.Opportunities to further promote the house system for students discussed by Pastoral Team throughout the year. | New opportunities to promote the house system introduced e.g. house ties, house scarves, school jumper | School House System evaluated by VP Pastoral and pastoral team to assess impact on school life. | Greater sense of identification with houses across the school expressed by the pupils.Healthy competitive environment created which brings the best out of students and gives opportunities for individual strengths to be recognised. |
| Use of PASS data | PASS data introduced at Form Teacher level in Years 8 and 9 to identify pupils presenting as concern and target intervention where necessary.GL Assessment Training for Pastoral Team/Whole School | Whole school training in Effective Use of PASS Data.PASS data embedded at Form Teacher level in Years 8 and 9 to identify pupils presenting as concern and target intervention where necessary.Impact of PASS intervention analysed by Senior Teacher for Effective use of Data and VP Pastoral.PASS data introduced at Form Teacher level in Years 10 to identify pupils presenting as concern and target intervention where necessary. | Use of PASS data embedded at whole school level.Staff training refresher.Review of impact of PASS data. | Reduced levels of disaffection as identification allows for form tutor support.Improved PASS scores for targeted students in the following academic year.Increased achievement as students respond to form teacher intervention and reach potential. |
| New Core Values | Core values reviewed and consulted upon. Staff, students, parents and governors will be involved in review process. | New core values established and communicated to all stakeholders and reflected in plans and policies.Promotion of new core values evident on campus and on all online platforms. | Core values impact on school life evaluated by VP pastoral and pastoral team. | Holistic development of students evident.Pupils developing moral values and character desired for each of them and transition from the school as well rounded contributors in society. |
|  | Anti-bullying policy | Anti-Bullying Policy and Procedures reviewed, including student consultation workshops.Pro-active preventative strategies identified and introduced.CPOMS investigated by VP Pastoral and pastoral team for added value. | Whole-school procedures established for reporting and record keeping.Staged approach to Anti-Bullying established.Potential introduced of CPOMS. | Anti-Bullying policy and procedures embedded across the school.Anti-Bullying approach evaluated by VP Pastoral and pastoral team for impact on school life. | Pupils feel happy, safe and supported in school.Reduced levels of reported bullying. |
| Curriculum design | Pupils inform KS4 curriculum through trawl process. 5 option blocks used to provide broad range of general and applied subject options.Post 16 curriculum choice reflects smaller cohort of pupils. Pupil trawls inform subject offer.FLC collaboration used to provide broader range of general subjects for pupils. | Pupils inform KS4 curriculum through trawl process. 5 option blocks used to provide broad range of general and applied subject options.Year 13 options in school reflect growing 6th form. Broader range of general subjects offered and delivered in schoolFLC collaboration used to provide broader range of general subjects for pupils. | Review of KS4 options in line with pupil voice and CEIAG information.120+ pupils in 6th form. Option choices reflect range of interests and pupil pathways.FLC collaboration used to provide broader range of general subjects for pupils. | All pupils in KS4 access appropriate curriculum aligned with informed career pathway information.Wider choice for Lisneal pupils wishing to follow general A level qualifications.All pupils access a relevant curriculum specific to career pathways./ |

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| ESAGS | KEY FOCUS | 2019/20 | 2020/21 | 2021/22 | Impact on Pupils |
| **High Quality Learning and Teaching** | High Quality Learning and Teaching Policy | SGP Forum established to research effective pedagogy. Research presented to staff and used to inform new Learning and Teaching Policy.New Learning and teaching policy published. | SGP Forum continues to develop and share good practice to ensure high standards of classroom practice are maintained and continue to be a focus throughout subjects at all levels. Assessment Policy published. Includes Grade Cycle assessment framework. | Plan and deliver staff training on the use of differentiated learning and teaching strategies in the classroom including assessment, planning, marking and feedback. | Development of pupils’ explicit thinking, their questioning ability,collaborative learning and their ability to make connections beyond the classroom.Effective differentiation addresses the needs of the range of abilities in classes.Greater consistency for pupils and connected learning across and between areas of learning. |
| All departments to review current classroom practice taking into account research, effective practice and skills curriculum | Information and research provided on a monthly basis with a pedagogy focus. Department agendas to include SGP/ discussion of ideas. | Use of pupil pursuits with a focus on pedagogy to quality assure practice and provide feedback. |  |
| Thinking Skills and Personal Capabilities | Establish a framework for teaching and assessing TS&PC  | Delivery of selected TSPCs in every subject at KS3. October and March Grade Cycle assessments will be TSPC based. | MER of skills based assessment and development work. Strengths and weaknesses of this work is shared with all staff and next steps planned. | Development of pupils’ wider skills, dispositions and capabilities. |
| Rubrics designed to promote and assess TSPC. Initially 4 departments to use rubric with year 8 pupils with a view to replacing 2 out of 4 tracking assessments. | All departments design and use one rubric across KS3 and base 2 assessments on the skills being focused on in years 8-10. | Reports to parents will fully reflect pupils’ knowledge and understanding of TSPC, including their independence, creativity and ability to manage risks in their learning. | Pupils receive verbal feedback from their teacher and peer group to inform progress in their learning, including self-management and persistence which leads to improvement. |
| SGP | SGP Forum established to share ideas, action and evaluate. Inform SLT of next steps.  | Continue to shared ideas across departments. Plan and deliver training to enable staff to develop skills in observing and evaluating classroom practice and providing feedback. Lesson observations agreed across teaching staff.  | PRSD targets, actions and reviews linked to SGP forum findings. SGP forum for learning and teaching is further developed to support high quality classroom practice. | Clear focus on continuous improvement in relation to classroom practice and on pupils’ learning and progress. |
| Retrieval Practice**High Quality Learning and Teaching** | Research and development work to take place on retrieval practice. Activity book designed. | Activity books introduced and disseminated to Year 8 pupils. Homework policy reviewed to included retrieval practice, TSPC.Pupil training on use of retrieval book. Parental information/training provided. | Introduction of retrieval booklets to year 9 and 10 pupils. | Better understanding about the purpose of effective assessment and the methods used to support it.  |
| Department SOW | Review of SOW to include new approaches and developments in pedagogy. HODs share good practice. | SOW continue to be revised to reflect new strategies into teaching and learning plans. | Staff to review and update SOW with a focus on differentiated learning and teaching strategies. | Positive impact on the pupils’ learning experiences and the outcomes attained.Connected learning and consistency between Areas of Learning. |
| Using Data to Improve Literacy and Numeracy standards | New SLT position created to lead use of data.PTE/PTM introduced in years 8 and 9PTE/PTM data compared with CAT data | Staff training to recognise the central role of all teachers to raise standards through the effective use of data.PTE/PTM used in years 8 and 9, and introduced in year 10. | All staff using data effectively at department level to inform interventions at cohort level. | Pupil outcomes in PTE and PTM are positive and gaps in knowledge are identified addressed both at cohort and whole school level.Information used to inform L&T at GCSE level to promote high levels of attainment. Intervention strategies identified to support individual pupils. |
|  | Analysis of data. Consideration of trends to inform SOW, plans and practice. | Evidence of gaps in learning addressed in Y8 And 9 SOW (English and maths. | Evidence of gaps in learning (informed by PTE/PTM) addressed in SOW in years 8-10 |  |
| Using Data to Improve GCSE outcomes | Numeracy and Communication coordinators respond at whole school level to support literacy and numeracy across all departments. | Identify and acknowledge and disseminate the best practice that exists. ‘How to’ sheets shared with all departments to support teaching of literacy and numeracy concepts. | MER strategies identified to further inform planning for improvement at departmental and whole school level. | Promote greater consistency for pupils to support and develop their understanding of numeracy and literacy concepts across all Areas of Learning. |
|  | Monitor progress in English & Maths at KS4 by use of grade cycle data carefully checked by HOY 11 alongside CAT data and subject target grades.Early identification of underachieving pupils and intervention strategies put in place by HOD English & Maths | Continuation of intervention strategies informed by pupil and benchmarking data. | Evaluation of intervention effectiveness. |  Standards attained by pupils with barriers to learning are improving and /or are in line with those of their peers.  |

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| ESAGS | KEY FOCUS | 2019/20 | 2020/21 | 2021/22 | Impact on Pupils |
| **Effective Leadership** | Vision and Ethos | Review of the mission statement, vision statement and school aims with Governors. Statements evident in school plans, policies and media. | Shared Vision and Mission Statement shared with staff, pupils and community. | Action planning reflective of school ethos. | Caring ethos for pupils to feel respected and valued. |
| Principal and Senior Leadership Team promote school ethos through prospectus and brochures. | Review of school prospectus and brochures | New format prospectus published and reflective of revised core values. |  |
| Review of all action plans to ensure clear and realistic targets are set from an accurate baseline. | Ethos of challenge and aspiration visible across all department/area plans. | Middle leaders clearly communicate vision for high quality learning and teaching. | More engaging lessons and high quality teaching |
| Development of Leadership at all levels | Review of Leadership Team structure and responsibility. Teacher roles communicated to all staff. | Senior Teacher for Community role reviewed. New Head of Year appointed. | All staff with a clear understanding of roles and responsibilities across school. | Dynamic leadership leading to high quality provision for all pupils |
| 2 Vice Principals appointed to lead teaching and learning, and pastoral care. | Vice principal leadership roles reviewed and amended where appropriate. | Vice Principals provide impact report on areas of responsibility. | High quality provision for learning and teaching and pastoral care. |
| Senior Teacher to lead all aspects of GL assessment, tracking and CCS. | Assistant Principal role revised to Head of School. Head of School appointed. | Head of School roles reviewed in partnership with vice principals. | Pupil intervention supports pupils pastorally and academically. |
| Learning Support Co-ordinator appointed. Transition work with outgoing SENco. | LSC role reviewed in line with SEND Act.  | Review of SEN provision in school. Impact report provided by LSC. | Pupils with SEN supported with PLP. Strategies to support pupils shared with all staff. |
| New Heads of Year appointed to replace Senior Teachers carrying out dual roles | HOY team roles reviewed to meet needs of school. Allocated year group model monitored and evaluated. | Year Heads in place for all individual year groups. Review of 6th Form pastoral role.  | All pupils supported pastorally and academically across each year group. |
| Develop staff capacity in promoting positive behaviour and pastoral careStaff development provided for all staff on BMS and PPB policy. | HOD roles revised in line with PPB policy and school ethos. | Form tutor roles reviewed and CPD provided to support pastoral leaders. | Pupils learn in a safe and respectful environment |
| 2 MLT staff complete Steps into Leadership programme.TSPC rubrics and retrieval/skills book completed by SIL candidates | 2 teachers complete Steps into Leadership programmeProjects linked to SDP led by candidates. | Review of SIL impactAt least 1 teacher completed Steps into Leadership | Pupils develop a range of TS and PC and understand their importance.Embedded in all curriculum areas |
| Review roles and responsibilities of Numeracy and Literacy Co-ordinators. | Coordinators lead whole school improvement strategies based on GL data and consultation with English and maths department | Evaluate impact of strategies used to support literacy and numeracy skills. GL assessment used. | Pupils’ literacy and numeracy skills improved to support achievement in KS4 and post 16. |
| Associate SLT member appointed for two years to lead ‘Talent Academy’. | Assoc. ST to communicate vision clearly to all staff, pupils, parents and school partners. Clear focus on aspiration. | Gifted and talented pupils provided with bespoke programmes to further develop talents. | Pupils aspire to achieve their potential. Pupils feel valued and challenged. |
| Teaching and Learning focus groups established to develop high quality pedagogy and learning leaders.New teachers mentored/coached by experienced teachers | Group leaders and teachers engage in research, developing other staff.Focus group for new teachers to continue.  | Leading Learning mentors identified.New mentors/coaches identified for new staff. | All pupils benefit from improved focus on pedagogy based on evidence. |
| Effective MER and self-evaluation | Governors MER strategy 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. |
| Performance analysis of examination outcomes carried out at all leadership levels.  | Benchmarking using a range of quantitative data to inform target setting at KS3, KS4 and Post 16.  | Performance analysis embedded at all levels. | Pupils learn in an aspiration environment.  |
| Accurate baseline used for identify future targets. All action plans monitored and reviewed on a bi-annual basis. | All action plans monitored and reviewed on a bi-annual basis. | All action plans monitored and reviewed on a bi-annual basis. | High quality learning and teaching |
| SLT members allocated curricular areas to line manage and monitor. | SLT members meet report progress to SLT on half termly basis. |  | Consistent high quality experiences across the curriculum. |
| Pupil self-evaluation and reflection used in KS3 to develop self-management skills. | Pupil leadership skills developed across KS3 curriculum | Self-evaluation processes evident in pupils | Pupils engaged in metacognitive practices |
| More regular sampling of pupil work and focus groups established termly to monitor effectiveness of KS3 curriculum and Learning and Teaching policy | Continuation of data informed actions. Focus groups continue and are embedded. | Pupils understand importance of self-evaluation for improvement. Pupil leadership supported through focus groups. | Pupils understand value of self-evaluation to improve.Pupils more independent |
| Pupil voice used in a much more informative way. Greater use of school’s council and student leaders to monitor pupil voice and child centred provision. | Pupil driven action plan introduced and monitored by pupil leadership teams. | Plan reviewed and targets set for next academic year. | Pupils shape school targets and priorities |
| Review of performance analysis document for non-teaching roles | MER processes embedded across non-teaching areas | SLT review performance annually with non-teaching staff.  |  |

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| ESAGS | KEY FOCUS | 2019/20 | 2020/21 | 2021/22 | Impact on Pupils |
| **Community Links** | Primary school Links | Member of the Waterside extended Schools clusterProvide programme of language lessons in one primary schoolProvide multi-sports coaching in feeder primary schools | Continued membership of cluster. Membership used to purchase AR.Review spend allocation to community organisations.One school provided with Spanish tuition by 6th form pupils.Review impact of multi-sports programme with primary schools | Continued membership of cluster. Membership used to purchase AR.Review spend allocation to community organisations. | Benefit from AR packages and sharing good practicePrimary pupils experience learning a new language.Health and fitness  |
| Post-primary links | Principal will chair the FLCCareers and curriculum leads will attend FLC meetings to ensure post 16 offer meets pupils’ needs.Continued links with SE partner schools to develop KS3 skills curriculum.Design innovation programme with partner schools. | Continued membership of FLC. Pastoral, CEIAG, Quality assurance and ICT groups attended.EF offer meets statutory requirements. More Lisneal pupils availing of general courses in local schools.Skills curriculum embedded across partner schools. Shared review meetings to evaluated impact of TSPC focus.Implementation and review of project and outcomes evaluated. | Continued membership of FLC. Pastoral, CEIAG, Quality assurance and ICT groups attended.EF offer meets statutory requirements. Lisneal offering more subjects to FLC pupils.Evaluation on project. | High quality provision across partner schools for all FLC young peopleBroad range of options and pathwaysSkills rich curriculum enjoyed by pupils in all SE schools. |
| Community Organisations | Membership of ARCH project to provide arts and culture opportunities for pupils in KS3.School representation on PUL Together forum.Pupils engage with a range of STEM, ICT and careers based programmes through Catalyst NI | Continuation of partnership. More pupils learning instruments at KS3.Build links with local production companies and theatres. Co-coordinator for education appointed through NWCP.Continued links with Catalyst NI to promote ICT, STEM careers. | Evaluation of music programmePublic performances by KS3 drama pupils supported by local actors and performers.Community education programmes provided for KS4 pupils.Careers programme supported with regular enrichment opportunities provided by local companies.  | Enriched curriculum and partnerships provide greater opportunities for learning.Community learning groups available to KS4 studentsHigh quality careers information and guidance for all pupils. |
| Music and Arts Curriculum | Pipe lessons delivered to pupils in key stage three weeklyFlute tuition introduced to support the development of musicians transferring from primary schoolScottish dance introduced to year 8 and 9 PE curriculumArts Council funding secured for screen writing, filming and production programme for selected pupils in KS3. | Continuation of music programmes. Pupils in KS3 and KS4 provided free music tuition.Scottish dance embedded in KS3 PE curriculumCulture of performance embedded in school. Pupils on programme utilise skills developed in school. | Continuation of music programmes. Pupils in KS3 and KS4 provided free music tuition.Programmes reviewed.Continued provision and review of programme impact.Review of performing arts and supporting talent programme. | Enriched curriculum and partnerships provide greater opportunities for learning. |
| Raising Achievement | New Gate Arts provide GCSE English and maths tuition programme to pupils in years 11 and 12 | Link with New Buildings Community Centre to provide GCSE English and maths tuition to pupils in years 11 and 12. | English and maths GCSE community programmes funded by community organisations. Targeted pupils in years 11 and 12 attend lessons across the school year. | Improved academic outcomes for pupils in English and maths. |
| Sport Facilities | Phase one completed with fully functioning changing facilities for pupils. Continued partnership with MCSA to promote both organisations and bid for sports fundingComplete application for Your School, Your Club.Lobby for replacement existing 3G pitch and for seated area.Planning permission secured for indoor arenaPartnership agreement in place with EA, MCSA, Lisneal and other appropriate statutory bodies. | 4G pitch installed with new lighting.Foyle Cup matches held in Lisneal CollegeLobby for indoor arena | Funds secured for indoor facilitiesFoyle Cup established at Lisneal CollegePupils have access to 4G pitch and changing facilities. | Pupils provided with state of the art sports facilities. Young people from across the community engage in sports/leisure activities in safe, modern environment. |
| Enrichment Opportunities for 6th Form | Evaluation of 6th form enrichment programmePlanning for ‘Internship’ programme for pupils to attend work placement as part of their curriculum. | Internship programme to include all pupils in year 13. Local businesses and organisations are official Lisneal College partners | Review of internship programmeDevelop more links with a range of industries. | Range of opportunities for 6th form pupils to experience work environment and be better informed to choose career pathway.  |
| Promotion of Lisneal College | Continued use of social media to promote pupils’ successesAnnual visits to primary schools to speak with P6 and P7 childrenWebsite regularly updatedHost community events and open school for public use. Annual review of community use and impact | Continued use of social media to promote pupils’ successesAnnual visits to primary schools to speak with P6 and P7 childrenWebsite regularly updatedHost community events and open school for public use.Annual review of community use and impact  | Continued use of social media to promote pupils’ successesAnnual visits to primary schools to speak with P6 and P7 childrenWebsite regularly updatedHost community events and open school for public use. Annual review of community use and impact | Pupil success celebrated and shared. |

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| ***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 |

7(d)

**Planned Use of Projected Resources**

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| Key Actions | Cost |
| Increase of 14.8 FTE to support increase in pupil admissions and enrolment. | £1.3M in second and third year of plan |
| Second Vice Principal appointed | Circa £20k over 3 years |
| Additional numeracy/maths lessons provided in Caw/ND community centre provided to 12 pupils aged 14-17 | £0 |
| Joint numeracy event hosted in Lisneal College for local transition partner school pupils. | £1000 |
| All years 8 and 9 pupils engaged in Accelerated Reader programme. | £6300 |
| ICT upgrade for windows 7 machines | £700 |
| New SLT member appointed with responsibility for Talented and Gifted. | Circa £5000 |
| SESP Pupil programmes | £72K over 3 years across partner schools. Funded by DE. |
| New 4G pitch facilities and indoor arena | £3.2 MillionFunded by Community partners |
| Increased use of GL assessment Data | £21K for three years |
| Retrieval practice resources | £3500 over three years |
| Music and arts curriculum at KS3 | £0 |
| TOTAL EXPENDITURE | £1,358,500- School Cost£72K- DE Funding£3.2 Million Community funded |

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.

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| 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
* Termly SDP review meetings
* Governor review meetings with SLT
* Co-ordinator presentations at BOG meetings
* Attendance and conduct of teaching and non-teaching staff
* Monthly reports from Principal.
 | * 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
* SLT line management of curriculum areas
* 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.
 |