



CARRICKFERGUS GRAMMAR SCHOOL
SCHOOL DEVELOPMENT PLAN
2016-17

KEY PRIORITY STATEMENT

INTERACTIVE LEARNING and SUPPORT THROUGH INTERVENTION with particular EMPHASIS ON SIXTH FORM

Section 1: Self-evaluation activities

Section 2: Summary of self-evaluation outcomes

- Governance
- Together Towards Improvement surveys
- Examination performance
- Pastoral
- Pupil shadowing
- Review of School Action Plan 2015-16
- Review of school targets 2015-16

Section 3: Action Planning overview 2016-17

Section 4: School targets 2016-17

1. Self-evaluation

This plan is underpinned by the following self-evaluative activities:

- Self-evaluation of governance carried out in June 2016 using ETI Quality Indicators;
- Anonymous consultative surveys with teaching staff, support staff, pupils and parents based on the ETI document *Together Towards Improvement: a process for self-evaluation*. These were carried out in June 2016 and reviewed by the School Leadership Team in August 2016.
- Rigorous annual review of GCSE and A-level examination outcomes which inform the Action Plans to which this Development Plan points:
 - Overall school performance against NI benchmarking statistics and school targets;
 - Comparative subject performance in examination year against NI GS averages and school targets;
 - 3 and 5 year trend performances of all subjects against equivalent schools at GCSE A*-B and A*-C, and A-level A*-C and A*-E.
 - Departmental analysis of all candidates' outcomes compared to their performance in other subjects;
 - Analysis of comparative outcomes between discrete teaching groups in the same department;
 - Comparative outcomes for all departments across the school;
 - Comparative performance of pupils on SEN register;
 - Comparative performance of pupils with FSME.
 - The above self-evaluation activities incorporate analysis of examination outcomes against individual pupil targets (MaG = Minimum Acceptable Grade, and TaG = Target Grade) as generated by base-lining processes and agreed in individual target-setting interviews.
- Pastoral Team 2015-16 review of practice, policies and processes;
- An audit of the school's arrangements for Safeguarding which was carried out in August 2016 and reported to the Board of Governors on 27 September 2016.
- Review of Pupil Shadowing 2015-16
- Review of 2015-16 School Action Plan in light of above activities.

2. Summary of outcomes of self-evaluation

Governance

The Board of Governors feels closely connected to the work of the school and will use the School Development Plan to more closely monitor progress against targets. The Board will also review the range of subjects which are offered at A-level so that they more closely reflect local employment opportunities and the needs of the economy.

Together Towards Improvement Surveys

Number of surveys submitted: Pupils 422; Parents 227; Teaching staff 47; Support staff: 15.

Survey responses were generally very positive.

The following main areas for development and improvement were identified:

- Pupils: Would like teachers to help them more by summarising learning at the end of lessons;
 Would like more help in making Career choices.
 Would like better toilet facilities.
- Parents: Would like more efficient Home-School communication.
 Would like to see marking that always supports improvement.
 Would like to see pupils' hard work and achievement recognised at all levels of progression.

Examination performance

The majority of subjects sit above the three-year NI Grammar School Average at GCSE and A-level. The minority which do not have plans in place to support pupils and raise achievement.

Pastoral

Self-evaluation by the Pastoral Care team indicated specific areas for development under the recently appointed Head of Pastoral Care at Senior Teacher level:

- Supporting attendance and addressing absence;
- More effective recording procedures;

- Earlier intervention;
- Class Tutor mentoring;
- Motivation through merits;
- Rules around the use of mobile devices;
- Update of Safeguarding policies and procedures.

Pupil Shadowing

Records of lessons observed by Heads of Year 8-11 in May 2016 demonstrate the benefits of interactive learning in general. Post-observation discussion also indicated the value of well-planned plenaries and a sufficiently differentiated approach based on access to comprehensive and up-to-date data.

Review of 2015-16 School Action Plan

Interactive Learning: Staff evaluations and PRSD records after 2015-16 Baker Day activities indicated a high level receptiveness to ideas which are underpinned by the research work of John Hattie (*Visible Learning*). Pupil shadowing also witnessed benefits to learners in the classroom. However *Together Towards Improvement* surveys of teachers and pupils in June 2016 revealed a lack of impact in two areas: pupils' proactive engagement in their learning; and effective plenaries.

Action: Both of these must be addressed as priorities through 2016-17 Action Plans.

Support through Intervention: Anonymous *Together Towards Improvement* surveys of pupils in June 2016 provided evidence that a minority of pupils surveyed do not feel that they are helped sufficiently to identify specific learning targets. Additionally, a number of pupils expressed difficulty in persevering when having difficulty with school work. Pupil shadowing revealed the importance of planning sufficiently individualised interventions which support engagement in the classroom and which presuppose effective use of formative data. Analysis of attendance figures shows that pupil absence consistently sits above the average for NI Grammar Schools. This too presents an important focus for intervention. Pastoral record-keeping was standardised by using a Social Services template which Heads of Year reported to be effective. An e-safety officer was put in place who received training by the *Legal Island* organisation, an e-safety noticeboard was designated and assemblies on this topic were taken by senior staff and PSNI. PSNI also made presentations on e-safety to parents. However pastoral records demonstrate that e-safety continues to be a pressing issue for this generation of young people.

Action: This must be maintained as an overarching priority for 2016-17 Action Plans.

Sharing Good Practice: Staff evaluations were sought on both aspects of this priority: i.e. mutual observations and subsequent SGP showcase and sharing activities. Almost all evaluations were positive and provided strong evidence of a professionally enriching experience. However planning for plenaries was identified as a priority in pupil input to *Together Towards Improvement* consultations.

Action: Maintain and develop the current Trusted Colleague Network; and instate planning for effective plenaries as a departmental priority in 2016-17 Action Plans.

Literacy & Numeracy: Both Coordinators updated recording procedures and reported more effective monitoring of progress. Use of tests permitted evaluation of impact of interventions and consequent adjustment of support. Home-school communication was improved and the supportive role of parents enhanced. Designated noticeboards and assemblies helped to raise the profile of these key skills, and Class Tutors were provided with short support programmes to be used during Morning Registration. The school also led activities in the Literacy and Numeracy CPD project *Effective Transition Key Stage 2 and Key Stage 3 ~ building bridges to better literacy and numeracy* with local Primary Schools.

Action: A core priority which must be maintained and developed through the work of Coordinators.

ICT Strategy: Vice Principal clarified the timeframe of tracking data entry and the associated review of pupil progress by Heads of Department and subject teachers. An ICT Solutions Team met once per term to consider operational issues brought to them by staff. Key staff were trained in Google Apps For Education (GAFE) and Office 365 (O365).

Action: ICT strategy must be maintained as a means of addressing the overarching priorities of Interactive Learning and Support through Intervention. The use of GAFE and O365 is to be cascaded to staff as a tool for pupil collaborations and interactive learning activity. Development of Key Stage 3 Tracking data and refinement of its use in prompting, recording and evaluating interventions are also to be led by a member of the Leadership Team in 2016-17.

Outcomes against school targets 2015-16

Outcomes against 2015-16 school targets were as follows:

Category	2016 Target	2016 Results
5 or more GCSEs at A*-C	98	98.3
...including Maths & English	98	97.5
FSME group	98	100
7 or more GCSEs at A*-C	93	93.4
...including Maths & English	93	93.4
FSME group	80	100
2 or more A-levels at A*-E	100	100
FSME group	100	100
3 or more A-levels at A*-C	75.7	65.5
FSME group	50	25

3. Action Planning overview 2016-17

Key Priority Statement

INTERACTIVE LEARNING and SUPPORT THROUGH INTERVENTION with particular EMPHASIS ON SIXTH FORM

The three elements of this Statement are priorities for all members of staff. The table below provides an overview of common denominators in the 2016-17 Action Planning process. Individual Action Plans will differ in line with particular priorities which the process of self-evaluation has identified.

Group	Common Priorities
Heads of Department	<ul style="list-style-type: none"> • Support through Intervention: Supporting attendance in the Sixth Form. • Support through Intervention: Ensure colleagues' timely interventions prompted by SIMS data. • Interactive Learning: Resourcing interactive delivery, particularly of new AS specifications. • Planning for effective plenaries • Additional priorities as identified by departmental self-review.
Heads of Year	<ul style="list-style-type: none"> • Support through Intervention: Monitoring and Rewarding* Attendance. • Support through Intervention: Development of SIMS record-keeping. • Support through Intervention: Using SIMS data to prompt more timely interventions. • Support through Intervention: Mentoring by Class Tutors • Support through Intervention: Development of Pastoral input to Academic Support Programme (ASP).
Other post-holders	<p>One action linked to Interactive Learning, Support through Intervention, Sixth Form; or to</p> <ul style="list-style-type: none"> • Consolidation; • Development; • Improvement; • Capacity Building; or • Achievement. <p>(As best fits their area of responsibility/role)</p>

* Head of Pastoral Care to introduce whole school merits system.

4. School Targets 2016-17

Category	2016 Results	2017 Targets
5 or more GCSEs at A*-C	98.3	95
...including Maths & English	97.5	95
FSME group	100	86.6
SEN group	100	87.5
7 or more GCSEs at A*-C	93.4	92.5
...including Maths & English	93.4	92.5
FSME group	100	73.3
SEN group	100	81
2 or more A-levels at A*-E	100	100
FSME group	100	100
SEN group	100	100
3 or more A-levels at A*-C	65.5	78
FSME group	25	100
SEN group	100	100

The full text of this School Development Plan is available on request to the school.