

## Excellence Respect Participation



Objectives:

1. To support all pupils to be confident and engaged learners
2. To deliver an innovative academic programme with individual curriculum pathways for progress and attainment
3. To provide co-curricular breadth and depth
4. To prioritise pupils and staff well-being
5. To maintain and develop effective communication
6. Teaching infused by evidence-based best practice.

A. Outcomes for Learners	Action for improvement												
<b>1. Standards Attained</b>													
a) KS5  % of Year 14 taking A2 Levels or equivalent in at least 3 subjects: <u>2019</u> <u>20</u> <u>21</u> <u>22</u> 99 100 100 99  % 3A*-C in Year 14 <u>21</u> <u>22</u> 88 81	<ul style="list-style-type: none"> <li>• Review arrangements of internal exams to ensure best opportunities for pupils' assessment</li> <li>• Review Year 13 registration system to raise accountability of attendance</li> <li>• Introduce additional vocational A Level or equivalent</li> <li>• Re-introduce General Studies</li> <li>• Evaluate impact of teaching and learning in Year 14 to engage all pupils</li> </ul>												
b) KS4  % 6 & 7 subjects inc English & Maths <u>2019</u> <u>20</u> <u>21</u> <u>22</u> 88 96 97.5 97	<ul style="list-style-type: none"> <li>• Review Access arrangements and Mock exam formats to meet needs of all pupils</li> <li>• Maintain pupils' resilience post Covid; supported by relevant PD resources</li> <li>• Build on study skills and master classes from Inspire to ensure following through of learning</li> </ul>												
c) KS3  <u>PTE 2022/23</u> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>% Yr 8</th> <th>Nat Avg</th> </tr> </thead> <tbody> <tr> <td>1-3</td> <td>3</td> <td>23</td> </tr> <tr> <td>4-6</td> <td>67</td> <td>54</td> </tr> <tr> <td>7-9</td> <td>30</td> <td>23</td> </tr> </tbody> </table>		% Yr 8	Nat Avg	1-3	3	23	4-6	67	54	7-9	30	23	<ul style="list-style-type: none"> <li>• Further evaluation of consistency of standards of exam papers in Yrs 8 &amp; 10</li> <li>• Introduction of SEAG to maintain high quality of admissions</li> <li>• Homeworks to be consistent, meaningful and inform planning.</li> <li>• Development of independent learning skills</li> <li>• Rigorous and robust KS3 Curriculum</li> </ul>
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<p>d) Literacy</p>	<ul style="list-style-type: none"> <li>• Maintain effective use of data to inform planning, including FSM pupils</li> <li>• More effective use to be made of “Home Connect” by parents</li> <li>• Promote Literacy across all departments</li> <li>• Promote The Big Writing with Year 8</li> </ul>												
<p>e) Numeracy</p>	<ul style="list-style-type: none"> <li>• Underachievement &amp; low achievement targeted in Maths</li> <li>• Personalised numeracy strengths/weaknesses with target setting and regular evaluation &amp; review</li> <li>• Gifted &amp; talented provided with stretch &amp; challenge opportunities</li> <li>• Competitions both in school &amp; inter school</li> <li>• Expand links with careers/industry/alumni to promote relevance &amp; significance of solid numeracy skills</li> </ul>												
<p>f) Digital Technology/ICT</p>	<ul style="list-style-type: none"> <li>• Sustainable ICT support from high quality technicians</li> <li>• IT Policy and e-Safety guidelines are up to date</li> <li>• Outreach to assist/train parents on uses and dangers of social media</li> <li>• 5-year rolling replacement plan based on current audit</li> <li>• Formation of an eSports Team within the school</li> <li>• Entry to All-Ireland Minecraft eSports Competition</li> <li>• Cross Community/Shared education links are created through programming competitions and events</li> <li>• CyberFirst application</li> <li>• Digital Schools Award and/or Digital Wellbeing Award</li> </ul>												

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<b>A. Outcomes for Learners</b>	<b>Action for improvement</b>
g) Careers Maintain outstanding provision	<ul style="list-style-type: none"> <li>• Increase awareness of parents of creative industries and apprenticeships</li> </ul>
h) Homework	<ul style="list-style-type: none"> <li>• Homework review to agree KS3 expectations and behaviours</li> <li>• Parent information evenings to promote consistency of homework and appropriate level of challenge</li> <li>• Address dips in in Years 10</li> </ul>
<b>2. Progression</b>	
a) Key stage transitions  All Key Stage transitions effectively managed to promote pupils' engagement and confidence	<ul style="list-style-type: none"> <li>• Maintain and reflect needs of each cohort on entry to RBAI</li> <li>• Implement SEAG</li> <li>• Review use of the pupil profile</li> <li>• Identify outcomes from PISA Survey to enhance teaching &amp; learning</li> <li>• Curriculum provision to meet needs of all pupils</li> <li>• Relaunch Pre-Prep</li> </ul>
<b>3. Wider Skills &amp; Dispositions/capabilities</b>	
a) Thinking Skills & Personal Capabilities	<ul style="list-style-type: none"> <li>• DGP of best practice and time for collaboration between departments</li> <li>• Year 8 pupil ice-breaker activities at Ganaway to develop "team skills".</li> <li>• Year 10 Careers Carousel Day to maintain and develop "self-management skills"</li> </ul>
b) PERMA  P – Positive emotions E – Engagement R – Relationships M – Meaning A - Accomplishment	<ul style="list-style-type: none"> <li>• Remind all stakeholders of PERMA</li> <li>• Investigate further links to QUB including PhD co-production</li> <li>• Use PASS data to identify pupils or groups of pupils with additional needs</li> <li>• Investigate 'IQM Kitemark' process and strategy to ensure a supportive environment positively impacting on achievement</li> <li>• Target Setting Policy monitored, evaluated and reviewed</li> </ul>
<b>4. Quality of Curriculum (including breadth, balance and appropriateness)</b>	
a) Statutory curricular requirements  Maintain and develop breadth, balance and individualised pathways at all Key Stages.	<ul style="list-style-type: none"> <li>• Identify plus one Applied/ Vocational course at sixth form</li> <li>• Prepare for new exam specifications</li> </ul>

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<b>A. Outcomes for Learners</b>	<b>Action for improvement</b>
	<ul style="list-style-type: none"> <li>• Maintain evidence-based planning (e.g. <i>Legacy</i> focus of CoS planning during 2022-23) and further improve curriculum planning; for example CoS planning</li> <li>• Maintain standards</li> </ul>
b) Cross-curricular skills	<ul style="list-style-type: none"> <li>• Increase rewards and recognition for success and improvement</li> <li>• CyberFirst application: Curriculum and extra-curricular lessons on cyber security</li> </ul>
c) Employability skills	<ul style="list-style-type: none"> <li>• Unifrog lessons integrated into lessons in Yrs 10, 12 and 6<sup>th</sup> Form</li> <li>• Increase awareness of Skills in Demand document with staff and pupils to ensure explicit benefits gained from study of subjects (knowledge and skills)</li> </ul>
d) NBALC	<ul style="list-style-type: none"> <li>• Continue to engage in the EA consultation to review impact of ALC, via the NBALC</li> <li>• Align with top 10 careers identified through NI Skills Barometer</li> </ul>
<b>5. Effectiveness of guidance and support in bringing about high quality individual learning experiences</b>	
a) Working relationships	<ul style="list-style-type: none"> <li>• Promote relationships from Year 13 to 14 reflecting PASS</li> <li>• Explore unconscious bias towards boys (<i>Rethinking masculinity</i> - Mark Roberts)</li> </ul>
b) Pupil voice	<ul style="list-style-type: none"> <li>• Repurposing of school uniform and kit</li> <li>• Develop further the rewards policy to reflect pupils' input</li> <li>• Maintain strong sense of community and communications</li> <li>• Engage pupils fully in learning</li> <li>• Develop confident and competent learners and all engaged.</li> </ul>
c) Personal & Social curriculum (inc. e-safety)	<ul style="list-style-type: none"> <li>• Review regularly range of speakers and topics</li> <li>• Review PERMA at KS4 to keep it relevant</li> <li>• Maintain PD delivery</li> </ul>
d) SEN	<ul style="list-style-type: none"> <li>• Further develop the pastoral hub to engage with more pupils and with strategy to ensure pupils re engage with wider school community</li> <li>• Maintain data tracking and high level of support</li> <li>• Review of PASS data for pupils with SEN to identify potential areas of need</li> </ul>

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<b>A. Outcomes for Learners</b>	<b>Action for improvement</b>
e) Gifted & Talented	<ul style="list-style-type: none"> <li>• Develop at KS3</li> <li>• Maintain Astronomy as enrichment</li> <li>• Review sustainability of EPQ</li> <li>• Scholar classes - Increase at KS4</li> </ul>
f) CEIAG  KR identified careers provision as outstanding and highest ranking of all non-academic criteria	<ul style="list-style-type: none"> <li>• Maintain outstanding provision and Commerce week</li> <li>• Maintain specialists</li> <li>• Refurbishment and development of the Careers Library to further facilitate online research</li> <li>• Maintain Unifrog</li> </ul>
<b>6. Effectiveness and impact of planning, engagement/teaching/training and assessment in promoting successful learning</b>	
a) Cross-Curricular Skills/Thinking Skills & Personal Capabilities	<ul style="list-style-type: none"> <li>• Roll out to additional sports to disseminate best practice</li> <li>• Pupils to develop further their presentation skills for interview and have the skills and the confidence to engage effectively in selection processes</li> </ul>
b) Assessment policy	<ul style="list-style-type: none"> <li>• Consistent and robust assessments in summer exams for years 8-10</li> <li>• Further align timing of reports and parent consultations</li> <li>• Review of test materials within departments to ensure:               <ul style="list-style-type: none"> <li>- Appropriate opportunities for differentiation</li> <li>- Opportunities for extended writing to be included in all tracking tests</li> </ul> </li> </ul>
c) Feedback to teachers & middle leaders	<ul style="list-style-type: none"> <li>• Further dissemination of Magenta and Trusted Colleagues</li> </ul>
d) Engagement with parents	<ul style="list-style-type: none"> <li>• Roll out full capacity of Parent App or alternative to include:               <ul style="list-style-type: none"> <li>- Behaviour Management</li> <li>- Attendance</li> <li>- Parentmail App for payment for trips</li> <li>- Reports – all year groups</li> </ul> </li> <li>• All parent consultations to be reinstated as face to face</li> </ul>

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<b>A. Outcomes for Learners</b>	<b>Action for improvement</b>
	<ul style="list-style-type: none"> <li>• Communication with parents from teachers in a timely manner including:                             <ul style="list-style-type: none"> <li>- the review of reports to optimise opportunities for detailed feedback throughout the year</li> <li>- Consistent and centralised communication</li> </ul> </li> <li>• Increase feedback to parents re: AR using “Home Connect”</li> <li>• Enhance knowledge and understanding of Fee relief and role of BOIA for pupils’ support</li> </ul>

<b>B. Leadership &amp; management</b>	<b>Action for improvement</b>
<b>1. Effectiveness and impact of the strategic leadership</b>	
a) Self-evaluation	<ul style="list-style-type: none"> <li>• Develop STEAM and enhance collaboration between humanities subjects</li> <li>• Communications strategy</li> <li>• Maintain collegiality</li> </ul>
b) Continuing Professional Development	<ul style="list-style-type: none"> <li>• Maintain CPD policy</li> </ul>
<b>2. Effectiveness and impact of the middle leadership</b>	
a) Self-evaluation	<ul style="list-style-type: none"> <li>• Implement revised exam analysis booklet</li> </ul>
b) Continuing Professional Development	<ul style="list-style-type: none"> <li>• Teaching and Learning working party to disseminate best practise from the Magenta programme</li> <li>• Increasing numbers of staff undertake recognised digital qualifications</li> <li>• Dissemination of best pedagogy practice to all stakeholders</li> </ul>
<b>3. Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process</b>	
a) Self-evaluation & b) Consultation with key stakeholders	<ul style="list-style-type: none"> <li>• Build on experience, knowledge and understanding</li> <li>• Implement new exam analysis booklet</li> <li>• Improve recycling</li> <li>• Improve litter strategy</li> <li>• Implementation of a printing solution</li> </ul>

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<b>B. Leadership &amp; management</b>	<b>Action for improvement</b>
	<ul style="list-style-type: none"> <li>• Maintain quality of feedback in homeworks</li> <li>• Maintain positive responses from parents on improved feedback in homeworks</li> <li>• SIP to promote and sustain improvements</li> <li>• Whole School ICT/Digital Education programme</li> </ul>

<b>C. Care &amp; Welfare</b>	<b>Action for improvement</b>
a) Safe, secure environment	<ul style="list-style-type: none"> <li>• Maintain split lunch to support all pupils feeling safe and secure</li> <li>• Maintain safe and secure environment</li> <li>• Security of buildings and site maintained.</li> </ul>
b) Relationships	<ul style="list-style-type: none"> <li>• Develop education of boys to further promote respect</li> <li>• Input from HMs and lessons led by HMs</li> <li>• Respect a mutual priority for School and to be included in new strapline/PR and publications</li> </ul>
c) Learning support	<ul style="list-style-type: none"> <li>• Maintain high level of support</li> <li>• Review most efficient &amp; effective layout of Hub</li> <li>• KR identifies attention needed for “Teaching pupils with special needs”.</li> </ul>
d) PD	<ul style="list-style-type: none"> <li>• Address dip in confidence Years 10-12 through PD and follow up sessions on study skills</li> </ul>
e) Behaviour	<ul style="list-style-type: none"> <li>• Maintain the split lunches Tuesday to Friday</li> <li>• Maintain Year 8/9 assemblies to reinforce values and expectations</li> <li>• Maintain high quality of facilities</li> <li>• Provision needed for wet weather</li> </ul>
f) Attendance, punctuality & engagement	<ul style="list-style-type: none"> <li>• Raise attendance in Years 11/12</li> <li>• Raise understanding of importance of good attendance with pupils and parents</li> </ul>
g) Contribution to life and work of the school & to local and global community	<ul style="list-style-type: none"> <li>• Educate parents re expectations, referrals</li> <li>• Pupils to continue having access to quality, and safe, work experience placements</li> </ul>

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<b>C. Care &amp; Welfare</b>	<b>Action for improvement</b>
h) Relationship with wider community	<ul style="list-style-type: none"><li>• Maintain outstanding relationships with alumni;</li><li>• Support promotion of creative industries</li><li>• PR and marketing strategy</li><li>• All parent consultations to be reinstated as face to face.</li><li>• Consistent and centralised communication regarding changes in extra-curricular changes, including sporting fixtures</li></ul>
<b>D. Safeguarding</b>	<b>Action for improvement</b>
a) Pupil voice	<ul style="list-style-type: none"><li>• Further monitoring of zoning system and new Ball Game Policy</li><li>• All pupils feeling safe and secure</li></ul>
b) Policies & procedures	<ul style="list-style-type: none"><li>• Embed use of Decision time for SLT</li></ul>
c) Communication	<ul style="list-style-type: none"><li>• Review use of Parent App, termly newsletters and school communications to parents</li></ul>
d) Cooperation with external agencies	<ul style="list-style-type: none"><li>• Include reference to Encompass programme in Safeguarding Policy and staff training.</li></ul>
e) Training	<ul style="list-style-type: none"><li>• Maintain staff training for safeguarding.</li></ul>



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<b>E. Governance</b>	<b>Action for improvement</b>
a) Support & challenge	<ul style="list-style-type: none"> <li>• Maintain effective Governance Structures and reporting lines</li> <li>• High level Risk Register to be maintained</li> </ul>
b) Management of financial & human resources	<ul style="list-style-type: none"> <li>• Enhance Eco schools</li> <li>• Monitor and evaluate impact of additional Literacy and Numeracy support</li> <li>• Management information to budget holders on monthly basis</li> <li>• Align educational needs with budgetary constraints</li> <li>• Implementation of Phase 1, capital vision</li> </ul>
c) Safeguarding	<ul style="list-style-type: none"> <li>• Annual safeguarding training for Governors</li> <li>• Designated Governor training up-to-date</li> <li>•</li> </ul>
d) Training for role	<ul style="list-style-type: none"> <li>• Maintain standards and knowledge of good practice and policies</li> </ul>
e) Support staff	<ul style="list-style-type: none"> <li>• Training for CAs on PLPs</li> </ul>
f) <b>F. Communication</b>	<b>Action for improvement</b>
	<ul style="list-style-type: none"> <li>• Induction and support enhanced for new members.</li> </ul>