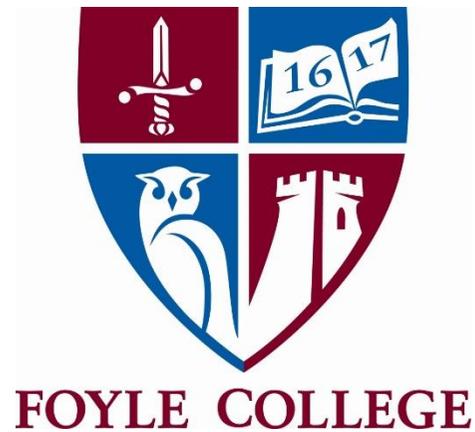


Foyle College School Development Plan

September 2021 – August 2024



Fostering Opportunities for Young Learners to Excel

Aim

The School Development Plan (SDP) encapsulates our vision, aims and targets for the period Sept 2021 – August 2024. In addition to the detailed objectives and actions on the pages that follow, there are some non-negotiables that must be upheld by all staff. It is only with an ethos of high expectations, high standards, where barriers are removed, and success is expected and celebrated that our commitment will be achieved.

It is our aim that Foyle College will be:

- a school where everyone can feel valued and secure in a caring, happy and healthy community.
- a school where pupils develop academically, athletically and artistically to fulfil their potential and be the best that they can be.
- a school that links with our community and society as an historic, but evolving, institution which values service and inclusion.

This plan seeks to embed a culture of excellence and a climate of success in Foyle College in order to become the school of choice in Londonderry.

SUMMARY OF PRIORITIES 2021-24

LEADERSHIP & MANAGEMENT	OUTCOMES FOR LEARNERS
LM1: Further develop leadership at all levels LM2: Embed our vision and values in all aspects of school life	OL1: Consistently achieve target grades in all key stages
QUALITY OF PROVISION	CARE & WELFARE
QP1: Ensure high quality teaching and learning QP2: Ensure curriculum offer provides a pathway for all students	CW1: Ensure culture and ethos supports and underpins health and wellbeing CW2: Develop a mentoring system CW3: Engage stakeholders in all aspects of school life

Context

Foyle College has a long and proud history, dating back to 1617, of providing a good quality curricular and extra-curricular education to girls and boys from the City of Londonderry and its surrounding environs, regardless of their religious denomination or ethnicity. The staff and governors are committed to improving outcomes for all students through an extensive programme of self-evaluation, school improvement and review resulting in this School Development Plan. Students are eager to learn, and high expectations are set. Our quality pastoral care system supports all students in their emotional development and the school has good relationships with parents/carers. As we embrace the challenges of education in the 21st Century in our new state-of-the-art school, we will continue to develop a curriculum that provides a suitable pathway to meet the needs, interests and aspirations of every student ensuring that they are equipped for the next stage in their journey, whether this be onto further or higher education or into the workplace.

Our new facilities have provided added impetus to continue to develop our links with the Foyle Learning Community, tertiary education providers, employers and the community.

The COVID 19 pandemic and the resulting extended periods of school closure have severely disrupted the possibility of progress being made on the 2019-22 School Development Plan. Following a review by the school's Senior Leadership Team a recommendation was put to the Board of Governors that an appropriately adjusted Development Plan, addressing the same priorities identified in 2018, commence in September 2021. The Development Plan will also seek to address the impact of COVID 19 by supporting pupils academically and pupils and staff emotionally after what has been a challenging two years.

1. A statement and evaluation of the ethos of the school

Vision

It is the vision of the Board of Governors and staff of Foyle College that it will be:

A school where everyone can feel valued and secure in a caring, happy, healthy community.

A school where pupils develop academically, athletically and artistically to fulfil their potential and be the best that they can be.

A school that links with our community and society as an historic, but evolving, institution which values service and inclusion.

The vision is underpinned by the school's core values of:

- **Respect** by all members of the school community for themselves, for others, for our community and for the environment through an appreciation of the need for moral values and tolerance of others.
- **Determination** by all members of the school community to strive for the achievement of personal and collective goals through hard work, courage and skill and a recognition that determination is what transforms the promise into reality.
- **Responsibility** by all members of the school community in accepting accountability for one's self and the well-being of others.
- **Integrity** by all members of the school community in demonstrating openness, honesty, inclusiveness and high standards of behaviour and attainment in all areas of school life.
- **Commitment** by all members of the school community to its caring ethos and academic and extra-curricular traditions.

2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:

A. Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

i) Teaching & Learning

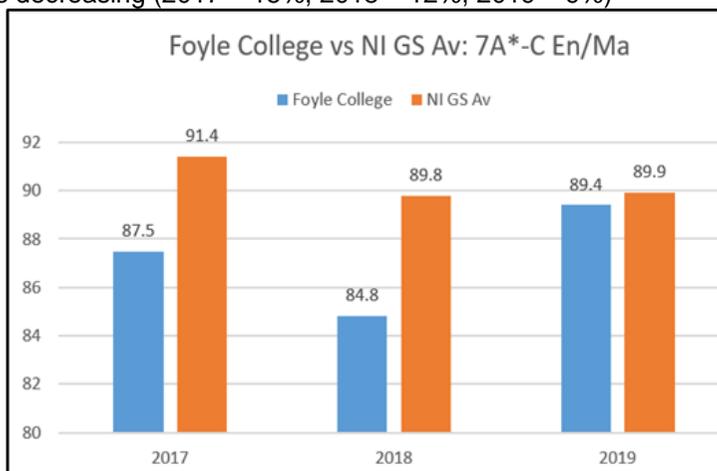
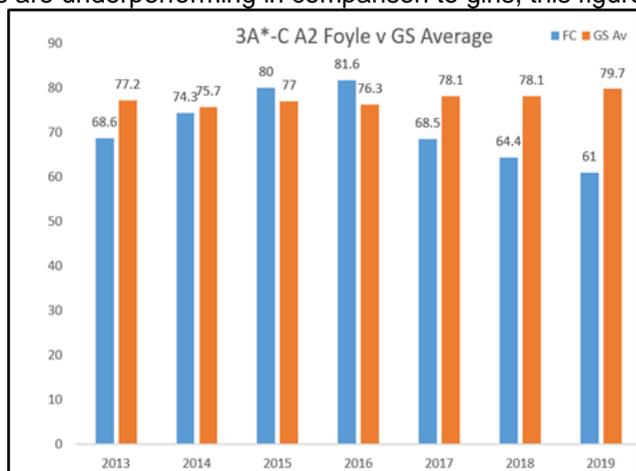
- a. Data (initially ALIS, supplemented by internal assessment data from progress reporting and external data from modular examinations), now CATS which were introduced in 2019, with initial testing in June completed in September and October, is used to set aspirational targets for students, which are reported on to parents via progress reports thrice yearly and which form the basis of discussions on improvement between students and teachers. Whole school INSET on the use of CATS and PASS data is in place for Autumn 2019 (19/11/19, 20/11 and 27/11/20). The change of data provider for 2019/20 follows consultation and feedback on the accuracy and precision of the ALIS data. CATS will allow us to identify each learner's strengths and weaknesses and also link to pastoral data already held by the school. This linking of academic, pastoral and behavioural data has been identified as key (SDD June 2019). High Quality Teaching and Learning will be based on data obtained via CATS and the teacher's own assessment, focusing on improving performance in weaker areas.
- b. Guidance on feedback and marking for improvement continues to be a focus and SDD presentations by VP T&L take place on an annual basis. Departments have been allocated time to discuss and share good practice in regard to this area of work. Quality Assurance work
- c. The assessment policy was revised in October 2018 by the VPs for Curriculum and T&L, but further work is needed to reflect the effective practice being used. In August 2018 a further SDD presentation by VP T&L on assessment was delivered, with further suggestions on good practice – pupil focus groups were proposed, and these will form part of the QA processes for the 2019-22 SDP. A new appointment as Literacy Co-ordinator in September 2018, working with VP T&L led to the introduction of the coded marking protocol. Similarly, a LI/SC and feedback pro forma for KS3 work was introduced. This has also led to whole school initiatives such as DEAR (Drop Everything and Read), Literacy 'Walls' in every classroom and literacy activities as part of morning registration from September 2019.
- d. Numeracy has been promoted through the use of Maths Base, a supplementary weekly activity-based support session. The Maths department reviews progress at each PR point and communicates to parents and pupils that this support is recommended. A register of attendees is kept and checked against data at the next PR point. Regular maths-based competitions and a weekly award for KS3 are run for pupils and maths events are promoted throughout the school using the message boards in the Agora and along the Maths corridor. Success is celebrated with photographs of winners on display in the Maths corridor and awards in assembly.
- e. Involvement of parents/carers in the assessment process has been enhanced through the SIMS Parent App although there is work to be done on increasing parental understanding of how feedback is used, how grades are awarded and how pedagogical methodology may vary from subject to subject and from year to year. Each year, we bring the parents of all Year 8 students into school in early September and we will use this opportunity to explain the assessment process. Other year groups receive a Parent Pack at the start of the year and this needs to be revised to reflect changes in how target grades are set. SIMS InTouch is used to communicate with parents, and progress reports are issued via the SIMS Parent app, which also allows live tracking of work handed in by pupils.
- f. ICT to enhance high quality Learning & Teaching has been at the forefront of our work; having trialled Apple and Microsoft devices and applications, the consensus was that Microsoft O365 suite was of most use to the staff and pupils of Foyle College. The investment in Clevertouch screens for every classroom was backed up by INSET provided by NIAVAC, delivered to all staff in January 2018. Further INSET on the use of LYNX and Snowflake for collaborative learning was also provided in February 2018. Microsoft OneNote training was provided to allow teachers to create notebooks for both student use and departmental collaboration.
- g. The school invested £2200 in October 2018 in making the provision of the 'Pocket Library' series of online guides to many key areas of teaching and learning a permanent addition to the Staff Handbook. References to key areas of booklets such as *Differentiation*, *Boys, Girls and Learning* and *Accelerated Learning* are included in guidance to staff on key areas of the SDP such as closing the gender gap and stretching and challenging student. This resource also has key titles aimed at pupils being Ready to Learn which is a key strand of the SDP and these are also included in staff guidance: *Behaviour Management*, *Challenging Behaviours*, *Classroom Presence*, *Effective Classroom Communication*, *Anger and Conflict Management*, *Restorative Justice*, *Pupil Mentoring* and *Emotional Literacy*. In the absence of SDDs dedicated to L&T (due to their reallocation for parental consultation and other school priorities) these resources provide a useful resource for teachers to enhance their

pedagogical and BFL skills. The last survey on use of these resources in October 2018 indicated 75% satisfaction with these resources. Sharing good practice based on this resource has been done in presentations at SDDs and via group emails to staff. EPD teachers have been encouraged to use the resource to help with developing their chosen competencies.

- h. Early Professional Development continued and both permanent and temporary teachers were mentored by their Head of Department and Teacher Tutor, developing their skills through self-evaluation and feedback in order to progress through the three-year programme.

ii) Assessment & Standards

- a. The three year trend at A2 is downward, while the NI GS average has been rising. Factors in this which are unique to FC are the disruption of the school move and and the changes to Sixth Form Study Arrangements, implemented due to budgetary shortfalls. Other factors such as CCEA specification changes and ASoSA affected all other schools.
- b. Whilst the GCSE trend is upward for 7 A*-C including English and Maths, it falls short of the NI national average.
- c. Whilst boys are underperforming in comparison to girls, this figure is decreasing (2017 – 15%, 2018 – 12%, 2019 – 9%)



2020 figures are 78.9% 3A*-C at A-level and 93.7% 7A*-C inc En/Ma at GCSE. Comparative figures not available due to the use of Centre Assessed Grades.

- d. There has been a decline in the number of students attaining A*-A and A*-B grades at GCSE
- e. Co-ordinators are in place for Literacy, Numeracy and ICT. Cross-phase programmes with a number of Primary Schools in both Numeracy/Use of Mathematics and Literacy/Communication have been developed and led by these co-ordinators;
- f. A standardised Assessment Policy is in place for use by all departments; An Assessment, Recording & Reporting (ARR) calendar was reviewed in February 2020, is in place and is shared with all staff
- g. Sharing good practice continues to be an integral part of departmental meetings and at HoD/SMT discussions (*minutes of link meetings*). A Microsoft Teams Professional Learning Network has been set up through which staff across and within departments share good practice. Staff also use this to ask for specific help from the relevant Co-ordinator.
- h. The informal mentoring programme had evolved into a Peer Mentoring programme with Year 12 pupils receiving mentoring from Sixth Form pupils in preparation for English and Mathematics module repeats in January and subsequently to support exam preparation prior to June modules. A Learning Mentor was appointed during the Autumn Term of 2019 for an initial two-year period to oversee mentoring throughout the school.
- i. Following on from discussions with ETI in March 2019 it was clear that the current baseline assessment data was not providing sufficient information on pupil progress and potential underlying causes of disaffection.

- j. "The school has been monitoring more closely the appropriateness of the pupils' subject choices... this work needs to continue, with a necessary review of the curriculum provision". ETI Sustaining Improvement Inspection March 2019.

ii) **Communication**

- a. During a 'normal' school year KS 2-3 links are further developed through our 'Literacy Passport', with feeder primary schools receiving copies of a range of Year 8 assessment tasks and our marking and feedback templates. P7 teachers feed information back to the school, outlining pupils' abilities in various aspects of Literacy. KS2 – 3 Transition Activities have continued to take place during the current academic year. Bridging tasks are included in the Year 8 induction packs.
- b. Across KS3, all pupils were registered to Accelerated Reader and each parent/carer granted remote access to review their child's progress via email updates. AR badges and Prize Day certificates were used as incentives for pupils. World Book Day celebrations involved interactive activities for all KS3 pupils, with their Cardboard Box Book Reviews and masks remaining on display in the library. KS3-5 Form Tutors each allow one morning per week for DEAR during registration time.
- c. Our whole-school LITERACY bookmark was included in teachers' and pupils' planners, with each KS3 pupil and member of staff receiving a hard copy. This creates a consistent approach to marking and feedback and supports our M&F sticker, used to assess pupils' work across literacy-based subjects and in literacy-based tasks in STEM subjects, i.e. junior science. Each Department has a literacy display, with interactive elements, to allow key words to have prominence.
- d. Literacy support was afforded to pupils at KS3 level through their designated Literacy period each week, where their QWC was developed through a range of structured tasks.
- e. At KS4, support was offered, Due to COVID restrictions resources were sent home to enable parents to support their child at home. TextHelp's Roadshow was hosted at Foyle College during the autumn term and all pupils were afforded a full licence granting them access to the software from home.
- f. Writing was promoted through Britannia's projects, Poetry in Motion and Young Writers, and countless pupils' work was published in their respective anthologies.
- g. Speaking and listening remains a core component of a number of KS3 schemes in a range of departments, such as History and RS. Furthermore, we hosted our annual SALAD event during the summer term, setting aside a day where pupils' tasks advanced speaking and listening skills. In external competitions, we were placed first in Voice of the Future, Soroptimist and the Derry Féis, and we proceeded to the Ulster Final of the Knights of Columbanus.
- h. The Literacy Co-ordinator led literacy training during a SDD and introduced the use of referral forms for pupils requiring additional support in the area of literacy.
- i. Children have also been identified as requiring additional support after each Progress Report.
- j. A monthly reward system for literacy was launched in September 2020.
- k. Year 8 pupils participated in the Irish News Young Readers Project in the summer term.

iii) **Mathematics**

- a. KS3 pupils are rewarded for participation in Mathematics using Geek of the Week, Mathematician of the Month and Star Pupil depending on Year Group.
- b. Pupils names are displayed on noticeboards and social media feeds and contact is made with parents to communicate their success.
- c. Competitions, such as Brainteasers or Pi Day, also take place across the school, throughout the year.
- d. The Maths Department has also introduced Numeracy Ninjas for use by KS3 Form Tutors once a week during registration time. Pupils undertake timed exercises in Mental Strategies, Times tables and Key Skills and are awarded a 'belt' depending on their score; 30/30 is a Black Belt. This programme has been extended into Key Stage 4.
- e. During a 'normal' school year MathsBase is hosted weekly by members of the Maths department, supported by 6th Form mentors, to accommodate pupils who need assistance with numeracy-based work in all subjects not just Mathematics. Pupils in danger of underachieving are identified using Progress Reports and PTM data.
- f. During a 'normal' school year Financial Capability Days for KS3 and 4 pupils are hosted by the Mathematics Department working in conjunction with Young Enterprise.
- g. Pupils have the opportunity to undertake the UK Mathematics Trust Intermediate and Junior Mathematical Challenge.
- h. HoDs liaise with the Mathematics Department on method to ensure consistency across all subjects although this could be enhanced with the development of a Numeracy Map outlining how numeracy and financial capability is facilitated in their departments.
- i. Posters promoting numeracy across the curriculum have been purchased to be displayed in all classrooms.
- j. The Numeracy Co-Ordinator led numeracy training during a SDD and introduced the use of referral forms for pupils requiring additional support in the area of numeracy.

iv) ICT

- a. "Pupils reported that the use of ICT has enhanced their engagement in lessons and encouraged independence in their learning." ETI Sustaining Improvement Inspection report March 2019.
- b. All departments have found the provision of technology, including the smartscreens in every classroom along with the use of visualisers, has enhanced Learning and Teaching
- c. Most departments are making effective use of Microsoft O365, and in particular Microsoft Teams with KS4 and KS5 pupils. Google Classroom is predominantly being used with KS3 pupils. Both platforms are being used to provide materials online to pupils and to hold live lessons during the school closures. The materials include class materials and extension activities.
- d. A small number of departments continue to use OneNote through Microsoft Teams to manage the submission of materials to meet deadlines along with providing appropriate feedback to pupils.
- e. All departments have used a Blended approach to Teaching and Learning which will continue in the next academic year.

B. Providing for the special additional or other individual needs of pupils

- a. Of the 871 pupils enrolled between the ages of 11 and 19, there are 45 pupils on the Special Educational Needs & Disability (SEND) register as outlined below. There are 26 students holding a Statement of Special Educational Needs.

Year Group	Enrolment	No on SEN Register	% on SEN Register	No at Stage 1	No at Stage 2	No at Stage 3	No at Stage 4	No at Stage 5
8	133	8	6%	1			1	6
9	136	6	4%			1		5
10	133	7	5.20%		2	2		3
11	133	8	6%	2	1	3		2
12	126	4	3.20%	2	1			1
13	109	7	6.40%	3				4
14	101	5	5%					5
Total	871	45	5.20%	8	4	6	1	26

- b. In May 2021, the SEND Department consists of the Special Education Needs Co-ordinator (SENCo) and 15 Classroom Assistants.
- c. All year 8 pupils are screened in September of Year 8 and any pupils whose Standardised Scores fall below 84 are added to the SEN Register. Teachers and parents are notified. (Testing Folder). A system of internal teacher referral and parental referrals are also in place. (Year 8 Testing Folder)
- d. SENCO works in liaison with SEND pupils (Stages 2 - 5 on SEN register) to produce Individual Education Plans (IEPs). IEPs for each child are available and readily accessible for all members of staff in OneDrive. IEP targets are collectively decided upon. Teachers determine individual strategies to employ. IEPs are reviewed twice a year and new targets are set. (IEP Folder)
- e. Regular and on-going communication between SENCO and parents of SEND pupils. There is also regular communication between staff and SENCO and Classroom Assistants. (/Pupils Blue Folders)
- f. Classroom Assistants are encouraged to support not only the statemented pupil they are assigned to but other pupils requiring support in the class.
- g. Staff share good practice regarding SEND pupils. (HOD minutes)
- h. Primary schools and parents are consulted on any pupils joining Foyle who may have SEND. The SENCO meets parents of Pupils holding Statements in June prior to pupils commencing Foyle College. A pupil profile is drawn up and disseminated to all key staff. (Transfer information proformas)

- i. Autism Spectrum Disorder (ASD)/Pupils with Statements transitioning into Year 8, attend a separate induction and private tour of the school.
- j. The Year 8 Summer Scheme; an important part of the Year 8 Induction Programme, has now been running for three years and has evolved over that period. (Summer Scheme Folder)
- k. There is regular on-going liaison with outside agencies on specific issues relating to SEND pupils. The SENCO works closely with other relevant statutory and voluntary agencies, e.g. Educational Psychology/Occupational Therapy/Behaviour Support Team/Cedar Foundation etc. (Minutes of Meetings)
- l. Staff training is provided on an on-going basis to disseminate essential information and to help address the learning needs of pupils with SEN. (Annual Training Calendar)
- m. Use of home-school communication log in place for most statemented pupils. (Individual Pupil Blue Folder)
- n. Parents are encouraged to maintain close contact with the school and communicate any issues relating to their child's academic progress and/or well-being. (Communication Logs/Contact with Parents Forms)
- o. Medical and Asthma Registers and Individual and General Healthcare Plans are available in OneDrive ensuring all staff have instance access to them. (Medical Folders)
- p. HOYs liaise closely with families and teaching staff to ensure pupils' needs are met during and after periods of illness. (Minutes of HOY meetings)
- q. Classroom Assistants are available to pupils who require short-term strategies for examinations.
- r. An unusually high number of school refusers across Years 8 -11, potentially as a direct consequence of lockdown or at least exacerbated by it.
- s. A Learning Support Assistant was employed in the Autumn term of 2019-20. In spite of periods of lockdown in both 2020 and 2021, this role has proved important in supporting pupils academically and athletically.

C. Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

i) Health & Wellbeing

- a. Pupils access a range of personal and social services, facilitated in school where this is possible, and support is provided or recommended in response to the individual needs of pupils that arise for reasons related to their academic, social and community experiences. Staff of the Education Welfare Service, the Autism Advisory Service, Educational Psychology Service, Schools' Counselling Service, Looked After Children Therapeutic Services, Social Services such as Family Intervention and Gateway are facilitated in school as required, and pupils are supported in accessing Child & Adolescent Mental Health Services,(CAMHS), Action for Children Hubs and other services as required.
- b. The ICSS provides a School Counsellor who delivers individual counselling sessions and drop-in sessions for pupils who have self-referred or have been referred by staff or parents. The self-referral system is well utilised by pupils across all year groups, the counsellor works usually with a full quota of pupils for sessions and 'drop-ins' and the waiting list is managed with good communication between counsellor and link teacher. Pupils attend and engage to a good level and evaluate the service in a positive way. Foyle has been provided with additional weekly sessions in March-April 2021, and previously as and when these were required, indicative of the level of pupil need, pupil engagement and also commitment from the school. During school closure, the system included online referrals and phone sessions. Pupils and parents were periodically reminded of the ICSS provision via SIMS InTouch. The Annual Reports from the Independent Counselling Service for Schools are available from the DTCP.
- c. There is in place a comprehensive programme of agencies/speakers enhancing the delivery of Learning for Life & Work across KS3 & 4 through the LLW programme and in KS5 as arranged by the Year Heads. Records are maintained by the Teacher in Charge of Learning for Life & Work and the KS5 Year Head(s).
- d. Provision of lessons and Schemes of Work covering RSE and Health Education and Learning for Life & Work are reviewed on an annual basis by the Teachers in Charge. Records are maintained by those staff.
- e. A Learning Support Assistant was employed during 2019-21 to support struggling pupils, referrals were made by staff. In 2019-20 a total of 35 pupils from KS3 and KS4 engaged in 1-2-1 sessions and 30 pupils (boys in years 9, 10, 12) were involved in Peer Mentoring. There is evidence of significant improvement in GCSE English Unit 1 grades, for year 12 boys. Phone contact was regularly maintained with pupils throughout the period of lockdown, and pupils engaged in 'Hangout Hub' to facilitate social interaction.
- f. A Health Education Coordinator is responsible for overseeing the work of the 6th Form Health Committee along with health-related policies for pupils and staff.
- g. There is a Health Committee in senior school - they organise a Mental Health Awareness week in the Spring Term of each year (2020 excepted).
- h. Pupils are advised on the school's safeguarding team, counselling provision and agencies with which to make contact if they are experiencing stress or other difficulties via posters and notices in every classroom and every social area. Form tutors highlight and discuss the poster with their tutor groups. In the Self-evaluation questionnaire of March 2019, 88% of students agreed or strongly agreed that "There is a safe, secure environment for all members of the school community" (Q.37).

Only 67% were in agreement/strong agreement with the statement “The pupils feel safe, secure and free from emotional and physical harm” (Q.45), with a further 15% saying they did not know.

ii) Child Protection

- a. Foyle College’s provision of Child Protection and Safeguarding was comprehensively reviewed and assessed by the ETI during the Sustaining Improvement Inspection in March 2019 and was found to ‘broadly reflect’ the requirements. The Self-Evaluation proforma is reviewed for 2021-22.
- b. Training for all teaching and non-teaching staff and Designated CP staff, other than the Chair of the BoG, is up to date for 2020-21. (Records are maintained in the Year Head room, copies of attendance certificates posted on the noticeboard).
- c. The Safeguarding Policy was updated to include a COVID-19 Addendum in January 2021.
- d. Parents were advised, and periodically reminded of, the DE ‘Safer Schools’ safeguarding app, including during the period of lockdown. Messages and reminders around safeguarding were relayed to parents and pupils via SIMS InTouch over the time of school closure, as such information and advice was received from the CPSS.
- e. Safeguarding reports are prepared and presented to Governors on a regular basis, including an Annual Report in June/July.
- f. Safety plans and/or Risk Management plans for individual students are compiled and reviewed by relevant parties (internal and external staff) as required.
- g. Links with EA CPSS are maintained, and advice is sought via the Helpline as and when required.
- h. Support systems for pupils are in operation in KS3 involving pupil mentors and Bully Buddies. There are Junior, Middle and Senior School Councils, Prefects and Head/Deputy Head Girls and Boys. Training for Prefects is normally delivered by REACH Across.

iii) Attendance

- a. The whole school attendance for the academic year 19-20 was 96%, in 2020-21 is 96%. Foyle is in-line with EWS expected standards in regard to the overall attendance figures. Attendance over the period of lockdown was recorded on a daily basis only for those pupils attending school (children of key-workers or those with vulnerabilities), otherwise pupils were given a present mark designated ‘Covid-19 Learning from Home’, unless there was evidence of zero engagement.
- b. During periods of lockdown, pupil engagement in online learning was reviewed periodically and interventions put in place for pupils giving cause for concern.
- c. The numbers in years 8-12 with attendance below 85% do not give cause for concern and the management of missing marks is in line with DE requirements, as confirmed by our EWO. There are currently a number of pupils (across years 8-11) whose attendance is of significant concern. Some of these are school-refusers and Multi Agency meetings are organised as necessary. Management of resources around these pupils will require strategic planning, particularly if this is a consequence of school closure and there is a probability of increasing numbers of chronic school-refusers.
- d. Over the course of the year a small number of pupils in years 8-12 had attendance below 85% (the assessment was based on both actual attendance and engagement in online learning), resulting in timely referral to the EWO following discussion at the monthly meeting with SLT TiC of Attendance. At roughly half-termly intervals, those pupils with attendance below 90% and those below 85% are normally identified and referred by TiC to their HoY, and reasons for absence are discussed if known e.g. holidays or illness /hospitalisation. Parents are normally advised by email (<85% and <90%) at stages during the year, with advice that those thresholds give cause for concern. KS5 attendance is targeted as part of the follow-up to Progress Reports.
- e. Normally, attaining 100% attendance on a half-termly basis is recognised via SIMS Achievement, and at the end of the school year 100% attendance is celebrated at prize giving ceremonies. The 2020-21 school year has had such significant changes to attendance and recording of attendance that this has not taken place.
- f. Pupils are reminded of the importance of good attendance via their Agora screen, displaying a visual of the attendance ‘ladder’.

iv) Good behaviour & discipline

Pupils are recognised for making positive contributions to school life in areas of sport, music, behaviour, academic attainment and progress via SIMS Behaviour Management. Teachers are expected to add achievements to pupil records on a regular basis, with weightings for significant contributions such as half-termly attendance at choir/ team training. Reward Breakfasts took place on a termly basis during 2019-20 and 2020-21, prior to school closure, for the top pupils (approx. 20) in each year group.

D. Providing for the professional development of staff

- a. Priority will continue to be given to INSET which will directly affect teaching and learning in classrooms and pupil attainment e.g. agreement trials, and support events or events promoting assessment for learning. A record of staff training will be maintained in SIMS, to replace existing spreadsheet.
- b. Beginning teachers are supported through induction and early professional development through mentoring by their HoD, support from the Teacher Tutor and attendance at courses run by EA.
- c. A library of professional development resources is available online and is regularly referenced in staff development sessions.
- d. Staff Development and Baker Days will maintain a focus on the key learning and teaching strategies promoted by the SDP, thus ensuring continuity of focus and avoiding loss of momentum associated with 'one-off' training days.
- e. The PRSD programme which emphasises staff development rather than performance review is closely aligned with the SDP and provides teachers with the opportunity to develop their professional skills with guidance and support of their reviewer.
- f. Sharing good practice is an integrated part of departmental meetings, HoD meetings and SMT/HoD link meetings.

E. Managing attendance and promoting the health and well-being of staff

- a. Staff welfare and attendance are managed via guaranteed non-teaching time, a rota for covering for absent colleagues and clear procedures for both short and long-term absence. Attendance for teaching staff is above the NI average.
- b. A time budget template which is in compliant with both the statutory 1265 hours per annum and 23.5 hours per week was presented to staff in June 2019;
- c. Teachers are consulted on term dates and the allocation of SDD and Baker Days
- d. Following resolution of the ongoing industrial action short of strike action, after school meetings will average less than one per week;
- e. In an attempt to reduce teacher workload, the school's assessment policy encourages the use of peer and self-assessment by pupils as well as teacher led assessment;
- f. School guidelines on feedback emphasise the need for succinct comments, limited in number and designed to be specific;
- g. Staff completed a wellbeing survey in 2018 which raised concerns over workload and relationships and communication but which also rated very highly for job security and clarity over roles. Further survey on this area has been deferred due to C19 issues.

F. Promoting links with the parents at the school and with the local community including other schools, the business community, and voluntary and statutory bodies

- a. As well as the statutory progress meetings, an additional meeting - First Impressions - takes place for the parents of new Year 8 pupils in September.
- b. Following feedback from staff, as well as the school's self-evaluation in March 2019, KS3 parents now receive three written reports whilst those in KS4 and post-16 receive two. Following on from these reports parents of underachieving pupils are invited to attend review meetings with teachers, HoDs/HoYs, SLT and/or the Principal as necessary. The reduction in reporting is an attempt to reduce teacher workload and to allow appropriate time for interventions to have an impact.
- c. A range of media are used to keep parents and the wider community informed about school life including the school website, Twitter and Facebook feeds.
- d. The introduction of SIMS Parent & Pupil Apps and SIMS InTouch has greatly enhanced home school communications according to the self-evaluation survey in March 2019.
- e. The Parents', Teachers' & Friends' Association (PTFA) has a high profile in school life due to the commitment of an enthusiastic committee in running innovative fund-raising events with the support of local businesses;
- f. Foyle College is a fully integrated member of the Foyle Learning Community and enjoys strong working relationships with our partner schools.
- g. Links with feeder primary schools have continued to grow and develop with a range of opportunities provided to schools. In particular, the links with Ebrington PS who share the Limavady Road site have developed with sharing of facilities between the schools. The Literacy and Numeracy Co-ordinators have developed and delivered schemes with a number of Primary Schools targeting the KS2/KS3 transition process.
- h. Many business and professional people participate in the biennial careers convention and serve as mock interviewers in an employment skills day. In addition, many local businesses and public services provide valuable work experience and community service opportunities for pupils.
- i. Many departments work closely with external organisations to promote their area of study through the provision of extra-curricular activities e.g. Bar Mock Trial, Sentinus Gold Crest Engineering Project, Shakespeare Schools Festival, UK Maths Challenge etc.
- j. Parents' meetings are well attended by parents of younger pupils, but participation tends to tail off as pupils get older.
- k. In the self-evaluation questionnaire conducted in March 2019, 75% of parents believe that there are clear and open channels of communication with the school. This will be further enhanced with the roll-out of SIMS Parent & Pupil Apps to the all parents and pupils.
- l. The increased participation in PTFA fund-raising events has resulted in the additional funding for school resources. In 2017 the PTFA funded the introduction of SIMS Learning Gateway and current funds will replace one of the current school minibuses.
- m. Greater collaboration with partners in the Foyle Learning Community has opened up a range of courses to Foyle pupils and to those from other schools. In 2018-19 24 Foyle pupils accessed 13 courses in other institutions, whilst 10 pupils from other schools accessed 8 courses at Foyle.
- n. Extra-curricular opportunities provided by external organisations enrich the classroom experience, stimulate an interest in learning and strengthen cross-curricular skills.
- o. The external expertise of voluntary agencies adds value to our existing pastoral programmes and ensures that our pupils are ready to face the challenges of an ever-changing wider world.

G. Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

- a. "The new school campus has provided opportunities for substantial investment in a range of digital technologies. The impact on pupils' learning experiences and outcomes of this investment and continuing professional development needs to be closely monitored and evaluated in consultation with pupils, parents and staff." ETI Sustaining Improvement Inspection report March 2019.
- b. Windows 7 environment, which ended in January 2020, caused the school a significant financial pressure as 45 machines on site had to be replaced with Windows 10 devices.
- c. Microsoft One Note has proven to be popular amongst staff for collaborative work with pupils across the entire school, but particularly at GCSE and A Level.
- d. The addition of Microsoft Teams to our ICT package presents new avenues for staff to work collaboratively with pupils inside a secure learning environment. This is currently only available to students in an online format.
- e. Developing the use of ICT continues to be a popular option for staff as part of their PRSD.

- f. Keeping up to speed with changes in our ICT provision and new technology as and when it manifests itself has been an important aspect of development over the previous SDP and should continue to be the case going forward.
- g. The introduction of SIMS InTouch in January 2019 greatly improved our communications capabilities between home and school and also significantly reduced expenditure on texting and postage.
- h. The possibility of a 1:1 scheme for pupils has been explored but this has not been pursued due to financial constraints but should continue to be investigated over the course of the next three years.

3 (a) An assessment of the school's current financial position and the use made of its financial and other resources;

Our most up to date financial plan runs from 2020 through to 2023 The projections make assumptions on pupil numbers which have shown an upward trend since a low 827 in October 2018 to 877 at census date in October 2020. It is anticipated that this will ease back a bit for October 2021.

The surplus of £32k in 2019/20 was brought about by an increased enrolment and sound financial planning. The budget projections for the years ahead are favourable and based on DENI funding levels increasing with inflation and an improving enrolment.

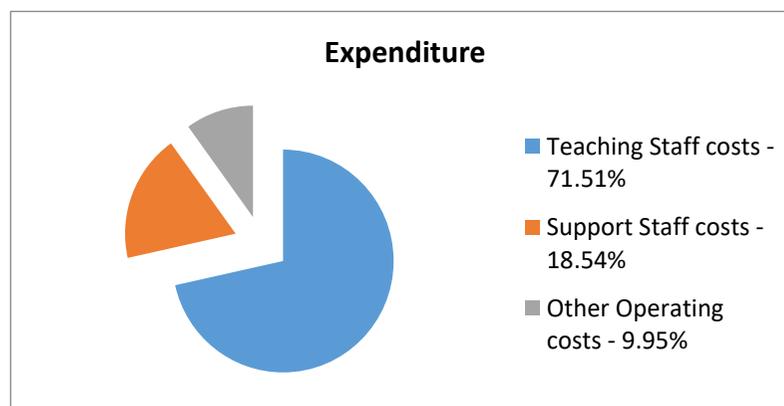
The key priority in our financial plan is to at least maintain our current FTE teaching compliment, meet all our payroll obligations, maintain and where possible enhance our ICT infrastructure and meet all our concurrent running costs and do this within a balanced budget over the three year period.

The Bursar prepares an annual budget each year with increased emphasis on a balanced secondary (school delegated budget) account. Priority is given to meeting our payroll demands and building in both incremental and cost of living rises. Currently 90% of our income is spent on staffing costs. The balance is closely monitored with the majority going on maintenance, utilities and exam costs. Departments get a budget allocations based on need and all costs are monitored each month to make sure the spending is in line with expectations.

The last audited accounts were for 2019/20 with the results given below. The audit report identified no issues of concern and all internal arrangements for good financial governance were regarded as providing substantial assurance.

3 (b) An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards;

RECURRENT EXPENDITURE			
Income	2019/20	Expenditure	2019/20
	£		£
Dept. of Education Grants	4,504,382	Teaching Staff Costs	3,240,635
		Support Staff Costs	840,325
		Other Operating Costs	450,491
Income from other sources	<u>58,759</u>	Surplus for year	<u>31,690</u>
	<u>4,563,141</u>		<u>4,563,141</u>



4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets

Leadership & Management	Outcomes for Learners
<p>LM1: Further develop leadership at all levels. Target has been partially met.</p> <p>The SLT roles and responsibilities were reviewed in 2019-20 as a result of the reduction in staffing to one Vice-Principal; however, the BoG following advice from a SIP has applied to DE for an increase in the FTE to allow the appointment of a 2nd VP. This will require a further review of roles and responsibilities for the 2021-22 school year.</p> <p>A timetable group was established which allowed the implementation of a new two-week timetable in September 2020.</p> <p>Other actions to develop leadership at all levels have been hindered by the impact of COVID regulations and or the two extended periods of school closure during 2019-20 and 2020-21. It would be extremely difficult to achieve all that needs to be in the one year remaining of the development plan.</p> <p>LM2: Embed our vision and values in all aspects of school life. Target has been partially met.</p> <p>The vision and values were reviewed and revised by the BoG and SLT during 2019-20. Values are displayed prominently throughout the school.</p> <p>Other actions to embed the vision and values in all aspects of school life have been hindered by the impact of COVID regulations and or the 2 extended periods of school closure during 2019-20 and 2020-21. It would be extremely difficult to achieve all that needs to be in the one year remaining of the development plan.</p>	<p>OL1: Consistently achieve target grades in all key stages. Target has been partially met.</p> <p>The sources and uses of data were reviewed during 2019-20 with a switch from the use of MidYis, YELLIS and ALIS to CAT4, PTE, PTM, PTS and PASS.</p> <p>The co-ordination of information was improved by the introduction of new marksheets in SIMS with teaching and pastoral staff able to record Progress data and any interventions implemented as a result.</p> <p>Whilst the Centre Assessed grades in 2020 and provisional Centre Determined Grades in 2021 have shown improvement the lack of Northern Ireland benchmarking data due to the COVID pandemic makes comparison with other schools impossible.</p> <p>Other actions to consistently achieve target grades in all key stages have been hindered by the impact of COVID regulations and/or the 2 extended periods of school closure during 2019-20 and 2020-21. It would be difficult to achieve all that needs to be in the one year remaining of the development plan.</p>
Quality of Provision	Care & Welfare
<p>QP 1: Ensure high quality teaching and learning. Target has been partially met.</p> <p>Literacy and numeracy strategies have been reviewed. Foetal alcohol training was delivered to whole staff. ICT Co-ordinator conducted an audit of technology usage.</p> <p>CAs have identified areas of interest and have worked on producing suitable resources to support in those areas; however due to COVID there has been opportunity to share those with the teaching staff for implementation.</p> <p>Other actions to ensure high quality teaching and learning have been hindered by the impact of COVID regulations and or the 2 extended periods of school closure</p>	<p>CW1: Ensure culture and ethos supports and underpins health and wellbeing. Target was partially met.</p> <p>The recording of pupils' achievements and behaviour incidents was reviewed but work is still ongoing to ensure that it is being done consistently across the school.</p> <p>A support group for the parents of pupils with ASD was established.</p> <p>Other actions to ensure culture and ethos supports and underpins health and wellbeing have been hindered by the impact of COVID regulations and or the 2 extended periods of school closure during 2019-20 and 2020-21. Whilst some progress has</p>

during 2019-20 and 2020-21. It would be extremely difficult to achieve all that needs to be in the one year remaining of the development plan.

QP2: Ensure curriculum offer provides a pathway for all students.

Target has been partially met.

The curriculum has been kept under review and additional BTEC qualifications have been introduced at both KS4 and Post-16 to better meet the needs and aspirations of pupils.

The Sports Strategy work is ongoing.

been made on the identified actions it would be extremely difficult to achieve all that needs to be in the one year remaining of the development plan.

CW2: Develop a mentoring system.

Target has been met.

A Learning Support Assistant was successfully appointed during the 2019-20 school year based on 2 years funding from the Merchant Taylors' Company. Unfortunately, the successful candidate moved to another role outside Foyle in June 2021 necessitating a review of the role and funding moving forward. The role has proved of great benefit in supporting pupils both in school and during the lockdowns.

CW3: Engage stakeholders in all aspects of school life.

Target was partially met.

The use of SIMS Parent & Pupil Apps is now well embedded.

Investigation of use of school facilities by NWRC is ongoing but has been impacted by COVID.

There has been limited success in applying for external funding streams despite employing a consultant to manage applications.

Due to COVID there have been no parent meetings since March 2020 so attendance could not be monitored.

Enhanced role for Governors has not been actioned.

5. An assessment of the challenges and opportunities facing the school

Challenges	Opportunities
<ul style="list-style-type: none"> a. The performance of pupils, particularly boys, at both GCSE and A-Level is below the Northern Ireland average with a lack of consistency between the results achieved by different departments. b. Underperformance of high ability students in A*-A and A*-B grade boundaries. c. There is an inconsistent approach to both behaviour management and the implementation of the Progress Reports. d. Meeting the needs of the students with a reduced financial allocation in school budget 2021-24 e. School finances continue to be impacted by delegated budgets which are decreasing in real term set against rising costs. f. Collaboration between schools in the FLC is under threat due to the financial pressures currently being experienced by all schools causing a reduction in the number of A-Level and BTEC courses being offered. g. Staff Health and Well-being survey highlighted issues with relationships, demands and communication as affecting staff morale. h. Increase in mental health problems. i. Links with employers. j. Parent/school relationships. k. Use of data. l. Non-selective intake for September 2021 due to the absence of AQE CEA in 2020-21 	<ul style="list-style-type: none"> a. History of the school. b. The quality of intake continues to improve with Foyle College being well over-subscribed for available places. c. The experienced staff who are subject specialists. d. Pastoral care and safeguarding as shown by the good relationships between most staff and the pupils. e. Continuing review of the curriculum will facilitate introduction of new subjects and/or the use of different exam boards to best meet the needs, interests and aspirations of our pupils. f. The availability of Office365 and G-suite, will continue to allow staff to better interact with pupils both in class and at home. g. The professional development that took place during the extended periods of school closure in the use of online platforms to deliver learning and teaching h. The facilities provided by the new school building continue to provide an opportunity to engage with outside organisations and sports' clubs. i. Support and training available from EA. j. Foyle Learning Community. k. Tertiary education links. l. The end of Action Short of Strike Action by the teaching unions m. The restructuring of the roles and responsibilities of SLT

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

- a. Reconstituted governing body (Sept 18);
- b. Consultation with stakeholders was widespread and extensive in the preparation of this school development plan. In March 2019, staff, parents and pupils completed questionnaires through Wholeschool which were based closely on the Inspection Self-Evaluation Framework developed by ETI.
- c. An additional pupil questionnaire, originally used in 2016, relating to Positive Behaviour Management and feedback was also administered for comparative purposes.
- d. March 2019 feedback had also been sought from both parents and staff on the introduction of SIMS Learning Gateway and the Parent App.
- e. Feedback sought from pupils and parents during both periods of school closure regarding the provision of online learning
- f. Governor link for Safeguarding established.
- g. Reviewed committee structure and Staffing & Standards Committee and Risk Management Committee established to work in conjunction with Education Committee and Finance Committee.
- h. Extensive governing body training programme embarked upon.
- i. Support available and utilised from EA School Improvement Professional.

FOYLE COLLEGE 3 YEAR PLAN OVERVIEW

Area of Focus	2021-22	2022-23	2023-24	
Leadership & Management				
LM1: Develop leadership at all levels	<ul style="list-style-type: none"> Review SLT Roles & Responsibilities to reflect increased team size 			
	<ul style="list-style-type: none"> Review and implement structures to facilitate Pastoral VP Role (to be appointed during Christmas term) 			
	<ul style="list-style-type: none"> Review SLT curricular & pastoral line management structure for SMTs to reflect increased size 			
	<ul style="list-style-type: none"> Introduce SLT Planning Days 	<ul style="list-style-type: none"> Embed effective use of SLT Planning Days 		
	<ul style="list-style-type: none"> Introduce separate weekly Operational and Strategic meetings for SLT 	<ul style="list-style-type: none"> Review success of separate operational and strategic meetings and amend format if required 		
	<ul style="list-style-type: none"> BoG to identify link governors for priority areas 	<ul style="list-style-type: none"> Embed review meetings between link Governors and those responsible for priority areas 		
	<ul style="list-style-type: none"> Implement Senior Development Team (SDT) to provide support to SLT in whole-school decision making 	<ul style="list-style-type: none"> Review role and embed SDT 		
	<ul style="list-style-type: none"> Investigate an SDP Steering Group to conduct self-evaluation against key priorities identified in SDP 	<ul style="list-style-type: none"> Implement SDP Steering Group to conduct self-evaluation against key priorities identified in SDP 		
	<ul style="list-style-type: none"> Implement a systematic ratification & review of policies 			
	<ul style="list-style-type: none"> Develop a coaching culture for SLT and SMTs 			

LM2: Embed vision and values in all aspects of school life	<ul style="list-style-type: none"> • Vision & Values reviewed and relaunched to all stakeholders including being embedded in Behaviour Policy and classroom procedures 		
	<ul style="list-style-type: none"> • LLW programme incorporates vision & values 		
	<ul style="list-style-type: none"> • Vision & Values displayed in all classrooms 		
	<ul style="list-style-type: none"> • Implement the 'Foyle Way' a set of agreed non-negotiables to ensure consistency across the school 		
	<ul style="list-style-type: none"> • Vision & Values Delivered through Assembly Rota 		
	<ul style="list-style-type: none"> • Vision & Values embedded across school through House System 		
Outcomes for Learners			
OL1: Consistently achieve target grades in all key stages	<ul style="list-style-type: none"> • Review use of data by staff to identify pupils requiring additional support or stretch & challenge 	<ul style="list-style-type: none"> • Embed use of data by staff to identify pupils requiring additional support or stretch & challenge 	
	<ul style="list-style-type: none"> • Develop the role of the Data Co-ordinator to support Curriculum VP 	<ul style="list-style-type: none"> • Review role of Data Co-ordinator 	
	<ul style="list-style-type: none"> • Introduce half-termly SLT/HoD meetings to review progress against CAT-4 scores and departmental and whole school targets 		
	<ul style="list-style-type: none"> • Introduce half-termly SLT/YH meetings to review progress data against PASS data and identify support strategies 		

Quality of Provision			
QP1: Ensure high quality teaching and learning	<ul style="list-style-type: none"> CA's to provide information sessions during SDDs on additional needs along with strategies that might be implemented in the classroom by teaching staff 		
	<ul style="list-style-type: none"> Ensure school compliance with SEND Act 2016 including replacement of IEPs with PLPs 		
	<ul style="list-style-type: none"> Refine use of public examination data analysis to support departments in identifying areas of the specification requiring action 		
	<ul style="list-style-type: none"> Investigate use of pupil focus groups to provide feedback on L&T 		
	<ul style="list-style-type: none"> Regular classroom observation in line with TNC 2011-06 to identify examples of good practice 		
	<ul style="list-style-type: none"> Reintroduce Quality Assurance measures across all departments and Key Stages 		
	<ul style="list-style-type: none"> L&T TPL Calendar created for each year 		
	<ul style="list-style-type: none"> Develop & Deliver a comprehensive Teacher Professional Learning (TPL) programme related to Learning & Teaching and recovery from impacts of COVID-19 pandemic 		
QP2: Curriculum offer ensures a pathway for all students	<ul style="list-style-type: none"> Introduce & Develop Learning & Teaching Working Group to investigate, promote and implement best pedagogical practice across subjects 		
	<ul style="list-style-type: none"> SLT & SDT to review & revise curriculum offer (inc. staffing requirements) making use of Curriculum Financial Planning to support the process 		
	<ul style="list-style-type: none"> Ensure that curriculum offer is relevant and suitable to each cohort at the end of KS3 		
	<ul style="list-style-type: none"> Develop the use of CAT4 PTE, PTM & PTS data by CEIAG staff and subject teachers to guide pupil subject choices particularly at Yr10 		
	<ul style="list-style-type: none"> Develop whole school sports' strategy with support from BoG 		
Care & Welfare			
CW1: Culture and ethos supports and underpins health and wellbeing	<ul style="list-style-type: none"> Conduct staff health and well-being survey to identify staff requiring additional support in the aftermath of COVID-19 		
	<ul style="list-style-type: none"> Review use of SIMS Behaviour Module to record achievements & behaviour incidents consistently 		

	<ul style="list-style-type: none"> Attendance in 6th Form tracked and monitored to identify pupils of concern so that parents can be involved at an early point. 		
	<ul style="list-style-type: none"> Develop LGBTQ+ support group 		
	<ul style="list-style-type: none"> Implement TPL sessions during SDDs in Positive Behaviour Management to facilitate the creation of a 'Ready To Learn' culture 		
	<ul style="list-style-type: none"> Regular Pastoral Meetings included in ARR Calendar 		
	<ul style="list-style-type: none"> Develop 'Ready to Learn' programme inc. differentiation by gender 		
	<ul style="list-style-type: none"> Ensure that Safeguarding Pro-forma is reviewed on an annual basis 		
	<ul style="list-style-type: none"> Investigate 'Investors in Pupils' Programme 		
CW2: Develop a mentoring system	<ul style="list-style-type: none"> Appoint a replacement Learning Support Assistant to continue to develop & implement a range of support programmes across the Key Stages 	<ul style="list-style-type: none"> Evaluate the impact of 2-year trial of Learning Support Assistant role with a view to making it permanent 	
	<ul style="list-style-type: none"> Investigate the need for a 'Nurture Unit' to support the growing number of school refusers across KS3 & 4 due to heightened anxiety and ongoing mental health issues. 		
CW3: Engage parents/carers in all aspects of school life	<ul style="list-style-type: none"> Investigate enhanced role for Governors in operational life of school based on areas of interest/expertise 		
	<ul style="list-style-type: none"> Continue to investigate use of school facilities by outside agencies esp. NWRC and Community Groups 		
	<ul style="list-style-type: none"> Track & analyse attendance at parental consultation meetings 		
	<ul style="list-style-type: none"> Investigate & apply for external funding streams 		

Action Plan 2021-22

LEADERSHIP & MANAGEMENT LM1: Further develop leadership at all levels

Baseline

- Through a process of self-evaluation, senior leaders identified the need to:
 - Review the staffing structure in order to build capacity and ensure succession planning;
 - Review the curriculum and pastoral line management structure as well as the line management processes at all levels of the school in order to ensure accountability and clear lines of communication;
 - Increase the size of the SLT in order to ensure all areas of the school are adequately led and managed
 - Provide specific leadership skills training for both senior and middle leaders;
- The staff survey in March 2019 highlighted the need to improve communication across the school;
- There is a need to appoint a link Governor for key areas within the SDP
- Board of Governors is due to be reconstituted at the end of December 2021
- SEND Act 2016 places six new additional duties on the Board of Governors.

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Review SLT roles & responsibilities	PA	Dec 21	SLT meeting time BoG meeting time Time allocated via timetable	<ul style="list-style-type: none"> • Revised SLT structure published Dec 21 • All key areas led by identified SLT member • Additional Vice Principal appointed by Dec 21 (subject to DE approval of increase in FTE number) • SLT lead assigned to each year group with oversight of academic and pastoral progress • Reduce VP teaching commitment to 25% and Senior Teachers to 50% to allow time to strategically lead on whole school areas • Deputy SENCO appointed by Sept 22 • ≥95% of staff satisfied with improved structures
2	Review curriculum & pastoral line management structure	PA	Dec '21	SLT meeting time	<ul style="list-style-type: none"> • Revised structure published Sept 21 • Minutes of meetings available for scrutiny • SLT review cycle in place • SLT maintain folders for their respective areas of responsibility • ≥95% of staff satisfied with improved communication
3	Review & implement structures to facilitate Pastoral VP role	PA	Dec 21	SLT meeting time	<ul style="list-style-type: none"> • Roles and responsibilities of Pastoral VP clearly defined • Clear communication channels agreed with SMT (Pastoral) •
4	Introduce SLT planning days (1 per term)	PA	June 22	Time allocated Cover available for SLT	<ul style="list-style-type: none"> • 3 x days agreed & published in school calendar by Sept 21

5	Implement Senior Development Team	DMcL	June 22	SLT meeting time Staff engagement SDT meeting time	<ul style="list-style-type: none"> • SDT in place with appropriate staff representing all curriculum areas • Clear role in the strategic planning process
6	Investigate SDP Steering Group to conduct self-evaluation	DMcL	June 22	SLT Meeting Time Staff engagement	<ul style="list-style-type: none"> • Staff identified • Clearly identified self-evaluation structure and process in place
7	Develop and deliver a comprehensive TPL programme focussed on recovery from COVID-19 pandemic	DMcL	June 22	Staff Development Days	<ul style="list-style-type: none"> • Minimum of 1 staff member enrolled on EA's STEPS Programme per year • Minimum of 1 staff member enrolled on EA's SLP Programme per year • Leadership training provided for SLT/SMT & delivered by SIP • All TPL evaluated with at least 95% of respondents commenting on positive impact of training
8	Governors trained in all aspects of governance	Chair	June 22	SIP to advise BoG on 'good' Governance SLT meeting time	<ul style="list-style-type: none"> • EA training sessions attended
9	Identify link governors for each priority area <ul style="list-style-type: none"> • Leadership & Management • Quality of Outcomes • Learning & Teaching • SEND • Safeguarding 	Chair	Dec 20	SIP to advise BoG on 'good' Governance Time for visits & report writing	<ul style="list-style-type: none"> • SIP to advise BoG • Link governors meet with key staff half termly and report on progress to BoG • SDP to be reviewed termly • BoG meetings well led with actions systematically progressed and minutes include actions, lead and deadline for completion • SLT/SMT members to attend BoG meetings where applicable
10	Develop a process for systematic review of policies	NS	June 22		<ul style="list-style-type: none"> • Policy review schedule in place & diarised • All policies reviewed and ratified by BoG as per schedule
11	Develop a coaching culture	DMcL	Aug 24	Time to visit schools Training time Meeting time INSET time Cost of resources, eg, coaching models	<ul style="list-style-type: none"> • Research carried out including visits to other schools • Draft paper presented to SLT & BoG • Coaching working party established • Identified staff trained as coaches • Coaching programme in place

LEADERSHIP & MANAGEMENT
LM2: Embed our vision and values

Baseline

Self-evaluation identified the need to review and embed the school's vision and values to ensure they are lived by all stakeholders every day.

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Vision and values relaunched to all stakeholders	PA	Dec 21	All staff	<ul style="list-style-type: none"> • Vision & values relaunched to parents via website & email • ≥95% of parents familiar with vision & values • ≥95% of students and staff understand the vision & values
2	Values embedded in Behaviour Policy and procedures	PA	Dec 21		<ul style="list-style-type: none"> • Amended policy ratified by BoG
3	Values embedded in all aspects of school life through the implementation of a House System	AM	June 22	Make use of wider staff engagement	<ul style="list-style-type: none"> • House System in place across all aspects of school life • Pupils identify strongly with their House and celebrate its successes in a variety of competitions • Staff identify with their House and support curricular & extra-curricular competitions wherever possible • ≥95% of students and staff understand, and engage with, the House system
4	Implement 'Foyle Way'	PA	Dec 21	Staff meeting time Wider staff engagement	<ul style="list-style-type: none"> • Consistent approach by all staff in relation to uniform & behaviour
5	All classrooms & public areas display vision and values	AM	June 22	Financial Cost of creating suitable displays	<ul style="list-style-type: none"> • Vision and values visible in classrooms and public spaces
6	LLW programme incorporates values and vision	PA	Dec 21	TiC LLW & HoDs	<ul style="list-style-type: none"> • LLW programme incorporates lessons on values
7	Assembly rota outlines relevant theme related to values	VP(P)	June 22		<ul style="list-style-type: none"> • Each value is the assembly theme for a half term • ≥95% of students and staff understand, and engage with, the values

OUTCOMES FOR LEARNERS

OL1: Consistently achieve targets grades in all key stages

Baseline

- Sustaining Improvement Inspection in March 2019 identified the need to review current baseline assessment data in order to provide more robust information on pupil progress and identify potential underlying causes of disaffection.
- 3 year GCSE results trends show upward trend, however, they are below the NI National Average
- 3 year A Level results show downward trend
- FSM and SEN students are achieving in line with their peers
- Gender differentials at GCSE (7A*-B) has decreased over the previous three years
- Data analysis and sharing of CAT/PASS/Predicted Grades is routinely used to identify individual pupil potential, track progress and enable timely intervention year on year both curricularly and pastorally.
- The relevant pastoral teams have worked to embed a strong programme which meets the needs of pupils
- A range of pedagogical strategies are deployed across departments to facilitate pupil learning styles. There is some professional dialogue about these but this occurs mostly at HOD level.
- Teachers require training in interpreting new data

	Action	Lead	Deadline	Resources	Success Criteria/Impact
	Review and evaluate how progress data is currently used	DMcL	Dec 21		<ul style="list-style-type: none"> • Working party established with representatives from each dept
	Review how baseline assessment data used in making subject choices	DMcL	Mar 22	Pupil Profile produced from CATs	<ul style="list-style-type: none"> • ≥95% of students & parents positive about revised structure
	Continue work with teaching staff on how progress grades and levels are reached	DMcL	June 22	Inset time allocated Dept time allocated	<ul style="list-style-type: none"> • KS3 assessment is aligned with GCSE requirements • Staff trained and ≥95% feel confident in making predictions • Targets systematically achieved in all key stages
	Review intervention programme	DMcL/ Pastoral VP	Annually to June 24		<ul style="list-style-type: none"> • Interventions are targeted and timely • Good practice/successful interventions shared
	Introduce half termly department progress meetings with HOD/HOY/VP/Principal/SLT department	DMcL	Sept 21	Time allocated within timetable	<ul style="list-style-type: none"> • Underperformance is identified & intervention is in place
	Introduce half termly key stage progress meetings with HOY/Heads of English, Maths & Science/VP/Principal	DMcL	Sept 21	Time allocated within timetable	<ul style="list-style-type: none"> • Underperformance is identified & intervention is in place
	Develop the role of the Data Co-ordinator in the interpretation of data	DMcL	June 22		<ul style="list-style-type: none"> • Pupils choosing subjects reflective of their strengths (Sept '22)

QUALITY OF PROVISION

QP1: Ensure high quality teaching and learning

Baseline

- ETI Sustaining Improvement Inspection March 2019 commented that 'The school has been monitoring more closely the appropriateness of the pupils' subject choices... This work needs to continue, with a necessary review of the curriculum provision'.
- School self-evaluation highlighted the need to re-establish the sharing good practice process both at whole school and departmental level which was successful prior to ASoS through peer observation, trusted colleague networks, learning walks, visits to other schools and participation in FLC meetings.
- SPG as standard agenda item on INSET days and SLT, SMT and department meetings.
- The staged implementation of the new SEN Framework, including the introduction of PLPs requires a review of current systems in order to ensure requirements are met.

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Develop a Teaching & Learning (T&L) working group to investigate and promote variety in T&L methodology	DMcL	June 22	Time	<ul style="list-style-type: none"> • Develop T&L Policy • Representatives from each subject area in attendance • T&L 'champions' identified • Regular meetings to share good practice & identify areas for further development & training • Identifying differentiated strategies to address gender gap • Create T&L Library including a Microsoft Team • Sharing good practice will be an agenda item for Departmental, SMT, Pastoral meetings
2	Lessons regularly observed to identify good practice	PA	June 24	Time	<ul style="list-style-type: none"> • Quality assurance process in place to monitor the quality of teaching
3	T&L CPD calendar created & shared with staff	DMcL	Aug each year	Cover for attendance at external courses Cost of external courses	<ul style="list-style-type: none"> • TPL programme agreed & published • Beginning Teachers, and those involved in EPD attend induction events including the EA's Behaviour Management course
4	Refinement in utilisation of examination analysis data	DMcL, LB	June 21	Time to attend training opportunities	<ul style="list-style-type: none"> • HoDs aware of areas of strength and weakness within specification delivery
5	Investigate use pupil focus groups to provide feedback	DMcL	June 23	Time	<ul style="list-style-type: none"> • Pilot scheme for focus group in place • Records of meetings with pupils • Examples of good practice shared with staff
6	Classroom Assistants provide information on additional needs and how to manage them	BMG	June 21	Time for SENCO and CAs	<ul style="list-style-type: none"> • Classroom Assistants become champions for specific areas of SEND • Champions Board on display outlining SEND link & specialism

7	Review and evaluate literacy & numeracy strategies annually	DMcL	Annual	Literacy Co-ordinator Numeracy Co-ordinator	<ul style="list-style-type: none"> • Improvement above baseline data • Annual review of literacy & numeracy strategies for quality of provision
11	Ensure that the school is compliant with the requirements of the SEND Act 2016	BMG	June 22	Time for SENCo EA Training on compliance	<ul style="list-style-type: none"> • INSET sessions focused on the requirements of the SEND Act and the changes to the Code of Practice (CoP) • SENCo trained on Personal Learning Plans (PLPs) • SENCo attendance at cluster meetings to share good practice • SENCO Governor appointed
12	Replace Individual Education Plans (IEP) with Personal Learning Plans (PLP)	BMG	June 22	Time for training	<ul style="list-style-type: none"> • ≥95% Positive response to staff survey following training • Smooth transition from IEP to PLP

QUALITY OF PROVISION**QP2: Curriculum offer provides a pathway for all students****Baseline**

- Whilst the school fulfils the Entitlement Framework 21/21, we are keen to review the offer and evaluate new courses which may be of interest to students. The Y11 curriculum offer is structured according to National Curriculum stipulations whilst the Y13 curriculum offer asks pupils to select 3 subjects from the school's offer. Limited numbers of students' avail of FLC courses
- Retention of pupils at KS5 has been identified as a priority and achievement of this would benefit from the offer a wider curriculum to these students
- Sustaining Improvement Inspection, March 2019 commented that 'the school has been monitoring more closely the appropriateness of the pupils' subject choices, with a focus on better matching the offer and number of the courses taken to the needs, abilities and aspirations of the pupils. This work needs to continue, with a necessary review of the curriculum provision to support the raising of the pupils' attainment at the end of KS4'.

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	SLT & SDT evaluate reviewed GCSE and post 16 curriculum offer	DMcL/AM	June 21	<ul style="list-style-type: none"> • Time • CAT4 Data • Student choice forms • CEIAG Guidance • Attendance at FLC Principal Meetings and relevant ALC sub-groups • SLT Training in ICFP • Staffing 	<ul style="list-style-type: none"> • All HODs have reviewed current offer and considered alternative GCSE, A Level courses and vocational courses • Findings presented to BoG • BoG consulted on A Level Curriculum opportunities & implemented • Timetable is financially viable & agreed by finance committee • Reviewed curriculum offer at GCSE and post 16 agreed and promoted to students and parents • Students access a wider curriculum choice which caters to their interests, strengths and career aspirations • Staffing is appropriate for the delivery of the curriculum • ≥95% Year 10 students and their parents are aware of KS4 subjects and requirements
2	Evaluate revised curriculum in light of KS3 cohort	DMcL/AM	Annually		<ul style="list-style-type: none"> • Pupils make appropriate subject choices based on indicative CAT data
3	CEIAG staff and subject teachers make use of baseline data in supporting pupils to make subject choices	DMcL	June 21	<ul style="list-style-type: none"> • CAT4 Data 	<ul style="list-style-type: none"> • ≥95% of pupils content with subject choices at the end of KS4
4	Develop sports strategy	DB	June 22		<ul style="list-style-type: none"> • Report compiled and discussed with relevant stakeholders • Recommendations presented to SLT & BoG and decision taken on implementation of any agreed strategy

CARE AND WELFARE**CW1: Culture and ethos supports and underpins health and wellbeing****Baseline**

- The need to support both pupils & staff post-COVID
- 57% of pupils in self-evaluation questionnaire agreed that concerns will be listened to and appropriate action taken
- 79% of parents in self-evaluation questionnaire agreed that concerns would be attended to
- Areas identified in the ETI Proforma evaluation as requiring follow-up include developing a Risk Assessment Policy, a Diversity and Inclusion Policy and recording of bullying issues via SIMS
- School self-evaluation identified the need to build on attendance processes, particularly in sixth form

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Conduct staff health & well-being survey	SO'C	Dec 21	HSE Well-being survey	<ul style="list-style-type: none"> • ≥95% of staff feel supported and that their health & well-being is important
2	Review current pastoral systems & procedures	VP (P)	June 22	Meeting time	<ul style="list-style-type: none"> • Pastoral working party set up comprising teaching & support staff • Ready to Learn (RtL) working party created comprising teaching & support staff • Student, staff & parent views sought
3	Review the use of SIMS to track & monitor behaviour	PA	June 22		<ul style="list-style-type: none"> • Effective and efficient system in place which recognises achievements through the Behaviour Module • Achievements systematically reported & tracked • System allow parents to receive notification
4	Develop a 'ready to learn' programme - Positive Behaviour Management - Differentiation	DMcL	April 21	Pupil tracking to compare and contrast experience	<ul style="list-style-type: none"> • RtL working party created comprising teaching & support staff • Agreement sought on what 'Ready to Learn' means • Student & parent input considered via surveys • Findings on differentiation delivered to staff • Pupil pursuits take place each half-term using TNC Circular 2011-06 pro-formas to feed back to staff • ≥95% positive feedback from students, staff & parent surveys on revised systems
5	Regular pastoral team meetings in ARR Calendar	DMcL / VP(P)	Dec 21	Time allocated	<ul style="list-style-type: none"> • Pastoral issues analysed & key concerns shared with SLT • ≥95% of students & parent confirm concerns adequately dealt with

6	Refine systems to track, monitor and 'RAG' attendance for Sixth Form pupils	SOC	Dec 21		<ul style="list-style-type: none"> Year Heads monitor pupil attendance for Years 13 and 14 Review displaying attendance data for pupils with Year Heads Monthly attendance figures shared with SLT
7	Review CP & Safeguarding Policy	DT	Annually June 24	Meeting time for Safeguarding Team to review Pro-Forma	<ul style="list-style-type: none"> Amendments presented to & ratified by BoG
8	Establish a LGBTQ+ support group	VP(P)	June 22		<ul style="list-style-type: none"> LGBTQ support group established Support group establish and implement strategy Report to SLT

CARE AND WELFARE
CW2: Develop a mentoring system

Baseline

School self-evaluation identified the need to implement a mentoring programme across the school as a significant proportion of those failing to return to Year 13 were male
Role for a Learning Support Assistant identified to provide 1-2-1 support or small group work to pupils with social, emotional or behavioural difficulties

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Appoint a replacement Learning Support Assistant to develop the programme to complete initial 2-year trial	PA	Jun 21	Funding obtained from Merchant Taylors' Company	<ul style="list-style-type: none"> Appointment of Learning Mentor Development of staff expertise following Mengage training Training for student mentors Present findings to SLT & BoG for agreement Feedback from stakeholders gathered & analysed Report prepared for BoG
2	Investigate the need for a 'nurture unit' to support school refusers	BMcG	June 21	Time to visit other schools SLT Meeting time SDT meeting time	<ul style="list-style-type: none"> Nurture unit established with Learning Support Number of pupils displaying school refusal decreases

CARE AND WELFARE**CW3: Engage stakeholders in all aspects of school life****Baseline**

School self-evaluation in March 2019 identified the need to further develop parent engagement, including putting in place measures to increase and monitor attendance at parents consultation meetings,

- 92% of parents believe that pupils make good progress with their learning
- 87% of parents believe that pupils develop their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour
- 84% of parents believe that teachers use a range of effective approaches that provide challenging activities
- 91% of parents believe the school is well-thought of in the community

	Action	Lead	Deadline	Resources	Success Criteria/Impact
1	Track & analyse attendance at parent consultation meetings	DMcL	Jun 22	Tool to allow online parent consultations	<ul style="list-style-type: none"> • Increased clarity around parent attendance at Parents' meetings • Ability to follow up with those parents where a meeting is required.
2	Investigate potential use by NWRC for evening classes for local community	NS/PA	Dec 21		<ul style="list-style-type: none"> • NWRC making use of school facilities for evening classes
3	Investigate and apply for, potential external funding opportunities	NS	Annual		<ul style="list-style-type: none"> • Potential funding streams identified • Engage external professional advice on funding applications • Successfully obtain additional funding
4	Investigate and implement an enhanced role for members of BoG e.g. through provision of work experience opportunities of skills development	PA	Jun 21		<ul style="list-style-type: none"> • Draft matrix of governors' interests and areas of expertise relating to provision of work experience, mock interviews and mentoring.