

FRIENDS' SCHOOL LISBURN



DEVELOPMENT PLAN 2014 – 2017

1. The ethos of the School

Friends' School, founded by the Religious Society of Friends in 1774, has a distinctive character and ethos which it shares with the other Quaker schools in the United Kingdom and Ireland. Ulster Quarterly Meeting of the Religious Society of Friends oversees the School, appointing ten of the members of the Board of Governors.

Values

The School owes its continuity and stability to its foundation by the Religious Society of Friends. The School's aims are in sympathy with the general principles of the Society which:

- values individuals as of equal standing before God
- accepts the indivisibility of the sacred and secular aspects of life
- encourages the development of a sense of social awareness through service

MISSION STATEMENT

Friends' School seeks to provide an environment in which pupils, staff and parents are committed to the idea of excellence within a caring, supportive community.

Aims

The School's aims are:

- to enable all pupils to develop their academic potential and interests to the fullest extent
- to provide a broad and balanced curriculum relevant to the needs of our pupils
- to foster the self-esteem of pupils and staff
- to encourage the moral and spiritual development of our pupils
- to establish a partnership between the School, the parents and the local community
- to prepare pupils for adult life

The School enjoys links with the other Quaker schools in the United Kingdom and Ireland. Since 2012 the Principal has been Clerk of the Quaker Heads conference which meets twice each year. A number of Sixth Form pupils join with their counterparts on the annual Quaker pilgrimage (Foxtrot) and at a Leadership conference held at Woodbrooke Quaker Study Centre. The shared ethos of the schools is promoted by the 'Working in a Quaker School' conference attended by members of staff each year. The aims and values of the School underpin pastoral care at Friends', which emphasises the unique worth of each individual and the importance of tolerance towards and respect for others.

2 (a) A summary of the School's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT.

The whole school priorities in the School Development Plan reflect a shared focus on standards of attainment and the quality of teaching and learning and are based on the understanding that effective pastoral care is integral for pupils to realise their potential.

School policy is set down in the Friends' School Learning and Teaching Policy and in the Assessment Policy, both reviewed in the course of the 2011-2014 School Development Plan. We seek to ensure that pupils build on their prior attainment throughout their school careers. Pupils enter Year 8 with high levels in Communication and Using Mathematics at Key Stage 2 and our most recent figures (February 2014) show that all pupils then in Years 12 and 13 progressed by at least one level in each of the two areas from the end of Key Stage 2 to the end of Key Stage 3. Pupils make very good progress, in line with their prior attainment, from Key Stage 3 to GCSE. Over the last three years, (2011-2014) an average of 90.2% of pupils obtained at least 7 A* - B grades at GCSE. Results in GCSE English and GCSE Mathematics are of a high standard, with the percentage of pupils gaining A* - B grades more than 10 percentage points above the NI average in GCSE English, Mathematics and Further (Additional) Mathematics. ICT is integrated in the classroom, with the tasks for Accreditation of ICT at Key Stage 3 in place.

Targets for pupil attainment at GCSE and A level are set down, monitored and evaluated each year at departmental and whole school level and by the Board of Governors. There is a continuing emphasis on improving results and benchmarking data is used as a means of reviewing performance in relation to schools in the same FSME band at GCSE and Advanced level. Monitoring also includes the use of comparative analysis data. Results for each subject at Grades A* to B at GCSE and Grades A* to C at A level are set against the three year NI averages for selective schools. Value added data is also taken into account, using baselines drawn from YELLIS testing in Year 11 and the use of average GCSE point scores in Year 13.

The aims of the Learning and Teaching Policy are as follows:

Friends' School seeks to provide an environment, both inside and beyond the classroom, in which pupils, staff and parents are committed to excellence and where:

- pupils have access to a broad, balanced and relevant curriculum
- all pupils have equal opportunities and access to all areas of the curriculum and to all extra-curricular activities
- the development of literacy, numeracy and ICT skills is emphasised across all Key Stages and areas of learning
- teachers and support staff share a commitment and enthusiasm which allows pupils to learn in a positive and individually challenging environment
- knowledge, skills and interests are developed using a wide range of strategies to reflect ability and diversity within the classroom
- assessment is an integral part of the learning and teaching process and is used both in an on-going way, Assessment for Learning, and summatively, Assessment of Learning, to inform teaching, develop learning, promote target setting and bring about sustained improvement
- all teachers engage in self evaluation
- appropriate data is used to monitor performance and promote further improvement and engage each pupil in the outcomes of his/her learning

The School Development Plan 2011-2014 focused on raising attainment through the following priorities:

Pupil Outcomes: Targets in Pupil Attainment

Annual Leadership Team and Departmental Action Plans over the 2011-2014 School Development Plan have developed the use of performance data to create an integrated tracking system over Key Stages 4 and 5. This has involved self evaluation, target setting, action planning and the development of strategies for improvement in academic performance. A key aim has been to integrate the work of pastoral and academic teams. In years 1 and 2 of the 2011-2014 Development Plan the emphasis was on developing an integrated tracking system from AS to A2 and in Year 3 the tracking system was extended to GCSE.

Quality of Teaching and Learning

Annual Leadership Team and Departmental Action Plans over the 2011-2014 School Development Plan have focused on the sharing of good practice within and across departments, with progress evaluated against TTI quality indicators. In Year 1 of the SDP this involved the identification, discussion and dissemination of strategies for effective classroom practice, leading in Year 2 to an emphasis on the sharing of good practice in assessment, with a particular focus on homework, and in Year 3 to a focus on improving the quality of written communication.

The performance of pupils in public examinations is benchmarked against selective schools in the same FSME band as set out in the following table:

Public Examinations
BENCHMARK STATISTICS

Grammar School Public Examinations – Meals Entitlement

Free School Meals Band 0 – 4.99% entitlement (34 Schools)	FSL 2010	FSL 2011	FSL 2012	FSL 2013	FSL 2014	95th Percentile	Upper Quartile	Median	Lower Quartile
% of pupils doing A Levels or equivalents achieving 3 or more Grades A* - C	84	87	94	91	87	89.3	84.5	75.5	68.1
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A* - C	99	100	100	99	99	100	100	98.6	97.4
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A* - C	96	99	99	98	99	99.5	97.2	94.2	91.3
% of Year 12 pupils achieving 7 or more GCSEs or equivalent at Grades A* - C including English & Mathematics	96	99	99	98	99	99.4	97.2	92.6	88.9

2(b) A summary of the strategies for providing for the special, additional or other individual educational needs of pupils

The School seeks to promote an environment and ethos that are inclusive and meet the needs of each individual. Pupils with a Statement of Special Educational Needs learn alongside their peers, receiving individualised support. The School's Special Educational Needs and Inclusion Policy is reviewed annually.

The school meets its obligations under the Children's Order and the Code of Practice by:

- Maintaining a Register of SEN pupils
- Maintaining general and subject specific Individual Education Plans for each SEN pupil, established in consultation with pupils and their parents
- Conducting annual Statement Reviews
- Disseminating information to teachers
- Professional development for the SENCO and other members of staff, teaching and non-teaching

Where appropriate, pupils are supported by Classroom Assistants who are suitably qualified and trained. In 2013, training by the Middletown Centre for Autism for all classroom assistants in the Lisburn ALC was held at Friends' School. The SENCO took part in the Department of Education Level A Educational Testing project and has gained the CCET qualification in order to assess pupils' reading and comprehension skills.

There are high expectations of all pupils, with the aim of offering a suitably flexible and challenging curriculum to enable all to achieve their potential. Pupils who require additional support with aspects of their learning attain in line with their peers at GCSE and A level. Provision is made for gifted children through, for example, early examination entry, external competitions and opportunities for further study. The integration of curricular and pastoral provision within the tracking process allows early and effective intervention for pupil underperformance and the development of individualised strategies to effect improvement.

SEN	2011/2012	2012/13	2013/2014
% of pupils on SEN register	3.36	3.03	4.27
Number of pupils with Statements of Special Educational Needs in School	14	14	13

Newcomers

Newcomers	2011/2012	2012/13	2013/2014
	4	4	3

English language support is given to pupils with English as an Additional Language to ensure they are able to access all areas of the curriculum.

2 (c) Strategies to promote the health and well-being, child protection, attendance, good behaviour and discipline of pupils

There is a commitment at Friends' School to excellence within a caring, supportive community.

The Aims of the Pastoral Care Policy are:

- To support the academic, social and personal well-being and development of all pupils
- To create a caring, secure and supportive atmosphere for all members of the School community
- To value all members of the School community as individuals of equal worth
- To encourage pupils and staff to value Friends' School as a community to which each individual can make a unique and valued contribution
- To prepare pupils for the challenges of adult and working life

Health and well being

The School's aims have at their centre the health and well-being of all members of our community. Members of staff encourage open communication, positive relationships and early intervention to promote the health and well being of all pupils.

The Learning for Life and Work programme within Key Stages 3 and 4, taught by members of staff and by external agencies, is an important means of promoting pupils' welfare. The programme is evaluated annually by staff and pupils.

The School enjoys excellent facilities for physical activity on site. An important component of Physical Education is the promotion of health related PE. The involvement of pupils in extra curricular sport, including a full programme of sports fixtures, promotes health and well being. Pupils' well being is also promoted through many other creative and artistic pursuits, for example, music, drama and public speaking and a wide range of extra curricular opportunities.

We aim to encourage the moral and spiritual development of our pupils. Morning Assembly creates a sense of community and the opportunity for silent reflection is seen as valuable.

Pupils gain much personally from giving service to others in the local and wider community.

The active involvement of pupils in decision making is promoted through the School Council.

The Eco Committee promotes care for the environment.

The School's Healthy Lifestyle Policy is kept under review.

School Meals (including food provided in the Dining Hall at Break) conform with the Government's Nutritional Standards.

Safeguarding/Child Protection

Safeguarding procedures are evaluated annually against the ETI audit to ensure compliance with all statutory requirements and best practice in all arrangements in place. The recent ETI Inspection (February 2014) found that the school has 'comprehensive arrangements in place for safeguarding children.' Furthermore it was noted that 'the pupils reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.'

A member of the Board of Governors has designated responsibility for Safeguarding and works alongside the Principal and the Designated and Deputy Designated Teachers for Safeguarding/Child Protection. Child Protection training is held annually for all members of teaching, non teaching, coaching and peripatetic staff.

The Safeguarding Policy is reviewed annually. Information about Safeguarding/Child Protection is sent out at the beginning of each academic year to the parents of all children in School.

The Vice Principal who is the Designated Teacher for Safeguarding/Child Protection provides a written report for each meeting of the Board of Governors on any Safeguarding issues and

attends the September meeting each year to make a formal report to the Board on the previous year.

Attendance

Attendance figures are shown below.

Attendance	2011/2012	2012/13	2013/2014
	97.2	96.2	96.6
N.I. Average	93	93	N/A

Good Behaviour and Discipline of Pupils

The caring, secure and supportive atmosphere in School is predicated on the awareness of the worth of each individual. There are high expectations for pupils' behaviour. The Positive Behaviour Policy is based on a clear awareness of those expectations. Likewise, pupils are encouraged to set high standards in personal appearance and the Appearance Code is reviewed annually. The achievements of pupils are recognised and celebrated and there is a strong sense of identification with the School. The School Council plays an important part in the review of the Behaviour Policy and Code and the Appearance Code. The Vice Principal (Pastoral) is Chair of the Northern Ireland Pastoral Care in Education Committee.

2(d) Strategies for providing for the Professional Development of Staff

The Staff Development Policy sets out guidelines for the professional development of staff. Staff attending external Inservice training provide a short written evaluation of the training and staff training delivered within school is evaluated by all staff taking part. Staff training needs are audited annually. Sharing of good practice is seen as central and was one of the main priorities in the 2011-2014 Development Plan. The Vice Principal with specific responsibility for Staff Development has charge of Induction and Early Professional Development, the co-ordination of In-service training and the implementation of PRSD.

PRSD

The Performance Review and Staff Development process at Friends' is designed to take into account the individual needs of staff, together with the priorities set down in the School Development Plan. All members of staff are asked, in accordance with their responsibilities, to identify two objectives linked to Action Plans 1, 2 or 3 and to have one further personal objective. The observations linked to PRSD therefore assist with the sharing good practice in the work being carried out on the SDP.

2(e) Strategies for managing the attendance and promoting the health and well-being of staff

The attendance of all staff is monitored and the procedures detailed in the TNC "Managing Attendance" policy and the (non-teaching) Sickness Absence Policy and Procedures are applied.

The School seeks to provide a pleasant environment for staff to work. All members of staff are made aware of support services available to them, either through the South Eastern Education and Library Board, or through School. The School seeks to provide opportunities on Staff Training Days to promote the welfare of staff.

2 (f) Strategies for promoting links with the parents of pupils at the school and the local community, including other schools, the business community and voluntary and statutory bodies.

The publication Every School a Good School set down as one of the characteristics of a successful school that is should be connected with its local community. Therefore one of the four priorities in the 2011-2014 School Development Plan was 'The School in the Community'.

In Year 1 of the SDP work was undertaken to evaluate provision in light of the requirements of the Entitlement Framework and to develop the collaborative arrangements in place. The School plays an active part in the Lisburn Area Learning Community. The Principal was Chair of the ALC in 2011-2012. The Vice Principal (Curriculum) is a member of the LALC Curriculum sub-group and the Head of Careers was Chair of the LALC Careers sub-group in 2012-2013 and 2013-2014.

In Year 2 a priority was to develop the role of Friends', as a Quaker school, in light of the Department of Education's Community Relations, Equality and Diversity policy, in ensuring that the pupils develop a sense of social awareness and are equipped to contribute effectively to society. The School developed a CRED policy.

In Year 3 a priority was to develop community use of the School's sports facilities. South Antrim Hockey Club uses the new Astroturf hockey pitches.

Service to others is an integral part of the School's ethos and there is an active community service programme in the Sixth Form, including weekly visits to local primary schools and local residential homes. The active Charity Committee has links with a number of voluntary bodies, including Quaker Service. Work has been ongoing to develop opportunities for community service and the School is part of the Millennium Volunteers scheme.

The School enjoys close links with parents, who give valued support. Parent teacher consultation and information evenings are very well attended. Curriculum and assessment booklets give clear information to parents and are available on the school website.

ParentMail is used to communicate with the parent body.

There is close liaison with a number of statutory bodies to promote, for example, the welfare of pupils and Careers Education, Information, Advice and Guidance.

A number of extra curricular activities, including the Sentinus Engineering Scheme and Young Enterprise, involve links with the local business community.

Curricular links have been made with the Literacy and Numeracy co-ordinators in local primary Schools.

A successful application was made to renew the School's International School Award (2012-2015)

2 (g) Strategies to promote the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

The ICT Strategy Group, which met at regular intervals over the course of the three years, oversaw staff training, the implementation of Accreditation Tasks at Key Stage 3, the drafting of new policies for e-safety, and the Bring Your Own Device initiative, which has allowed sixth formers to bring tablets and laptops into school for use in class and in Private Study. It also guided improved communication with parents through the use of Parentmail, the School website and social media. Alongside this, a pilot was run in the use of iPads in the classroom, in which 18 members of staff took part in training and shared ideas about how best to use tablets in School.

The school is now fully equipped with wireless routers, so that there is wifi access in every classroom. The stock of computers in school has been renewed so that there are now four computer suites with modern desktops, and, in June 2014, the whole network was 'transformed' by C2k, which should eventually allow us to maximise our use of ICT.

Training took place last term in the use of Fronter, a Virtual Learning Environment supported by C2k, and its use is a priority in the 2014-2017 School Development Plan

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

Bi-monthly management reports were presented to the Finance and General Purposes Committee throughout the period covered by the 2011/2013 Development Plan. Income and expenditure were in line with annual budget plans, cash flow remained positive and the school's bank accounts were not overdrawn. Significant savings were achieved through redundancies (teaching and non teaching) in 2011/12 and 2012/13 financial years. The profile of the annual expenditure did not change significantly over the period covered by the Development Plan.

The use of resources in the last financial year is detailed below:

	2013/14 Actual
DENI Budget Share	4,241,120
Misc	38850.21
Earmarked Funding	44291
Excepted items	144656
EMA	874
VAT	
Voluntary	90000
	4,559,791
Teaching Staff Costs	3,073,589
Non Teaching Staff	771,679
Heat & Light	104,389
Water	13,111
Laundry & Cleaning	17,470
Maintenance	128,609
Astroturf Fund	25,170
Purch of Equip	31,635
Cleaning	2,930
Waste disposal	14,910
Education	141,191
S&G	14,015
Exam fees	84,558
School Prizes	95
Transport	51,006
Advertising	4,755
Print & Sta	17,373
Post and Telephone	14,772
Insurance	23,559
Audit	8,414
Bank Charges	966
Misc	19,426.17
	4,563,623
Deficit	-3,831

3(b) The planned use of the School's Projected resources for the 2014-2017 Development Plan.

Department of Education Funding

It has been assumed that the Department of Education Budget share will remain static or be subject to small increases year by year - DENI has not issued forecasts of AWPU values. Despite full enrolment budget share will remain unpredictable. Annual budgets will be refined year by year. Nevertheless, the initial indications are that the Grammar School will remain manageable throughout the period covered by the Development Plan.

	2014/15 Approved Budget	2015/16	2016/17
DENI Budget Share	4,251,146	4,260,932	4,266,866
Misc	24450	24,450	25000
Earmarked Funding	25000	25,000	25000
Excepted items	179000	179,000	181,238
EMA	830	830	830
VAT	60000	60,000	60,600
Voluntary	145000	145,000	145000
	4,685,426	4,695,212	4,704,534
Teaching Staff Costs	3,177,266	3,216,982	3,257,194
Non Teaching Staff	799,220	807,212	815,284
Heat & Light	121,144	135,000	136,350
Water	17,000	19,000	19,190
Laundry & Cleaning	14,340	15,000	15,150
Maintenance	88,650	90,000	90,900
Astroturf Fund	32,040	32,040	32,360
Purch of Equip	3,132	8,000	8,080
Cleaning	2,460	2,000	2,020
Waste disp	14,620	15,000	15,150
Education	121,000	115,000	116,150
S&G	13,500	25,000	25,250
Exam fees	100,000	100,000	101,000
School Prizes	1,000	1,000	1,010
Transport	44,180	45,000	45,450
Advertising	7,200	5,250	5,303
Print & Sta	24,804	25,000	25,250
Post and Telephone	16,800	17,000	17,170
Insurance	26,000	26,000	26,260
Audit	8,004	8,004	8,084
Bank Charges	3,000	3,000	3,030
Misc	26,254	26,000	26,260
	4,661,614	4,736,488	4,791,895
Deficit	23,812	-41,276	-87,362
	2014/15	2015/16	2016/17
Surplus/Deficit	23,812	-41,276	-87,362
Reserves b/f	78,034	101,846	60,570
Net	101,846	60,570	-26,791

Capital Account and Campus Development

The Capital Account is in good health and the 20 year projections indicate that it will remain so while providing the capacity for repayment of the additional DFP (or other) loans required to finance the school's share of the cost of SEP9 (School Enhancement Project 9) which will proceed during 2014/15 and 2015/16. This will provide for the replacement of Harding House with a new building to house the Music and Mathematics departments and associated works to enhance the campus.

The Capital projections also include for expenditure on the renovation of Middle House/"Junior Boarding" and application has been made for Minor Works funding in relation to this project.

During the period covered by the 2011-2014 Development plan major projects included the construction of two Astroturf hockey pitches and the replacement of a number of roofs, completing a ten year programme of major roof replacement.

Sustainability

The School actively promotes education for sustainability. The Eco Committee is an important forum for bringing forward work on this area and a successful application for the Green Flag Award was made in October 2013. In June 2014 the School lodged an expression of interest with the Department of Education in relation to the Minister's scheme to install photovoltaic arrays on school buildings.

4. An assessment of the extent to which the School has met its key targets in the 2011-2014 School Development Plan.

The four priorities in the 2011-2014 School Development Plan were taken forward through annual Action Plans and through shared PRSD objectives for each of the three years of the Development Plan. The Action Plans were reviewed annually to ensure that the targets set down were met.

Pupil outcomes

The targets for the three year period of the 2011-2014 Development Plan are set out below. Average performance over the three year period at GCSE and A level meets or exceeds the targets set.

	2011-2012 Target	2011-2012 Achieved	2012-2013 Target	2012-2013 Achieved	2013-2014 Target	2013-2014 Achieved
KS3 Maths (level 6 or above)	98%	100%	100%	97%	N/A	99%
KS3 English (level 6 or above)	95%	98%	93%	99%	N/A	94%
GCSE 5* Grades A*-C	99%	100%	99%	99%	99%	99%
GCSE 7+ Grades A* - C	97%	99%	98%	98%	98%	99%
A level 3+ A – C	85%	94%	90%	91%	87%	87%

Progress towards implementation of the Entitlement Framework

Year	Year 11	Year 12	Year 13	Year 14
2011-12	26 20 General 6 Applied	27 21 General 6 Applied	27 19 General 8 Applied	27 19 General 8 Applied
2012-13	27 16 General 11 Applied*	27 16 General 11 Applied	24 15 General 9 Applied	24 15 General 9 Applied
2013-14	27 16 General 11 Applied	27 16 General 11 Applied	24 15 General 9 Applied	24 15 General 9 Applied

* The increase in the number of Applied subjects at GCSE in 2012-2013 was due to a change in the designation of General and Applied subjects

The full requirements of the Entitlement Framework are being phased in as follows:

	2013-2014 school year	2014-2015 school year	2015-2016 school year
Key Stage 4 Minimum course offer count	18	21	24
Key Stage 4 Friends' School	27	27	
Post 16 Minimum course offer count	21	24	27
Post 16 Friends' School	24	25	

5 An Assessment of the Challenges and Opportunities facing the School

Friends' School faces a number of challenges and opportunities over the three year period of the 2014-2017 School Development Plan. Despite full enrolment and sound financial management, there is concern that continuing budget cuts will have an adverse impact. The School has met the requirements of the Entitlement Framework at GCSE and it is anticipated that 26 subjects can be offered at A level.

There are many opportunities ahead. There is a shared commitment to excellence in all we provide and a focus on continuing to promote the highest possible standards for our pupils. There is a determination to preserve the distinctive character and ethos of the School.

Enrolment

2010/2011	2011/2012	2012/2013	2013/2014
981	983	989	988

It is anticipated that the School's Enrolment will remain constant over the period 2014-2017.

Applications and Admissions to Year 8:

Year	Year 8 Admissions Number	Total Applications All Preferences	Total Admissions
2011/12	140	314	141
2012/13	140	257	143
2013/14	140	265	143

The School is also oversubscribed at the point of entry to the Sixth Form and the Department of Education granted Temporary Variations in the School's Enrolment Number (to 973) in the 2012/13 and 2013/14 school years.

6. The preparation of the plan

The Development Plan arises from the work undertaken in the last three year Development Plan (2011-2014). During the course of this plan pastoral and curricular audits were undertaken to inform planning.

There has been consultation with members of staff and with Governors about priorities.

There has been broad agreement that the four main priorities identified

The ETI Inspection (February 2014) provided an external evaluation of the work carried out in the School Development Plan. The Inspection included questionnaires for parents, teaching and non-teaching staff.

The report concluded:

'In most of the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.'

7. Whole School Priorities 2014-2017

The priorities in the Development Plan are in keeping with the values and aims of the School and take account of the wider educational context as set down in Every School a Good School and the ETI quality indicators. The priorities are seen as interlinking. It is recognised that effective pastoral care underpins academic performance which is also dependent on the quality of teaching and learning. The School's community links enhance learning and provide the widest possible opportunity for pupils.

The Leadership Team and each Head of Department have in place Action Plans setting down how the work will be taken forward in 2014-2015. Progress will be evaluated against TTI quality indicators and the indicators set down in Every School a Good School.

2014-2017 SCHOOL DEVELOPMENT PLAN PRIORITIES

1. PUPIL OUTCOMES: TARGETS IN PUPIL ATTAINMENT

YEAR 1 OPERATIONAL PLAN 2014-2015:

Aim: To use ICT to optimise performance in Year 8 and in the Sixth Form by:

- creating a new VLE which will
- o give pupils access to a range of high quality on-line resources
- o foster independence by allowing pupils to take responsibility for their learning
- o provide structures to allow parents to help their children effectively at home
- o meet the needs of both boys and girls in school
- encouraging pupils to use their own mobile devices in school to support and enhance their learning
- providing pupils identified in baseline tests (MIDYIS and YELLIS) with additional support or challenge, according to their needs

2. QUALITY OF TEACHING AND LEARNING

YEAR 1 OPERATIONAL PLAN 2014-2015:

The identification and Sharing of Good Classroom Practice & Strategies to improve pupil literacy and numeracy with a focus on marking for improvement

3. PASTORAL CARE: CARE, GUIDANCE and SUPPORT

YEAR 1 OPERATIONAL PLAN 2014-2015:

- To consolidate the co coordinated practice of pupil target-setting and action-planning; and to continue to develop links between subject, pastoral and CEIAG staff
- To review and develop Anti Bullying policy, procedures and practice
- To develop appropriate procedures that respond to and support pupils and staff in the face of increasingly complex pastoral concerns
- To continue to develop practice and procedures for the learning support of pupils with additional learning needs.

4. THE SCHOOL IN THE COMMUNITY

YEAR 1 OPERATIONAL PLAN 2014-2015

To enhance our partnerships with parents and our links with the local community in keeping with the ethos of the School. To further our international links through successful reapplication for the International School Award.

Targets for raising attainment and actions to achieve them

Targets are set and reviewed annually after the publication of the results of external school examinations in August. The actions to achieve them are linked to the priorities within the Development Plan and to work undertaken by all members of staff. A key element is the monitoring of pupil progress through target setting and tracking. No exceptional costs are attached to the actions to raise attainment. They are seen as central to the work of the School.

The arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan

Structures are in place for reviewing and evaluating the School Development Plan. The Principal makes regular reports to the Board of Governors on the Development Plan. The Education Committee monitors aspects of the plan linked to the curriculum and pupil outcomes. The Finance and General Purposes Committee monitors the Budget on a bi-monthly basis.