

FRIENDS' SCHOOL LISBURN



Development Plan 2017– 2020

1. The ethos of the School

Friends' School was founded by the Religious Society of Friends in 1774, and the Ulster Quarterly Meeting appoints ten members to the Board of Governors. The School's aims are in sympathy with the general principles of the Religious Society of Friends, which values individuals as of equal standing before God and encourages the development of a sense of social awareness through service.

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. 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 aims and values inform pastoral care at Friends', which emphasises the unique worth of each individual and the importance of respect for others. They also encourage all pupils to challenge themselves academically as they strive to reach their potential.

School supports Quaker Service in Belfast and each year contributes to their Christmas appeal; Sixth Form volunteers also help at Quaker Cottage in the summer months. School enjoys links with the other Quaker schools in the United Kingdom and Ireland. The Principal and Vice-Principals attend the biannual Quaker Heads' Conference and, each year, Sixth Form pupils join with their counterparts on the annual Quaker pilgrimage and at a Leadership conference held at Woodbrooke Quaker Study Centre in Birmingham. In 2017, pupils from Friends' participated in a Joint Quaker Schools' Choral Festival in Banbury.

2a. 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 School promotes high standards of achievement for all pupils by ensuring that they are challenged in their learning and encouraged to work to the best of their ability. The School Learning and Teaching and Assessment Policies outline our aims in these areas. The curriculum meets the needs of our intake, and is broad, balanced and academically robust at all levels. School meets the requirements of the Entitlement Framework, as indicated below:

EF 2017-18	Year 11	Year 12	Year 13	Year 14
Number of subjects (General/ Applied)	25 (15 /10)	26 (16/ 10)	24 (14 / 10)	24 (15 /9)

Two of the areas of focus in the last School Development Plan (SDP), which ran from 2014-2017, were optimising performance through the use of ICT (AP1) and improving pupil literacy and numeracy (AP2). Significant progress was made in these areas.

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 A-level. Value-added data is also taken into account, using baselines drawn from YELLIS testing in Year 11 and average GCSE point scores in Year 13. Feedback from CEM shows that the majority of departments are adding value to pupil scores in their subject area at GCSE. There was a decline in A*-C figures at A-level in the first two years of the last SDP; however, measures were put in place in the final year to address this, and these proved successful. A high proportion of entries were awarded the top grades at this level.

Results in Public Examinations compared with Benchmark Statistics

FSM Band 0 – 9.99% (23 Schools)	FSL 2013	FSL 2014	FSL 2015	FSL 2016	FSL 2017	95 th Percentile 2015/16	Upper Quartile 2015/16	Median 2015/16	Lower Quartile 2015/16
A-level	91	87	84	78	87	88.8	84.2	77.7	71.1
GCSE	99	99	100	96	99	98.9	97.4	96.4	92.6

Note: A-level statistics are based on the percentage of pupils doing A Levels or equivalents achieving 3 or more grades at A* - C. GCSE statistics are based on the percentage of Year 12 pupils achieving 7 or more GCSEs or equivalent at grades A* - C, including English and Mathematics.

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

There are high expectations of all pupils, and within the context of a flexible and challenging curriculum, pupils are given the support and encouragement required to enable those with particular needs to achieve in line with their peers. Structures are in place throughout School to ensure that those with pastoral needs are helped to overcome barriers to their learning.

Pupils with a Statement of Special Educational Needs learn alongside others and receive individualised support as required. Friends' meets its obligations under the Children's Order and the Code of Practice by maintaining a register of SEN pupils, disseminating information to teachers, maintaining general and subject specific Individual Education Plans (IEPs) for each SEN pupil, and conducting annual statement reviews. Where appropriate, pupils are supported by suitably qualified Classroom Assistants. The School's Special Educational Needs and Inclusion Policy is reviewed annually.

SEN	2015/2016	2016/17	2017/2018
% of pupils on SEN register	7.1	6.6	6.2
Number of pupils with Statements of Special Educational Needs in School	17	17	15

A new SENCO was appointed in January 2017 and is currently working towards the CCET qualification which will allow her to assess pupils' reading and comprehension skills. Following a restructuring of our pastoral team, two teachers oversee arrangements for Learning Support, one at Key Stage 3 and one at Key Stage 4.

A high proportion of our pupils meet the commonly accepted definition of 'mentally gifted', and our aim is to ensure that the level of challenge in the classroom reflects this. As well as external competitions and opportunities for further study, early examination entry is an option for the highest performing pupils. Pupils are encouraged to apply to the most competitive courses at university level, including at Oxford and Cambridge.

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

As outlined in the aims and values, Friends' School is committed to excellence within a caring, supportive community. Members of staff encourage open communication and positive relationships in order to promote the health and wellbeing of all pupils, with early intervention where problems arise. Pupils meet daily in Collects, and Extended Collects provide an opportunity for teachers to engage pupils in a range of pastoral activities. The Learning for Life and Work programme at Key Stages 3 and 4, taught by members of staff and by external agencies, promotes pupils' welfare and is evaluated annually by staff and pupils. A School Nurse is on site during school hours and School works closely with two counsellors to ensure that pupils are able to discuss matters of concern with a qualified professional.

Wellbeing is promoted through a wide-ranging programme of extra-curricular activities, including sport, music and drama. The School enjoys excellent on-site facilities for music and team games and pupils are encouraged to participate in our enrichment programme and in Saturday morning fixtures. Pupils are involved in decision-making through the School Council, and promote care for the environment through the Eco Committee.

Safeguarding procedures are evaluated annually against the ETI audit to ensure compliance with all statutory requirements. Comprehensive arrangements are in place for safeguarding children and every effort is made to create an environment in which pupils feel secure. Pupils are provided with information about which members of staff to contact should the need arise, and this information is displayed on a pastoral noticeboard. The Vice Principal (Pastoral) is the Designated Teacher for Safeguarding, and the SENCO acts as Deputy Designated Teacher. The Designated Teacher provides a written Safeguarding Report for each meeting of the Board of Governors. A member of the Board of Governors has specific responsibility for Safeguarding and works alongside the Principal and the Designated and Deputy Designated Teachers as required. Information is sent out at the beginning of each academic year to the parents of all children in School. Child Protection training is held in the August Baker Days each year for all members of teaching, non-teaching, coaching and peripatetic staff.

Overall attendance has been consistent across the last three years. A need has been identified to improve attendance in the Sixth Form and changes have been made to the structure of the school week to address this.

	2014/2015	2015/16	2016/2017
FSL	96.5	96.2	96.6
NI GS Average	95.6	95.6	N/A

The high expectations for pupils' behaviour are reflected in the Positive Behaviour Policy; a review of rewards and sanctions is currently underway. The Appearance Code is reviewed annually and pupils are encouraged to set high standards in personal appearance. The achievements of pupils are recognised and celebrated in assemblies and elsewhere, and there is a strong sense of identification with the School.

The moral and spiritual development of pupils is encouraged throughout School. Morning assembly encourages a sense of community and provides a valuable opportunity for silent reflection. Pupils gain personally from giving service to others in the local and wider community, including through our partnerships with Quaker Service and Habitat for Humanity. Year 13 pupils coordinate fund-raising through the Charity Committee and there is also an active Scripture Union.

The School's Healthy Lifestyle Policy is kept under review, and school meals conform with the Government's Nutritional Standards.

2d. Strategies for providing for the Professional Development of Staff

In consultation with colleagues, the Leadership Team identifies needs and provides training in areas including Learning and Teaching and Pastoral Care. There is an emphasis on evidence-based training, provided both internally and by experts from outside School. Friends' has linked up with Stranmillis university College to become a Learning Hub, and will be hosting a Leadership Course in November 2017. The Leadership Team is also involved in a coaching programme run by an external provider.

Staff are encouraged to take responsibility for developing their own knowledge through reading and attendance at seminars, working groups and courses. Staff attending external in-service training provide a short written evaluation of the training, and training delivered in school is evaluated by all those participating. Sharing of good practice is seen as central and we hope to build on the good work carried out in the last SDP.

The Performance Review and Staff Development (PRSD) process at Friends' is designed to take into account the individual needs of staff, together with the priorities set down in the SDP. All members of staff are asked, in accordance with their responsibilities, to identify two objectives linked to whole-school priorities and to have one further personal objective. This is also the context in which an annual audit of training needs is carried out. There are separate programmes, overseen by a member of the Leadership Team, for Beginning Teachers and Early Professional Development.

2e. 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 guidance issued by the Department of Education are applied. School actively seeks to promote good working conditions for all staff. Colleagues are made aware of support services available to them, both internally and externally.

2f. 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.

School enjoys close links with parents. Parent teacher consultations and information evenings are very well attended, and parents play an important role in school life by attending functions, events and sports fixtures. They also help out at Mock Interviews for our Sixth Formers. There is frequent communication with parents and they are encouraged to communicate openly with school. There is also an active PTA.

School plays an active part in the Lisburn Area Learning Community. The Principal, Vice Principal (Curriculum) and Head of Careers are all involved in regular meetings and in the organisation of shared events. Curricular links have been made with the Literacy and Numeracy co-ordinators in local primary Schools. Local primary schools are also invited to events such as drama productions and sports tournaments. There is also close liaison with a number of statutory bodies to promote pupil welfare and in the area of Careers Education, Information, Advice and Guidance.

The community service programme in the Sixth Form includes links to local primary schools and residential homes. The Charity Committee fosters links with a number of voluntary bodies, including Quaker Service and Habitat for Humanity. The Sentinus Engineering Scheme and Young Enterprise involve links with the local business community.

Sports facilities are used by various local clubs, including South Antrim Hockey Club, who play all home fixtures on the Friends' pitches. School enjoys positive and mutually beneficial relationships with these clubs

Over the course of the last SDP, much work was carried out in relation to our priority of The School in the Community. Friends' is currently in Year 3 of a Shared Education Project with St Dominic's Grammar School, and staff and pupils have been able to work collaboratively on a number of curricular and extra-curricular activities. School holds the International School Award and has links with a partner school in Germany, the Remstal-Gymnasium, as well as with other Quaker Schools in Britain, Ireland and the USA.

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

School enjoys good IT facilities: our four computer suites are fully equipped with C2k desktops, and we have two Mac Suites, one for Music and one for Moving Image Arts. There is also a recording studio in the new Music Department. There is Wi-Fi access in every classroom; pupils in the Sixth Form are encouraged to bring their own devices into school for use in Private Study, in accordance with our BYOD policy, and charging stations are available in the Common Rooms.

Over the course of the last development plan, a School VLE was created using Fronter, with resources from all departments and for all year groups. The Director of ICT and the ICT Coordinator train all staff in the use of ICT and promote it as a learning tool, and are currently being accredited as Certified Google Educators. ICT is also widely used as an administrative and presentational tool.

There has been an increased focus on programming over the last three years, and the introduction of Software Systems Development alongside Digital Technologies has provided an impetus to ensure that this informs the delivery of ICT at all levels.

3a. 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 2014-2017 SDP. Expenditure was in line with annual budget plans: cash flow remained positive and the school's bank accounts were not overdrawn. Grant income in 2016/17 exceeded original expectations, with additional funds allocated in-year. The profile of the annual expenditure did not change significantly during this period.

The use of resources in the 2016/17 financial year is detailed below:

Income	2016/17 Actual
DENI Grants	4,719,998
Income from other sources	205,402
	4,925,400
Expenditure	
Teaching Staff Costs	3,380,023
Non Teaching Staff	821,089
Other Costs	598,001
	4,799,113

3b. The planned use of the School's Projected resources for the 2017-2020 Development Plan

It has been assumed that the DENI/EANI Aggregated Schools Budget will remain the same in cash terms, with some variation in the School's allocation due to changes in school roll. Even with full enrolment, budget share will remain unpredictable. Annual budgets will be refined year by year. Nevertheless, indications are that the Grammar School will suffer a substantial deficit in 2017/18 (though the surplus for 2016/17 should cover this) with further deficits expected in 2018/19 and 2019/20. The figures do not include excepted Items of expenditure or grant.

Income	2017/18	2018/19	2019/20
DENUI/EANI Grant	4,302,973	4,345,015	4,345,015
Income from other sources	188,210	184,000	184,000
	4,491,183	4,529,015	4,529,015
Expenditure			
Teaching Staff Costs	3,372,070	3,462,291	3,519,406
Non Teaching Staff Costs	675,801	680,000	683,000
Other costs	556,049	564,602	569,602
	4,603,920	4,706,893	4,772,008
Estimated Deficit	-112,737	-177,878	-242,993
reserves b/f	359,067	246,330	68,452
reserves c/f	246,330	68,452	-174,541

Capital Account and Campus Development

The Capital Account is in good health with some remaining capacity to service new DFP loans and/or the school's share of the cost of minor works projects. Application for a further School Enhancement Programme scheme was submitted to DENI during 2016/17 and it is anticipated that application will be made for minor works projects for inclusion in the DENI 2018/19 and 2019/20 programmes.

4. An assessment of the extent to which the School has met its key targets in the 2014-2017 School Development Plan.

The four priorities in the 2011-2014 SDP were taken forward through annual Action Plans and through shared PRSD objectives. The four Action Plans were reviewed annually. Objectives were met in the following four areas:

AP1: Pupil Outcomes: Targets in Pupil Attainment

The aim was to optimise performance through the use of ICT. A whole-school VLE (Fronter) was created, with resources for all year groups and all subjects, and with emphasis aspects of courses in which improvement was required. This aim was achieved, although in the final year of the SDP, there was a shift in emphasis to deal with a decline in A*-C figures at A2. Improvements achieved in examination results in 2017 suggest that the strategies implemented were successful.

AP2: Quality of Teaching and Learning

Work was completed on marking for improvement and on developing literacy, with particular emphasis on KS3. There was also a focus on the sharing of good practice. This aim was achieved.

AP3: Pastoral Care: Care, Guidance and Support

Work was undertaken on aligning pastoral and academic support, with a particular emphasis on the development of progress review meetings. Aims set out in AP3 were achieved.

AP4: The School in the Community

School enjoyed positive relationships with the community. Cross-phase work was carried out in literacy and numeracy with local primary schools, and provision was developed in a number of subject areas through the Shared Education Project. The aims of AP4 were achieved.

5. An Assessment of the Challenges and Opportunities facing the School

Friends' continues to be oversubscribed, with an average of over 200 first-choice applications for the 140 available places in Year 8. School is also oversubscribed at the point of entry to the Sixth Form. It is anticipated that enrolment will remain constant over the period 2017 - 2020.

Enrolment

2014/15	2015/16	2016/17	2017/18
982	989	975	983

Applications and Admissions to Year 8:

Year	Admissions Number	Total Applications (1st preference in brackets)	Total Admissions
2015/16	140	268 (196)	143
2016/17	140	272 (220)	141
2017/18	140	267 (211)	142

Despite full enrolment and sound financial management, there is concern that continuing budget cuts will have an adverse impact on the running of the school over the course of the next SDP. Governors will be investigating ways of raising additional funds or making efficiency savings by the final year of the SDP. Uncertainty over teacher pay is also unsettling.

There are many opportunities ahead. With enhanced facilities, we currently enjoy pleasant working conditions and pupils are able to avail of a range of opportunities. Staff are committed to School and to its pupils. They are also willing to develop their expertise and there is a shared commitment to excellence and a focus on continuing to promote the highest possible standards. This is reflected in an interest in driving school improvement through learning and teaching, and in developing

classroom practice on the basis of educational research. There is a shared determination to preserve the distinctive character and ethos of the School.

6. The preparation of the plan

The Development Plan for 2017 - 2020 has its foundations in self-evaluation carried out by the School Leadership Team, work completed in the course of the previous 3-year cycle (2014-2017) and consultations with staff, pupils, parents and Governors.

The School Leadership's self-evaluation identified clear areas for development, and these were confirmed by a Sustaining Improvement Inspection, part of a pilot run by the ETI. In the last full inspection in February 2014, Friends' had been judged to be Outstanding in all areas; however, feedback from our SII in November 2016 indicated a need to review strategies for monitoring progress, particularly at AS and A2, with a focus on high quality feedback, individualised support and effective target-setting, and to ensure that there was a high level of challenge in the classroom. This was in part in response to a downward trend in A-level results over the course of the last SDP. Although strategies were put in place in 2016-17 to address this, and targets were exceeded in 2017, further improvements have been targeted over the course of this SDP.

There were also significant changes in Leadership in the course of the last SDP, including the appointment of a new Principal in 2015. A new Vice-Principal was appointed in 2015, and in 2016 there was a reduction from three to two Vice-Principals. Two new Senior Teachers were appointed in 2016/17, and Senior Teacher roles were restructured in light of the overall changes in Leadership. In addition, there were changes in Middle Leadership, including a restructuring of the Pastoral Team. This involved a move from two Year Teachers for each year group to one, and the appointment of two Learning Support Coordinators. A new SENCO was appointed in 2017, and there have also been changes in the Heads of Department team.

In the final year of the SDP, we had begun to explore how we might create a greater level of challenge in the classroom, and CPD was organised for this purpose. Key to this was a training day in March 2017, at which guest speaker, David Didau, talked about what the latest educational research could tell us about how pupils learn. As a result of this, further training was carried out on the most promising strategies identified, including Retrieval Practice, and it was agreed that this would form a key part of our development of Learning and Teaching in future planning.

7. Identification of Areas for Development, informed by School's Self-Evaluation

7a and 7b. Whole School Priorities 2017-2020, and planned outcomes

The priorities in the Development Plan are in keeping with the ethos of the School, and take account the guidance provided in the ETI's Inspection and Self-Evaluation Framework. There are three main areas of focus:

1. Developing Leadership
2. Enhancing Provision
3. Improving Outcomes

The Leadership Team, Heads of Department and Year Teachers have in place Action Plans setting down how the work will be taken forward in 2017 -2018. Progress will be evaluated through interim reviews in January, and through final evaluations in June. In Year 1, the areas for development are as follows:

Priority 1: Developing Leadership

Aim: To develop leadership and management at all levels, so that the quality of provision is enhanced, enabling us to improve outcomes for all of our pupils.

There will be two key areas of focus:

1. Senior Leadership
2. Middle Leadership, to include Heads of Department, Year Teachers and Coordinators

Priority 2: Enhancing Provision

Aim: To enhance the quality of provision in order to improve outcomes at all levels, in a climate of high expectation for all pupils.

There will be two main areas of focus:

1. Learning and Teaching
2. Pastoral Care

Priority 3: Improving Outcomes

Aims: Through effective provision in teaching and learning, and in pastoral care, to ensure that:

- Results are of a high standard and in line with targets across all subjects
- Pupils with SEN and specific pastoral needs achieve in line with their peers
- Attendance is high
- Pupils are encouraged to participate in enrichment activities outside the classroom
- Pupils progress successfully to the next level of education, training or employment

7c The actions to be taken to achieve the outcomes identified and the dates for completion

The School Development Plan will be implemented at all levels. Actions will be set out in individual action plans by members of the Leadership Team, Heads of Department, Heads of Year and Coordinators. There will be some shared priorities, with other development needs identified in individual areas. Monitoring will be carried out through the School's process of self-evaluation which, in each of the three years of the SDP, will include interim evaluations in February and annual evaluations at the end of June. Evaluations will include evidence of the work carried out, as identified in the individual plans. Pupil progress will be monitored through target setting and tracking, and actions to raise attainment are seen as central to the work of the School.

7d The financial and other resources available to the School be used in support of the actions identified

The Finance and General Purposes Committee monitors the Budget on a bi-monthly basis and supports the implementation of the SDP. There will be investment made in CPD through coaching and a leadership module. There will also be continued work on Teaching and Learning, which is likely to involve buying in whole-staff training. It is recognised that staffing is our most valuable resource and increased funds may be required to keep it at its current level; this will be kept under review.

7e Arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan

The Principal reports to the Board of Governors on the SDP at meetings in September, November, January, May and June. The Education Committee monitors aspects of the plan linked to the curriculum and pupil outcomes, and reviews progress at a meeting in October. 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 in the Development Plan and to work undertaken by all members of staff