Friends' School Lisburn

School Development Plan 2021 -2022

This is our second interim plan to allow us to focus on the challenges presented by Covid-19, with the start of our new 3-year cycle delayed until 2022. Priorities for this year have been identified as follows:

1. **Staff and pupil welfare**
   a. Building positive relationships
   b. Mental health awareness

2. **Learning and Teaching**
   a. Effective questioning
   b. Assessment
   c. IT development

3. **Leadership and Management**
   a. Roles and responsibilities
   b. Self-evaluation
   c. Financial management

Priority 1: Staff and pupil welfare

Baseline *Where are we now?*	Targets *What do we want to achieve?*	Actions *What do we have to do?*	Timescale	Staff	Evidence/ Impact *How will we measure success?*
A. Building positive relationships Pupils have returned to school after a period of disruption. As pupils have not been in school and have not had as broad a range of activities, it has been more difficult to get to know them Although relationships are good in school, we are aware that more could be done to include pupils who feel marginalised. There is also a recognition that good relationships will facilitate behaviour management and support for those who are not achieving highly academically Staff and pupils have raised issues around gender stereotyping which we wish to explore **B. Mental health awareness** Some pupils have experienced difficulties returning to school after closures There are increasing numbers of pupils presenting with issues around anxiety	• Pupils are re-integrated into school life after the closures • Teachers know pupils individually and have a productive, positive relationship with them • Pupils participate in class and are actively involved in their learning • Pupils know who to approach if they have a problem • Pupils are able to express opinions and have an input into school policies • Boys and girls have the same opportunities to learn • Pastoral staff have an understanding of issues affecting young people's mental health and implement strategies to support them • Staff and pupils have a toolkit they can use to help support positive mental health • Staff are allocated time to carry out their responsibilities effectively	• Set up a working group to investigate strategies to promote positive relationships, including those highlighted in *When the Adults Change* • Report findings to colleagues • Implement proposals from the working group and review strategies • Encourage pupils to be involved in the wider life of the school • Set up a working group to explore gender issues and report findings to colleagues • Organise Mental Health First Aid training for staff and disseminate information to the pastoral team and other colleagues • Oversee the work of the pupil Mental Health and Wellbeing Group • Complete time budgets and consult with staff	Aug 21 Jan 22 Nov - March Oct/ March Autumn Term ongoing	CC CC LT YTs All staff CL SC/ Year Teachers SC JMK/ SM	Records of meetings with details of evidence-informed strategies Pupil surveys Staff feedback Audit of extra-curricular activities Lesson observations Reports from Mental Health First Aid training Staff and pupil surveys Training notes Materials from assemblies and Take 5 week Sample Time budgets

Priority 2: Learning and Teaching

Baseline *Where are we now?*	Targets *What do we want to achieve?*	Actions *What do we have to do?*	Timescale	Staff	Evidence/ Impact *How will we measure success?*
A. Effective Questioning Pupils have had a disrupted year, with long periods out of the classroom; there have been limited opportunities for interaction in class Pupils are often passive in class There is not always a consistent approach to effective questioning in departments or across departments There is not a consistent approach to evaluating the impact of effective questioning in the classroom **B. Assessment** We have had two years of centre-assessed grades, which have forced us to adopt a different approach to assessment There is not always a consistent approach to assessment data in	• Lessons are vibrant: pupils participate in class and improve their confidence in oracy • Pupils demonstrate better responses to more difficult questions/ concepts, orally and in books • Teachers use questions effectively in all lessons to build pupils' knowledge and understanding • Teachers evaluate the impact of using effective questions to improve pupil engagement and pupil performance • Assessments are used for a variety of purposes: to monitor progress, provide practice, inform teaching, diagnose learning needs and forecast future performance	• Organise staff training on EQ • Deliver assemblies for pupils • Include EQ as a standing item at departmental meetings and HoD meetings • Provide resources including an Effective Questioning booklet and updates via Google Classroom and email for all staff • Share Self-Evaluation resources with all HoDs • Include EQ in PRSD observation for all staff • Design common assessment tasks for all year groups, linked to schemes of work in all departments • Review assessments in departments to ensure validity and reliability • Keep detailed records of assessments and conduct standardisation	Aug 21 Aug 21–June 22 Sep 21 Aug 21–June 22 Sep 21 Aug – Sep 21 Sep 21-April 22 Oct/ Jan/ May Oct/ Jan/ May	SC/All Staff SC/All Staff SC HoDs/All Staff SC SC All Staff HoDs, SC All staff SC/HoDs	Pupil voice: surveys about pupil experience of EQ **Lesson Observations** with evidence of engagement from pupils; teacher asking higher-order questions; and high levels of participation Pupil Books showing evidence of key questions Feedback from staff demonstrates engagement and evidence of sharing of best practice Minutes of departmental and HoD meetings Departmental records Data from assessments Assessment papers from CAGs and Mocks showing evidence of challenge in the level of work

departments or across departments

Data from assessments does not always provide an accurate picture of progress for pupils and parents | • All departments have 'assessment maps' in place for all year groups

• The data produced by assessments is reliable

• There is consistency of approach to assessment across departments

• Colleagues have a shared and growing understanding of assessment and how best to use data | • Monitor the work of departments to ensure that there is a consistent approach to assessment across the school, using data effectively to improve pupil performance

• Set up an assessment working group to review assessment in Year 8 and disseminate information to all staff | ongoing

Sept

Oct/ Jan | SC

CL HON/ EA/ JBW | Feedback from staff demonstrates engagement with the setting of assessments as well as standardisation and moderation processes

Notes and training resources from working group and staff days |
| **C. IT development**
We are in a good position to build on the expertise in remote and blended learning gained by teachers over the last two years. Pupils have got used to working on online platforms, including Google Classroom, and we wish to ensure that we exploit the opportunities this offers

Teaching staff were issued with iPads to assist with this; however, more training is required if we are to optimise their use in the classroom

Infrastructure in school does not currently allow us to promote the use of pupil devices | • Staff are able to use IT effectively to enhance teaching and to facilitate assessment

• Staff use iPads effectively in the classroom

• Pupils are able to use IT at home and in school to enhance their learning

• Plans are in place for improvements in IT infrastructure, to include WiFI coverage throughout the school | • Set up a working group to investigate IT strategy, with streams devoted to learning and teaching and to infrastructure

• Train staff in the use of iPads and in effective strategies for use of IT, particularly in assessment

• Use Google Classroom to provide resources and training notes for staff

• Implement plans to upgrade WiFi | Sept

ongoing

ongoing

Jan - Mar | RMK

RMK/ GC/ EM

All staff

JMK | Records of meetings of IT group

Notes from staff training and resources

Plans for overhaul of infrastructure

Sample resources and activities on GC

Staff and pupil surveys |

Priority 3: Leadership and Management

Baseline *Where are we now?*	Targets *What do we want to achieve?*	Actions *What do we have to do?*	Timescale	Staff	Evidence/ Impact *How will we measure success?*
A. Roles and responsibilities Two new appointments have been made in Leadership Team (VP and Senior Teacher) and structures have been changed. This includes a new role for one of the Senior Teachers who will have overall responsibility for safeguarding. This has implications for line management of other colleagues, and provides opportunities to develop others in their roles. Senior Teachers are also involved in leading working groups with priorities linked to the SDP. **B. Self-evaluation** There is not always a consistent approach to self-evaluation, and we have identified the need to have a sharper focus on review and identifying areas for improvement	• New structures are well established and are working in the interests of the school community • Senior and middle leaders have clearly-defined roles and have autonomy in areas of particular responsibility • Leadership is shared across school, with colleagues contributing to decision-making at all levels • All staff have a sharper focus on reviewing their work and setting targets for themselves • Departments are able to identify strengths and weaknesses in their work and develop strategies for improvement • There is collective ownership of SDP priorities, and input from all staff into planning for 2022-25	• Finalise new structures and inform colleagues • Organise relevant training, including Safeguarding training for DDT • Implement proposals emanating from working groups • Consult with Middle Leaders on how best to implement this year's SDP priorities and identification of priorities for 2022-25 • Develop self-evaluation at Leadership Team level through discussion at meetings, PRSD and Action Plans • Provide training for HoDs and Year Teachers in self-evaluation and include it as a focus at meetings • Engage with HoDs and Year Teachers at review points	Aug 2021 Sept/ Oct Nov onwards Ongoing Sept – Dec Ongoing Sept/ Nov Feb/ May	SM/ LT SA/ CL LT Middle Leaders SC/ SM LT SA/ SC Middle Leaders SA/ SC/ SM	Staff surveys PRSD observations Leadership Team Action Plans and Evaluations Middle Leaders' Action Plans and Evaluations Minutes of meetings Leadership Team Action Plans and Evaluations Middle Leaders' Action Plans and Evaluations PRSD reviews

	• PRSD is used effectively to identify strengths and areas for development			All staff	Bursar's Action Plan and Evaluation
C. Financial management School is in a strong financial position which will enable us to invest in some areas. However, decreased spending and increased funding during the pandemic has masked the longer term challenges school will face.	• Finances are used prudently to support the aims of the SDP and to improve pupil experience	• Set budgets and identify priorities for short and long-term spending	Oct/ March	JMK	Budgets and 3-year plans
	• Time budgets allow us to plan staffing for 2022-23	• Prepare and issue time budgets to all colleagues	Sept/ Oct	JML/ SM	Sample time budgets Curriculum plan and timetable structures
	• Timetabling is optimised for pupils and plans are in place for 2022 entry	• Review timetabling arrangements	Nov	SA/ WL	
	• Planning is underway for future development, improvement of school site and buildings, new SDP and 250th anniversary	• Convene meetings of 250 Committee, Development Committee and associated working groups	Nov – Jan	JMK/ SM	Minutes of meetings and copies of presentations used
		• Engage wider school community through meetings with parents, OSA and PTA	Nov - March	SM	Parental surveys