

LAGAN COLLEGE
SCHOOL DEVELOPMENT PLAN



Academic Years 2019-2022
Edition 2 2020-21

Contents

<u>Section 1: Ethos and Values</u>	Page 4
<u>Section 2: A Provision for Learning</u>	Page 6
<ul style="list-style-type: none">• Planning• Teaching and Learning• Curriculum Provision• Sixth Form Provision• Provision for E Learning & E Safety (G)	
<u>B Provision for Learning B</u>	Page 13
<ul style="list-style-type: none">• Additional Educational Needs	
<u>C Provision for Pastoral Care & Wellbeing</u>	Page 15
<ul style="list-style-type: none">• Promoting Health & Wellbeing• Safeguarding and Child Protection• Attendance• Positive Behaviour	
<u>D/E Provision for Staff Professional Development & Wellbeing</u>	Page 18
<ul style="list-style-type: none">• Professional Development• Attendance• Health & Wellbeing	
<u>F Provision for Learning via Partnerships</u>	Page 23
<ul style="list-style-type: none">• CEIAG• Links and Partnerships• Extra Curricular Provisions• Equality of Opportunity• Shared Education & CRED• East Belfast Area Learning Community	

- International Links
- Eco School
- STEM

Section 3 A/B Finance & Resources

Page 30

- Public Value
- Physical Resources and Accommodation

Section 4: Achievements, Standards, and Progress

Page 34

- Student Progress GCSE
- Student Progress GCE
- Standards
- Progress
- Statutory Key Targets

Section 5: Challenges and Opportunities

Page 42

Section 6: Consulting & Preparing the New SDP

Page 45

Section 7: School Improvement Action Plans

Page 46

Consultation Documents

Page 50

Lagan College



Section 1

1 Integrated Ethos & Values Summary

Lagan College was founded in 1981 with 28 students as Northern Ireland's first planned integrated school. Today there are 1430 students including 300 in the Sixth Form and the College continues to be well over-subscribed. As the flagship of integrated education, the central aim of Governors, Principal and staff is:

'to educate to the highest standards Catholics, Protestants, and others of goodwill, of all abilities, together'.

In 2002 the College was recognized for its contribution to peace since 1981 by the presentation at the Waterfront Hall of the prestigious Cross of Nails from the International Ministry of Reconciliation of Coventry Cathedral. We continue to build on the valuable work already done in further developing our Christian, integrated and inclusive ethos & core values of respect, reconciliation, service, and equality. The Chaplains support the Principal and staff to lead this work. Lagan College is also closely linked to NICIE, APTIS and the IEF. The Principal is on the NICIE Directors and APTIS steering committee.

The College is an 11 – 18, all ability, inclusive and Christian school where all members of the family can be educated together, and the best brought out in everyone. We aim to offer students a range of opportunity in curricular and extra curricular activities and to help them to develop into mature, responsible, and caring adults who can take their place with confidence in society. Education is viewed as a three-way partnership between the student, the parent and the school and parents receive regular information about the work of the school. All staff members have pastoral responsibilities for the social, moral, academic, and spiritual development of the students in their care. We continue to attract families from a wide catchment area, which gives a good social mix and a balance in our school community of urban and rural. Students comment that this is one aspect of life in the College which they really enjoy. On average, our Year 8 intake comes from approximately 47 primary schools.

The College is fully integrated at all levels. The religious balance of the Board of Governors, staff and Parents' Council reflects its shared nature. The College is also welcome and inclusive to staff, students, and families of no religious denomination. 35% of our annual intake is selected based on academic ability. These students are selected as if they were applying to a grammar school. This ensures that the College has an intake which is representative of the population at large. The needs of all students are catered for, including the academically able and gifted and those who require support with aspects of their learning. Examination results have improved at 3 A*-C A level and at 5-10 GCSEs A*-C including English and Mathematics, however, a key objective over the next 3 years is to increase the number of students achieving 7-10 GCSEs A*-B and or equivalent courses to secure our position as Northern Ireland's best bi lateral school within our Free School Meals Band of 20.00%- 29.99%.

Due to the disruption and significant impact of Covid-19 on the lives of our children and staff (2019-2021) the Board of Governors has prioritised the safety and wellbeing of students and staff at the heart of development work and in response to the changing nature of schooling required, be that face to face or via home learning.

1 Integrated Ethos and Values		
<p><u>Stakeholder Consultation & Evidence</u> School we gathered evidence from: TTI Self Evaluation/ ISEF Self Evaluation Analysis of questionnaires from parental survey 2019 Parents' Council Meeting Minutes Students surveys and focus groups 2019 Staff questionnaire and consultation day in March 2019 Feedback from the Chaplains meetings and Chaplaincy reports ETI School Inspection Report and feedback March 2019 Engagement with NICIE/IEF SGP Visitor and Guest feedback ETI Inspection Report 2019 Student, Staff and Parental Surveys in response to lockdown 1 to inform further school planning and improvement work 2019</p>	<p><u>Self Evaluation:</u> Our ETI reported commended the school on our strong integrated ethos and values. Students and staff having invested in development work to support students and staff of the LGBT+ community, our school focus is now centred on Anti-Bullying and anti-racism. Our governors are kept fully informed by the link with Lagan College's Directors and the Chaplaincy. A key priority is developing our restorative practice linked to our core values, having focussed on Anti Homophobic work prior to this plan Due to the Covid-19 pandemic we were unable to link with the PLICS programme Stranmillis/ St Mary's or our American/ N Ireland Summer Camp- Camp Camilla but hope to in the future. Students and Staff worked together to achieve the Rights Respecting School Award.</p>	<p><u>Future Action</u> To plan a series of events to celebrate our 40th Anniversary from 1st September 2021. To be a centre of excellence for mental health and wellbeing related to our core values (AP4.2) To re-visit our Restorative Practice Model of reconciliation linked to Positive Behaviour (AP4.3) To encourage and support staff and students to take on leadership roles and development opportunities linked to our integrated ethos and values (AP1.1/AP1.2) The school chaplains will review our involvement in Sixth Form service events.</p>

Lagan College



Section 2

2A Provision for Learning Summary

Planning

Planning and preparation time is afforded to all teaching staff in Lagan College in line with government directive for teachers to access at least 10% planning and preparation time. We ensure that members of staff, in leadership roles of responsibility, are also afforded some further time to carry out their duties. Several teams meet throughout the week and year, to plan school events and activities. A weekly diary meeting facilitates the day-to-day organisation and management of the school so that the operation of the College is as effective and efficient as possible. In response to the Covid-19 pandemic we have been making use of Microsoft teams and Zoom to aid the continuity of service.

Curriculum planning is led by the Principal, Vice Principals and the Senior Leadership Team member in charge of timetabling and curriculum planning. The curriculum and staffing is reviewed on an annual basis to ensure that the school is working towards the Entitlement Framework target to enable students to access a 'broad and balanced' curriculum offer, comprising of 45 GCSE courses and 25 A level courses - at least a third of which in both is vocational.

In recent years Lagan College has evaluated student learning on a year group scale in the areas of the curriculum offer, learning looks and listening to student opinions on what works best. This feedback and data are evaluated and fed directly into curriculum and staff planning. The school uses learning conversations and learning looks to review learning horizontally and vertically across the school. At Departmental level, Term Ahead Models, Learning Conversations, Learning Intentions, Success Criteria, and schemes of work, ensure that students and teachers are focused on student learning and progression. Our internal tracking, data and evidence was fully utilised in 2020 when we awarded Centre Assessed Grades. The Curriculum area is monitored by the Principal, Deputy Principal, Senior Leadership Team members and in turn leaders with specific areas of responsibility such as HODs/ AHODs and subject teachers.

Teaching and Learning

The school adheres to the delivery of the NI Curriculum at KS3 and various GCSE and GCE courses at KS4 and 5 respectively to meet the needs of all learner profiles. The College is committed to building the capacity for improvement from within our curriculum leaders as facilitators and initiators of ideas to help foster an ongoing learning culture for students and staff within the College. The development of middle leaders continues to be a central focus the College to effectively implement the revised curriculum whilst simultaneously remaining focused on our goal to improve learning and teaching even further from our 2019 ETI Inspection report.

The Heads of Department team meet on a weekly basis, as does the Teaching & Learning SLT team. These teams are led by the Principal, Vice Principal, and Senior leaders in charge of Teaching and Learning. The Curriculum team has planned and implemented a collaborative learning project with Year 10 students in summer term. An ongoing area of improvement work is to identify further collaborative learning opportunities within Departmental schemes of work. We believe that this would enhance our students' learning experience and make the work undertaken more meaningful and connected. Some work was undertaken in this area via the Literacy and Numeracy Strategy.

In recent years, there has been a focus on developing classroom strategies to improve the quality of learning and teaching e.g sharing learning intentions and good practice, highlighting the need for greater collaboration between subject areas and supporting newcomer students. Staff training on learning to learn focused on Visual, Auditory, and Kinaesthetic learning styles and on teaching strategies that can enhance the learning environment to cater for the needs of all learners and maximise each learners' potential to engage in lessons and retain information. Staff development in this area has been supported by the incorporation of strategies such as mind mapping, effective use of questioning and effective use of memory which have been incorporated into the Study Skills Programme and Study Skills Seminar for students. Lagan College offers a variety of additional revision classes to GCSE and A Level students. All Students in Years 8-11 receive two sets of Revision Booklets per year and students availed of revision companies such as Learn Spark and Eye4Education. The school is committed to improving the students' quality of teaching and learning further.

We have led the OLEVI Outstanding teacher programme as a hub school to teachers from Lagan College, Shimna Integrated College, Victoria College and Bloomfield Collegiate. 15 staff have been trained to date in our school and three as Facilitators. CA programme The Principal is a member of the TLS(NI) Steering Committee. Unfortunately, due to the Covid-19 pandemic this has not been possible but we have been sharing practice on line via the East Belfast Area Learning Community, APTIS meetings and our work with ASCL and the EA.

Self Evaluation

Our senior and middle leaders are being supported and trained on whole school self-evaluation by Dr Paddy Shevlin as we further our whole school strategy on improving learning and students achieving their potential linked to UCD. It is envisaged that this professional development will further enhance middle leadership training received to date by Learn Spark and TLS (NI). Our VP and a senior teacher are working with the EA on the area of learning recovery and wellbeing in response to Covid-19.

Assessment

Assessment is an essential component of teaching and learning in the College. Continual assessment for learning and diagnostic marking is the responsibility of individual teachers, led by Heads of Department. Student achievement and progress is monitored and reviewed by the Head of Year and Form team- under the overall leadership of the Principal, Vice principals, Senior leaders and the Assessment and Reporting Manager, in conjunction with the curriculum and pastoral leaders. It is a collective responsibility to ensure that every individual achieves their learning potential at Lagan College.

Homework is an important reinforcement and continuation of the work carried out in class and is regularly set and corrected. A homework policy is in operation, so parents, students and staff are all clear about the expectations regarding homework. Homework is monitored by the leadership team on an annual basis- rotating Key Stage 3 and Key Stage 4 homework monitoring.

The examinations allow for a common framework of marks which can be rank ordered across a year group. Student effort, attendance and punctuality are also given high regard. In some subjects a common paper can be set with differentiation by outcome, while other departments will use extension papers to ensure that students are fully stretched. Class averages rather than year averages are included on reports so that students can see how they compare to others in their teaching set. A range of assessment tools are utilised in the College encompassing the following:

- GL and AQE Assessment Outcomes (Year 8)
- Baseline Access Assessment in Maths and English (Year 8)
- CATS4
- Key Stage 3 Statutory Assessment Using Mathematics and Communication Teacher levels
- GCSE 11)
- GCSE (Year 12)
- A/S Level (Year 13)
- A Level (Year 14)
- Continuous classroom assessment
- GCSE Controlled assessment
- Mid Term progress assessment – October/March (introduced 2012/13)
- Dec and June internal examinations
- Use of MES for Years 8-10 (Minimum Expected Score)
- Use of MEGs for Years 11-14 (Minimum Expected Grade)

The information that is accumulated through the assessment process in Lagan College is used to provide a better understanding of a student's potential. It also informs teaching and learning, individual education planning, the band/ class placement process, reward and recognition assemblies and overall whole school academic target setting. In summary data is used to help with:

- Accurate setting of classes
- Identification of students who are underachieving
- Target setting and/or mentoring for individual students
- Rewarding achievement and effort
- Maintenance of consistency of standards within and across subject areas
- Maintenance and improvement of assessment tasks and examination tasks
- Providing students with individual educational support
- Challenging and extending the more able
- Learning Conversations Form and Subject level
- Whole school target setting
- Monitoring student progress

- Predicted and Minimum Expected Grades/ Minimum Expected Scores being shared with students and their families
- Use of Learning Coaches in Year 12

The College's Assessment and Reporting Policy was reviewed in 2018/19 as part of our on-going school improvement work around student progress, data, assessment, and reporting. The College implements the statutory reporting requirements for Communication & Using Mathematics and delivers a variety of assessment for learning techniques. Lagan College also reports on the Thinking Skills and Personal Capabilities. The College introduced the controlled assessment component for a range of GCSE specifications in September 2010 and teaching staff have accessed many controlled assessment and new GCSE specification development opportunities. A Controlled Assessment Policy and a GCSE Withdrawal Policy were ratified by the Board of Governors.

Many of the Applied GCSE and A Level courses provide students with an opportunity to undertake assessment via a significant coursework/controlled assessment component. This allows students who perform better in continuous assessment rather than summative assessment, a chance to achieve up to 100% continuous assessment attainment in some cases.

Lagan College reviewed its assessment procedures considering the new statutory assessment arrangements being phased in, in 2011/12 we were involved with CEA in the Shadow Year project and implemented the new reporting regulations in Key Stage 3 and Key Stage 4. At present due to ongoing assessment discussion between DENI and teacher unions, Lagan College's Board of Governors will consider whether it is able to submit levels of progression.

Lagan College is seeking further opportunities to analyse appropriate data to both inform and improve teaching and learning and ensure student achievement and success. The College implements four internal assessment points in Key Stage 3, and three in 4 and 5 and is making effective use of data to aid the departmental target setting process, review student progress, undertake learning conversations with students and ultimately raise student achievement.

The Vice Principals monitor assessment and reporting. The Vice Principal in charge of Pastoral Care supports progress, internal assessment, and the Vice Principal in charge of teaching and learning works closely with the Head of Student Progress, data and assessment with internal assessment and the Head of Examinations on all external assessment. Obviously, Heads of Year and Heads of Department play a key role in managing and monitoring learning, assessment, and pastoral data. All teachers use data to inform their practice and knowledge of student learning and progress. As of 2013, a Reporting Manager has supported the Vice Principals and as of November 2015 the school appointed a senior teacher in charge of Student Progress, Assessment, and Data.

Curriculum Provision

Students in Years 8 and 9 are banded and placed in a suitable learning paced class by aptitude based on AQE and/ or GL outcomes and internal assessment and a student's progress is reviewed four times per year. Each student is given equal access to the wide range of curriculum subjects on offer at KS3 and can work at a pace most suited to their individual needs and abilities. Opportunities are provided for students to work as part of a whole class, as a small group and as individuals.

Students in Key stage 3 are placed in learning paced classes for literary subjects and more broad groupings for vocational subjects. Students are placed in learning paced band classes for Maths in Year 8.

A range of differentiated learning and teaching strategies are employed which are informed by both formative and summative assessment. The content and method of delivery of the N.I Curriculum is kept under review to ensure it meets the requirements of the revised curriculum and is in the best interests of the students.

The following subjects are taught to all students in Year 8: -

English	Maths	Science
Technology	Drama	Music
Art and Design	History	Geography
French or Spanish	Irish	Religious Education
Physical Education	ICT	Home Economics
Citizenship	Personal Development	

The curriculum for Years 9 and 10 is like that of Year 8 except that students with appropriate ability and aptitude take an additional modern language. The Mathematics Department utilise internal Year 8 assessment data to place students from this point onwards in learning paced Maths classes. All students in Year 10 undertake assessment in Using Mathematics and Communication. Considering the Entitlement Framework and the College's commitment to providing a broad, balanced, and relevant curriculum offer to all our students, we have increased our vocational choice at Key Stage 4.

We continue to review our Year 10 Option choices on an annual basis. During the implementation of the last development plan we gave greater regard to stretching the more-able at GCSE in areas such as GCSE Statistics and GCSE Further Mathematics. The curriculum design and offer is a continued area of development. A Curriculum review with a major focus on the Learning Pathways L, C and B was carried out in 2016/17 and which has been implemented as of Sept 2017. Individual Careers Guidance Interviews and Options meetings help to inform students and parent/guardian choice.

At GCSE Level a range of 46 courses is currently on offer 2020-21 This includes:

GENERAL	APPLIED	BTec
1. GCSE Double Award Science	1. GCSE Technology and Design	1. Business Studies
2. GCSE Biology	2. GCSE Health and Social Care	2. Hospitality
3. GCSE Chemistry	3. GCSE Contemporary Craft	3. ICT
4. GCSE Physics	4. GCSE Child Development	4. Sports
5. GCSE Spanish	5. GCSE Physical Education	5. Public Services
6. GCSE Further Mathematics	6. GCSE Home Economics	6. Travel and Tourism
7. GCSE Politics	7. GCSE Music	7. Science
8. GCSE English Language	8. GCSE Drama	8. Performing Arts

9. GCSE English Literature	9. GCSE Moving Image Arts	9. Engineering
10. GCSE French	10. GCSE Computing	GCSE Equivalents
11. GCSE Mathematics	11. GCSE Art and Design	1. OCN Science
12. GCSE Geography		2. OCN ICT
13. GCSE History		3. OCN Religious Studies
14. GCSE Religious Studies		4. COPE/Prince's trust
15. GCSE Irish		5. Occupation Studies (menu of 6)
16. 16. GCSE Business Studies		6. Essential Skills in Adult Literacy Level 1&2
17. GCSE Sociology		7. Essential Skills in Adult Numeracy Level 1&2
18. GCSE Statistics		
19. Single Award Science		

Sixth Form Provision

The College has a large Sixth Form provision catering for 150 students in Lower Sixth and 150 students in Upper Sixth. Most of Year 13 students study three A level subject areas with some studying four, some choose to proceed with all four beyond Year 13. The Sixth Form students are treated as young adults and encouraged to combine their academic study with an enrichment programme, a self-directed study programme, school/ community service. RE enrichment and extracurricular activities.

Most of our Year 14 leavers transition on to a variety of third level courses at Colleges and Universities in Ireland and the UK.

A range of 25 Post 16 courses is on offer including A Level Music delivered in Campbell College, one of our school partners in the local Area Learning Community. At A Level a range of 25 courses were offered (2019/20). At times some have been available at partner schools. *

<i>GENERAL</i>	<i>APPLIED</i>
1. Biology	1. Cambridge Technical Level 3 in Business (Single and Double Award)
2. Chemistry	2. BTEC Level 3 in ICT
3. Physics	3. BTEC Level 3 Travel and Tourism
4. Sociology	4. Applied Health and Social Care (Single and Double Award)
5. French	5. Technology and Design
6. Spanish	6. Moving Image Arts
7. Religious Studies	7. Art and Design
8. English Literature	8. Software Systems Development
9. Government & Politics	9. Music
10. Mathematics	10. Cambridge Technical Level 3 in Sports
11. Geography	11. Drama and Theatre Studies
12. History	12. Media Studies

13. Irish*	13. BTEC Level 3 in Public Services
	14. BTEC Hospitality
	15. BTEC Applied Science

The Sixth Form Development proposal was approved in 2017 which has enabled 300 students to stay on in Sixth Form. As of September 2017, we introduced a range of Btec and Ctec courses to meet the needs of a variety of different learner profiles. The Sixth Form Enrichment Programme includes Young Enterprise, First Aid, Sign Language and SENTINUS. The College also runs a variety of Mentor programmes utilising the leadership skills and qualities of the senior students.

The Head Boy and Head Girl team and the Student Leadership Team enhance the day- to-day leadership and management of the College. All students are expected to assist with a service and are encouraged to participate in voluntary service to help others. The Chaplains organise and deliver a Student Leadership Programme for the Student Leadership Team in August to invest further in the skills and personal qualities of our students. The Head of Sixth Form is responsible for the Sixth Form Provision in Lagan College by two Heads of Year.

2.A Provision for Learning		
<u>Stakeholder Consultation & Evidence</u> School we gathered evidence from: ISEF Self Evaluation Analysis of questionnaires from our parental survey. Parents' Council Meeting Minutes Students surveys and focus groups Staff voice and consultation day in March 2017 School Visits and sharing good practice Student Curriculum Council Feedback Options Process feedback Student Leavers Evaluations Years 8/ 10/12 and 14 CEIAG focus groups, transition info and leavers' destinations Learning Looks Departmental Minutes/ SLT evidence HOD/ HOY minutes and student feedback minutes Board of Governors met with Students HB/HG Team to discuss Teaching and Learning 2019	<u>Self Evaluation:</u> We are committed to providing further for the learning needs of all our students with a range of abilities by annually reviewing curriculum. A key priority is to ensure that the curriculum provided is broad, balanced, challenging and fun for all our learners and using student feedback. In 2019 the ETI were unable to evaluate teaching in the classroom due to ongoing teacher industrial action with DENI. ETI Observed History/ Mathematics and Shared Education between Inspections with positive feedback The school acts as a hub learning centre for the TLS(NI) outstanding teacher programme through 3 trained facilitators to focus on learning in the classroom. The school works with Botanic Primary School to train our Cas in the TLS(NI) outstanding CA programme.	<u>Future Action</u> To use learning looks at Departmental and whole school level to continue to evaluate and improve learning (AP2.2) To review and improve KS3 learning and curriculum provision via student, staff and family consultation (AP1.3) To focus on lesson 'planning' and share with staff best practice models to plan for all ability learners. (AP2.2) To focus on student involvement in their learning by being equipped and engaged (AP2.1) To focus on student progress by sharing data with KS3 (AP3.1) Intervening to close the gap between cohorts of students identified as underperforming (AP3.2) Whole School focus on increasing the number of students attaining 71- A*-B outcomes (AP3.3)

CA and Teacher feedback from the Outstanding Programmes UCD Self Evaluation Project considering GCSE attainment and currently Learning Recovery on response to Covid-19.	Lagan is part of the East Belfast Area Learning Community and we share best practice between the schools. Lagan College is part of the APTIS community and we share best practice between integrated schools. CEA SGP Curriculum Design and Offer 2019	To support student learning and any aspect of learning recovery 2020-22 see new action plan. To support e-learning 2020-22 see new action plan.
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2B Provision for Additional Educational Needs Summary

The Learning Support Department provides the framework for the whole school to assume the responsibility of ensuring that students with educational learning needs make appropriate progress and fulfil their potential. It is emphasized that the statutory entitlement of children with educational learning needs is to be included as full participants in the educational and social life of the school. We follow procedures for identifying students with additional educational needs in line with the requirements of the Code of Practice and have suitable structures to ensure that all members of staff effectively implement the Code. We also adhere to SENDO legislation of 2005.

A focus in recent years has been the needs of students with social and emotional difficulties and those presenting with low literacy and numeracy attainments. Learning Support involves a considerable degree of in-class support with some withdrawal for key skills support in literacy and numeracy. Some students access peripatetic support and we are in contact with a range of external agencies such as Cottown Outreach, the Cedar Foundation, ASD Support and Educational Psychology, Ardmore, and the IDs team.

The Learning Support Department consists of a Head of Learning Support, three P/T Learning Support teachers, a Newcomer Support teacher, and several classroom assistants. The work of the Learning Support Department is a partnership between home and school. Meeting with parents and drawing up mutually agreed Education Plans is vital to the progress of our students with educational learning needs. Assessment, monitoring and reviews are all integral parts of determining the success, which is achieved, and suitable detailed records are maintained, which outline the progress made by students.

<u>2B Additional Needs</u>		
<u>Stakeholder Consultation & Evidence</u> School we gathered evidence from: ISEF Evaluations Analysis of questionnaires from parents. Students and staff voice Staff discussions and consultation day in March 2019	<u>Self Evaluation:</u> The overall quality of SEN provision was deemed to be very good in 2019 ETI Review of our IEP practice by ETI in 2019 We contributed to the DENI' SEN Review 2019 and included in Best Practice Publication	<u>Future Action</u> <u>Future Action</u> To use learning looks at Departmental and whole school level to continue to evaluate and improve learning (AP2.2)

Annual Review feedback 2016-19
 Students Curriculum Council
 Sharing good practice with other schools/ETI
 via EBALC/ NICIE and training
 Sharing good practice with Stranmillis
 College
 Involvement with DENI and the ETI SGP
 Lagan College case study on Special
 Educational Needs Best Practice ETI
 document 2019/20

In 2015 we worked with Stranmillis College to
 share our dyslexia practice
 Key priorities identified moving forward are:
 Continue to evaluate the impact of learning
 support on students with AEN.
 Staff professional development in support of
 removing barriers to young people's learning,
 The use of CA support throughout the school
 and SGP.
 Monitoring the potential and learning outcomes
 of students with SEN and SEBD to remove
 barriers to learning.
 Furthering the literacy and numeracy skills
 acquisition for all learners.
 The Principal was involved in the ETI ESAGS
 TV considering Additional Educational Needs
 Provision

To review and improve KS3 learning and
 curriculum provision via student, staff and
 family consultation (AP1.3)
 To focus on lesson 'planning' and share
 with staff best practice models to plan for all
 ability learners. (AP2.2)
 To focus on student involvement in their
 learning by being equipped and engaged
 (AP2.1)
 To focus on student progress by sharing
 data with KS3 (AP3.1)
 Intervening to close the gap between
 cohorts of students identified as
 underperforming (AP3.2)
 Whole School focus on increasing the
 number of students attaining 7-10 A*-B
 outcomes (AP3.3)
 To involve staff and parents in training
 opportunities such as ASD awareness
 (AP1.2)
 To utilise more fully the stepped approach
 to behaviour management and the
 reconciliation model (AP4.3)

2C Provision for Pastoral Care & Wellbeing Summary

Promoting Health & Wellbeing

The College has as a top priority the safety, pastoral care, mental health and wellbeing of its students and staff. There is a well-developed Pastoral Care system in place which was highly commended by the ETI in 2019. Form tutors are given specific pastoral responsibility for a group of 20-30 students in their form class. All form tutors in a year group work under the direction of two Heads of Year. These teams are responsible to the Vice Principal in Charge of Pastoral Care and the Heads of Junior School and Head of Sixth Form and they support the academic development of students as well as their personal and social development.

The Personal Development aspect of the revised curriculum has been phased in under the direction of the Head of Learning for Life and Work. Considering NSYNC material being outdated, the school has resourced its PD programme using the decider programme and the Hope Schools programme to name but a few. An area of recent development has been the Sixth Form Pastoral programme in liaison with the Head of Sixth Form.

Good communication and partnership between home and school are encouraged from the start and there are good induction procedures for new students. The Student Planner facilitates the partnership between home and school.

Mentoring programmes are also in operation whereby Sixth Form students mentor Year 8 students and staff mentor under achieving students in Year 12, in a voluntary capacity. There is also a well-developed Student Leadership team and prefects play an important role in helping younger students and leading and managing the effective and efficient operation of the College. The College also introduced Bus Prefects in 2011 to assist with student safety and conduct while travelling to and from and in school and Sixth Form Mediators to help HOYs with low level junior student dispute resolution. As of 2017 we have situated a new student office in the heart of the Breeny building and appointed Vice Prefects in Year 12 to motivate and utilise the leadership skills of our senior students.

Students have a voice in how the College is run through the Students' Council, surveys, and focus groups. The Students' Council meets regularly and has representatives from each Year group. A newly constituted group has been the Student Teaching and Learning Council for students to directly feed into what works best for their learning.

Lagan College is a health promoting school and liaises with parents and outside agencies. We implement a range of health-related policies and practices including Drugs Awareness, Relationships and Sexuality Education, Alcohol Awareness, and Road Safety Awareness. The College also advocates healthy and eating the consumption of water. By 2020 the College will be a free single use plastic school with 5 water fountains we introduced new water bottles to Year 8 students. The College employs two nurses, on a part-time basis and as of 2017, the catering team. The College's two Chaplains and Pastoral Assistant also assist with pastoral care and are available at break and lunch time to meet with students.

Child Protection & Safeguarding

The Designated Child Protection Teacher is Miss Collins, the Deputy Designated teachers are Mr Hare, Mrs Carlisle, Mrs Grant, Mrs Mulholland and Mrs Walters. Further staff members were trained in Child Protection in 2020-21 as a means of widening the responsibility to encompass staff with curricular, pastoral, and additional educational needs experience. We implement the requirements of the DE Circular 99/10 Pastoral Care). Students

are made aware through assemblies and notices in school of the teachers they should go to if they need help. Staff and parents are updated on procedures every two years and on Year 8 entry to the College. The College liaises with Social Services, Health Agencies, and other external agencies when necessary to protect and safeguard the students in our care. All staff, teaching and non-teaching, receive Child Protection training.

Attendance & Positive Behaviour

These issues are dealt with in the College's Positive Behaviour, Student Expectations, and Anti-Bullying Policies. The college reviewed its positive behaviour in 2013 and the Attendance Policy has been reviewed 2019.

The expectations for behaviour of students is in the Student Planner. Parents are also made aware of these standards when their child enters the College and when any change is made to the procedures. All staff members are encouraged to work together to promote and instil these expectations when necessary and procedures are given in the annual Staff Handbook and August Staff Professional Development training. There is an emphasis on encouraging positive behaviour through the College's reward system in Years 8, 9 and 10. The school uses a Recognise and Reward programme with students in KS3. In response to behaviour, all staff have been trained in restorative practice as linked to our integrated ethos.

The Student Planner is an important form of communication with parents and positive, as well as negative comments are read and appreciated by parents. Many HODs also implement their own system of positive rewards such as post cards, stickers, and telephone calls home. HOYs utilise Laganised prizes and organise reward assemblies in January and June to highlight positive standards of behaviour, work, attendance, effort, and uniform.

The importance of good attendance is emphasized to both parents and students and is carefully monitored by Form Tutors, Heads of Year, and Assistant Heads of Year. Good attendance is recognized at assemblies and prize giving ceremonies. The College works with the Educational Welfare Officers to address poor attendance. Attendance is good at 94% in 2018/19 with a new target of 95%. The whole school uses Lesson Monitor on SIMS as a means of tracking attendance further. The College firmly believes that there is a strong correlation between student attendance and achievement.

2C Health & Wellbeing, Child Protection, Attendance & Positive Behaviour

<u>Stakeholder Consultation & Evidence</u>	<u>Self Evaluation:</u>	<u>Future Action</u>
<p>School we gathered evidence from: ISEF Evaluations Analysis of questionnaires from parents. Students and staff voice Years 8-14 Surveys and focus groups Staff discussions and consultation day in March 2019 Personal Development focus groups Students' Council Year 13 Voice Behaviour Surveys linked to travel/ supervision PD student consultation groups/questionnaires and teacher evaluation responses. Student Wellbeing Surveys 2020 Staff Home Working and Wellbeing survey 2020</p>	<p>Our Pastoral Care provision was deemed to be very good in 2019 by ETI The Principal and VP shared good practice with the ETI 2018 Positive Behaviour practice, PD programme, Child Protection, and Attendance Policies reviewed 206/17. In 17/18 we introduced the Solihull Approach and are using trauma informed practice resources The child protection and safeguarding team in conjunction with HOD LLW and Form Teams have reviewed and revised the PD programme-continue to evaluate the benefit of the PD programme As of 2016/17 the school introduced a Recognise and Reward Scheme to focus on positive behaviour and manners. Key priorities identified moving forward are All staff have been trained in Safe talk and 8 in ASIST/ 2 as Mental Health First Aiders 35 teachers have been trained in the Hope Schools programme. Students are trained in OCN Mediation level 2.</p>	<p>To be become a Centre of excellence for mental health and wellbeing (AP4.2) To improve student attendance to 95% (AP4.1) To re-visit our restorative practice response to Positive Behaviour Management in support of our integrated ethos (AP4.1) To support and encourage staff and student leadership opportunities (AP1.1 & AP1.2) To support students taking ownership of their learning progress and data (AP3.1) To support students to be more involved in their learning to be equipped and engaged (AP2.1) To encourage student voice and greater citizenship via KS3 Review (AP1.3) Learning Look conversations (AP3.3)</p>

2D Provision for Effective Professional Development of Staff Summary

Strategic Leadership

The Board of Governors is responsible for the overall leadership and management of Lagan College and student learning. The Principal is accountable to and works on behalf of the Board of Governors. Lagan College's full Board of Governors, the Education Sub Committee and the Finance Sub Committee meet with the Principal on a monthly basis. In addition, other sub committees such as Admissions, Salary, Disciplinary and Recruitment and Selection are convened when required to administer and address school business. Good relations are encouraged between the Board of Governors and staff. The Governors are invited to several key school events and learning walks during the year and members of staff are invited to attend meetings of the Board of Governors when appropriate.

The Students' Council and the Parents' Council meet monthly. The Staff Council, in existence since 2010 meets on a half termly basis. These Councils exist as a means of encouraging student, parent, and staff involvement in the life of the College and not only discuss but also decision make on aspects of school life that directly affect them. The Student, Parent and Staff Council ensure that their voice is represented and heard.

A new addition to promoting the student voice has been 'learning looks,' launched in 2019 which considers issues of how further to improve and develop teaching and learning. Students are encouraged to get involved in leadership and this is a key focus with recent Language Leaders and Students being trained as Student Mediators (OCN Level 2)

Management Structures & Leadership Responsibilities

The current staff complement is the Principal plus 95 teaching staff and 110 support staff.

The Senior leadership team consists of the Principal, two Vice Principals, the Bursar and six Senior Leadership members, two recently appointed as Head of Teaching and Learning Years 11-14 including Learning Recovery and Head of E Learning and the Bursar. Other members of staff are invited to attend meetings of the Senior Leadership Team when appropriate and to date 2 teachers have been co-opted on for a term as part of their ongoing professional development.

Leadership is encouraged and promoted at all levels throughout the college, including student leadership. There are numerous leadership opportunities for teaching and some non-teaching staff. Middle leadership positions such as Heads of Department, Heads of Year, Assistant Heads of Department, and various co-ordinators are vital to support student pastoral care and learning success.

Staff Teaching Allowances and Leadership Positions Table 2020-21

Leadership roles and responsibilities are evaluated considering the changing needs of the College and the financial situation. All leadership post holders have a job description for their specific responsibility, outlining what their leadership role entails.

(Appendix 2 Leadership Roles of Responsibility Chart)

Regular meetings of teams are held and minuted on a weekly and monthly basis to monitor and evaluate key issues with the aim of focusing on improving learning outcomes for our students.

Lagan College Team Meetings

Senior Leadership Weekly	Senior & Middle Leadership Weekly	Middle Leadership and Monthly Tuesday Directed Time Please see Timetable
Core Team (Principal, Vice Principals and Bursar) Monday am	Teaching & Learning SLT Team - Wednesday Period 1 and 2	Department A Teams Department B Teams Whole School Improvement Work Assessment, Data & Student Progress HOY/HOD Team Meetings
	Health and Safety Team – Friday Period 8	
	Diary Team - Monday Period 2	
Full Senior Leadership Team (Leadership Team) Monday 3.30- 5pm	E Strategy Team – Friday Period 9	
	Chaplains Meeting- Thursday Period 8	
	CEIAG Team- Tuesday Period 8	
	Child Safeguarding Team - Tuesday Period 4	
	VP, SENCO Chaplains & Nurse Team Meeting – Tuesday Period 4	
	Behaviour Focus – Wednesday Period 3	
FM (Principal, Bursar for the Lagan/NIPPES project)	Reporting and Assessment Team – Monday Period 8 and 9	
	Pastoral SLT and HOY Teams Tuesday Period 3	
	Teaching & Learning SLT & HOD Teams rota	
Bursar & Principal Team – when necessary	Year Team Meeting (Biweekly)	
	Literacy and Numeracy ESAGS Strategy Team – Thursday Period 5	
	Curriculum Team/Pastoral Team – Wednesday Period 1 and 2	

Staff Development

As the integration experience begins with us as staff, we aim to promote good working relationships built on mutual respect, consideration, and commitment to each other. We support both teaching and support staff, by offering a welcome and induction programme throughout the year, led by our HR Manager and Head of Staff Development. This also includes new post holders being supported further by middle and senior leadership.

Investment schools can improve student performance by investing in staff development. IIP promotes models of good practice in learning and development and encourages schools to target resources for training and development to support its goals. It promotes the inclusion of all staff, enabling everyone to see how they are contributing to the school's success and creates the 'learning school' culture where adults and young people are continuing learners.

Staff development reflects the priorities of the College's Improvement work and SDP. Staff training needs are identified through PRSD, staff areas of responsibility and a staff skills and training needs audit that was undertaken in 2016/17. Support is provided from beginning teacher stage through to the PQH (NI) of which 9 staff members have successfully completed to date. Non-teaching/Support staff members are also encouraged to participate in professional development activities which reflect the College's priorities.

Staff professional development training in E Learning, Teaching, and Learning, Self-Evaluation, Medical Needs, Use of SIMs, Additional Educational Needs, Assessment, Data & Student Tracking and Mental Health have been linked to improvement in classroom practice and outcomes for students. Like all schools, committed to school improvement and raising student achievement, we further support staff development and training via the OLEVI Outstanding Teacher Programme TLS Schools (NI), Learn Spark Middle Leadership Programme (3rd year), School Visits, CEA, Co-opting onto SLT, CEOP Teacher Representative, Charis Consultancy, Solihull Training, ASSIST Training and Dr Paddy Shevlin training as exemplification. We have focussed on E Learning training to meet the demands of the Covid-19 pandemic.

The Senior Leadership Team participated in a residential in May 2019 supported by the Board of Directors. Valuable staff development is also accessed via our SELF, EBALC, APTIS, NICIE, NAHUT & ASCL links as well as school visits to glean and share good practice. Where appropriate, training for teaching staff and non-teaching staff is accessed together, in line with our integrated ethos.

The Principal has overall responsibility for the school. The Vice Principal in charge of Pastoral Care oversees all Pastoral Care matters, the Vice Principal in charge of Teaching and Learning, all teaching and learning and classroom practice and the school Bursar, all Corporate and Financial matters, and the leadership of the support staff in conjunction with Heads of Department and Senior leaders. Valuable training has been provided for the support staff in the areas of Health and Safety, Fire Safety, First Aid, Energy Saving and Supervisory Skills, Classroom Assistance, and E-Learning and SAFE talk.

Mrs McKee is Head of Staff Development with the key responsibility for Teaching Staff Development in Lagan College. This post encompasses the induction of new and beginning staff to Lagan, promoting continuous professional development among staff members, establishing a Staff Council, leading the PRSD programme and ensuring that Lagan College continues to invest in its people and overseeing student teachers. An HR Manager was appointed as of November 2015 with the key responsibility for Non-Teaching Staff Development and general HR matters, inclusive of all staff.

Teaching staff are encouraged to utilise training opportunities offered by the EA and in house by private companies as part of our whole school commitment to leadership training –beginning with a middle leadership programme being introduced in 2015-2016 in mentoring and self-evaluation. Since 2017, the College has also utilised the support of Dr Paddy Shevlin/ UUU academics etc to further consider our whole school self-evaluation work.

TLS (NI) Outstanding Teacher Programme Hub School

Since September 2015 Lagan College has operated as a TLS (NI Outstanding Teacher Programme Hub School working directly with teachers from Victoria College, Strathearn Girls Grammar School and Bloomfield Collegiate. The Vice Principal, Senior Teacher, and Head of RE are trained facilitators of the programme. To date 15 teaching staff members have completed level 1 of the programme. The commitment is that all teachers will have an opportunity to undertake the programme and Classroom Assistants can avail of a similar course. The Principal is a member of the TLS (NI) Steering Committee.

Sharing Good Practice

Lagan College is committed to learning about school improvement from others and in turn sharing good practice at a local and global level. We welcome visits from primary and post primary schools and other visitors who are committed to improving educational outcomes for young people and who are interested in learning about Lagan College.

2019/20 Sharing Good Practice

Visiting Schools	Visiting Organisations	Visiting Individuals
TLS (NI) Partners Victoria College, Strathearn Girls Grammar School & Bloomfield	Education Training Inspectorate	Graduates on work experience
KS2/3 Partners Loughview IPS, Millennium IPS and Forge IPS	ASCL/ APTIS/ EBALC	CEO NICIE/ CEO IEF
Feeder Primary Schools for School Production & P6 Taster Days.	German Teachers Delegation	Year Student Placement - PE HE UJJ
		Student Teachers QUB/UJJ/St Mary's

<u>2D Provision for effective development and staff summary</u>		
<u>Stakeholder Consultation & Evidence</u>	<u>Self-Evaluation:</u>	<u>Future Action</u>
School we gathered evidence from: ISEF Evaluations Analysis of questionnaires staff Staff discussions and consultation day in March 2019 Staff Council Minutes Staff Development Feedback OLEVI participant feedback Staff Training Evaluations PRSD Review feedback re: training needs	Our school was deemed to be very good overall in 2019 by the ETI We have been a hub school for TLS (NI) since 2016 working in partnership with Bloomfield Collegiate and Strathearn Grammar School We wish to support staff and PGCE students in their professional learning development. Staff are encouraged to SGP on google classroom and at staff meetings	To introduce a formal coaching model of staff training and support to Lagan College (AP1.2) To support and enable staff to take on leadership roles and develop their professional learning profile further (AP 1.2) To focus on lesson 'planning' to meet the needs of all learners with sharing best practice and school visits. (AP2.2)

Staff Leaving Evaluations and feedback Staff Training Day positives and negatives of Lockdown 1 collated to inform future contingency planning Aug 2020.	We have invested in external specialist training in areas such as SAFE talk, Self- evaluation, bereavement, mental health awareness etc. Staff have been allocated a wellbeing hub group a part of our Staff 'Connect' initiative to support wellbeing and metal health 2020-21.	To ensure staff support during Covid-19 to undertake face to face and/or home learning and support wellbeing and mental health.
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2D Staff Attendance and Promoting Health & Wellbeing Summary

The College implements a Managing Attendance at Work Policy, a copy of which is in the Staff Handbook. We subscribe to Care Call, a confidential service which can be accessed free of charge by staff. The College encourages staff to participate in key social events throughout the year to enhance relations and we seek to find opportunities to care for staff welfare, to have regard for a work/ life balance and to undertake staff development training opportunities in promoting health and wellbeing.

Staff Wellbeing:

Lagan College is committed to furthering its development work in this area having previously involved in the following examples of good practice:

Staff Wellbeing Day	Marathon teams/sports events	Staff Book Club
Lagan College Bake Off	Staff access to onsite fitness suite	Staff Shout Out Board
Staff Football	Early closures at Principal's direction	Staff Charity and Fundraising Initiatives
Staff concert (annually)	Staff Christmas and Summer socials	Staff Book Club
Staff hospitality	Staff recognition for special events/ achievements	Step Into Christmas Challenge
Staff Wellbeing hubs 'Connect' initiative		

Annually we review our Staff Attendance policy and utilise the support of Care Call, Occupational Health, our school nurse, and the Staff Council to support staff who work in Lagan College. We pride ourselves on being a caring community for students and staff alike. This year we have secured training from leading expert, Shane Martin in resilience and bouncability. We seek to find opportunities to demonstrate the value of our people and the support of good relations, creating a dignified workplace and considering the wellbeing of staff.

2E Staff Attendance and Promoting Health & Wellbeing

<u>Stakeholder Consultation & Evidence</u>	<u>Self-Evaluation:</u>	<u>Future Action</u>
School we gathered evidence from: ISEF Evaluations Analysis of questionnaires staff	Our school was deemed to be very good in 2019 ETI in pastoral care We subscribe to Carecall and have used the professional skills of Charis Consultancy, Learn Spark and Moodwatchers to	To be a Centre of Excellence for Mental Health & Wellbeing (AP4. 2) To introduce a whole school approach to coaching and encourage staff to take on

Staff discussions and consultation day in March 2019 Staff Council Staff Development Feedback PRSD Training Requests Staff Wellbeing evaluation feedback	demonstrate our commitment to promoting health, wellbeing and maintaining good attendance. The Principal, Head of Corporate Services and Finance as well as the HR Manager review staff attendance and wellbeing. Staff Wellbeing hubs 'Connect' initiative in response to Lockdown 1 feedback.	leadership roles and enhance staff professional development (AP1.2) To encourage staff to avail of staff leadership and development opportunities both internally and externally (AP1.2)
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2F Provision for Learning Via Partnerships Summary

Careers Education Information and Guidance

Lagan College has a dedicated Careers team. The Senior Leader in charge of Student Progress, Assessment and Data and is the link with the Careers Department. We have a Head of Careers, supported by two Assistant Heads of Careers. These 4 members of staff constitute the Careers Education Information and Guidance Department. The Employability strand of LLW in Key Stage 3 is delivered through Careers lessons from Years 9-14 and general introduction into Year 8 Skills and Attributes as part of the Big School Workshop. In September 2010 Lagan College introduced a Learning Guidance Forum which is led by the Head of CEIAG in liaison with the two Vice Principals and Heads of Year at key transition stages. Two DEL advisors also work alongside the CEAIG Department.

We ensure that at key transition points in Year 10, Year 12 and Year 14 students receive appropriate guidance and information to prepare for future success, career planning and option choices. We endeavour to provide our all ability student body with access to a range of vocational and general pathways and courses but also provide access to advisory bodies such as Technical Colleges, training organisations, the Careers Advice Officers Mr James Bradley and Mr Jack Ward and third level educational providers. Careers Officers undertake personal interviews with Year 12 students and is also willing to meet with parents/guardians who need further assistance with Year 10 and Year 12 option choices. Lagan College also operates a bi-yearly Careers Convention for students.

As part of the East Belfast Area Learning Community, Lagan College has been very committed to sharing good practice with our partner schools and recent work has centred on devising a CEIAG policy, agreeing shared access to school careers conventions and better preparing those students who wish to apply for Oxbridge entrance. Further areas for development this academic year are labour market information, STEM opportunities and raising awareness of apprenticeship opportunities. Initial employability lessons have been incorporated in the Year 8 PD programme delivered by Form teachers this year. However, Years 9 -14 students access Careers Education Information Advice and Guidance in a timetabled capacity once a week.

Numerous opportunities are provided to the students by the Head of Careers to undertake, not only their work experience placements in Year 11 and Year 13 but also to go on a range of work experience seminars, workshops, and visits. The students are also encouraged to attend the Methodist

College's annual Careers Convention and visit many universities in their UCAS entrance year and attend, as part of their own courses at A Level stage, workshops, and lectures at a variety of universities.

Every Department in Lagan College is responsible for providing CEIAG information to the students in their learning area. Many Departments display careers information linked to their subject area and as part of the school's improvement work.

Links with Parents & the Wider Community

Lagan College understands and values the importance of effective communication with parents and the wider community.

Parents are updated on aspects of school life through a text messaging service, regular newsletters, the annual College magazine, the school website, Facebook, Twitter, Senior & Junior Prize giving ceremonies, annual parents' meetings, and other events such as teaching and learning information evenings and the Parents' Council. The website has also proved to be an invaluable tool in beginning to develop stronger links with past students. The school also uses the email facility to communicate with home.

We have introduced a new Parents' Charter to encourage parent/ guardians to take a more active role in the life of the school and importantly their child's learning.

The College works closely with many outside agencies including: ELBs, local charities, businesses, churches, health education agencies, hospitals, politicians, the PSNI and our landlords, the National Trust.

School events such as drama productions and music concerts provide opportunities for the local community to be involved in the life of the College. There are excellent links with our local primary schools through our Youth Sport Co-ordinator and Drama and we are currently developing links with feeder primary schools by utilising the curriculum areas of Science, PE, Literacy & Numeracy. A P6 taster programme operates in the summer term and this year, three feeder primary schools were invited to involve their P5 and P6 students in Christmas Chemistry and Summer Science workshops.

From September 2015 we have entered the Signature KS2/3 Project with 3 of our feeder primary schools Loughview Integrated, Forge Integrated, and Millennium Integrated. We continue to improve our practice via this partnership.

We work closely with local universities, in areas such as sharing professional practice, Diverse Schools Project with Stranmillis College, teacher training and the provision of placements for students from Queen's, UUU, Stranmillis and St Mary's and we welcome guest speakers from a variety of third level institutions to address and work with our students. There are also link courses provided in collaboration with the Area Learning Community schools- specifically Campbell College. Lagan College is part of the East Belfast Area Learning Community.

Lagan College appreciates the importance of links between the world of education and work. Our Year 11 and Year 13 students participate in work experience placements. Annually many Sixth Form students also participate in the Duke of Edinburgh (Bronze & Silver), Sentinus programme. World Challenge, Habitat for Humanity, Young Enterprise, and STEM programmes. In 2015/16 our Sixth Form students won the Young Enterprise Award

and achieved UK Ambassador Eco School Status as well as highly commended for Best Kept School Award. We also became a Business in the Community partner with Pinsent & Mason Law Firm in 2015/16.

The international reputation of Lagan College means that many visitors from home and abroad are welcomed each year. These include guests from our Coventry Blue Coat School, the Doane Stuart School in Albany, New York, Slovakia, Sierra Leone, South Africa, Cyprus, Israel, Palestine, and many other countries. The College recognizes the need to continue to develop community links and provide opportunities for the local and wider community to access the school facilities and learning opportunities. Lagan College's Arena and other accommodation has been hired by sport/ community groups for use outside school hours.

In September 2013 we became part of a Confucius Hub based in Grosvenor Grammar School and inclusive of Gilnahirk Primary School, Orangefield Primary School and OLSPCK. Currently, one of our support staff is offering mandarin.

Extra Curricular Provision

The staff is committed to ensuring that the learning experience of all students in Lagan College regardless of their ability level is positive, stimulating and rewarding. We want students to enjoy their learning and to acquire the skills and personal capabilities to become independent thinkers -who through time, can manage their own lifelong learning. All students are strongly encouraged to participate in a wide range of extra-curricular activities under the three main headings of creativity, action and service and there is a flourishing programme of activities after school, at lunch time or as required. 500 students participated weekly in after school activities last year.

Our extra - curricular activities currently include the following: -

Choir	Traditional Group	Orchestra	Music Theory Club	Students' Council	Badminton
Gaelic	Basketball	Football	Netball	Hockey	Art
Rugby	Athletics	Cricket	Fitness Suite	Aikido	Wii Club
Science	Genesis/Revelations	Public Speaking	Debating	Mandarin	
Charity	Lego Club	Eco Club	Not Bored Games		

The Form Team monitors and collates information on student activities in CAS and student achievements. These are highlighted and celebrated in reports and during assemblies. The Form team collate information with students for their Progress files.

Equality of Opportunity, Diversity, and Good relations

We continue to be extremely proud of our integrated, inclusive and all ability status and work hard to meet the diverse needs of learners. We consider our self to be a welcoming and friendly organisation that values diversity, inclusivity, and equality. These values are promoted and reflected in our good relationships with one another and determination to deliver the best possible learning provision for all students in our care.

Our student intake continues to reflect our commitment to achieving a protestant and catholic balance combined with a proportion of students of other faiths and none. We also endeavour to attract gender balance and students of all abilities within a yearly intake. Although our minority ethnic student

intake percentage has fallen in the last three years, we have readily engaged with the Inclusion and Diversity team to improve newcomer provision. We are an equal opportunities employer and seek not to discriminate on any grounds be that religious affiliation or none, age, or gender. We strive for good relations among staff, their unions and have initiated a Staff Council in 2010 to facilitate the staff voice to be heard by the leadership team. Our students have created an Alliance Club for all students and inclusive of those identifying as LGBT+.

Community Relations, Equality, and Diversity- CRED

For 10 years, our school has worked with Co-operation Ireland on the Anniversary of Centenaries with Lagan College students working with others from 5 local schools in the Belfast and Lisburn areas. In 2019 our students also attended and played at the Holocaust Memorial Day at Belfast City Hall.

Shared Education Signature Project 2016-2021

We are in the 5th year of a Shared Education programme with Our Lady and St Patrick's College Knock and Grosvenor Grammar school which considers the relationship between 3 Year 9, 10,11 and 12 classes across the 3 schools with a focus on student learning experience and overall ability to reach one's potential, wellbeing, and resilience. Our shared education partnership is also enabling us to further TPL and we have accessed Pastoral Leader mentoring training from Learnspark in 2017 demonstrating further our commitment to joint practice development.

East Belfast Area Learning Community

Lagan College is part of the East Belfast Area Learning Community (EBALC) since September 2014. Mrs McNamee, Principal is the current chair of the group. Our school has formed good relations with a range of local schools including - Our Lady and St Patrick's College Knock, Grosvenor Grammar School, Bloomfield Collegiate and continue to work with our OLEVI TLS NI partner schools -Strathearn and Bloomfield. A small number of Sixth Form students are currently accessing A Level Music at Campbell College and in the past our students have accessed courses on offer at OLSPCK.

The Principals' group meet on a termly basis and have devised an annual implementation plan with accompanying targets. Our Principal is the chair for 2019-2021. Many other key members of staff including the Vice Principals, Head of CEIAG, Head of Additional Educational Needs and the Literacy Co-ordinator liaise with their EBALC counterparts on a regular basis to ensure that improvement work is focussed on areas of Entitlement Framework, Curriculum planning and curriculum course offer, CEIAG, Additional Educational Needs Support and raising Literacy and Numeracy attainment.

Lagan College will ensure that the Entitlement Framework is met. The area of general/applied A levels and GCSE equivalents was reviewed in 2016/17 and we have extended our course offer.

The College has also benefitted from three funding schemes "strategic development in literacy and numeracy" since 2012 working with Loughview, Millennium and Forge integrated primary schools and we benefitted from having the VP from Gelncraig Integrated Primary school on a 5-day bursary with us 2016/17.

Lagan College students will be involved in an Entwined Histories Project as part of the Anniversary of Centenary Celebrations. This project has been running since 2012 and is funded by DENI and the All Ireland Fund. Our students are working with young people from Ashfield Girls', Wallace High School, and Assumption Grammar School.

International Links

Lagan College is committed to working with others on an international and world-wide level. The International Team are further developing this area. We intend to consider our International work further and student opportunities that it provides and the chance to share our ethos. Annually the school celebrates European Day of Languages and connects with other schools. The College worked with the British Council and secured the Intermediate Award for our International Work in 2013/14 and the full International Award in September 2015. Lagan College students raised £18,000 towards the school's Sierra Leone Project for CONCERN (2010-13), £10,000 for our South African charity SERVE (2013-16) and £6,000 for Barnardos (2016-19). We continue to support Habitat for Humanity, which is our new whole school charity.

Eco School

As of 2016/17 Lagan College has achieved 5 Eco School Awards and is extremely proud of its role as an Eco Ambassador School. The Eco Committee is led and managed by Students with teacher support. We have a responsibility locally and globally to raise awareness of climate change and promote our Eco School Code of Conduct and responsibility. We are privileged to be accommodated by the National Trust on an area of outstanding natural beauty on the Creagh Glen.

STEM

Lagan College recognises and supports the Department of Education's STEM initiative. Lagan College has actively promoted labour market information with students and their parents/guardians at the Year 10 transition point and parents' evenings. The College has also supported and enabled several students and teaching staff members to access STEM training and work placement opportunities. Students have entered the CREST, BT Young Scientist and Sentinus awards to highlight their ability in science and technology. Mrs Taggart Head of Technology has been awarded the CREST STEM Teacher Recognition Award.

2F Provision for Learning Via Partnerships Summary		
<p><u>Stakeholder Consultation & Evidence</u> Student surveys 2019 Parents' Council Minutes East Belfast Area Learning Community (EBALC) Self-Evaluation Report Shared Education ETI Evaluation Continuous Feedback from Coordinator Group Transition KS2/3 Project Evaluation</p>	<p><u>Self-Evaluation:</u> Lagan College works with a wide variety of external agencies Lagan College is visited by a range of special guests, educationalists and non-educationalist We are committed to supporting Shared Education project with OLSPCK and Grosvenor Grammar School.</p>	<p><u>Future Action</u> Shared Education (AP) To work with external agencies and Leeds Beckett University and Pinsent Mason to be a Centre of excellence for mental health and wellbeing. (AP4.2) To deliver the Hopeful Schools Programme in conjunction with Marie Dunne (AP4.2)</p>

Involvement with Dr P Shevlin and VP Principal Self-Evaluation Group Evidence collated from the OLEVI/TLS Programme	Continue connection with Pinsent Masons and their Girls and Boys Leadership programmes,	To continue to support teachers to plan for lessons and meet individual students' needs (AP2.2) by Sharing Good Practice (SGP) via EBALC and APTIS Forum To share good practice from teaching and non-teaching staff having attended external courses (AP1.2)
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2G Promoting the effective use of E-Learning & E Safety Summary

The strategic vision for E learning within of Lagan College is led by the Vice Principal in charge of Teaching and Learning, the E Learning Co-ordinator, and the E Learning Strategy Team and overseen by the Principal. The College also employs two E Learning Technicians and one Audio Visual Technician. All teachers are responsible for enabling students to acquire and improve their E learning skills. The use of E learning is an integral part of the good quality of teaching and learning in Lagan College.

The College has 9 dedicated ICT Suites not including facilities in the Library, Sixth Form study rooms, CAD room and Music room. All classrooms have C2K and internet access and every teacher has access in their room to a desk top and interactive white boards. Every teaching member of staff also has access to an iPad and some visualizers the school also has 2 Mac Suites.

Within the E learning whole school action plan, there are several areas highlighted for school improvement, including the introduction of an ICT qualification in Key Stage 3, further professional development in the use of E learning for use of sims, shared learning facilities such as private folders, shared resource areas, interactive boards and the website. The college has achieved three BECTA/ ICT Awards to date. All teaching staff use iPad technology and apple TVs to enhance teaching and learning. In September 2015 the school was nominated for the Best School CAPITA Award.

Child Education Online Protection

Both students and staff are fully aware of the work of CEOP and the whole school responsibility to use ICT safely to reduce risk. Two teachers have been trained by CEOP. Lagan College continues to implement its E Learning and E safety policies to safeguard young people's use of the internet. CEOP awareness training is delivered to all Year 8 students and offered to all their parents/ guardians. Currently Years 9-14 use iPads to support their learning. The e learning strategy team has also produced a parent and teacher-tec websites to train staff and families in e safety and e learning.

In response to the Covid-19 pandemic the college has accelerated its training for staff and students in this area, In particular the e learning team ensured that all Year 8 students were trained in the use of their iPad in order to access home learning during lockdown 1 and more recently lockdown 2. The college has appointed Mr kemps as Head of E Learning on the Senior Management Team.

2G Promoting the effective use of E-Learning & E Safety Summary

<u>Stakeholder Consultation & Evidence</u>	<u>Self-Evaluation:</u>	<u>Future Action</u>
<p>School we gathered evidence from:</p> <ul style="list-style-type: none"> TTI Evaluations Staff discussions and consultation day in March 2019 re; iPad use Student Questionnaires E Learning and Pastoral Meeting Minutes iPad evaluations from students and parent/guardians Staff Sharing Good Practice and TPL Google Classroom Evidence E Learning Surveys students/ staff/ parents 	<p>We have achieved ICT Award 4 times During inspection in 2019 we were deemed to show effective practice We have invested in E Learning by introducing iPads for use in learning and access to interactive boards and apple TVs. In 2015/16 and 2016/17 we welcomed UJJ placement students to further this work We offer to middle leadership posts to lead e strategy and e learning in the classroom. We have been invited to showcase our practice on an EA webinar Jan 2021</p>	<p>Use e learning and share good practice via google classroom. To support lesson planning and use e learning to better effect (AP2.2) To support students and staff to access online teaching and learning in response to the Covid-19 pandemic.</p>

Lagan College



Section 3

3A Finance & Public Value

Lagan College endeavours to provide excellent public value for money. The College is grant- maintained and therefore managed by the Department of Education's Integrated School's Finance Branch. The Finance Committee, a subcommittee of the Board of Governors, the College's Bursar, Mrs Mackey and the Assistant Bursar, Mrs McMillan assist the Principal to lead and manage all aspects of finance and corporate services.

Assessment of Lagan College's current Financial Position

The current financial position of the school is stable. This is due to:

- A continuous healthy recruitment of pupils into first year
- Growth of school numbers to maximum of 1320 (excluding statemented pupils)
- Good financial controls and systems
- The school operating in a prudent manner.

The results for the past three years financial years show an effective break-even position.

	<u>2019</u> £'000	<u>2018</u> £'000	<u>2017</u> £'000
Income	7,341	6,643	6,479
Operating charges	7,342	6,642	9,479
Surplus/ (Deficit)	(1)	1	0

The above has been despite effective reduction in DENI funding and increasing inflationary staff and operating costs

The projected financial position of Lagan College

It is projected that the school will continue to operate at a break-even position for the next three financial years. It is projected that pupil numbers will remain constant and there will be little or no growth in Department funding per pupil, cost will be managed to meet the effective cut in funding.

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Income	£7,654	£7,700	£7,750
Operating charges	£7,653	£7,700	£7,750
Surplus for financial year	1	0	0

3B Accommodation, Physical Resource & Resource Summary

Accommodation

Lagan College is situated on a forty-two-acre site leased from the National Trust. Due to the rapid growth in student numbers, a building proposal was devised in 2003 and finally the school's vision of a completely, purpose-built school, fit for the 21st Century was realised on 17th June 2013. The College is managed by GRAHAM FM services as part of a Private/ Public Partnership programme. The College is set on National Trust site and boasts of a new sports pitch, actor-turf, tennis courts and new play areas. As well as modern classrooms, library, Sixth Form study and Sixth Form common room the school also has three eating areas and a Chaplaincy space at the heart of the College - a unique feature of our school.

The College continues to invest money to ensure that the site meets Health and Safety standards, is a pleasant, stimulating, and clean environment to work in and the existing buildings have been renovated and maintained to a satisfactory standard within financial feasibility. All Lagan College accommodation is accessible to all users, inclusive of those with a physical disability via the use of ramps and lift facilities.

Road Traffic

As the College continues to grow, so does the volume of traffic on the site. The building supervisors direct the traffic at the busiest times, in the mornings and afternoons. The school acquired traffic calming ramps and GRAHAM FM are responsible for health and safety on site and traffic management supported by senior staff and duty teams. Traffic is expected to travel at 5 mph and follow the road markings as seen. We continue to encourage all parents/ guardians to avoid pick up and drop off on the Manse road due to the dangers. We remind parents/guardians annually that children should only use footpaths when walking home. Student parking is permitted on site.

We are committed to safeguarding the welfare of our students on the road- not only on bus transportation but for those students who live within the three-mile radius and who must travel to Lagan College on foot. A member of the Senior Leadership Team leads annual assemblies on general road safety and we continue to advise parents not to let their children walk up and down the Rocky Road or Glen Area as we believe that it is unsafe. Parents are asked to wait for 10mins in the afternoon to pick up safely from the site after buses have departed.

Health & Safety

Health and Safety is held with the utmost regard within the school setting. A Senior Teacher leads the Health and Safety team who meet on a weekly basis. The Health and Safety team address a variety of issues to ensure that legislation is adhered to especially about the Road traffic management, the school's Life Safety Systems, Risk Assessment, and Fire Safety regulations.

3 Current Financial Position & Resources Summer		
<u>Stakeholder Consultation & Evidence</u> 3-year trend budgets School Audits School Budget allocation DENI	<u>Self-Evaluation:</u> Retirement of senior staff/ previous voluntary redundancies has provided cost savings and career opportunities	<u>Future Action</u> Introduce a whole school coaching model (AP1.2)

Finance and General Purposes committee
agendas and minutes

Careful financial monitoring
Continue to work with Graham as PPPfi
project.

Lagan College



Section 4

4. Key Targets & Progress Summary

Achievement, Progress & Targets

Student Achievement GCSE & Equivalent Level

In 2019, 92% of students gained 5 -10 GCSEs at Grade A*-C. 75% of students gained 5 or more GCSEs at A*-C including English and Maths. This was an 3% and 10% gain respectively.

Lagan College is committed to improving student GCSE and equivalent achievement by:

- Improved Option Choice and Pathways for Students connected to Careers
- Tracking Minimum Expected Grade (MEG) data and Minimum Expected Score Data (MES)
- Use of PASS and CAT4 data
- Whole school target setting for students and set against NI Averages
- Departmental target setting for students and set against NI Averages
- GCSE Learning Team Strategy
- Targeting individual students,
- Students tracking and monitoring personal achievement and success against MEGs.
- Closely monitoring controlled assessment outcome and setting MEGs
- Year 12 one to one mentoring programme
- Pastoral Team involvement in motivating and monitoring student learning
- Two focussed Revision Workshops
- Enabling modular examinations
- Mock Results Day
- Greater parental involvement in their child's Key Stage 4 learning and outcome

A further whole school challenge is to ensure that a greater number of students attain 7 or more GCSE passes at grade 'B' level and both GCSE Maths and GCSE English.

Student Achievement Literacy & Numeracy

The College constituted an ESAGs team in September 2010, tasked with the role of raising attainment in literacy and numeracy across the whole school. This is a vital area of school improvement. This was recognised by the Board of Directors who further funded a Maths and English teacher with roles of responsibility including Numeracy Co-ordinator and a Literacy Co-ordinator. This year the ESAGs team includes an SLT member and the Assistant Head of Mathematics and Assistant Head of English, there are a further two members.

Since 2010, the team have delivered professional development training on Numeracy and Literacy to date but propose to implement further training in the areas of sharing good practice, agreeing school policy encompassing the Literacy/Numeracy Taskforce report(s) and DE targets. The team also led a student intervention programme as a means of raising performance in GCSE English and GCSE Maths of students who were predicted to achieve a 'D' grade in their examinations. A more intensive programme was implemented in 2013-2017 via the Signature project which funded two teachers in the English and Mathematics Departments to support more students to achieve GCSE English and GCSE Maths. DENI funded this for two years and for two by Lagan College's Directors.

A reading for pleasure initiative was introduced in January 2011 as a further method to enhance students Literacy and Numeracy skills within the College. Every teacher is responsible for delivering the cross curricular themes and enthusing students to enjoy learning in these areas and improving their practice. In order to raise Literacy attainment further, the staff devised a Marking policy in June 2011 and a Presentation Policy in 2013 as a means of improving student attainment further, assisting AFL and improving the quality of the written word. Literacy improvement has focused on writing frames across the school this year. The College is also implementing the Accelerated Reading Programme as of September 2015.

As part of the Shared Education transition programme for Key Stage 2 and Key Stage 3, Lagan College is working with a small number of local feeder primary schools. To enable more students to access 5+ and 7+ GCSE outcomes including English and Mathematics, the college has monitored and intervened with English learning. The school achieved its highest attainments to date in this area 75% 5-10 GCSEs incl Eng. and Maths.

Student Achievement A Level

In 2019, the percentage of students gaining 3+ GCE A Levels or equivalent at grades A*-C was 77% the highest school record. The College currently resides in the top 25% band of all schools with respect to this learning outcome. Robust target setting and monitoring processes in Years 13 and 14, has supported this improvement as well as improved Option Choice guidance and parental involvement in their child's Key Stage 5 learning.

Lagan College is committed to improving student A Level and equivalent achievement by:

- Continuing with well embedded methods such as use of Progress Data, MEGs and monitoring at school, departmental and student level
- 300 places on offer
- Improved Options Choices and Pathways for Students connected to Careers
- Improved Option Choice

Raising Student Achievement

Raising achievement continues to be a whole school priority and the improved use of data at whole school and Departmental level is enabling the College to monitor and evaluate individual and whole school progress which informs future planning for learning and teaching.

Access baseline tests are carried out in English and Maths for the new Year 8 students and, along with the KS2 levels achieved in primary school, which do vary from school to school, these are used to profile Students strengths and weaknesses and to inform planning and to set targets for Key Stage 3. The outcomes at Key Stage 3 are shared with all Departments to help them to plan provision. Increased effective use of benchmarking data by the Senior Leadership Team and Departments has contributed to improvement in performance GCSE outcomes.

The rank ordering of results and measuring of progress between Key Stage 3 and GCSE and GCE enabling us to identify students who require extra support and need to be included in a mentoring or target setting programme. The College also nurtures student leadership qualities and we provide a variety of other opportunities for Senior students to demonstrate their leadership skills on behalf of the College

Regular analysis of internal/external assessments and examinations results, rank-ordering and predicted grades using SIMS data, enables us to highlight underachieving students and use learning conversations and target-setting to improve performance. This involves the setting of subject specific, short-term targets and bi-annual conversations with these pupils to monitor improvement. All Year 12 students receive a target setting interview with their parents/ guardians on their return to Lagan College in September of Year 12. Target setting interviews are conducted in all other Year groups as well following internal assessment opportunities.

Heads of Departments use data, provided internally and externally through, for example, the CCEA website, to evaluate student progress within their subject area and in comparison, to other subject areas and other schools. Heads of Department are invited to an annual review meeting in September to evaluate and review student attainment in their curricular area at KS3, GCSE and A level where applicable. This use of data has been instrumental in improving performance for students at all levels. At GCSE, for example, the percentage of students achieving 5 or more subjects at A* - C has risen again this year and incl Eng and Maths the best results. We are making use of CAT4, PTE and PTM Baseline assessments from Year 8 onwards.

FSM 0-29.99% Band

	ETI Data used 2013										
Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
5+GCSE	68	72	74	71 Average	74 Above Average	66 Below Average	61 Below Average	68 Below Average	89 Above average	92 Above Average	Above Average
5+ GCSE E/M	NA	51	50	46 Average	56 Above Average	56 Above Average	52 Average	57 Above Average	65 Above average	75 Above average	Above Average
3+ A Level A+-C	53	64	63	61	57	60 Average	69 Above Average	62 Average	64 Average	77 Above average	Above Average

Standards and Progress

The College implements a programme of activities throughout the year to support and enhance student achievement. The Vice Principals and Assessment and Reporting Manager work in partnership with the Head of Year to monitor student progress, success, and achievement. The staff has high expectations of student learning and continue to motivate and praise students whose effort is excellent. Achievement assemblies, positive contact home and incentive schemes are in operation within the College to inspire our students to improve further and work to the best of their ability level. In addition to academic achievement, the College also celebrates and acknowledges student attainment and success in all its forms not just academic but sporting, musical, drama and CAS related pursuits. Parents/guardians and staff are encouraged to work in partnership to monitor the progress of their children/ students and implement support when necessary.

Raising Achievement

GCSE Learning Teams & Mentoring Programmes

As of 2017/18 the Senior Leadership Team in conjunction with pastoral middle leaders led a new initiative entitled Learning Teams to focus on the progress and potential of all the Year 12 students. The school offered a mock results day in January and individual target and mentoring to some students. Senior leaders also used data and assessments to further support students achieving their GCSE potential. The results improved by 3% with a 10 % incl Eng and Maths uplift.

The school also introduced a fast track Prince's Trust programme, Occupational Studies and OCN courses to support a greater number of students achieving at least 5 plus GCSEs and equivalents.

Gifted and Talented

Lagan College's yearly intake encompasses students of all abilities each with individual gifts and talents. The GL and AQE Assessment results are used to ensure that the College attracts students of a higher than average ability level in literacy and numeracy

The College has a gifted and talented policy to stretch the more able students. This area of school improvement will be further enhanced by the work of the Vice Principal, Head of Additional Educational Needs, Head of CEIAG and middle leaders. We are committed to providing a tailored programme of support, information, guidance, and opportunities to Lagan College students who are deemed to be gifted and talented in either academic study, sport, music, drama and the arts or a combination.

Data will be utilised to good effect to monitor the progress of these students and inspire and support students to access A*, A and B grades in their academic studies. The College endeavours to improve student success in accessing third level learning opportunities at Oxbridge. A student gained entry to Cambridge University in 2018.



Lagan College Statutory Targets

Statutory Targets Key Stage 3	Key Stage 3 2012/13 Results	Key Stage 3 2013/14 Results	Key Stage 2014/2015 Results	Key Stage 3 2015/16 Teacher	Key Stage 3 2016/17 Results	Key Stage 3 2017/18 Results	Key Stage 3 2018/19 Results	Key Stage 3 2019/20 Results
<u>Communication</u>								
% achieving Level 5+	89.3%	43.5%	95.7%	89.7%	98.2%	93.8%	93.5%	N/A due to Covid-19 Pandemic
% achieving Level 6+	50.7%	47.3%	52.2%	40%	56.5%	64.1%	63.1%	
% achieving Level 7+	16.4%	4.8%	4.8%	5.6%	9.3%	8.1%	16.1%	
<u>Using Mathematics</u>								
% achieving Level 5+	52.7%	37.7%	66.7%	66.7%	63.9%	58.9%	59%	N/A due to Covid-19 Pandemic
% achieving Level 6+	23.7%	27.5%	29%	32.8%	31%	32.5%	27.6%	
% achieving Level 7+	8.2%	1.4%	1.4%	11.3%	2.8%	12.9%	5.1%	



Lagan College Statutory Targets

Statutory Targets Key Stage 4			2020 Actual				2021 Predicted			
% achieving 5-10 GCSEs A*-C			95%				95%			
% achieving 5-10 GCSEs (incl Eng and Maths)			72%				70%			
% achieving 3+ GCE A Levels A*-C			91%				80%			
Key Stage 4	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% achieving 5-10 A*-C Grades	72%	74%	71%	74%	66%	62%	68%	89%	92%	95%
% achieving 5 -10 incl English and Mathematics	51%	50%	46%	56%	56%	52%	57%	65%	75%	72%
Key Stage 5	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% achieving 3 or more A-C Grades	64%	63.3%	61%	57%	60%	69%	62%	66%	77%	91%
% achieving 2 or more A-E Grades	98%	100%	100%	100%	99%	100%	100%	100%	99%	100%
Attendance	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	93%	93.5%	94%	95%	94.4%	94.4%	94%	93%	94%	

4 Key Targets and Progress Summary

<u>Stakeholder Consultation & Evidence</u>	<u>Self-Evaluation:</u>	<u>Future Action</u>
<p>3-year GCSE and GCE trends DENI Statistical Information SGP 6 School Visits NIFCAM file Learn Spark Mentoring feedback Student Council Student questionnaires and feedback Staff Audit Staff training and SGP visits Internal/External data Occupational Studies, BTEC/ OCN (NI) and Prince's Trust Training Use of DENI Benchmarking Data and FFT data</p>	<p>The learning outcomes of students was deemed to be very good and improved based on 2018/19 data Highest results achieved to date 2019 The school identified raising standards as a key area for improvement and has put appropriate strategies in place, including the development of more robust processes for tracking and monitoring of the pupils' progress both collectively and individually. The percentage of pupils entitled to free school meals who achieve at the expected level is improving year on year. The school continues to invest in literacy and numeracy in support of students achieving 5-10 GCSEs incl Eng/Maths and 3 A*-C A levels. Since 2015 we have been offering a range of more appropriate courses of study to meet student needs.</p>	<p>To focus on increasing the number of children achieving 7 A*-B Grades to 100% of the cohort (AP3.3) To focus on closing the gap between identified groups such as boys v girls (AP3.2) To supporting students to take ownership of their learning and progress data to have higher aspirations of self (AP3.1)</p>

Lagan College



Section 5

5 Challenges and Opportunities Summary

Challenges

1. Covid-19 Pandemic
2. Lack of integrated provision south/east Belfast
3. Financial Restraints
4. Entitlement Framework
5. The increasing number of students who require additional educational needs support
6. Increasing student learning attainment in A*/A/B'
7. Transfer from Primary School
8. Area Based Planning
9. Raising Achievement in GCSE English and GCSE Maths
10. NI Transport Funding
11. SEN Review

Opportunities

1. New Buildings.
2. New members of staff
3. Curriculum offer and versatility
4. Entitlement Framework
5. Use of new E learning technologies
6. Board of Governors and staff commitment to raising student academic attainment
7. School Development proposal whole school centre of excellence for mental health and wellbeing
8. Area Based Planning
9. Extra-Curricular Opportunities
10. Strategic Development Funding in literacy and numeracy bridging new project
11. Shared Education
12. Student and staff wellbeing
13. Integrated and all ability ethos - 40th Anniversary

Lagan College



Section 6

6 Action to Promote Improvement Summary

New School Improvement Plan

A School Improvement Plan is devised every three years. It is reviewed on an annual basis with action plans being considered by the Senior Leadership Team on a termly basis. The previous School Improvement Plan for Lagan College covered the period 2016-2019. Most targets were met. However, those which are still relevant and on-going have been included in the new action plans, incl. Rights Respecting School, 7-10 GCSE outcomes etc.

On an annual basis all those in middle leadership positions such as Heads of Department and Heads of Year devise an Action Plan linked to the whole school improvement action plans – this encompasses at least three improvement targets that are reviewed in September, January and June with the Vice Principals and Principal. They also include Literacy and Numeracy whole school targets.

Consultation

The School Improvement Plan is shared with the staff, Board of Governors, and Parents/ Guardians, all of whom have had an opportunity to contribute to it including the students. The ETI Standard Inspection March 2019 informed whole school Action Planning in light of achieving positive affirmation during a period of industrial action. The Plan can also be accessed by the wider school community on the Lagan College website and stored in RM Staff. Students are consulted via the Students' Council, learning review groups, via questionnaires and one-to-one conversations. Parents are consulted via the Parents' Council and by surveys and questionnaires. Staff are consulted via staff development sessions, questionnaires, working teams and by carrying out the TTI self-evaluation audit- recently updated by use of ISEF.

Monitoring, Evaluation and Review

The Principal, the Senior Leadership Team, and Staff responsible for areas will review progress on a termly basis using the RAG system and formally at the end of each academic year. The Principal will also review progress bi monthly with the Board of Governors, highlighting successes and areas for further development. The School Development Plan Action Plans and SGP is a standing item on all pastoral and teaching and learning agenda and a monthly review meeting at SLT level.

Self-Evaluation

Lagan College is committed to being a self-evaluative school that utilises qualitative and quantitative data to lead to school improvement. The College uses audits and survey monkey questionnaires, student, staff and parent feedback opportunities as self-evaluation tools. In March 2019, the school used questionnaires with all staff, students, and families to evaluate their opinion of the college and areas for improvement. Lagan College's Directors supported a new School Development Planning Day for staff and the Board of Governors in March 2019. The school also uses the ETI SEP forms, middle leadership development teams and consultation with parents and students to ascertain ways of improving the College further.

Self-evaluation is an ongoing practice and encompasses activities such as the Senior Leadership team evaluating school practice on a weekly basis, all leadership post holders evaluate their performance annually, Head of Departments meet with the Vice Principals 3 times a year to analyse data and evaluate student achievement and Departmental performance. Heads of Department are connecting with the Senior leadership team on a bi-weekly basis to review, monitor and share good practice. Heads of Year meet with the Vice Principal and Heads of School on a weekly basis and connect with the Senior Leadership team for strategic intervention such as the GCSE Learning Team Strategy. The school has taken support from Dr Paddy Shevlin to develop further its whole school self-evaluation cycle and evidence of impact.

The implementation of the PRSD programme and staff professional development needs evaluated to name but a few. The PRSD focus for leadership post holders during the academic year 2019/20 is on learning discussions and the PRSD focus for teaching staff during the academic year 2019/20 is on stretching the more able.

Student and Parent/Guardian evaluation and opinion of school events and activities is also gained, analysed, and acted upon.

6 Action to Promote Improvement Summary

<u>Stakeholder Consultation & Evidence</u>	<u>Self-Evaluation:</u>	<u>Future Action</u>
<p>BoG Minutes/ Agendas 2016-19 Meeting Minutes and Agendas 2016-19 Student/ Staff and Parent Councils Use of data 2016-19 Questionnaires & surveys 2016-19 Staff Development Day consultation 2019 Student consultation and focus groups 2019 TTI/ISEF documentation Science Department Review – Action Plan Student/ Staff and Parental Surveys in response to Lockdown 1 2020</p>	<p>The main area for improvement is to develop the effectiveness of the school's processes for self-evaluation to improve further the quality of the learning and teaching and the standards the pupils attain.</p> <p>We are making use of survey monkey questionnaires and the self evaluation report style as shared by Dr paddy Shevlin as part of the UCD project.</p>	<p>The main area for improvement continues to be to develop the effectiveness of the school's processes for self-evaluation to improve further the quality of the learning and teaching and the standards the pupils attain</p> <p>Continued focus on 5-10 GCSE attainment with a minimum goal of 100% annually and 7+ A*-B GCSE attainment at 35% to reflect the students entering on higher/grammar level. GCSE English and Maths outcomes which we aspire to being as a minimum 75% of the students irrespective of the cohort. 3 A levels is targeted at 85% as a minimum expectation (AP3.1, 3.2 and 3.3)</p>

SCHOOL IMPROVEMENT PLAN



SECTION 7

WHOLE SCHOOL ACTION PLANS – 2020-21

Action Plan 1 Leadership
Action Plan 2 Teaching and Learning
Action Plan 3 Learning Progress
Action Plan 4 Pastoral Care and Wellbeing

Area Specific Plans

Action Plan Covid-19 - E Learning
Action Plan Covid-19 Learning Recovery

Leadership and Management Roles 2020

Vice Principals	Senior Leaders	Middle Leaders	Middle Leaders	Middle Leaders
Miss D Collins Pastoral Care	Head of Junior School Mrs L Grant Head of Senior school Mrs L Mulholland Head of Post 16 Studies Mr S Hare	Year 8 - Mr R Gray Miss K Wightman		
		Year 9 – Mr R Ritchie Mrs B Hearty		Head of Personal Development and Integrated Citizenship - Mr P Mulholland
		Year 10 – Mrs M Mills Ms F Smyth		Student Council Coordinator – Mr P Mulholland
		Year 11 - Ms M Bell Mrs S Jones		Duke of Edinburgh Co-ordinator - Mr D Ewart
		Year 12 – Mr L Mathison Dr C McConnell		Shared Education Co-ordinator - Mr E MacManus
		Head of Year 13 - Miss J Rogan Head of Year 14- Miss A Bell		
Miss J Atkinson Teaching and Learning	Head of Student Progress, Data, and Assessment – Mr N McGuigan	Head of Staff Development, Mrs S McKee		
		Head of Art, Ms E Niblock	Head of Moving Image Art, Miss M McConville	
		Head of Drama, Mrs S Jones	Head of Drama Production - Mr R Gray	
		Head of English, Mrs M Beckett	Assistant Head of English, Mrs R McBreen	
		Head of French - tbc Head of Irish - Mrs L Quigg		

	Head of Spanish - Mr M Navarette		
	Head of Music & Performance, Mr T McCay	Assistant Head of Music & Orchestral Director, Mrs M McCord	
	Head of HE - Miss L Ellis	Head of Health & Social Care, Miss L Ellis	
	Head of Tech/Design - Mr D Platt		E Learning T&L Co-ordinator – Mr P Kemps
	Head of ICT – Mr P Kemps	Head of Computing – Mr K Graham	E learning Strategy Co-ordinator Mr P Kemps
	Head of RE - Mrs S Lyon		
	Head of Maths - Mr D Mooney	Assistant Head of Maths - Miss C Haughian	
	Head of Exams - Ms M Lecky	Assistant Examinations Officer - Mrs D Fullerton	
Head of Timetabling/ SIMS/ Teaching and Learning Health and Safety,	Head of Biology, Mrs D Fullerton Head of Chemistry, Miss K Wightman Head of Physics, Mr D Ewart		
	Head of Applied Science and KS3, Mr G Stewart		
	Head of Careers – Mrs K Bingham	Assistant Head of Careers - Mr C Gardner	Assistant Head of Careers - Mrs N Major
	Head of Business Studies - Mrs A McAlorum		
	Head of Geography - Mrs N Major		

	Mr M Montgomery	Head of Additional Educational Needs - Mrs U Walters	Assistant Head of Learning Support - Mrs C Gibney	
		Head of History – Mrs E Quinn (temporary)		
		Head of Politics - Mr F McGuckin		
		Head of Sociology - Miss J Morgan		
		Head of PE - Mr J McCloskey	Head of Boys PE - Mr J McCloskey	Head of Hockey and Saturday Hockey Programme - Mrs R Mc Knight
			Head of Girls PE – Mrs J Irwin	
BURSAR Mrs M Mackey FINANCE & CORPORATE	Admin (DENI, NILGOSC, IR)	Administration (5)		Editor of the School Magazine & Newsletters - Mrs D Hill
	Estate Mgt.	Technicians (8)	Classroom Assistants (38)	Pastoral Care Assistant - Mrs L Thomson
	Facilities Mgt.(inc. PPP)	LT Supervisors (10)	School Nurses Mr N O’Loan/ Mrs U McCluggage	Marketing, Publishing, and Visual Web Design – Mr M Smyth
		Sixth Form Supervisor – Mrs K Smyth, Miss L Brown and Mrs A Beckett (Librarian)		

Lagan College

The following documents were read/consulted:

- School Development Plan and Target Setting Circular 2019
- Preparing for Success: Careers Education Information and Guidance
- Meeting the Entitlement Framework
- Every School A Good School A Policy for School Improvement
- Every School A Good School Raising Achievement in Literacy and Numeracy Documentation
- Lagan College's School Development Plan 2016-19
- ETI Inspection Report 2019
- Preparing for Success
- Together Towards Entitlement
- Special Educational Needs and Disability (NI) Order 2005
- Report of the STEM Review
- Report Literacy and Numeracy
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- HOD Analysis & SE Form 2019
- ISEF Document 2019
- SEN Best Practice ETI 2019
- E Learning Circular May 2020
- Covid-19 DENI Regulations and School Re-Start Guidance

Action Plan 1. Leadership Target 1 Increase the number of student leadership opportunities

Baseline:

LCB students, at all levels are encouraged to avail of opportunities to develop their leadership skills and potential. Opportunities on offer include Student Council, Senior Prefect Team, Mediation Team, Bus Perfects, Leadership opportunities via Creativity, Action and Service (CAS) activities, such as Team Captaincies, Eco Schools Leaders or Fair-Trade Leaders and ESaGs Literacy and Numeracy Team members.

Areas for Development:

Pastoral Leadership will audit student leadership and map opportunities for students, across the whole school and the community. Leadership opportunities will be developed in specific areas notably; Year 12 Vice Prefect programme, Year 8-10 students for meeting and greeting of visitors, Peer Mentors for Positive Mental Health, Anti-Bullying Ambassadors, Digital Leaders, Resilient Leaders, Kelly Leaders linked to Camp Camilla.

Impact:

The College will have increased student leadership potential and opportunities. Students will have developed their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour. Students will have worked well in teams, demonstrating respect for different perspectives and reaching agreement through compromise. Students will have been able to think flexibly, critically and creatively, make predictions and informed decisions, and solve problems. Students will have contributed well to the life of the school and to the wider community. Students will have developed personally and socially and have participated in a range of activities outside the classroom.

AP 1L Target 1 | STUDENT LEADERSHIP OPPORTUNITIES

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 All students will have been offered leadership opportunities in year groups by 2022 and we will have increased the number of students involved in leadership across the community to minimum target 25% (300 students) and monitor the learning impact.</p>	<p>2019/2020</p> <ul style="list-style-type: none"> • Audit student leadership opportunities in the College and map out leadership opportunities within the school and community • Devise a leadership proforma electronic feedback sheet to evaluate student learning • Head of Senior school and Heads of Year 11 and 12 will establish a programme to develop the Year 12 Vice Prefect Programme. • Using Year 12 and 14 exit evaluations and staff feedback the leadership programmes will be review in May annually. 	<p>SLT HOYS/HODS All Staff External Agencies</p>	<p>Student Leadership Audit & evidence File</p>

<p>2 The Senior Prefect Team will be extended and will have undertaken Corrymeela Residential and completed their chosen school improvement targets</p> <p>3 We will offer and use the leadership skills of Year 8-10 students for meeting and greeting of visitors and helping with school activities</p> <p>4 Student Leadership opportunities will be increased and developed in specific areas:</p>	<ul style="list-style-type: none"> • Head of Sixth Form and Chaplains will coordinate, organise and attend Senior Perfect Team Leadership residential at Corrymeela. (cancelled due to Covid-19) • Create a Year 8 – 10 student rota to assist during key events and gain feedback. • The Pastoral SLT team will research specific areas and develop leadership opportunities across school for students. • Students will be given opportunities to be involved in Shared Education and the Corporate Ireland Scheme working with other students. 	<p>Corrymeela Residential (subcover 3 days) (COST) (BADGE COSTS)</p> <p>Anna Freud Resources (COST)</p>	<p>Senior Prefect team extended and undertook a residential at Corrymeela – 2019 (V).</p> <p>Appointed new 2020 Student Leadership Team via Zoom.</p> <p>Senior Prefect Team introduction video to school community</p> <p>Rota of potential events that Year 8-10 students can support created (D).</p> <p>Year 8 students supporting the Primary Principals' visits and parental meetings (V).</p> <p>Year 12 Vice Prefects appointed and focused on LCB calendar charity event (V).</p> <p>Year 9 – 11 students SE group took part in a variety of SE events (V).</p> <p>Year 10 Entwined History students delivered presentation to cross community groups – north and south (V).</p>
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<ul style="list-style-type: none"> - Peer Mentors for Positive Mental Health - Anti-Bullying Ambassadors - Digital Leaders - Camp Camilla - Kelly Campers - ESaGs Literacy and Numeracy leaders 	<ul style="list-style-type: none"> • Using PEP resources, students will be trained to be Peer Mentors for Positive Mental Health by Head of School and VP • Students will be trained as Anti-Bullying Ambassadors with a specific focus on Anti- Racism messages. • Students within each form class will be nominated to monitor if Ipads are user ready each day. • Students in Years 8-10 attending Camp Camilla will be offered the Kelly Leadership Programme. • Students will be given the opportunity to undertake a 3-year programme in leadership via Camp Camilla. Cancelled due to Covid 19. • Students will be trained in Reading Partnership and Numeracy Intervention – based on Eastside Partnership CA training programme • We will liaise with key staff and create criteria to extend the Honours Tie to 	<p>Honours Tie (COST)</p>	<p>GRT and FS have completed PEP training. Knowledge shared with Pastoral SLT. (TCN) Sixth Form have delivered presentation to Junior School as part of Mental Health Week. Resources for Mental Health Week (D).</p> <p>Photographs of Camp Camilla (V). Evaluations of Camp Camilla (V).</p> <p>Sixth Form Students trained by WLT and took part in the Reading Partnership with Junior School Students (TCN, D, V).</p> <p>Draft criteria agreed with HOYs</p>
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<p>5 We will have increased the number of students receiving honours ties beyond the area of sport.</p> <p>6 Students will review our Positive Behaviour Policy and implement any changes.</p>	<p>include other areas of learning to recognise gifted and talented students specifically in the areas of music, arts and STEM.</p> <ul style="list-style-type: none"> • The Students Council will lead a whole school review of student expectations and positive behaviour. • Students will lead a whole school anti-racism campaign 		<p>Student Council work started but unable to finish due to Covid-19. Reference – Student Council folder, including minutes of meetings.</p> <p>Anti-Bullying week 2019 – All the Same Inside’ Campaign. Pastoral Team and Student Council led presentation (TNC) Posters and Resources (D).</p>
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Lagan College 2019-22 – SLT Mrs Amanda McNamee
Action Plan 1 Leadership Target 2 Coaching and Staff Professional Development Opportunities

Baseline:

Lagan College provides staff with development, support and opportunities with minimal staff turnover. The school values its staff and wish to continue to create a happy and conducive working atmosphere. All job opportunities and relevant training courses are widely shared/ advertised in the spirit of the school’s ethos and values of respect and equality. To date 3 members of senior staff have been trained in coaching by RTU as was, which has been applied in support of their leadership roles and when working with and supporting others. Staff are actively encouraged to take ownership of their career path and TPL (teachers professional learning). To date 9 teachers have resided on the Senior leadership team for a work shadowing opportunity. In 2015, the school appointed the Head of Student Progress, Data and Assessment. The school operates as a learning hub for OLEVI Outstanding Teacher programme and a link school for the Classroom assistant OLEVI programme.

Areas for Development

Having surveyed staff, many would like the opportunity to avail of coaching qualifications and pursue new professional development courses when offered (time and money available) in particular, opportunities to lead, contribute to and shape the future of the school. We will offer new opportunities for staff to reside on the Senior Leadership Team who have not done so before and for others to shadow key job roles which are of interest, in particular, middle and senior leadership training opportunities with specific focus on data, progress and assessment capacity building at all levels.

The school will continue to invest in the OLEVI teacher and CA programmes and encourage SGP sessions throughout the year.

Impact

We intend to increase staff job satisfaction and value by enabling greater opportunity via a coaching model of support and training. An increase in staff OLEVI training and MLT/SLT training opportunities. Ultimately, we wish to ensure that our staff are highly trained, feel valued and actively pursue leadership opportunities. A happy and valued workforce will impact favourably on the relationships between staff and students and student learning.

AP 1 L Target 2	COACHING MODEL – DEVELOPMENT OPPORTUNITIES
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Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 Train all the Senior Leaders in coaching to support middle leaders and other staff in new roles.</p> <p>2 Deliver whole staff training in coaching</p>	<p>2019/20</p> <ul style="list-style-type: none"> ● Invest in an external organisation to deliver coaching ● Publicise SLT placement opportunity and job shadowing/ observation opportunities ● Support Staff who wish to undertake OLEVI and EA courses and monitor the impact on student learning not possible due to Covid 19 ● Review Leadership roles of the Senior Team 	<p>Head of Staff Development SLT HR Manager Staff Money Time</p>	<ul style="list-style-type: none"> ● 2 Staff enrolled in EA MLT/SLT courses linked to school action plans ● EBALC MLT audit and training plan underway ● Staff offer to shadow SLT in term 2/3 and the Head of

<p>model to improve staff development and new leader/ teacher job/task induction</p> <p>3 Support staff placement opportunities on the SLT team and in working teams to build capacity</p> <p>4. Devise a People and Wellbeing Committee of the Board of Governors and review all leadership posts to ensure in keeping with the needs of the school and sound use of finance.</p>	<ul style="list-style-type: none"> • Meet every member of staff once a year for a review re: work and training needs and job progression • Train HOSF/HAEN data, progress and assessment to enable and empower • Increase number of staff leading training 	<p>Leon Edu Cost OLEVI HUB Schools (5 x6 30 days sub cover)</p>	<p>Student Progress, Data and Assessment.</p> <ul style="list-style-type: none"> • Staff and Student Wellbeing Committee constituted by the BoG. Staff ‘Connect’ Initiative • SLT Placement opportunity advertised Jan 2020. 2 staff evaluations • 2 SLT attend Leon Edu Coaching course • Principal/ HR Manager lead risk assessment with all critically vulnerable and critically extremely vulnerable staff 2020 Documents
<p>5 18 members of teaching staff to access OLEVI programmes and support MLT and SLT access to EA Leadership Training</p>	<p>2020/21</p> <ul style="list-style-type: none"> • Invest in remaining SLT trained in coaching • LEON Education to train the entire staff in the principles and benefits of a coaching model • Teachers and Classroom Assistants undertaking OLEVI and EA courses • Review all other middle leadership roles • Train HOJS/HOSS/HOC&T in student data, progress and assessment to enable and empower 		
<p>6 Increase SLT /MLT capacity to undertake student data, progress</p>	<p>2021/22</p> <ul style="list-style-type: none"> • Monitoring whole school coaching model being embedded SGP/ Audits • Staff undertaking OLEVI and EA courses 		

& assessment to support student learning			
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Lagan College 2019-2022 – lead by Mr Michael **Montgomery COPY**
 Action Plan 1. Leadership Target 3 Whole School KS3 Curriculum Review

Baseline:

Students access the CCEA KS3 Curriculum and study subject areas in Years 8, 9 and 10 with some choice in a Language option block and there is an opportunity to engage in a connected learning project in Year 10. Subject areas in KS3 had been mapped across the curriculum in 2013-4. CEA is responsible for the KS3 Statutory Curriculum which is taught in all schools since 2004.

Area of Development:

The school's KS4 and Post 16 curriculum have been reviewed annually and developed extensively 2014-19 however, it was identified that in the absence of any CCEA review, LCB should review its KS3 curriculum provision to ensure that it is meeting the ever changing needs of all of our students, their readiness for KS4 study and ultimately the work force and CBI skills information. The review of the KS3 curriculum offered to students in Lagan College began in September 2018. A small team worked on producing a staff questionnaire to find out what areas of the curriculum could be improved with the view to consulting all stakeholders.

Impact:

The intended impact is to enable Year 9 and Year 10 students a greater element of choice to their learning, (resources and staffing permitted). This should also encourage more students in Year 9 and 10 to be engaged in their learning prior to GCSE Options. Departments will work collaboratively to build on student, knowledge and skills and avoid unnecessary repetition. We will map the curriculum learning across subjects and identify key skills needed for onward KS4 study and in general towards employment.

AP 1 L Target 3	Whole School KS3 Curriculum Review		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 To improve the flexibility of the KS3 curriculum by 2021 and embed elements of choice for KS3 students</p> <p>2 Departments to specify and make explicit in their schemes of work, the skills, knowledge and understanding required by the end of KS3 in</p>	<p>2019/20</p> <ul style="list-style-type: none"> • Develop a curriculum which is flexible and responsive to the individual needs and interests of pupils at KS3. • DENI Careers Inset Training • Carry out a survey of pupils and parents to identify possible areas where flexibility is preferred. (ASCL 13-16 +48+ 95). • Develop the curriculum so that pupils are better prepared for the pathways and option choices at KS4 by building into schemes of work more real-life examples and GCSE style questions. 	<p>Visit other schools SLT Careers Team Curriculum Team Time Departments Travel Students Families CCEA CBI Skill Barometer Labour Market Information</p>	<p>DENI CEIAG training lead by Mrs Cassells to focus on employability</p> <p>Staff survey completed and analysed.</p> <p>Student survey devised but not delivered due to Covid -19</p>

<p>preparation for KS4 study.</p> <p>3 To produce a Curriculum Mapping document across KS3 in all subject areas to avoid learning repetition.</p> <p>4 Extend and develop the connected learning project within Y10 to all year groups</p> <p>5 Research best practice in KS3 curriculum models and how to enhance students' softer learning skills.</p>	<ul style="list-style-type: none"> The curriculum team will identify with departmental input specific knowledge and skills required over the KS3 period of study. The curriculum team will research best practice in KS3 skills and knowledge by using documentation such as ASCL, Business in the Community and Labour Market information. 	Ed Research DENI 14-19 Curriculum Team/ CEIAG	
	<p>2020/21</p> <ul style="list-style-type: none"> Acquire Curriculum mapping software to eliminate unnecessary repetition of topic areas in KS3 and to develop cross-curricular approaches to a range of topics. Develop a more structured approach to connected learning projects in KS3. 	Mapping software SLT Curriculum Team Time Students/Families	
	<p>2021/22</p> <ul style="list-style-type: none"> Review the new curriculum offer and monitor student learning and satisfaction 	SLT Curriculum Team Time Departments Travel Students Families CCEA	

Action Plan 2. Teaching and Learning Target 1. Student involvement in their learning - Equipped and Responsible for Learning – SLT P
Kemps (Covid 19 E Learning Response)

Baseline:

As our students progress in age, from Year 9, they require the use of an iPad for learning and are responsible for ensuring it is charged and available for use. Subject teachers promote the importance of being equipped and ready to learn. In Personal Development classes, students are taught how to revise and organise their learning both written and digital learning.

Area of Development:

The E-Learning team will focus on improving student access to iPad equipment and use at home for e learning in response to the Covid -19 pandemic. The school will support and train students and staff to enable a greater level of independence and responsibility for their own learning equipment, organisation and work. Teachers and Students will share learning and practice of online activities/ technical trouble shooting.

Impact:

Enhance student involvement in their own learning and improve their knowledge in how to take greater responsibility for being equipped and ready to learn. Improve student knowledge on how to revise and organise their digital and written learning. Improve teacher lesson planning and delivery in response to the Covid 19 pandemic.

AP T & L Target 1	STUDENTS EQUIPPED AND RESPONSIBLE FOR LEARNING		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 All students will bring their iPad to school every day, charged and all children will improve their knowledge on how to revise and organise their learning in its written form and digitally.</p> <p>2 Students will understand clearly which equipment is needed for each class.</p>	<p>2019/20</p> <ul style="list-style-type: none"> A survey monkey audit of students/ staff and parents will be undertaken annually in response to the Covid 19 pandemic. Subject teachers will undergo staff training to consider clear communication of equipment required and how to learn for their specific subject area. Subject teachers will then deliver this training on to their students. 	<p>Senior Students and form teachers</p> <p>Subject Teachers – time given inset ATK / E learning team</p> <p>Student coaches E learning team Form teachers</p>	<p>Student Diaries reviewed and amended to be more user friendly – using student feedback – pastoral team</p> <p>E-Learning Team minutes to consider iPad printers and charging stations.</p> <p>iPad health checks.</p>

<p>3 Some students will take leadership by being digital ambassadors.</p> <p>4 Students will set up and run an equipment shop.</p> <p>5 Regular iPad health checks to support students to be responsible and safe online combined with PD and assembly pastoral care support programme.</p>	<ul style="list-style-type: none"> ● Subject teachers will display the equipment needed and deliver a revision class focussing on revision skills pre formal assessment points in the year ● Use of e learning student ambassadors to check (or spot check) iPads are in school and charged during registration. ● Staff Development on use of iPads in classroom. ● E learning team to identify good use of iPads in classroom and share good practice. ● A Student App suggestion “box” will be available to all students ● Student e-learning ambassadors assist in workshops during PD periods or ICT classes. ● Teacher tech and student tech to keep up to date with training and developments in iPad use. To get best use out of technology. ● MOS after school/ Lunch time club. ● Student Diary with checklist for school day. ● Self-monitoring programme for students during PD. Developing good life and work skills, including punctuality, prepared for class, homeworks completed, self-monitoring of attention during home study and attention in class. The PD programme will be reviewed to ensure due time and learning for revision techniques, organisation and equipment ● Staff Development on engagement in classroom – sharing good practice. ● Staff welcoming students at door. ● Clear display of learning intention on whiteboard. ● Lesson plan connected to real life. ● Innovative use of activities and technology. 	<p>CLN Bursar/ senior Students Head of Year</p> <p>ATK / PD tutors</p> <p>ATK</p> <p>All teaching Staff</p>	<p>E-Learning Safety Parental Meeting – October 2019.</p> <p>Survey Monkey response to lockdown learning parents/ staff and student versions to inform practice 2020</p> <p>Use of e ticket service to support staff and students with e home learning issues.</p> <p>Student and Parental feedback retained for self evaluation/ impact.</p> <p>Staff Training of Hazelwood Integrated College staff on Google classroom.</p> <p>Trusted Colleague Networking sharing practice in response to Covid 19 Lockdown I</p>
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	<ul style="list-style-type: none"> • Career information and guest speakers. • Monitor the use of iPads and the effectiveness in a blended approach to learning via student/staff and parental survey. 		
	<p>2020/21</p> <ul style="list-style-type: none"> • Supply Year 8 with iPads and train on google classroom • Source and utilise an app to be able to continue parent/ teacher meetings remotely • Monitor the use of iPads and the effectiveness in a blended approach to learning via student/staff and parental survey. 	<p>E Learning Team P VP Bursar</p>	<p>E Home Learning Policy devised and ratified.</p> <p>Teacher training in google classroom/ collaborate ultra and zoom to prepare for further home learning 2020/21</p> <p>Year 8 students in receipt of iPads and training in response to anticipated Lockdown II</p> <p>Live Lessons Trusted Colleague Networking- organic sharing of practice in response to covid 19 pandemic.</p> <p>Year 8 iPads roll out and training on Google classroom Lagancollege.schools cloud to be able to continue parent/ teacher meetings remotely</p>

			E Ticket system and Google classroom to monitor teaching and learning quality and quantity.
	2021/22 <ul style="list-style-type: none"> • Monitor the use of iPads and the effectiveness in a blended approach to learning via student/staff and parental survey. 		

Lagan College 2019-22 – led by Jayne Atkinson
Action Plan 2. Teaching and Learning Target 2. Planning

Area of Development/Impact:

Baseline

All teachers are trained via their PGCE and BED to plan and prepare their lessons, Lagan College has utilised the support of the OLEVI Outstanding Teaching and Learning Programme to offer up to date and relevant new research and training to our staff. Annually we review our schemes of work for all year groups (8-14) and use term ahead models and specifications to support students to take control of their learning. IEPs are provided to all teaching staff by the AEN department to ensure that a teacher is planning to differentiate the learning of all students in their care.

Areas for Development

Lagan College’s teaching staff will receive up to date training on effective lesson planning, incorporating effective questioning, differentiation, active learning, how to engage boys specifically and supporting students with AEN needs. We intend to use best practice and share good practice with other schools within our learning hub and EBALC to support staff being at the leading edge of lesson planning to engage all students.

Impact

To ensure that our staff are highly trained and fully prepared to meet the needs of our all ability in take, ensuring that children with AEN and SEBD are able to access the lesson with strategies and interventions being planned for.

Target	1 T & L Target 2:		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 Train all of the teaching staff in what outstanding lesson planning looks like</p> <p>2 Be confident that all teaching staff can plan for AEN pupils in their lessons</p> <p>3 Every teaching staff member has been able to share good practice sessions at inset in area of focus</p>	<p>2019/20</p> <p>August 2019 CPD session on stretch and challenge</p> <p>SGP of teachers on successful stretch and challenge</p> <p>CPD Dyslexia CPD</p> <p>Review of SOW to show stretch and challenge activities – Year 8</p>	<p>ATK/WLT Teaching staff</p> <p>HoDs and Subject Teachers – time given inset</p>	<p>SOW updated to show stretch and challenge activities</p> <p>More engaged students – improved lesson attendance</p> <p>Exemplar material of student work WAGOLL</p> <p>Student feedback – focus groups</p>

<p>Stretch and challenge, questioning, boys' engagement annually</p> <p>4 Every HOD has been able to share good practice sessions at HoD Cluster meetings annually</p> <p>5 The core team will review the whole school calendar and plan for options, careers, induction and relevant community events, with a view to publicising pre June.</p>	<p>CPD on underperformance of boys</p> <p>Further staff trained in TLS NI programme – full day dedicated training on Learning Challenge</p> <p>Sharing and analysis of PTE, PTM and CAT data for Year 8 students</p> <p>IEP shared with all staff</p> <p>Strategies for IEPs completed by teaching staff</p> <p>Student focus groups HoD and VP Level</p> <p>Schemes of work regularly updated</p> <p>Sharing of resources and teaching and learning strategies at departmental level</p> <p>Department teachers feeding into SOW and sharing ideas</p> <p>Review the school calendar in term 2 to have available to staff by June</p> <p>2020/21</p> <p>Planning for Dyslexia friendly delivery</p> <p>CPD 5 Question lesson plan</p> <p>CPD on Questioning</p> <p>2021/22</p> <p>Training on TCN</p> <p>TCN carried out in Departments – Voluntary basis</p> <p>Impact of planning reviewed at Departmental level</p>	<p>WLT/ATK – CNL, MCB, CHN NMG/ATK</p> <p>AEN Whole staff</p>	<p>Parent Feedback - surveys</p> <p>Consistent student experience across subjects</p> <p>Improved assessment data at all year groups</p> <p>Improved outcomes in internal exams</p> <p>Student achievement celebrated</p> <p>Higher participation in curricular extra-curricular competitions and events i.e. BT Young Scientist</p>
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Area of Development/Impact:

Baseline:

The school has introduced the use and value of Learning looks to drive improvement at class teacher level.

Schemes of work are used in all departments for all year groups

Some departments gain feedback from students to self-evaluate learning and teaching

Focus for learning looks agreed at departmental level

There is a need for consistency within departments and across the school.

Heads of Department need to be able to quality assure work being carried out at departmental level and learning looks provides a vehicle for that.

Area for development:

Focus for learning looks shared with all departmental staff at beginning of the academic year in line with school development plan

Success Criteria shared and agreed in departments

Time for learning looks to be allocated during staff training days

Training provided for Heads of Department on conducting learning looks

Learning looks at departmental level

Learning looks across departments

Sharing of good practice at HoD and subject teacher level

Impact

Consistency across departments for learners

Quality assured practice in departments

Quality Pedagogical discussion in departments and across departments

Learners underachievement will be identified and targeted interventions leading to improved outcomes at all key stages

HoDs knowledge and evaluation of learning across their department enhanced leading to quality lessons

Target	1 T & L Target 3:		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 To ensure that learning looks occur twice a year at Departmental level with a specific focus area</p> <p>2 To ensure that learning looks occur twice a year at Principal/Vice Principal level with a specific focus area</p> <p>3 SLT and MLT to be trained by Paddy Shevlin re: Self Evaluation</p> <p>4 Regular learning looks by QN on BTEC coursework several times in an academic year.</p>	<p>2019/20</p> <p>Training session for HoDs August 2019</p> <p>Training session term 2 P Shevlin</p> <p>Focus agreed Year 8 or 11 Stretch and challenge August 2019</p> <p>Departmental success criteria agreed and shared term 1</p> <p>Time at inset for learning looks at departmental level led by HoD</p> <p>Meetings arranged by VP for learning looks term 2 and 3 for non-equivalent subjects</p> <p>Meetings arranged by VP for BTEC subjects' terms 1, 2 & 3</p> <p>Sharing of learning look outcomes at HoD Cluster meetings</p> <p>Consistent approach to foci across departments</p>	ATK	<p>HoD meeting minutes</p> <p>Departmental minutes</p> <p>Photographs/photocopies of exemplar work</p> <p>Consistent approach to quality assurance across the school – samples held by VP/Principal</p> <p>Higher quality student work</p> <p>Improved student outcomes</p>
	<p>2020/21</p> <p>Learning looks at HoD Clusters – cross departmental discussion and sharing</p> <p>Sharing of Learning look outcomes at departmental level</p>		

	Groups to look at literacy, numeracy and practical subjects for sharing of good practice		
	2021/22 Learning Looks across departments at departmental level Time given at Inset for SGP learning looks		

Lagan College 2019-22 – led by Noel McGuigan
Action Plan 3 Target 1 Student Progress – the use of MES or MEGS

Baseline

Students levels of ability and potential are measured at regular intervals in KS3 with all data collated and made available to all teachers. All students in KS3 complete regular assessments that have appropriate stretch and challenge elements within. However, KS4 and KS5 students have been using Minimum Expected Grades to inform their personal understanding of their progress and potential.

Area of Development

All teachers analyse and use more effectively available quantitative data to identify both low and under-achievement, track pupils' progress, set targets and inform appropriate intervention. Students in KS3 are tracked in all subjects against a Minimum Expected Score (MES) that take in to account measured levels of ability, potential and past attainment. Each student in Year 8 will receive 2 progress statements and an annual report that allows for self-evaluation and reflection on assessments completed. Students in Year 9 and 10 receive 3 progress statements and an annual report that allows for self-evaluation and reflection on assessments completed.

Impact:

Students in Years 8, 9 and 10 will complete four assessments each year that will have appropriate levels of stretch and challenge across all subjects. Students in Junior School will be more informed as to their learning progress and take responsibility on how they are learning and achieving. This will also allow students to set informed subject targets for improvement and make sound decisions when deciding on their GCSE study at KS4.

AP 3 Target 1 | STUDENT OWNERSHIP OF PROGRESS USING MEGS OR MES

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 Review every KS3 assessment to ensure it matches student ability</p> <p>2 Train all students on how to revise successfully for assessments (AP 2.1)</p> <p>3 Set specific numeracy and literacy targets in Years 8-10 to inform teacher planning</p>	<ul style="list-style-type: none"> • Direct each department to complete assessment audits that will measure the robustness of each assessment in place. • Review and implement the standardised look of all assessment completed throughout KS3/KS4/KS5. • Departments should agree and publish a timescale for releasing topic lists to pupils prior to each assessment completed. • Pupils to have a full understanding of what topic areas will be contained in each assessment being completed within a suitable timeframe before each assessment. • Suitable revision lists are given to pupils by subject teachers within departments well in advance of the assessments. 	<p>SLT PC access Time Assessment Team Photocopying Subject teachers</p>	<p>Minimum Expected Scores used on Year 9/10 mid-term (October) reports</p> <p>Parents Council feedback October 2019</p>

<p>4 To introduce new Pupil data profiles at KS3 level to include Minimum Expected Score (MES) and gain feedback from students and families on usefulness.</p> <p>5 Teachers will be able to use Cohort attainment and departmental assessment data fully to help intervene with their student's progress.</p>	<ul style="list-style-type: none"> ● Assessment planning is supported by suitable understanding of the use of a variety of planned revision techniques that are planned and in place before the assessments begin (support from PD programme?). ● Complete full analysis of benchmark data by cohort. ● Further analyse PTE and PTM data for each cohort to identify yearly numeracy and literacy whole school ESAGS targets. ● Year 8 CAT4 reports are completed identifying student strengths and areas for development. ● Learner types are identified with learning and teaching strategies made available for each learner type ● A full data profile for each pupil is generated and made available via linked documents. ● All benchmarking data collated and placed on marksheets to be reviewed yearly and made available where needed throughout the year ● Using all available data set a robust and informed Minimum Expected Score is set for all pupils in all subjects at the following times; ● MES reviewed by all departments with any teacher adjustments made only with agreement of SLT/VP Curriculum and HOD ● Appropriate combination reports are downloaded via GL assessment and used to compare attainment to potential in literacy and numeracy skills for all cohorts. ● Assessment schedule is fully reviewed with new assessment dates and structure implemented and in place at the beginning of each year ● Assessment team to review content of all report templates including all progress statements and full reports – colour coding/grade descriptors/inclusion of lesson attendance/MES on report/assessment scores on report/ parental and pupil comments and parental feedback on report. 	<p>Ongoing Year on Year Cohort data analysis PTE/PTM/CAT4 all year groups held in staff folders/Assessment folder (yearly) Cohort Baseline reports Sims linked documents all pupils.</p> <p>Assessment team minutes available</p> <p>Data profiles for each pupil generated and updated each year. Held in staff folders/Assessment folders and on pupil Sims documents. Cohort marksheets contain all data compared year on year. Broadsheets available from Sims. MES Minimum Expected Grades for all subjects on Sims Marksheetwork/subject marksheets with MES and assessment scores on all</p>
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	<ul style="list-style-type: none"> • Year 8, 9 and 10 assessment results changed via Marksheet formula to grade based on agreed boundaries. • Analysis of departmental and cohort attainment against MES completed. Calculation of departmental A* - C grades for analysis and robustness of assessment. Subject analysis as to whether the assessment is a GCSE type assessment with regards to the number of students achieving a C+ grade. All data made available to assessment and curriculum teams for analysis. HODs access via staff folders and discussed during HOD cluster meetings. • Full review the use of rank orders for KS3 completed • Full training given for the identification of pupils for junior and senior prize – staff training on the identification of these pupils and the data available for this. • Complete analysis of current intervention and target setting procedures. • Implement process for identifying when low and underachievement is apparent. • Intervention to take place for those students whose attainment is low and where underachievement is evident across several subjects. • Create full and systematic intervention processes in place for when pupils are identified. Review support mechanisms for these students with low and underachievement by Head of Year, Head of school. • Review communication with parents and parental involvement. Review support at departmental level for those students with low and underachievement in subjects. What interventions can be implemented for these pupils? How support can be effectively put in place. • Review the success of the intervention processes. 		<p>Student reports after Assessments. All in Staff folders and in pupil sims linked documents.</p> <p>Assessment schedule fully reviewed and placed in staff folders/Assessment folder and in Staff Handbook.</p> <p>Assessment team minutes available</p> <p>All report templates reviewed and changes in place 2019-20. All reports in staff folders/templates on Sims.</p> <p>KS3 MES to Grade conversions on all marksheets on Sims. Analysis completed for MES in assessment folder. GCSE predictions compared to Cat4 data in assessment folders and shared with HODs departmentally. Rank order data on marksheets. Held in Staff folders and in Assessment folder</p>
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			<p>Assessment team minutes available</p> <p>Year 8/9/10 target setting reports generated for targeted pupils help in Pastoral files</p>
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Lagan College 2019-20 – led by Simon Hare
Action Plan 3 Target 2 Intervening and Closing the Gap between Boys and Girls in KS3

Baseline:

From an analysis of the rank order and GCSE Results it has been observed that more girls have been admitted into the school with their higher/grammar, but statistically high achieving boys will catch up at A Level. Data highlights any annual differentials or similarities.

Area for Development:

The intention of this Action Plan is to consider boys' based learning and make use of UJJ research to ensure that high ability boys are motivated and engaged in their learning, with greater examples of real life experience and building on prior knowledge. The intention is to reduce the gap between our top young men and women. We will amend schemes of work accordingly and train staff to identify 'what works best' with higher ability boys.

We will also review our Gifted and Talented Policy (led by Middle Leader).

Impact:

The gap between the attainment of higher ability boys and girls entering via the higher/grammar entry will be reduced and both boys and girls will be more readily be able to access 7-10 GCSEs A*-B rather than the Post 16 catch up.

AP 3 P Target
2

CLOSING THE GAP BETWEEN BOYS AND GIRLS

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1 Support the increased attainment of KS3 boys who have been admitted through the higher/grammar entry to be in line with 70 places.	<ul style="list-style-type: none"> Audit boys and their parents what works well for them Interview boys about past academic progress In depth statistical analysis of boys' attainment, using available data e.g. PTE/PTM 	HR, GNT, MUL/CRL Use of MES/Rank Order/PTE/PTM and CAT data	<ul style="list-style-type: none"> UJJ Staff Training – August 2019 – Dr Cownie. Impact has been raising staff awareness of what works best for boys.
2 To embed a culture of success in this target group of boys as they progress through the school from Year 8 via assemblies and guest speakers.	<ul style="list-style-type: none"> In depth statistical analysis of boys' attainment, using available data. To motivate higher/grammar students to aspire for 7-10 GCSE A*-B outcomes starting with information sessions and SLT support from Year 8 onwards. Monitor and advise on GCSE options 		<ul style="list-style-type: none"> CAT data (Data) Audit (Voice) GCSE option forms (Voice)

<p>3 All staff will be trained in the most recent UJJ research on what works best for boys.</p> <p>4 To monitor the progress of this particular target group of boys in Years 8, 9 and 10.</p>	<ul style="list-style-type: none"> • Research on how to affect change in attainment e.g. UJJ Dr Cownie whole staff training -Taking Boys Seriously. • Examples of possible solutions may include: - Focus on Year 8 higher ability gifted and talented policy via a middle leadership staff opportunity • To motivate higher/grammar students to aspire for 7-10 GCSE A*-B outcomes starting with information sessions and SLT support from Year 8 onwards. 		
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Lagan College 2019-22 – led by Laura Mulholland
Action Plan 3 Target 3 Increase no achieving 7-10 A*-B grades

Baseline:

To date the school identified and addressed underachievement of students with a range of intervention measures. Rank orders have been used to identify students and these students have then been involved in the Target Setting process, which involves the student, parents and teachers. This process is monitored and reviewed on a timely basis. At GCSE Level, students are identified at a departmental level, with strategies put in place to help raise achievement and achieve potential. MES and MEGs have been introduced in KS3 & KS4 which currently assist in the monitoring of students' progress within subject specific departments. These are reviewed after each Assessment Window. 35% of the annual intake enter via higher/grammar route. Our statistics have highlighted this as an area for improvement:

Area for Development:

We wish to target 35% of our student population to achieve 7-10 A*-B outcomes in line with DENI statistics and targets We will make use of available data and interventions by the Form Team. Departments and Learning Coaches as well as family support. We wish to motivate and build on a 'can do attitude,' via work on aspirations from Year 8 onwards to achieve the higher grade outcomes.

Impact:

At least 35% of our young people each year will achieve 7-10 GCSEs A*-B outcomes and be motivated to reach their true potential all being pastorally well. We wish to highlight to parents that we can meet the learning needs of higher ability students and those within the Lagan's exceptionally able pupils (LEAP focus)

AP 3 P Target 3	Support 35% of students to achieve 7-10 A*-B grades
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Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>Success Criteria: 1 To increase the percentage of students achieving 7-10 A*-B grades in GCSE to 35% of the whole cohort by 2022.</p>	<ul style="list-style-type: none"> • Inset Training for staff on 'Stretch and Challenge' the more able • Specific activities created for Learning Teams/ Coaches for those pupils predicted 7-10 A*-C grades to stretch more able students • Teachers of subjects that completed GCSE modules in June 2019, and achieved a C/B grade; encouraged pupils (particularly in Grammar Entry) to re-sit Year 11 exams. Those pupils who achieved an A were identified and where appropriate encouraged to aim for an A*. 	<p>Hod Meetings</p> <p>Time and resources to monitor and support underperforming Subject Departments</p> <p>MEGs and termly progress reports</p> <p>Learning Team resources</p>	<p>August INSET 2019 - Sharing of good practice within and across departments, ie. Lesson observations, INSET sessions, websites/ resources and teaching methodologies</p> <p>Number of entries for resit of exams. However, due to Covid-19, pupils were unable to resit these exams.</p>

	<ul style="list-style-type: none"> • Lessons planned and SOWs to incorporate stretch and challenge activities • Assessment performance was tracked and those students falling below their potential were target set- and communication to home /student. 	<p>ATK, NMG, HR, CRL, HoDs and HoYs, SLT – MNE, WLT, MN (HOD Meetings)</p> <p>FFT Aspire Analytics</p>	<p>Departmental SOWs</p> <p>Identified 35% of Year 12 cohort to track and monitor 7-10 A*-B outcomes using Sims.</p> <p>Implemented learning teams in Year 12 with specific staff targeting children with 7-10 outcomes.</p> <p>Powerpoints and activities suited to stretch and challenge</p> <p>However, due to Covid-19 restrictions, and the College having to close; the Learning Teams/ Coaches did not get to complete the full programme of activities</p> <p>Due to Covid-19; students were expected to engage in their work, online. For Current Year 12 Pupils (Sept 2020) Class teachers and Hods identified pupils who did not engage fully with online learning. This information was collated and parents contacted regarding our concerns, with information given</p>
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	<ul style="list-style-type: none"> • Learn Spark for Revision Techniques and Exam Success; Groups have tailored sessions to stretch more able students and achieve the top grades. • Motivational speakers 	<p>on how best to support their child's learning.</p> <p>All pupils for Year 12(Sept 2020), received at least one phone call home from the pastoral team to discuss online engagement with work set by teachers. A log was kept of all contact made.</p> <p>Learn Spark completed workshops for all pupils focusing on how to achieve your potential. Pupils were divided into groups, particular focus and tailored activities for Grammar intake students, focusing on stretching and challenging.</p> <p>Nov 2020; 20 Year 11 Male Pupils (Sept2020) have been identified to partake in a virtual conference to celebrate International Men's day. The conference was facilitated by us on behalf of our partners at Pinsent Masons Law Firm. This is to promote leadership skills and thus help motivate and enthusiasm to achieve potential.</p> <p>Dec 2019 – LLS Innovator of Global Sports and Coaching; delivered an assembly to the Year 12 (Sept2019) on Raising Aspirations.</p>
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	<ul style="list-style-type: none">• Use of Megs	<p>LLS is a global sports coaching and education company with a focus on raising the aspirations of all, regardless of their academic goals or chosen career path. It was based on: aspirational and motivational careers focused assembly. The assembly focused on the following:</p> <p>The importance of working hard for GCSE exams.</p> <p>How to develop a unique CV for any industry.</p> <p>Importance of quality work experience.</p> <p>Sharing success stories of young people they have worked with in the past.</p> <p>They use “The Winning Formula” of qualifications, work experience and professional networking to outline the building blocks that students need to start their career in whatever industry they choose.</p> <p>Due to Covid-19, CAGs were allocated to all students. These were compared to AW Grades</p>
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<p>2 Annually GCSE attainment trends will be in line with the top 95th percentile of schools in the same FSM band.</p> <p>3 All GCSE subjects will be at or above the three-year NI Non-Grammar School trend. 35% of GCSE subject entries will be at or above</p>	<ul style="list-style-type: none"> • Departmental and Classroom Intervention and support • Use of Data to identify those students who should be achieving 7 A*-B grades. • Use of Data to identify those students who should be achieving 7 A*-B Grades 	<p>and MEGs, by Hods, SLT- MNE, ATK, MUL, CRL, NMG.</p> <p>Due to Covid-19 Restrictions, school based learning ended and online learning started. Regular phone calls home, emails sent to parents and students regarding their engagement was undertaken. All work was set and monitored using online platforms.</p> <p>Due to Covid-19, pupils given the CAGs. These statistics are therefore not published for all schools. HoDs, Class Teachers, SLT-MNE, ATK, CRL, MUL NMG, looked at tracking data for all pupils in Year 12, compared CAGs against their assessment data throughout the year. All pupils were discussed at a departmental level and SLT level, with explanations for all grades allocated, given.</p> <p>Due to Covid-19, pupils given the CAGs. These statistics are therefore not published for all schools.</p>
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<p>the three-year NI Grammar School trend.</p>			<p>Based on in-house, GCSE Analysis, there has been a 5% increase in the number of pupils achieving 7A* - B, from 19% in June 2019 to 24% in June 2020.</p> <p>CRL has worked with Hods to identify those students in our current Year 12 cohort and put in place extra support catch up classes.</p> <p>Members of English department and SLT have a 6-week revision plan to help all pupils with their English Unit 1 Exam in Jan 2021. Pupils have been streamed accordingly and activities are tailored to suit the needs, ie. Stretch the Grammar intake students.</p>
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Lagan College 2019-22 – led by Danielle Collins
Action Plan 4 Target 1 - Improving Student Attendance

Baseline:

The College records and monitors attendance in a consistent way, as per DENI Circular 2018/12 (03/09/18) The College’s Attendance Policy reflects guidance in Miss School = Miss Out: Improving Pupil Attendance Strategy (DE, December 2016) and attendance comments on reports to parents reflect DE guidance in ‘Every School Day Counts’. Pastoral Teams monitor the attendance of all students on a monthly basis and there is intervention when an individual student’s attendance falls below 90% (for no acceptable reason). To promote a positive attitude to attendance, Year 8 -10 students are rewarded with Credits and entered into an Attendance lottery and excellent attendance is celebrated at Awards Ceremonies. The Head of Junior and Senior School liaise with the Education Welfare Service on a regular basis to review students whose attendance falls below 90%.

NI Average Attendance 2016/2017 – 93.3%				LCB Average Attendance 2016 -2019 – 93.6%				
2018/2019	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Whole School
Year Group	94.38%	93.38%	93.28%	91.64	92.99%	93.58%	93.58%	

Areas of Development include:

The implementation of effective monitoring and recording procedures for student attendance. Staff will use SIMS Attendance module with greater consistency to record student lesson and daily attendance. Pastoral teams will monitor student attendance to ensure appropriate intervention and support is in place for students of concern. Unexplained absences will be recorded and monitored weekly using appropriate codes by Form Tutors & Heads of Year. Student incentives to encourage 94% and above attendance will be implemented with specific focus on KS4 and 5 incentives.

Impact:

Efficient administration arrangements for attendance will help staff to track students and students to monitor their own attendance record. A three-year whole school average attendance statistic of 95% will help ensure good quality educational outcomes for students. This will, in turn, will enable students to build confidence and self-esteem and enhance their development and progress to further/higher education, training or employment. By monitoring and using data effectively, Pastoral teams will ensure that appropriate intervention and support is in place to target poor attendance to overcome any key barriers to learning with support of an IEP if needed.

AP 4 Target 1	STUDENT ATTENDANCE		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1. The College will have in place effective monitoring and recording procedures for student attendance. 2. All teaching staff will use SIMS Attendance module every lesson – lesson monitor with greater consistency to record student attendance in every lesson.	2019/20 <ul style="list-style-type: none"> • Review and audit recording attendance procedures • Implement more robust and effective sign in and sign out procedures at the student and main reception areas. • Implement effective monitoring of late and sign in and out books and follow up with students by Heads of Year, to include more visibility of senior staff to meet and greet students. • Implement effective monitoring of unexplained absences and follow up with students by Heads of Year, Heads of School and VP • SLT will follow up persistent non-completion of unexplained absences by staff. 	All Staff INSET Time SIMS Attendance Module PASS Survey +Costs	

<p>3. Pastoral teams will monitor student attendance to ensure appropriate intervention and support is in place for students of concern</p> <p>4. The College will have implemented student incentives to encourage 95% and above attendance and 'IN to WIN prizes'</p>	<ul style="list-style-type: none"> • Use SIMS Attendance monitor to greater effect to audit reasons for non- attendance • Staff Training on SIMS Attendance module • SLT will follow up on staff persistently not recording lesson attendance. • Undertake PASS survey with Year 8 and Year 10 students, using this data to analysis student attitudes towards school, potential reasons for non-attendance and barriers to learning • Use PASS survey outcomes to inform and implement appropriate interventions to improve attendance. • Increase student incentives to encourage 95% and above attendance specific focus KS4/5 raffles. 'IN to WIN PRIZES' 	<p>ParentMail</p> <p>'IN to WIN Prizes cost and Recognise and Reward Prizes COST)</p>	
	<p>2020/21</p> <ul style="list-style-type: none"> • Introduce ParentMail to enable parents to email/text regarding their child's absence. • SLT will follow up on staff persistently not recording lesson attendance. • Undertake PASS survey with Year 8 and Year 10 students, using this data to analysis student attitudes towards school, potential reasons for non-attendance and barriers to learning • Use PASS survey outcomes to inform and implement appropriate interventions to improve attendance. • Increase student incentives to encourage 95% and above attendance 		
	<p>2021/22 As above</p>		

Baseline

Lagan College has a strong record of prioritising the health and wellbeing of its students and staff endorsed by the ETI in 2018 and 2019 via LCB staff leading ETI training and via whole school inspection March 2019. Some Senior Staff have been trained as Mental Health First Aiders and some in Applied Suicide Intervention Skills Training (ASIST), however, all staff have been trained in Safe Talk 2018 and we have a full time registered nurse available every day. In addition, senior students have led assemblies on Mental Health and Wellbeing with our students - supporting our PD Decider programme.

Area of Development:

We wish to further enhance our work on positive mental health and wellbeing across the school by introducing the Hopeful Minds Programme into Year 9 and working with both UJJ and QUB academics and Pinsent Masons to eventually by 2022 to become a Leeds Beckett University endorsed Centre of Excellence for Mental Health and Wellbeing. We would also like to review our different ages and stages learning with regard to positive mental health and forge further relationships with more external agencies and guest speakers

Impact:

Our intention is to further support young people and our staff to take responsibility and care of their mental health and wellbeing and be clear on internal and external support available. All staff will be trained in the Hopeful Minds Schools Programme and all Year 9 students. We would also like to enhance our student, staff and family knowledge of identify risks and meeting children's needs by using our quadrant of support proforma.

Research: Developing a Health and Wellbeing strategy for all within EA. Trauma Informed Practice in the Schools: Mindfulness, Measuring and Monitoring children and young people's mental wellbeing. A toolkit for Schools Wellbeing Measurement Framework for Secondary Schools, EBPU. The Mentally Healthy Schools Workbook by Pooky Knightsmith.

AP 4 P Target 2

POSITIVE MENTAL HEALTH & WELLBEING

Action and Time

Resources
& Staff

Evidence/Self Evaluation/Impact

<p>1 To ensure all staff and students understand what their wellbeing means and steps that can be taken to keep it healthy.</p>	<p>Continue staff training/capacity building based on needs identified from familyworks audit and CP/safeguarding log book analysis. E.g. Safetalk, ASIST, MHFA, Self-harm.</p> <p>4 Senior leaders received training via Leeds Beckett University on 'Developing a whole school approach to Mental Health' (D. Collins/L Grant-Sept/Oct 2019) and the 'Pastoral Lead Development Programme' (L Mulholland/J Rogan-Jan 2020) both funded by Pinsent Mason</p> <p>Principal attended Trauma Informed Practice Training and the EA Principals' Training on Mental Health and Wellbeing.</p> <p>VP Pastoral- D Collins and 4 students attended Listening - A Mental Health Conference for Integrated schools. October 2019</p> <p>Participated in the UUU/QUB R.E.A.C.T. (Reducing Exam Anxiety through Activity and Coping mechanisms) research project by Ruth Neill involving 2 x Year 9 form classes. Project completed Jan. 2020. G Connolly received training on delivering the programme to his form class - 9CNL (26 students). 9GRV acted as a control group.</p>	<p>£395 exc VAT. Pinsent Masons potentially to fund.</p>	<p>This improvement work ceased due to COVID-19 pandemic March 2020. Documents - Training materials.</p> <p>Documents - Training materials. Documents - Student permission letter, event flyer and programme October 2019.</p> <p>Documents - Teacher training materials for the project. CBD - REACT Student workbooks. Awaiting feedback from Ruth Neill of pre/post programme analysis.</p> <p>This improvement work ceased due to COVID-19 19 pandemic.</p> <p>This improvement work ceased due to COVID-19 19 pandemic Wellbeing Day folder available in RM Staff. With staff pictures.</p> <p>In response to COVID 19 pandemic, improvement work in this area took on a different focus supporting students, staff and parents/carers remotely.</p> <p>Year 8-10 'Recognise and Reward' Health and Wellbeing Challenge classes on Google Classroom. 15 different challenges set. Uploaded responses, videos, pictures from students and feedback comments</p>
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	<p>Devise a staff calendar mapping out key times/events with timely reminders in advance of significant assessment/reporting deadlines.</p> <p>Explore school's involvement in 'Bloom'.</p> <p>Implement a range of initiatives to enhance staff and student wellbeing:</p> <ul style="list-style-type: none"> • Staff Wellbeing Day given 16 March 2020 • Year 8-10 'Recognise and Reward' Health and Wellbeing challenges were set each week via google classroom in a range of areas; sport, arts and culture, life skills, science and nature etc. For each challenge completed, students were awarded virtual Recognise and Reward credits to cash in at the R&R reward shop Term 1 2020. • Emotional check-in phone calls/home visit with students and staff. Food parcels delivered to families in need. 	<p>from pastoral staff available in GC area. Images also posted on website, Facebook and twitter feeds.</p> <p>Lockdown Pastoral logs – contact made with a third of the school's young people/families. Distance Learning Teaching Staff Survey – Staff Wellbeing section Q1-5 (Data)</p> <p>Counselling records - Document</p> <p>Uploaded onto Website, Facebook etc.</p> <p>Documents - Copies in file</p>
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	<ul style="list-style-type: none"> • Remote access to Family works school counselling service. • On site supervision for children whose parents held Keyworker status – 8 young people • Supervision support provided to Forge IPS • Supportive Video Messages from Principal to students and their families. • Online Pastoral and Chaplain assemblies - Holy week, Earth Day, Welcome to the Summer term. • Various initiatives to promote positive wellbeing Sunflowers for Hope challenge, Virtual Sports Day, Departmental celebration of student work, Active coping calendar – Meaningful May, regular pastoral and curriculum updates, A-Z activities guide, helpdesk ticketing system for online learning support/technical issues, number of laptops/iPads secured for families in need. 		<p>Messages of praise/appreciation see mental health and wellbeing development work. or these measures/supports – emails, phone calls etc.</p> <p>SLT Supervision Rota</p> <p>Forge IPS supervision timetable – A McNamee/L Grant complete 6 days on their rota</p> <p>Facebook/Twitter, etc.</p> <p>Uploaded onto Website, Facebook, etc.</p>
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<p>2 To raise staff awareness about the widespread nature of mental health problems in young people and the need to identify them and train on how to intervene early.</p>	<p>Four Senior leaders received training via Leeds Beckett University on 'Developing a whole school approach to Mental Health' (D. Collins/L Grant-Sept/Oct 2019) and the 'Pastoral Lead Development Programme' (L Mulholland/J Rogan-Jan 2020) both funded by Pinsent Mason</p> <p>Principal attended Trauma Informed Practice Training and the EA Principals' Training on Mental Health and Wellbeing.</p>		<p>Documents - Training materials.</p>
<p>3 To teach Year 9 to be hopeful and understand how to be in control of their hopeful minds and resilience.</p>	<p>Principal/VP/Chaplains were trained as Hopeful Minds facilitators in 2019.</p> <p>Year 8/9 form teams and HOS undertook 'Hopeful Minds' training in August 2019 in order to deliver programme to Year 9s as part of PD programme</p> <p>'Hopeful Minds' Programme delivered to all 222 Year 9 students and is now being embedded module in the Year 9 PD Programme.</p>		<p>Documents - Training materials.</p> <p>A number of staff trained in Hopeful Minds by Marie Dunne</p> <p>Pupil workbooks.</p>
<p>4 To create a 'Pastoral Hub' – a safe space where students can access a listening person and information.</p>	<p>Conduct a wellbeing audit with students – such as PASS. This was carried out with 221/240 Year 8 students on October 2019</p> <p>Identify a suitable space to use as a wellbeing hub and open for staff and student use – identified area outside Chaplaincy incorporating the two office spaces extending this area as a Wellbeing Centre.</p>		<p>PASS Survey data – indicating cohort fell into the High satisfaction with their school experience category in all areas. More in-depth analysis of this data ceased due to COVID-19 19 but to resume in Year 2.</p>

<p>5 To help an increased number of parents/carers in relation to Mental health and wellbeing of their young people and signpost external agencies.</p>	<p>Audit parental interest in support required in terms of teenagers' mental health and wellbeing. Implement learning opportunities for parents.</p>		<p>EBALC Sharing of Good Practice in terms of Mindwise Parental Workshops.</p>
<p>6 To achieve the Carnegie Centre of Excellence for Mental Health in Schools Leeds/Beckett.</p>	<p>Application made to embark on the Mental Health in Schools Award via Leeds Beckett. Pooky Knightsmith allocated to Lagan College to oversee mental health and wellbeing development work.</p> <p>Conduct a whole school audit on Mental Health and Wellbeing to include all stakeholders. Draft student survey was devised. However, this improvement work ceased due to COVID-19 pandemic.</p> <p>Complete an evaluation framework and create a personalised action plan set against the framework criteria. Mapping exercise completed with regard to staff and students/current practice. However, this improvement work ceased due to COVID-19 pandemic.</p>		<p>Draft student survey</p> <p>Copy of Mapping exercise – Document</p>

Lagan College 2019-22 – led by Una Walters
Action Plan 4 Target 3 Positive Behaviour Restorative Practice

Baseline:

In 2009 all staff were trained by Debbie Watters Alternatives on Restorative Practice and implemented a restorative practice model to address issues when communication and relationships break down. In 2013 students and staff devised our Positive Behaviour Student Expectations procedure. Over the past 6 years, Lagan College has been lead innovative practice by accessing Solihull Practice and training by lead practitioners such as Joanna Brown and Sheina Rigg in (also a Governor). We have also gained the Bronze Award as a Rights Respecting School.

Area for Development

Due to the increased SEBD presentation staff are managing from some students it is imperative that we keep positive behaviour training as central to living out our integrated ethos and values. It is also timely that all stakeholders should review our Positive Behaviour Student Expectations Procedure in 2019 and re-visit training in whole school restorative practice linked directly to our school value of ‘reconciliation’

Impact: To increase staff ability to deal with and manage a range of complex SEBD profiles by offering interactive staff training and exemplification and by becoming a Trauma Informed School. We intend to reduce the number of students in detentions and suspended from school by continuing to invest in preventative practice and offering other community based restorative solutions where possible and to improve learning access and support the child making expected progress.

AP 4 P Target
3

POSITIVE BEHAVIOUR & RESTORATIVE PRACTICE

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1 Increase teaching staff confidence to manage a variety of student behaviours and work collaboratively by sharing what works well for a child.	Principal/ VP lead workshop on Positive Behaviour Strategies – introduce SGP and case study practice – completed August 2019. Update and simplify the 5 stage stepped approach for the staff handbook and Positive Behaviour Policy.	Time PPP slides P VP SLT/MLT All staff	Audit – feedback from training via Staff Development – Mrs McKee Documents Staff handbook updated August 2020 Collated strategies from Whole Staff Training disseminated to all staff – teaching and CA support Training undertaken with BoG

<p>2 Reduce the number of students involved in detention and suspensions over the lifecycle of the SDP (2019-2022).</p>	<p>Research best practice in reconciliation and restorative practice models world wide and locally- visit other schools to inform review & practice.</p> <p>Principal and BoG to train in 'Trauma Informed Practice' to build on Solihull and ACE training</p> <p>Formalise the Student Quadrant Support Document and review helpfulness Inform parents of potential risk and how to support their child navigate Year 9-11 to avoid barriers to learning.</p>		<p>Not undertaken to date due to Covid restrictions</p> <p>Roll out of Student Quadrant Support Document SLT Pastoral Term 1 2020 (Evidence: Pastoral SLT Minutes) Middle Leadership Pastoral Term 2 Form Tutors and all teaching staff / CA support Term 3 2020</p>
<p>3 Increase the number of students, staff and parents involved in restorative practice to resolve all at low level behaviour.</p>	<p>Enhance our Rights Respecting School level with work lead by the SLT and Chaplains related to our integrated values. August 2020 Whole staff and student training lead by Restorative Practitioner, Principal and Chaplains</p>		<p>Behaviour Management Training Programmes – Restorative Practice at all levels within the school</p>
<p>4 Update training for all staff in 'reconciliation' -and restorative practice models and share case studies. Support the Students to review our school policies in this area and Positive Behaviour.</p>	<p>Review Positive Behaviour Policy with all stakeholders to ensure fit for purpose, most up to date. Principal/VP lead workshop on Positive Behaviour Strategies – further SGP and case study</p>		<p>August 2020 – Initial Whole school delivery Inset</p> <p>Policy Review – Senior Pastoral Team</p>
<p>5 Become a 'Trauma Informed School' to reduce barriers and linked to improved outcomes for individual students presenting with SEBD on</p>	<p>SLT/ MLT to be trained in Trauma Informed Practice, research and visit centres of excellence</p>		<p>School Achieved Bronze Rights Respecting Award - 2020</p>

<p>the Code of Practice and work with lead practitioners such as SPIB/ PSNI.</p> <p>6. Achieve the Silver Rights Respecting School level in keeping with our integrated ethos.</p>			
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