

**LAGAN COLLEGE**  
**SCHOOL DEVELOPMENT PLAN**



**One Year Plan 2022/23**

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Lagan College was founded in 1981 with 28 students as Northern Ireland's first planned integrated school. Today there are 1452 students including 300 in the Sixth Form and the College continues to be well over-subscribed. Lagan College celebrated its 40<sup>th</sup> anniversary last year and is the flagship of integrated education locally and known globally.

In 2002 the College was recognised 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. Our Principal resides on the APTIS steering committee and was a NICIE Director 2019-21.

The College is an 11 – 18, all ability, intentionally integrated, inclusive school with Christian values at its core, where all children within the same family can be educated together to the highest standards. 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. Our families receive regular communication about the school through school comms and social media.

The College is fully integrated at all levels. 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 steadily since pre-Covid outcomes, with 80% of A level students achieving 3 A\*-C A and 97% % of GCSE students achieving 5-10 GCSEs A\*-C (77% including English and Mathematics) The school also achieved an increase in the number of students achieving 7-10 GCSEs A\*-B grades which had been a targeted area.

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 also attendance and learning outcomes again in 2022/23, including how best to meet the needs of boys and stretch and challenge above average learners. Lagan College is a bilateral, all ability school within a Free School Meals Band of 30.0%- 39.99%.

We are proud of our past achievements but excited about the next decade of the school's journey. We will continue to build as many opportunities for children of all abilities and religions, other and none to be educated together and be peace makers in Northern Ireland.

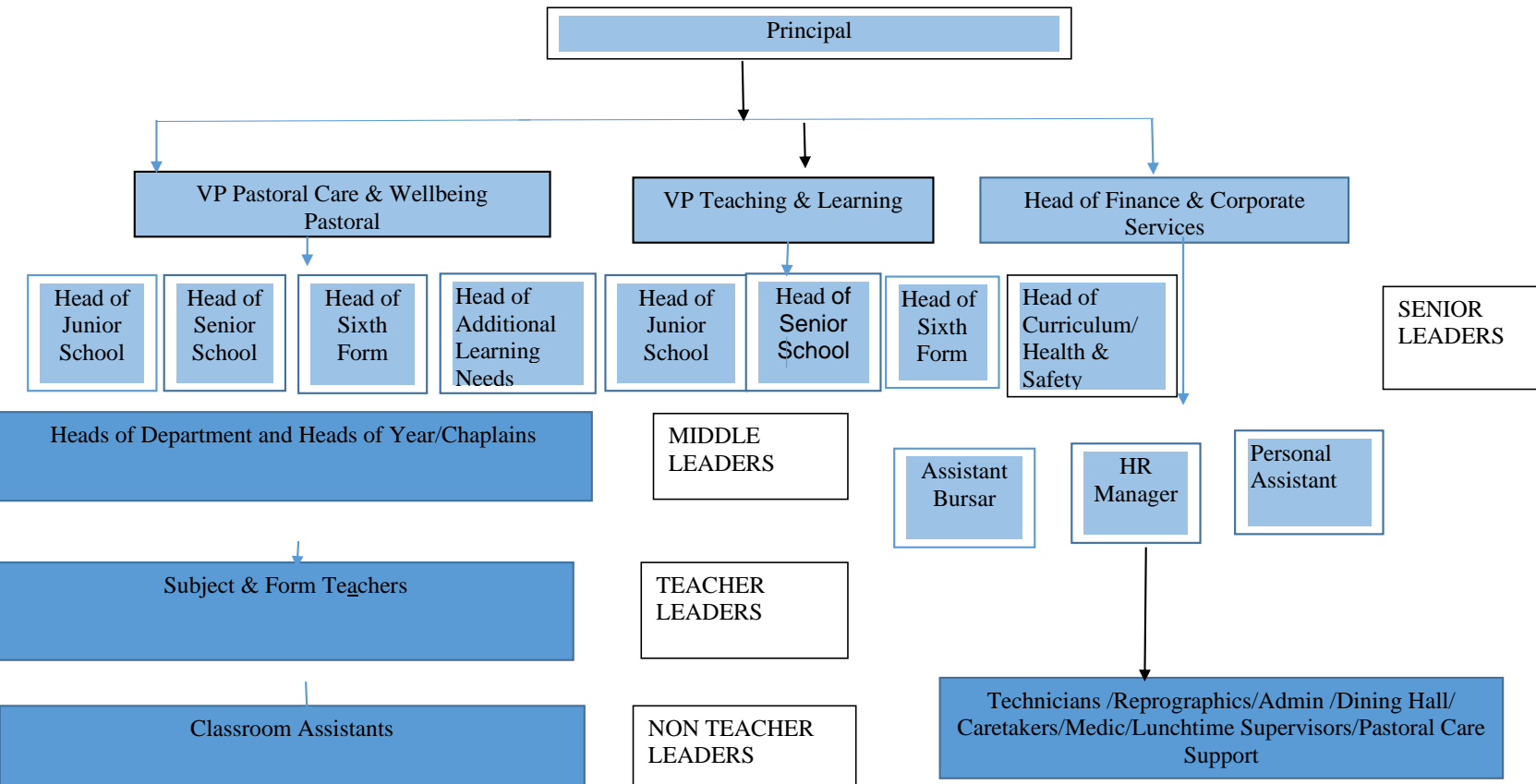
### **Lagan College Ethos and Values**

Our Vision:	To educate to the highest standards Catholics, Protestants and others of good will, of all abilities, together.'
Our Mission:	Ut Sint Unum 'That They May Be One'
Our Core Values:	What they mean to us:
RESPECT	We are committed to treating one another with <b>respect</b> and compassion irrespective of our religion, other or none, ability, cultural background, ethnicity and sexuality.
EQUALITY	We recognise the importance of treating everyone with fairness and <b>equality</b> . We are a welcoming school which values everyone equally and the contribution they make to our school, our community and NI society as a whole.
RECONCILIATION	We support one another to put things right when they have gone wrong and move forward in the spirit of <b>reconciliation</b> and forgiveness.
SERVICE	We believe in <b>service</b> to others and being involved within school and the wider community to help others, to be kind, caring and thoughtful.

Lagan College was founded in the belief that Protestants and Catholics belong to the same Christian family and that in Northern Ireland it is better for them to be educated together than apart. As members of the one human family, young Catholics, Protestants and others of goodwill can learn to trust and have confidence in each other through being educated together under the same roof, sharing a loyalty to the same school. Together they can learn to express the unity in diversity of the one human family.

The College was founded in order to address the major issues in Northern Ireland of segregation according to gender and academic ability. Our underlying belief is that it is possible to structure a school in such a way as to integrate pupils and at the same time to take account of the differences between them. The well integrated family is made up of well-developed individuals. In order to be integrated, we have to be differentiated and be intentional and planned in our approach. Children of the same family are all different but are integrated through sharing the same home. Brothers and sisters may have different abilities, but they do not have to go to different schools. There can be room for all children together in the same school.

**ORGANISATIONAL LEADERSHIP CHART**



**School Development Plan**

A School Development Plan is devised every three years. It is reviewed on an annual basis with its Action Plans and associated targets/priorities being reviewed by the Senior Leadership Team on a monthly basis. Our School Development plan was devised in 2019 following on from inspection during a period of teacher action short of strike action. The ETI Standard Inspection March 2019 informed whole school action planning in light of achieving positive affirmation and constructive feedback during a period of industrial action. Our 3 year SDP 2019-2022 was accessed by the wider school community on the Lagan College website and stored in RM Staff. Prior to its ratification by the Board, students were consulted via the Students' Council, learning review groups, questionnaires and one-to-one conversations. Parents were consulted via the Parents' Council and by surveys and questionnaires. Staff were consulted via staff development sessions, questionnaires, working teams and by carrying out the TTI self-evaluation audit- subsequently updated by our use of the ISEF tool.

**Covid -19 Impact**

Due to the global pandemic work on the School Development Plan was significantly disrupted in 2019/2020 and 2020/2021. Whilst many aspects of school improvement occurred by default due to staff hard work at an operational level- working through a critical school incident, the school focussed on re-aligning work to the SDP. The SDP Edition 3 2021/22 was reviewed and redrafted to reflect a new one year, Covid Recovery SDP 21/22 with a reduced number of priority areas which were more focussed. The senior leadership and middle leaders incl. Heads of Department and Heads of Year and their teams reviewed the work to date and prioritised action needed to be included in a further one-year Covid Recovery SDP 22/23. Senior leaders have devised a series of 8 Action Plans linked to an operational plans devised at Departmental and Year group level which reflect the connectivity between both.

**Consultation**

Having continued to care for children and learning throughout the immense challenges of the world pandemic, Lagan College's Board of Governors agreed with the senior leadership team to create another one year focussed School Development Plan for 2022/23, as the school moves forward after 3 unprecedented and disrupted years. Our new one year SDP continues to consolidate and build on last year's covid recovery plan. We utilised staff self-evaluations, Year 8 and Year 13 focus groups and parental meetings to devise our new plan. It has been shared with all staff, students & families. It is also made available on our school website.

**Covid Recovery**

We are committed to supporting our students to get fully back on track and review our school practice, so that we move forward in a spirit of optimism and hope. Throughout the last 3 years we have continued to self- evaluate, liaise with key focus groups to listen to the voice of key stake holders and this year we are consulting widely, using the ISEF framework and the 9 ETI Empowering Learning Areas to inform our work and the construction of a new 3 year SDP 2023-2026.

## **Action to Promote Listening, Engaging and Learning**

## **School Development Plan**

### **Monitoring, Evaluation and Review**

The Senior Leaders, responsible for overseeing the 8 Action Plans will review progress on a monthly basis with the Principal, using report cards. The Principal will share and review progress of school development work with the Board of Governors on a monthly basis and use the RAG system once a term to track school improvement work and its impact.

The Middle Leaders, responsible for devising Departmental and Year team operation plans linked to the School Development Plan 4 Action Plans and 8 priority areas will review progress in January and June with their teams. This will be fed through to the Senior leaders via HOD and HOY meetings.

### **Self-Evaluation**

Lagan College is committed to being a self-evaluative school that utilises qualitative and quantitative data to inform school improvement work and verify the outcomes of our actions. Due to the disruption in learning over 3 years leading to necessity by the school system to utilise teacher assessed grades (2020), Centre Determined Grades or Teacher Assessed Grades TAGS (2021) and Unit Assessments (2022), we will be using pre Covid 19 data (2019) and our cohort specific CAT4/PIE and PIM data to benchmark student learning outcomes for 2022/23 alongside other key performance indicators such as attendance, admissions, pathways etc.

### **Learning Recovery 'Engage Programme'**

The Department of Education has deployed a third round of funding to support covid recovery at whole school level with specific ring fenced funding. Referred to as the 'Engage Programme', we have been able to employ a 0.6 P/T teacher and support 2 new leadership posts Learning Recovery Co-ordinators Numeracy and Learning Recovery Co-ordinator Literacy. The Vice Principal in charge of Teaching and Learning will oversee this area of school improvement again, prioritising intervention and support students undertaking GCSE and GCE examinations.

### **Learning Support**

As a consequence of the Special Educational Needs Review and changes in legislation, Lagan College has employed a further Learning Support teacher. Further investment has been given to co-ordinate literacy and numeracy intervention for KS3 students who require help and the use of interventions at KS3 level to identify any learning gaps as a consequence of Covid and address them.

### **Mental Health and Wellbeing**

The Department of Education has deployed funding to support all schools to prioritise the mental health and wellbeing of students. Lagan College has been able to secure further counselling hours above and beyond Family Works counselling and train all staff in trauma informed practice and teenage trauma. Key members of staff have also been trained in mental health first aid and released to focus on pastoral development work. The Board of Governors supported by the Board of Directors, are extending the Chaplaincy Service to include a Wellbeing Centre and Wellbeing Manager.

**Summary Key Baseline Data****School Development Plan**

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023 Predicted</u>
Year 8 Admissions	237	236	234	237	236
Sixth Form	300	300	300	300	300
Total Enrolment	1387	1422	1433		1454
% Statements of SEN (stage 5)	6.29	6.97	6.96	TBC	
% of students with SEN Need	23.99	25.85	18.11	TBC	
% Free School Meals	25.73	21.23	21.42	28	33
% GCSE Outcomes 5-10 A*-C	92	95	97	97	
GCSE Outcomes 5-10 incl. Eng/Maths A*-C	74	72	70	77	
% GCSE Outcomes 7-10 A*-B				33%	
GCE A/S 3 A-C	72.4	88.2	75.7	62.8	
GCE A level 3 A*-C	77.3	91.3	84.7	79.0	



**Opportunities**

- Healthy Enrolment
- Covid Keepers
- New staff
- SEN Statutory Regulations
- New Chaplaincy & Wellbeing Centre
- Inclusive Practice LGBTQI
- Shared Practice on WW4B -What Works for Boys

**Challenges**

- Covid 19
- Wellbeing and Mental Health
- Building work
- Funding
- Experienced Staff Retiring
- Cost of Living Crisis
- Demand for Integrated Education

## **Financial Statement**

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

### **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 1424
- Good financial controls and systems
- The school operating in a prudent manner.

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
	£'000	£'000	£'000	£'000
Income	8,602	8,161	7,341	6,643
Operating charges	8,413	8,160	7,342	6,642
Surplus/ (Deficit)	189	1	(1)	1

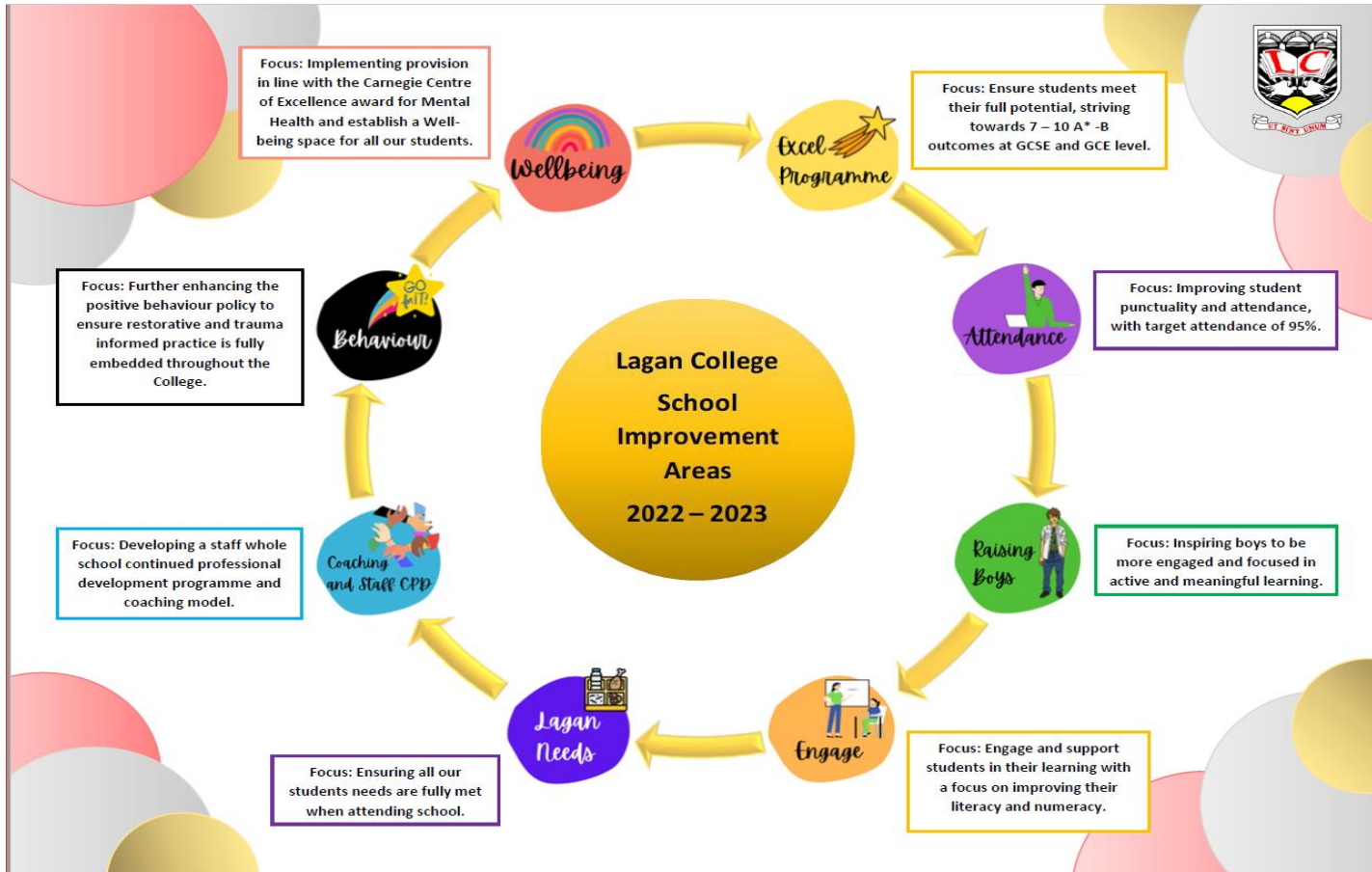
### **The projected financial position of Lagan College**

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>2022</u>	<u>2023</u>	<u>2024</u>
Income	£8,688	8,774	8,862
Operating charges	£7,750	8,774	8,862
Surplus for financial year	0	0	0

School Development Priorities

Commented [AM1]:



SDP Area for Improvement Identified: Action Plan 1 Wellbeing - Developing a whole school approach to Positive Mental Health and Wellbeing		Health, Wellbeing & Keeping Safe	
<p><b>Baseline</b> 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. A number of senior staff have been trained as Mental Health First Aiders, 10+ in Applied Suicide Intervention Skills Training (ASIST) and all staff have been trained in Safe Talk 2018. In 2022, SLT/BOG completed Trauma Informed Practice Training Level 1 and 2 with all other staff completing Level 1. We have a full time Student Health and Wellbeing Assistant available every day. In addition, the MHF's Peer Education Project, the 'Hopeful Minds' and 'Bloom' programmes have been embedded to our PD programme. Students, parents and staff have attended a range of wellbeing and resilience sessions such as the Year 14 Self-care and Share event being introduced in 2022 which included a session led by a clinical psychologist. Funding and a location was secured for a Wellbeing Centre with works currently underway. The Mental Health in School's Award diagnostic tool was completed and an action plan to secure the gold award devised with assigned coach, Ruth Whiteside. The school participated in sharing good practice featuring in a recent NSPCC film focusing on the importance of teaching young people about relationships. Staff availed of a variety of wellbeing activities/offers e.g. flu jab, yoga, etc.</p> <p><b>Area of Development:</b> To become a Leeds Beckett University endorsed Centre of Excellence for Mental Health and Wellbeing. Embed the Year 14 Self-care and share as an annual event. All staff to complete Trauma Informed Practice Training Level 2 and Jenni Knox 'Understanding the Teenage Brain' staff training. Complete works and open the school's Wellbeing centre.</p> <p><b>Impact</b> All staff will have undertaken training to become trauma informed practitioners empowering them to work towards reducing barriers for learning and improve outcomes for students. The College will be an endorsed Centre of Excellence for Mental Health and Wellbeing. All Year 14 students will have completed a MH&amp;WB programme to prepare them for their onward journey. LCB Chaplaincy &amp; Wellbeing Centre will be accessible to all students and be a space for students to access support for their MH&amp;WB.</p>			
AP 1 Mrs Grant		Wellbeing & Mental Health	
Success Criteria	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>2. Review the PD programme with student voice.</p> <p>3. 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>4. To create a Wellbeing Centre – a safe space where students can access a listening person and information.</p> <p>5. To achieve the Carnegie Centre of Excellence for Mental Health in Schools Award</p>	<ul style="list-style-type: none"> <li>• Continue to implement a range of initiatives to enhance staff and student wellbeing: Taking the opportunity to review the PD programme with students.</li> <li>• To monitor, evaluate and review the new programmes added to the PD programme and embed the Year 14 Self-care and Share Wellbeing event as an annual event.</li> <li>• Pilot the use of Take 10 software and evaluate its success in students' ability to better regulate their emotions and reduce anxiety/stress levels.</li> <li>• Continue staff training/capacity building based on needs identified from Familyworks audit and CP/safeguarding log book analysis. E.g. Jenni Knox 'Understanding the Teenage Brain' August 2022, Trauma Informed Practice Training Level 2.</li> <li>• Complete the 'Chaplaincy &amp; Wellbeing Centre' building works, hold an opening event(s) and develop how it will be utilised to best serve students, staff, parents and the wider community.</li> <li>• Complete and submit the portfolio of evidence to secure the Carnegie Centre of Excellence Mental Health in Schools Award December 2022. Deliver the Mental health workshop devised by CLL/GRT to three feeder primary schools. Continue to share good practice with others.</li> </ul>	<p>Internal Wellbeing Initiatives and PD Curriculum Audits SLT Pastoral Team</p> <p>Finance to support – Year 14 Self Care and Share Events Year 14 and SLT Pastoral Teams</p> <p>INSET – 'Understanding the Teenage Brain' – Jenni Knox.</p> <p>Finance for the Take Ten Programme – Licences</p> <p>Carnegie Centre of Excellence – Mental Health Award Resource File SC&amp;S Booklet costs CLL and GRT</p>	<p>Documents/Data/Voice - Staff Evaluations</p> <p>Student Voice – Evaluations/Data/PD focus group.</p> <p>Data- reduction in number of students being suspended</p> <p>Student voice- de-escalation of incident of behaviour. Better student self-regulation.</p> <p>Training materials/evaluations</p> <p>Feedback from Primary schools involved in pilot and student evaluations</p> <p>Receipt of the Carnegie Centre of Excellence for Mental Health in Schools Award</p> <p>New Reviewed PD Schemes of Work incl Resuscitation KS3 and Consent continuing as new areas of focus. Student feedback usefulness.</p>

**Action Plan 2.1 Excel - Learning Progress, Assessment & Use of MES/MEGS 'Individual Added Value'**

Planning, Teaching & Assessment for Successful Learning

**Baseline:**

Students' levels of ability and potential are measured at regular intervals at all levels with all data collated and made available to all teachers. Students receive results of all assessments completed through Assessment Reports and Progress Statements. Progress and Potential is measured and data used to inform the setting of Minimum Expected Scores (MES) and Minimum Expected Grades(MEG). Key Stage 3 attainment data available is used appropriately to rank order all pupils.

**Areas for Development**

Establishing and then using 'Launch Your Learning' Learning profiles throughout Key Stage 3 including extending all profiles into Years 9 and 10. Students in KS3 continue to be tracked in all subjects against a Minimum Expected Score (MES) that take in to account measured levels of ability, potential and past attainment. Appropriate Intervention for identified students using rank order profiles and colour coded tracking against MES is introduced. CAT4 baseline tests results are reported to pupils to better understand student potential and the allocation of individual subject MEGs. All KS4 and 5 Assessment Reports and KS3 Progress Statements require a review of content and design to be more informative for all and made available to all parents via School Comms. Assessments completed that have produced significant underachievement are identified for departmental assessment review. Appropriate data is made available to ascertain the suitability of Year 10 to Level 2 Science courses

**Impact:**

All students receive regular updates on progress made tracked against their individual potential in each subject. Students understand the target setting process and the assessment information used to track their learning progress. Intervention is targeted and short term. All reports issued hold appropriate student assessment data.

**Action Plan 2 Excel Mr McGuigan, Mr Kemps & Mrs Lyons**

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<ol style="list-style-type: none"> <li>'Launch Your Learning' Learning profiles are well established into Year 9 and Year 10. Students take ownership of results within profiles including measurements of ability and potential used to indicate minimum expectations and attainment measured against these.</li> <li>Accurate MES is completed for all students in KS3. All baseline data and prior assessments are used to indicate accurate minimum expectations for all students.</li> <li>KS3 rank order of suitable subjects continue to indicate pupil achievement or lack of at each assessment point. Intervention is targeted and based on accurate information</li> <li>All Assessment Reports, Progress Statements and full reports are contemporary and concise.</li> <li>Year 11 students understand potential based on baseline and take ownership of all Minimum expectations (MEGs) assignment in each GCSE subject.</li> </ol>	<ul style="list-style-type: none"> <li>Continue to establish 'Launch Your Learning' profiles in Year 8. Calculate Year 8 MES after completion of all baseline testing prior to the completion of winter assessments. Issue Profile with Progress statement 2. Extend all profiles into Years 9 and 10 and include with end of year reporting.</li> <li>Students in KS3 continue to be tracked in all subjects against a Minimum Expected Score (MES) that take in to account measured levels of ability, potential and past attainment. Students receive further instruction of MES setting processes and assessment preparation before the completion of first assessment.</li> <li>Appropriate Intervention for identified students using rank order profiles and colour coded tracking against MES completed. Raising achievement Target setting programme established and monitored throughout KS3</li> <li>Complete a full review of a reports including content and design. All reports presented to parents via School Comms.</li> <li>CAT4 baseline tests results are reported to pupils to better understand student potential and the allocation of individual subject MEGs. MEG is started with all pupils prior to the completion of Assessment 1.</li> <li>Complete PTS with Year 10 pupils prior to the completion of GCSE options.</li> <li>2021-22 colour coded tracking assessment tracking data</li> </ul>	<p>Staff Development time</p> <p>Assessment team coordinating</p> <p>Head of Senior and Junior School curriculum and Heads of Year</p> <p>All subjects teachers supported by HODs</p>	<p>Assessment team minutes recording all processes and developments</p> <p>Feedback to subject teachers HODs Moderation and standardisation records held within departments</p> <p>Ongoing Year on Year Cohort data analysis</p> <p>PTE/PTM/CAT4 all year groups held in staff folders/Assessment folder (yearly) PTS reports and data Year 10.</p> <p>Records of Year 11 GCSE Science</p>

<p>6. Appropriate Science data is made available to ascertain the suitability of Year 10 to Level 2 Science courses.</p> <p>7. Subject assessments are planned with the appropriate levels of challenge for all students in KS3.</p>	<p>reviewed with assessments that have produced significant cohort underachievement identified for departmental assessment review.</p>		<p>recommendations based on PTS and student assessment records</p> <p>Cohort Baseline reports Sims linked documents all students.</p> <p>Learning profiles for each pupil generated and updated each year. Held in staff folders/Assessment folders and on pupil Sims documents. KS3 Raising achievement Target setting logs and student records.</p>
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Action Plan 2.2 Excel and aspire 7-10 A*-B grades at GCSE		Planning, Teaching and Assessment for Successful Learning	
<p><b>Baseline:</b> To date the school continues to identify and address underachievement of students with a range of intervention measures at department and whole school level. At GCSE Level, students are identified at a departmental level, with strategies put in place to help raise achievement and achieve potential, including being involved in a Learning Recovery Programme. The number of students achieving 7-10 A*-B grades has risen from 19% in 2019 to 33% as of 2022.</p> <p><b>Area for Development:</b> We wish to target a minimum of 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.</p> <p><b>Impact:</b> A minimum of 35% initially, of students will achieve 7-10 A*-B grades, aligned to our higher ability intake.</p>			
<b>AP 2 Mr Kemps</b>		<b>Excel - Support, as a minimum, 35% of students to achieve 7-10 A*-B grades at GCSE</b>	
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1 To increase the percentage of grammar students achieving 7-10 A*-B grades in GCSE to 35% of the whole cohort by 2023.</p> <p>2 Annually GCSE attainment trends will be in line with the top 95<sup>th</sup> 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.</p> <p>4.35% of GCSE subject entries will be at or above the three-year NI Grammar School trend.</p> <p>5. To achieve 75% or above of students achieving GCSE English and GCSE Mathematics &amp; 100% 5-10 A*-C</p>	<ul style="list-style-type: none"> <li>Inset Training for staff on Yearly Literacy &amp; Numeracy focus areas</li> <li>Specific activities created for Learning Teams/ Coaches for those pupils predicted 7-10 A*-B grades to stretch those students (RAISE Program)</li> <li>Use of Data to identify those students who should be achieving 7 A*-B grades.</li> <li>Assessment performance is tracked and those students falling below their potential are target set and communication to home/student. Sims will be used to monitor targets.</li> <li>Use of MEGS</li> <li>Monitor students A*-B within departments</li> <li>Identify C* / C students to target.</li> <li>Identify Intervention Strategies for those higher ability students not accessing A*-B</li> <li>Departments to look closely at Mark Schemes for achieving top band marks</li> <li>Incorporate these into schemes of work and teaching, particularly for A03/ A04 questions</li> <li>Students to work through past paper questions, focus being on A03/ A04 questions.</li> <li>Monitor and intervene in the core subjects of GCSE English and GCSE Mathematics. Utilise learning teams, the engage programme and Departmental intervention/ Home partnership to help.</li> </ul>	<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>CRL, NMG, KMP, LY, MUL, WTN, GRT, NME, MN, WLT, HoDs and HoYs, (HOD Meetings)</p> <p>FFT Aspire Analytics; Sims Data</p> <p>Sims Intervention Log for Learning Reviews</p> <p>School Cloud Parent Teacher Meeting</p> <p>Departmental Operational Plans to include focus on A* - B</p> <p>Past Papers for all Subjects</p> <p>Bank of Higher Order Questions and Answers</p> <p>Exemplar A*, A &amp; B answers</p> <p>Thinking- Metacognition Techniques</p> <p>Online Resources (TES)</p>	<p>August INSET 2021 – on Literacy &amp; Numeracy</p> <p>Sims.</p> <p>All GCSE subjects will be at or above NI Non-Grammar School trend.</p> <p>Minutes of Drive Team</p> <p>35% of Cohort to achieve 7A* - B (GCSE Analysis Statistics)</p> <p>Assessments from Year 8-10 and Year 11-12 containing higher order thinking questions</p> <p>Sims Intervention Log for Learning Reviews for selected students</p> <p>Implemented learning teams in Year 12 with specific staff targeting children with 7-10 outcomes.</p> <p>Learning Recovery Programme</p> <p>Learning Teams</p> <p>Focussed Revision GCSE Eng/ GCSE Maths</p> <p>Data on attendance to meetings.</p> <p>20 Year 11 Male Students (Sept2021) have been identified to partake in a 'Raising Achievement'. This is to promote leadership skills and thus help motivate and enthusiasm to achieve potential.</p> <p>Student Voice surveys</p> <p>HOD Cluster Minutes</p> <p>HOD Training</p>

**Lagan College 2022-23**

**Action Plan 2.3 Excel Increase number of pupils achieving A\* - B and A\* - C grades at GCE A2 level**

**Planning, Teaching & Assessment and Successful Learning**

**Baseline:**  
Students attend up to 11 periods of study per week in various locations. Study locations each have a designated study supervisor and between 25 – 40 computers in 2 locations.

A2 Grades 2019/2022	3+ A*-B A2	3+ A*-B A2 Grammar	3+ A*-B A2 Non-Grammar	3+ A*-C A2	3+ A*-C A2 Grammar	3+ A*-C A2 Non-Grammar
2019	34%	50%	24%	77% (NI Av 71.8)	82% (NI Av 73.6)	74% (NI Av 51.5)
2022	46%	52%	42%	80%	80%	79%

**Areas for Development.**  
A full review and re-launch of the use of study periods form all Year 13 and 14 students in all allocated study areas. Establish and then monitor all students following agreed study expectations. Ensure processes in place are effective for student sign in in all locations and student allocation of suitable study resources. Identify Year 14 intervention students termly based on AS results and achievement in assessment windows.

**Impact:**  
The study environment for students when not in class will be positive, productive, and purposeful. **The percentage of A\*-B and A\*-C grades for year 14 pupils will have increased.** Sixth form will become more independent, autonomous learners and will leave the Sixth<sup>th</sup> form empowered with the skills to thrive in HE.

<b>AP 2 Mr Mc Guigan</b>	<b>Excel GCE level</b>		
<b>Success Criteria</b>	<b>Action and Time</b>	<b>Resources &amp; Staff</b>	<b>Evidence/Self Evaluation/Impact</b>
<ol style="list-style-type: none"> <li>An increase in all pupils A2 GCE 3+ A* - B grades achieved to 50%. Measured against 34% in 2019 (2022 – 46%).</li> <li>Increase Grammar A2 3+ A*-B to 55% (2019 – 50%, 2022 – 52%).</li> <li>Increase Non-Grammar A2 3+ A*-B to 40% (2019 – 24%, 2022 – 42%).</li> <li>An increase in all pupils A2 GCE 3+ A* - C grades achieved to 80%. Measured against 77% in 2019 (2022 – 80%).</li> <li>Increase Grammar A2 3+ A*-C to 85% (2019 – 82%, 2022 – 80%).</li> <li>Increase Non-Grammar A2 3+ A*-C to 80% (2019 – 74%, 2022 – 79%).</li> <li>Processes are in place and established to ensure that allocated Study periods for all Year 13 and 14 pupils are positive productive, purposeful.</li> </ol>	<ul style="list-style-type: none"> <li>Introduce a study sign-in system. Students identify focus for learning on sign in at all locations.</li> <li>Survey all Year 13 and 14 students on their experiences of study periods. Information gained to include views on locations, work environment, study overflow and use of ICT.</li> <li>Fully re-launch study expectations for all students – Study expectations established with agreements to follow in place. Expectations published and placed on wall of study halls. Expectations monitored and reviewed by Sixth form supervisors using Sims. Termly recording of pupil achievements in meeting expectations with celebrations of achievements established through assemblies. Parental regularly updated on achievements and recorded behaviours. Process established where students who do not meet expectations are interviewed by Heads of School with parental involvement if necessary.</li> <li>Complete full ICT check to identify defective computers. Promptly secure fully working ICT facilities for pupils use. Ensure Wi-Fi for use with Ipads is fully functionable with no barriers experienced at any time.</li> <li>Establish an ICT computer booking procedure for all computers on a weekly basis. Study supervisors to check Computers only being used for subject based learning.</li> <li><b>Limit or prohibit re-routed cover classes from attending study rooms for absent teachers.</b></li> <li>Establish a process where there is rotation of students attending study overflow periods in rooms outside of study every 4 weeks. Share with students via google classroom and posters.</li> </ul>	<p>Sixth form study rooms with 2 Sixth Form supervisors. Fully operational computers in each study location Heads of Sixth form (Curriculum &amp; Pastoral)</p> <p>Sims data input and full analysis of outcomes and Sims intervention logs</p>	<p>August Inset – focus on A*-B at all levels AS results for all 2022 Pupil voice – survey of all students 13 and 14 on study experiences Full expectations agreed by all pupils Sims Behaviour management and achievement data Assessment results and Predicted grades at each AW Full Data analysis at all levels for AS and A2 Study lessons created and delivered in PD Learning Recovery Intervention records</p>



<p>8. Study periods support student leaning and progress and have contributed to increased student engagement and achievement.</p> <p>9. Students will leave the sixth form having become more independent, autonomous learners.</p> <p>10. Learning recover interventions have taken place with identified pupils and individual grades have increased.</p>	<ul style="list-style-type: none"> <li>• Deliver parents/carers information session with a focus on academic expectations on study and home learning.</li> <li>• Through PD and careers lessons establish a termly focus on effective study habits and use of study time. Term 1 Organisation, 2 consolidating notes 3 Revision 4 Wider reading and subject research (develop knowledge organisers).</li> <li>• Through AS results identify students for short term learning recovery intervention. Allocate up to 20 suitable pupils for 2 teachers who require guidance and learning recovery. Review these students and allocate further pupils based in achievements after each assessment window.</li> <li>• Utilise Learning Teams approach to motivate and guide at Sixth Form</li> </ul>		
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<b>Lagan College 2022 2023 – led by Miss Wightman <u>SDP Area for Improvement Identified: Action Plan</u> 3 Attendance</b>	<b>Health, Wellbeing &amp; Keeping Safe</b>
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**Baseline:**  
 The College records and monitors attendance in a consistent way, as per DENI Circular - Circular 2022/07 - Attendance Guidance & Absence Recording by Schools. 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 2018 -2021 – 93.98%			LCB Average Attendance 2019 -2021 – 93.5%		
Year Group	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Whole School
2021/2022	93.89%	92.36%	92.00%	89.93%	91.81%	92%	90.39%	91.86%
2020/2021 (COVID)	97.23%	95.45%	94.20%	93.99%	96.06%	95.38%	96.17%	95.49%
2019/2020 (COVID)	94.68%	93.79%	93.52%	92.63%	90.92%	93.10%	93.06%	93.15%

**Areas of Development include:**  
 The implementation of effective monitoring and recording procedures for student attendance. All staff will use SIMS Attendance module, every period with greater consistency to record student 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:**  
 All staff will be trained in the use of SIMS Attendance Manager. 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 94% will help ensure good quality educational outcomes for students. 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 3 Miss Wightman	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.  3. Pastoral teams will monitor student attendance to ensure appropriate intervention and support is in place for students of concern	<ul style="list-style-type: none"> <li>Conduct a staff audit on SIMS Lesson Monitor Training needs</li> <li>Update Staff handbook to include 'How to Guides' for SIMS Attendance Manager.</li> <li>Training - create friendly user guides on SIMS Lesson Monitor and desktop help sheets on 'How to complete a SIMS register'.</li> <li>HOYs to complete monthly detailed Attendance reports that identify student patterns of being absent.</li> <li>HODs to monitor missing registers within their department and address issue with departmental staff</li> <li>Office to run missing marks report every day and contact</li> </ul>	All Staff  INSET Time  SIMS Attendance Module ParentMail	<ul style="list-style-type: none"> <li>Student attendance &gt;=94%</li> <li>Parental System up and running</li> <li>Staff Induction Programme</li> <li>Staff Teaching &amp; Learning Audit and Training Needs/ Skills Delivery</li> <li>SIMS Training Schedules</li> <li>Explained Absences given to HOS for Year Teams to follow up. VP has linked with staff individually. (TNC)</li> </ul>

<p>4. The College will have implemented student incentives to encourage 94% and above attendance.</p>	<p>teachers with missing marks.</p> <ul style="list-style-type: none"> <li>• Agreed SLT member to follow up on teachers who repeatedly do not take the register.</li> <li>• Provide a system for parents/carers to be able to update the school regarding unexplained absences/ when a child is sick or has an appointment</li> <li>• 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</li> <li>• Use PASS survey outcomes to inform and implement appropriate interventions to improve attendance.</li> <li>• Increase student incentives to encourage 95% and above attendance</li> </ul>	<p>PASS Survey +Costs</p> <p>Costings of Incentives</p>	<ul style="list-style-type: none"> <li>• Ongoing Attendance work with EWO (TCN)</li> <li>• Ongoing monitoring attendance work with parents, students and outside agencies. (TNC)</li> <li>• Nomination of students for Junior and Senior Prize events and Achievement Assemblies, January 2020. (TNC, D)</li> </ul>
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**Lagan College 2021-22 – SLT Mr Philip Kemps  
Action Plan 4 Raising Boys – closing the gap between boys and girls**

Planning, Teaching & Assessment for  
Successful Learning

**Baseline:**

From an analysis of the GCSE Results 2019 it had been observed that boys who have entered via their transfer test result achieve less well than girls. Research by Dr. Erik Cownie has indicated that this gap can be reduced with intervention to help motivate boys and direct their learning. This will be focussed on again with Year 1 Year 12 for 2022-2023.

**Areas 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 target is to reduce the gap between our boys and girls with an added specific focus on higher ability boys. We will amend schemes of work accordingly and train staff to identify 'WW4B' What works for boys.

AP 4 Mr kemps | Raising Boys – Closing the gap between boys and girls

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1. Narrow the gap between the grammar track boys and girls in Year 12 by 10%</p> <p>2. Introduce pedagogical practice tailored to boys that can be used throughout the school.</p> <p>3. Introduce a Sixth Form boys peer mentoring programme.</p> <p>4. Share good practice as to WW4B</p>	<p><b>2022/23</b></p> <ul style="list-style-type: none"> <li>• Research most up to date UJJ findings and share with teaching staff.</li> <li>• Provide staff training on 'Taking Boys Seriously'</li> <li>• Constitute a Staff Development 'Drive' Team to review pedagogical tools for boys learning.</li> <li>• Audit boys and their parents on what works best for their learning.</li> <li>• Introduce male peer role models to the boys from the 6<sup>th</sup> Form</li> <li>• Track the cohort throughout Year 12.</li> <li>• Utilise SIMS intervention manager to track and monitor pupil progress.</li> <li>• Utilise PASS data to inform boys attitudinal views on school</li> <li>• Share good practice Departmentally as to what works well for boys from 2022 self- evaluations and Departmental analysis meetings</li> </ul>	<p>Staff Development Team Money Time Online training and cover costs</p>	<ul style="list-style-type: none"> <li>• CAT Data</li> <li>• PASS Data</li> <li>• Assessment data</li> <li>• Audit (Voice)</li> <li>• Drive team agenda and minutes</li> <li>• Student evaluation of the peer mentoring process.</li> <li>• GCSE outcomes in English, Maths and Science at the end of Year 12.</li> <li>• SIMS intervention manager reports.</li> <li>• Departmental Results Analysis Reports</li> <li>• Lagan College 'WW4B' Sharing Good Practice Guide</li> </ul>

**Lagan College 2021-22 – SLT Mrs Deborah Carlisle  
Action Plan 5 Engage Programme**

**Learner Participation & Achievement**

**Baseline:**  
Lagan College is committed to ensuring that learning deficits in KS4 and KS5 exacerbated by the Covid-19 pandemic are identified and strategies are put in place to address these deficits. To date, a Learning Recovery programme was developed in 2020 with particular focus on Year 12 students who had not engaged in their learning during Lockdown 1 and 2. HoDs were audited and students with obvious learning gaps are identified for intervention. Initial interventions took place from September to December 2020 with 39 Year 12 students. Further interventions took place between April- June 2021 with 67 students across KS4 and KS5. In 2021, 54 Year 12 students, 35 Year 14 students and 8 Year 13 students received Learning Intervention. In Year 12, 74% of those who received intervention received a grade C or above and in Year 14, 80% of those who received intervention achieved a grade C or above.

**Areas for Development**

In response to the Covid-19 pandemic we continue to be committed to embedding a Learning Recovery programme that is part funded by the Engage funding which will focus on bridging the learning divide in KS4 and KS5 and delivering subject specific interventions. A team of two coordinators and one/two teaching staff will be employed who are responsible to the Vice Principal for Teaching and Learning to embed a programme of recovery learning throughout KS4 & KS5 with a specific focus on English and Maths.

Action Plan 5 Mrs Carlisle | Engage Programme and raising achievement in GCSE Mathematics and GCSE English

<b>success Criteria</b>	<b>Action and Time</b>	<b>Resources &amp; Staff</b>	<b>Evidence/Self Evaluation/Impact</b>
<p>1 Embed the Learning Recovery Curriculum programme in KS4 and KS5</p> <p>2 Audit HoD's termly, through a Google Form to identify learning deficits</p> <p>3 Recruit staff to deliver learning interventions in response to identified need</p> <p>4. Utilise Sims Intervention Manager to track and monitor intervention progress at an MLT and SLT level</p> <p>5. Train all staff to use Sims Intervention Manager to track and monitor</p>	<p><b>22/23</b></p> <ul style="list-style-type: none"> <li>Continue to invest in 2 MLT positions to support the delivery of the Learning Recovery Curriculum</li> <li>Utilise a HoD e-audit to identify learning deficits</li> <li>Devise a KS4 and KS5 Learning Recovery Curriculum that is cohort specific</li> <li>Train all staff members on the use of Sims Intervention Manager</li> <li>Recruit one/two members of teaching staff to deliver the intervention strategies</li> <li>Track and monitor all students identified through the HoD audit</li> <li>Utilise an e-referral questionnaire for students once intervention is complete</li> <li>Utilise SIMS intervention manager to track and monitor pupil progress.</li> </ul> <ul style="list-style-type: none"> <li>Whole staff training on the use of Sims Intervention Manager (Part 2)</li> </ul>	<p>Staffing Time Cost Staff training Data</p>	<ul style="list-style-type: none"> <li>Increase MLT opportunities by two</li> <li>Increase staff delivering interventions by two</li> <li>Learning Recovery Curriculum team minutes and agendas</li> <li>Sims Intervention Manager tracking data</li> <li>Sims Intervention Manager training materials</li> <li>HoD audit responses</li> <li>Pupil Voice for questionnaire</li> <li>GCSE results/GCE results through value added</li> <li>SIMS intervention manager reports.</li> <li>Resource materials for Year 12 English/Maths intervention.</li> <li>Benchmarking data after assessments to monitor success</li> <li>Learning Teams</li> <li>Learning Conversations</li> <li>Student Feedback/ Self evaluations</li> </ul>

<p>intervention progress</p> <p>6. Embed the use of an e-referral form to track subject specific learning gaps</p> <p>7. Increase in grade C in Year 12 English/ Maths intervention for those students who are not on a C grade after modular exams</p>	<ul style="list-style-type: none"> <li>• OR code developed for easy access to the e-referral form for early intervention</li> <li>• Target 26 Year 12 Maths students and 11 Year 12 English students through tailored intervention to improve GCSE outcomes, part funded by Engage programme</li> <li>• Use whole school literacy and numeracy targets in SGP and methodology to improve outcomes. Utilise revision classes at GCSE level and learning teams.</li> </ul>		
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**Lagan College 2022-23 – SLT- Principal & Head of Finance & Corporate Services  
Action Plan 6 – Lagan Needs /Cost of Living Crisis**

Building Equity

**Baseline:** 33% of students are deemed to be on free school meals with xx taking up actual FSM. Students can apply for an EA uniform grant and/ or EA bus pass. IN addition families who cannot afford an iPad for school use can apply for support and the Directors Limited Charity can support other educational opportunities. This has risen by 5% over one year.

**Areas for Development:** To ensure that no child goes without food, uniform or school equipment if needed. To monitor each child's opportunity to undertake extra-curricular activities and educational visits. To support students from low incomes to understand and access financial support/ bursaries on offer at tertiary education.

**Impact:** The College places a clear focus on caring for all students of different backgrounds including those from different socio economic backgrounds. With the onset of the cost of living crisis- the Board of Governors, Lagan College Directors and staff wish to do all that we can, to support every child to have the basic rights of a uniform, food, equipment. & opportunities.

AP6 Mrs Mc Namee & Mrs Mackey

Lagan Needs – Cost of Living Crisis

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p><b>School Meals</b> 1.Ensure every child is fed in Lagan College and utilise support of breakfast club initiative by funder.</p> <p><b>Uniform</b> 2.Ensure every child has a school uniform/ PE kit in school</p> <p><b>Equipment</b> 3. Ensure that every child has access to an iPad/ Equipment</p> <p><b>Extra -Curricular Opportunities</b> 4. To baseline the number of students who are accessing extra-curricular and educational visits in Term 1 and increase this statistic year on year going forward as an important aspect of added value in Lagan College.</p> <p><b>Recognising Achievement</b> 5.Finance new Arts Honour Ties for gifted and talented students in Art/ Music and Drama from all socio economic backgrounds. 6. Support students to access CEIAG opportunities and bursaries for tertiary education..</p>	<ul style="list-style-type: none"> <li>Identify through the Head of Finance and Corporate Service all children eligible for FSM to offset food poverty</li> <li>Utilise the support of a third party breakfast food donation to offset food poverty</li> <li>Support the Parents Council Uniform Recycling Scheme</li> <li>Purchase green and black school hoodies below £20 – identify FSM and gift a hoodie from LCB's Directors Charity for warmth – offset fuel poverty</li> <li>Ensure all 237 Year 8 students are supported with our ipad scheme if eligible.</li> <li>Identify student learning needs from bags, books, equipment, music tuition to educational visits.</li> <li>Carry out a baseline survey of students involve din weekly clubs and annual educational visits this year. Set a new target to increase this number in order to support students to having access to co-curricular opportunities</li> <li>Devise a new Arts Honours Tie for Music, Drama and Artistic endeavours incl Media Studies and MIA.</li> <li>Financially Support and/ or subsidise student opportunities incl our Shared Education Project with OLSPCK and Grosvenor Grammar School, Entwined Futures, Crawfordsburn Year 8 team building day and other educational visits.</li> <li>Support students from low income families to access CEIAG opportunities and bursaries for tertiary education</li> </ul>	<p>BoG/ Directors Staff IEF/EA Uniform Grant Parents Council Recycling Uniform Shop Charity Donations Student Bursaries IEF</p>	<ul style="list-style-type: none"> <li>Family Surveys</li> <li>Confidential support.</li> <li>Student Feedback</li> <li>Increased students in receipt of extra-curricular and educational visits opportunities</li> <li>Senior Prize Celebration programme</li> <li>Shared Education Surveys and Impact</li> <li>Entwined Histories impact</li> <li>Transition and bursary achievements</li> <li>Breakfast Club reviews</li> </ul>

Lagan College 2022-23 – SLT- led by Mrs Mackey Director of Finance and Mrs Tohill Corporate Services Manager & the Principal Action Plan 7 – Coaching Staff CPD		Staff Professional Learning	
<p><b>Baseline:</b> 6 SLT members were trained by LEON Edu in coaching 2021/22 with the target of training 100% of staff in general coaching model.</p> <p><b>Areas for Development:</b> To implement a rigorous coaching programme for new teachers and those undertaking new leadership roles.</p> <p><b>Impact:</b> Support staff CPD, morale and onward career and leadership opportunities.</p>			
AP 7 Principal/ HR Manager, Head of Finance & Corporate Services & Principal		Coaching & Staff CPD	
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<ol style="list-style-type: none"> <li>To support 3 staff members to undertake EA steps into leadership programme 2 staff members to undertake Pathway to Leadership and the 1 VP to EA VP CPD.</li> <li>Invest in 4 Senior Teachers to undertake the LEON EDU Coaching course in partnership with APTIS and establish a formal coaching and annual review model</li> <li>To increase the number of teachers undergoing the Magenta Principles training by 3 and share with all staff.</li> <li>To re-visit and train key staff in ASD awareness, Positive Behaviour Management and Restorative Practice.</li> <li>To offer middle leadership training to new leaders (7) in partnership with our Area Learning Community</li> <li>To facilitate EBALC meetings for SGP and shared TPL.</li> <li>To fully support new teachers, Cas and middle leaders via whole school coaching strategy</li> <li>Train groups of staff in First Aid, Mental Health First Aid, ASIST, Restraint and level 2 Trauma Informed practice.</li> <li>To implement Corporate Services Review actions and recruitment.</li> </ol>	<ul style="list-style-type: none"> <li>Share EA CPD course information</li> <li>Lead whole staff training on Positive Behaviour Management &amp; Student Expectations – sharing What Works Well SGP Booklet</li> <li>Recruit a new Head of Staff Development</li> <li>Book and undertake coaching course with LEON EDU for 4 senior leaders</li> <li>Connect with Middletown Autism Intervention Centre</li> <li>Devise a new middle leadership voluntary programme with EBALC colleagues for deliver 2022/23</li> <li>Map course opportunities across the school and insert into staff files.</li> <li>Implement a robust coaching strategy, materials and monitoring system for new teachers (6) and new middle leaders (7) in Lagan College</li> <li>Map out the annual training programme for Tuesday directed time and all 10 SDDs.</li> <li>Implement Corporate Services Review Actions and associated advertise 3 new posts</li> </ul>	<p>Board of Governors support SIMS reports Sub cover costs Time Books and equipment Travel £1000 IEF Grant for APTIS Middletown Online courses Restorative Practice – Alternatives input</p>	<ul style="list-style-type: none"> <li>EBALC Minutes and annual SEF</li> <li>CPD Training Programmes</li> <li>Self Evaluations</li> <li>Annual Review reports</li> <li>Coaching Course materials and evaluations</li> <li>Increase number of staff coaching/ magenta/ middle leadership training/ Autism intervention -impact on learning and students</li> <li>Board of Governors re-visit of Corporate Services Review and actions</li> </ul>



**Lagan College 2021-22 – led by Laura Mulholland**  
**SDP Area for Improvement Identified: Action Plan 8 Behaviour and Restorative Practice**

**Building Equity**

**Baseline:**

Considering the impact of the Covid -19 pandemic, this action plan takes cognizance of the 'trauma gap' of lockdowns and the continued anxieties experienced by our students. Lagan College recognises trauma as an invariable root cause of many presenting negative behaviours and all staff have undertaken training - Level 1 - Trauma Informed practice to reduce barriers for learning and improve outcomes for students. Additionally, D Collins and S Rigg have delivered training - Level 2 Trauma Informed practice to Senior Pastoral Teams and BOG. the College achieved the Rights Respecting Bronze Award in Term1 – 2020/21. The RRSA impacts all practice within the school specifically within the area of behaviour management and gives all stakeholders a say in school practice and procedures.

**Areas for Development:**

RRSA impacts all practice within the school specifically within the area of behaviour management and gives all stakeholders a say in school practice and procedures. Restorative Practice is core to the College's ethos and values and fuller understanding of the practice will embed a way of working with conflict that puts the focus on repairing the harm that has been done. Through restorative practice, the College will work to resolve conflict ensuring that includes all of the parties involved in the process.

**Impact:**

The impact of this action plan will increase the confidence amongst a significant majority of staff to manage a variety of student behaviours and work collaboratively by sharing what works well for a child to enhance their outcomes. 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.

**AP 8 Mrs Mulholland**

**Behaviour and Restorative Practice**

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<ol style="list-style-type: none"> <li>1. Achieve the Silver Rights Respecting School level in keeping with our integrated ethos.</li> <li>2. Positive Behaviour Policy will be reviewed by Student's Council</li> <li>3. Update training for all staff in positive behaviour management, 'reconciliation' -and restorative practice models and share case studies. Support the students to review our school policies in this area and Positive Behaviour.</li> <li>4. Raise awareness of the Bystander Programme to all staff and students as part of Anti Bullying- prevent sexism in the school setting.</li> <li>5. Involve every Sixth Form student in service within school in support of leadership skills/ qualities and school leaver pathways.(100%)</li> <li>6. Initiate the Year 12 Prefect Scheme</li> </ol>	<ul style="list-style-type: none"> <li>• MUL will work with the Student Council will consider the RRSA Level 2 Action plan and undertake work to achieve Silver award by June 2022.</li> <li>• The Students Council will lead a whole school review of Student Expectations.</li> <li>• Research best practice in reconciliation and restorative practice models world-wide and locally- visit other schools to inform review &amp; practice.</li> <li>• Review the LCB Restorative Practice Policy and practice.</li> <li>• Staff will undertake Restorative Practice Training.</li> <li>• Lead whole staff training on Positive Behaviour Management and Expectations.</li> <li>• Lead staff and student training on the Bystander Programme in schools- Anti Bullying</li> <li>• Implement Sixth Form Service Programme</li> <li>• Set up the Year 12 Prefect Scheme in support of student leadership</li> </ul>	<p>INSET</p> <p>Integration Team</p> <p>Resources for Posters</p> <p>Assembly and PD Programme</p> <p>Finance for Restorative Practice training.</p> <p>Bystander Resources</p> <p>School Council</p> <p>HG/HB Team</p>	<ul style="list-style-type: none"> <li>• Student Council minutes</li> <li>• RRSA Steering Team minutes</li> <li>• Silver Award RRSA certificate</li> <li>• Restorative Practice will be embedded into school practice at all levels within the school</li> <li>• Increase staff understanding of the barriers to learning for students.</li> <li>• Decrease in suspensions issued 2022/2023.</li> <li>• HG Survey and Bystander Questionnaires starting point</li> <li>• Increase number of students involved inservice in Sixth Form 100%- impact analysis</li> </ul>

**Baseline 1:** Having reviewed the curricular provision for KS4 and Post 16 over the past 10 years, continued focus on KS3 is needed. Bands NAO have traditionally been offered a second language (and more recently Coding, IT, Young Enterprise and Robotics) to extend their curriculum. Other bands GCLE and T are not offered these subjects and are given extra periods of PE, Citizenship and Business Studies. Should we have a different curriculum for different bands? If so, then how should it be different? What subjects should be offered? Should pupils be given equal opportunities to study any subject offered in the enriched curriculum (albeit similar to KS4 where they have equal access to the whole curriculum but are guided to the type of subject that suits them best). **Note – Robotics has been offered to pupils in G,C,L,E and T this year to trial a possible class for next year.**

**Baseline 2:** At present, each department within Lagan College creates Term Ahead Models for each year group to share with staff, students, and parents. Are departments mapping the topics studied and skills developed from beginning to end of KS3 as is the case with KS4 and KS5? Are departments preparing students for the transition from KS3 to KS4? Are students and parents always aware of what will be covered each term/year? Are departments aware of skills and knowledge developed in other subjects? Could departments work together to take a more collegial approach e.g. working on the same or similar skills in different ways at the same time as other departments.

**Areas for Development:**

- **Review of the differentiated curriculum for all bands**
- **To check how much KS4 material should be covered in KS3**
- **Ensure pupils have the skills necessary to prepare them for KS4 and beyond.**
- **Should pupils be able to specialise in some subjects in Y10?**
- **Do departments have a plan for curriculum mapping (knowledge, skills and assessment)?**
- **Inform parents and students of what will be studied throughout KS3 for each subject area.**

It is hoped that by offering a wider range of subjects and greater freedom of choice for all pupils towards the end of KS3, this will increase their enjoyment and success in their chosen subjects and prepare them better for the choices they make for KS4. A greater awareness of what subject content will allow students to be stretched and challenged in school and at home.

AP Curriculum For All Mr Montgomery		KS3 Curriculum Review	
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1. (a) To add <b>some</b> flexibility to the KS3 curriculum for September 2023 and embed elements of choice for pupils in KS3.  (b) To make the curriculum on offer more accessible for all students thus leading	<b>2022/23 - October</b> Establish "Improving Learning Team" on 7 Oct... This team will be tasked with carrying out and analysing the results of surveys from Teachers, Pupils and Parents. MN and KMP to finalise surveys for pupils and parents with a view to having empirical data in the form of numerical values for responses as well as descriptive answers which can shed light on results from the numerical data. A number of focus groups to be established in order to collect the views of a	Time cost -IT department to use one period of IT to carry out survey for all classes in Y8,9 and 10.  All analysis to	First meeting of "Improving Learning Team" will take place on <b>Fri 7<sup>th</sup> October 2022</b> Team members <b>MN LY FG JR BKT</b> (others to be confirmed) Minutes of all meetings will be taken by MN and LY Staff survey already carried out using Survey Monkey. <b>MJR has volunteered to analyse the results of this survey.</b> Pupils in KS3 to be given survey before end of October

<p>to a more fair and tailored curriculum that <b>meets the needs of all pupils.</b></p> <p>2. Departments to create a KS3 learning journey, mapping skill development, knowledge and understanding, useful links to resources and KS4 preparation.</p> <p>3. To embed resuscitation training for all KS3 students</p> <p>4. To track and monitor digital skills of KS3 students starting with our baseline assessments and mapped against CCEA Digital Skills Framework when launched.</p>	<p>wide range of stakeholders. It is hoped that the surveys will address the following- Should the curriculum be differentiated? If so, then how should it be differentiated? Should a degree of choice be established for the differentiated curriculum? What further choice can be introduced in the KS3 curriculum?</p> <p><b>2022/23 December</b> – All survey responses to be analysed and summarised before end of January 2023</p> <p><b>2022/23 – October:</b></p> <ul style="list-style-type: none"> <li>- Establish departments already using a learning journey within their department.</li> <li>- Mrs Lyon to share examples of proposed idea with some HOD's (Individually, within HOD Cluster groups and/or HOD meetings) and ask for feedback 'what would be useful to have in a KS3 learning journey for students and parents?'</li> </ul> <p><b>2022/23 – November/December:</b></p> <ul style="list-style-type: none"> <li>- Mrs Lyon to share learning journey template with HOD's along with a video on how to add to and edit this (created using PowerPoint).</li> <li>- Departments to work on learning journeys (different staff could take one year group each). Support from Mrs Lyon in adding to or creating journeys.</li> </ul> <p><b>2022/23 – January:</b></p> <ul style="list-style-type: none"> <li>- Department learning journey's to be shared with all staff and feedback for improvement requested.</li> <li>- Necessary changes/corrections made.</li> </ul> <p><b>2022/23 – February:</b></p> <ul style="list-style-type: none"> <li>- Share learning journeys with students via Google Classroom and within class.</li> <li>- Share learning journeys with parents via parent mail and school website (with explanation and guidance on how to use it).</li> <li>- Feedback from students and parents focus group?</li> </ul>	<p>be carried out by SLT during time available. Others in team to be kept informed.</p> <p>MN and LY</p> <p>Mrs Lyon and Mr Montgomery</p> <p>HOD's</p> <p>Samples of work (LJ)</p> <p>Learning journey template</p> <p>'How to' learning journey video</p> <p>Use of GC</p> <p>Parent mail</p> <p>School website</p>	<p>2022. Results of all surveys to be kept by MN. Presentations to staff, pupils and parents to be kept by MN and LY. <b>Original Staff presentation in appendix if required.</b> Once established, the new curriculum will be reviewed to find out if pupil satisfaction and pupil achievement has improved.</p> <p>Reports, graphs and summary responses to be ready to present to SLT by end of January 2023.</p> <p>LY to keep minutes from meetings with staff – discussing use of learning journeys, ideas to add and concerns.</p> <p>Learning journey samples saved on RMStaff</p> <p>Learning journey samples printed and shared with HOD's</p> <p>Blank template saved to RMStaff</p> <p>Video created by LY and saved with blank template</p> <p>Current TAMs and SOW saved to Private 6 for 2022-2023</p> <p>Staff survey or departmental meeting – feedback on completed learning journeys</p>
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	<p>Parents council? Survey?</p> <p><b>2022/23 – June:</b></p> <ul style="list-style-type: none"> <li>- Departments review and update learning journeys for use in next academic year.</li> <li>- Mrs Lyon to work on an overall KS3 Learning journey.</li> </ul>		<p>Learning journeys checked and finalised</p> <p>Learning journey's available and accessible to school community – parent pages on school website.</p> <p>Parent and student feedback on usefulness and areas of improvement.</p> <p>Improvement, correction and additions made for next academic year – saved to RMStaff by end of August and shared with students, staff and parents at the start of the new academic year.</p>
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**Lagan College 2022-23 – SLT- Mrs Una Walters**  
**Action Plan – - SEND Implementation and delivery continued**

Building Equity  
Curriculum For All

**Baseline:** The requirement by Lagan College to strategically and operationally prepare for and undertake SEND implementation.

**Areas for Development:** To implement the New Code of Practice under the Revised SEN Framework

**Impact:** The College places a clear focus on meeting the needs of all students. In line with the SEND legislative changes (ongoing), and the implementation of the New Code of Practice and Revised SEN Framework (ongoing) this action plan is a continuation of the process begun in 2021/22 in preparing the school to best meet the needs of all students with additional educational needs.

AP 9 Mrs Walters | SEND Implementation

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
<p>1. Implement Personalised Learning Plans (PLP) roll out to replace Individual Education Plans</p> <p>2. Continuous SEND training to ensure all stakeholders have a working knowledge of the SEND implementation and capacity to meet needs in the classroom</p> <p>3. SEN processes update</p> <p>4. AEN and Inclusion Policy update to take into account SEND implementation – carried forward from 2021/22</p> <p>5. Ongoing recruitment and retention of CA staff</p> <p>6. Interventions to support identified literacy and numeracy needs</p>	<p>1. a) Learning Support administrator and HAEN to attend pilot training – planned for Oct' 22 EA delivery Plan for and roll out PLP process Whole school training in new processes in effective PLP target setting, monitoring and evaluation processes. b) Staff training on PLP implementation</p> <p>2. a) New teacher SEND Induction programme To update the SEN and Inclusion Policy and the SEN Interventions Policy to reflect SEND Implementation changes to practice b) Termly whole school digital SEND newsletter c) Classroom Assistants' Training and Weebly resource development</p> <p>3. a) Digitising Annual Review and Transition processes b) Digitising all outside agency supporting evidence documentation for access via SIMS</p> <p>4. SEND policy update in line with SEND changes – time frame dependant on legislative enactment of SEND New Code of Practice and revised SEN Framework</p> <p>5. Ongoing - rolling programme of recruitment – time required for induction, training and support</p> <p>6. Review of LS structure to best provide focused resource and delivery of intervention programme</p>	<p>Budget – (£54,000)</p> <p>Head of Additional Educational Needs (HAEN) Learning Support teachers &amp; administration</p> <p>a) 4 x sessions - directed time Agreed via VP Curriculum / HAEN b) Administration &amp; LS Department c) HAEN</p> <p>HAEN LS admin support</p> <p>HAEN Principal, BoGs</p> <p>HR, BoGs HAEN</p> <p>HAEN Principal, BoGs</p>	<p>Implementation and integration of Personalised Learning Plans (PLP) into C2K processes</p> <p>Data &amp; Voice /Audit – staff reference the implementation of PLP process</p> <p>2. Data &amp; Voice –/audit and evaluations of programme delivery</p> <p>3. Data / Updated documentation in line with requirements</p> <p>4. AEN and Inclusion and Intervention Policy</p> <p>5. Data – recruitment and retention of staff</p> <p>6 Data outcomes / Student Voice</p>