Lagan College

School Development Plan

2024-2027

Term 2 Review



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Foreword

Lagan College was founded in 1981 with twenty-eight students as Northern Ireland's first planned integrated school. Today there are 1472 students including three hundred in Sixth Form, and the College continues to be well over-subscribed. Lagan College celebrated its 40th anniversary in 2021 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 is a member of APTIS and was a NICIE Director 2019-21 and Chair of APTIS on two occasions.

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 opportunities in curricular and extracurricular 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 family and the school. Our families receive regular communication about the school through email and social media and use the "School Gateway" App to top up lunch money, keep track of student absences and view school news.

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 75% of A level students achieving 3 A*-C and 97 of GCSE students achieving 5-10 GCSEs A*-C (87% including English and Mathematics). 35% of students achieved 7-10 GCSEs A*-B grades.

Due to the disruption and significant impact of Covid 19 on the lives of our children and staff (2019-2021), the Board of Governors 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 bi lateral, all ability school within a Free School Meals Band of 10-20%. 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 as possible for children of all abilities and religions, other and none to be educated together and be peace makers in Northern Ireland.



Ethos & Values

Our Core Values:	What they mean to us:
RESPECT	We are committed to treating one another with **respect** 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 **equality**. 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 **reconciliation** and forgiveness.
SERVICE	We believe in **service** 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. To be integrated, we must 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.



Action to Promote Listening, Engaging & Learning

Action to Promote Listening, Engaging & Learning

School Development Plan 2024-27

Our new three-year plan was devised in 2024. We are now in the second year of our improvement work. Our School Development Plan will be reviewed on an annual basis with its Action Plans and associated targets/priorities being reviewed by the Senior Leadership Team on termly basis. Our School Development plans for 2021/22 & 2022/23 were devised following on from inspection in 2019, during a period of teacher action short of strike action. The ETI Standard Inspection March 2019 informed whole school action planning, in response to external, positive affirmation and constructive feedback during a period of industrial action.

Covid-19 Impact/Action Short of Strike Action

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. This was replicated again in 2022/23 with DENI approval. The senior leadership team and middle leaders, including Heads of Department and Heads of Year and their teams, reviewed the work to date and prioritised action needed to be included in a new three-year SDP 2024-27. Senior leaders have devised a series of 7 Action Plans linked to operational plans, devised at Departmental and Year group level, which reflect the connectivity between both. It should be noted that this strategic planning for the SDP was carried out in a significant period of industrial action.

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 a new three-year SDP for 2024-27, as the school moves forward with greater vision and strategy again. Our new three-year SDP continues to consolidate and build on the last two Covid recovery, one-year plans.

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 three years we have continued to self- evaluate, liaise with key focus groups to listen to the voice of key stake holders. In 2024 we consulted widely, using the 9 ETI Empowering Learning Areas and Five core Questions, to inform our work and the construction of a new three-year SDP 2024-2027. Our three-year SDP 2024-27 can be accessed by staff and the wider school community on the Lagan College website. Prior to its ratification by the Board of Governors, students, staff & parents were consulted via the Students' Council, Parents' Council, questionnaires and stakeholder, small group conversations. Staff were consulted via staff development sessions in October 2023 and students via an online questionnaire.

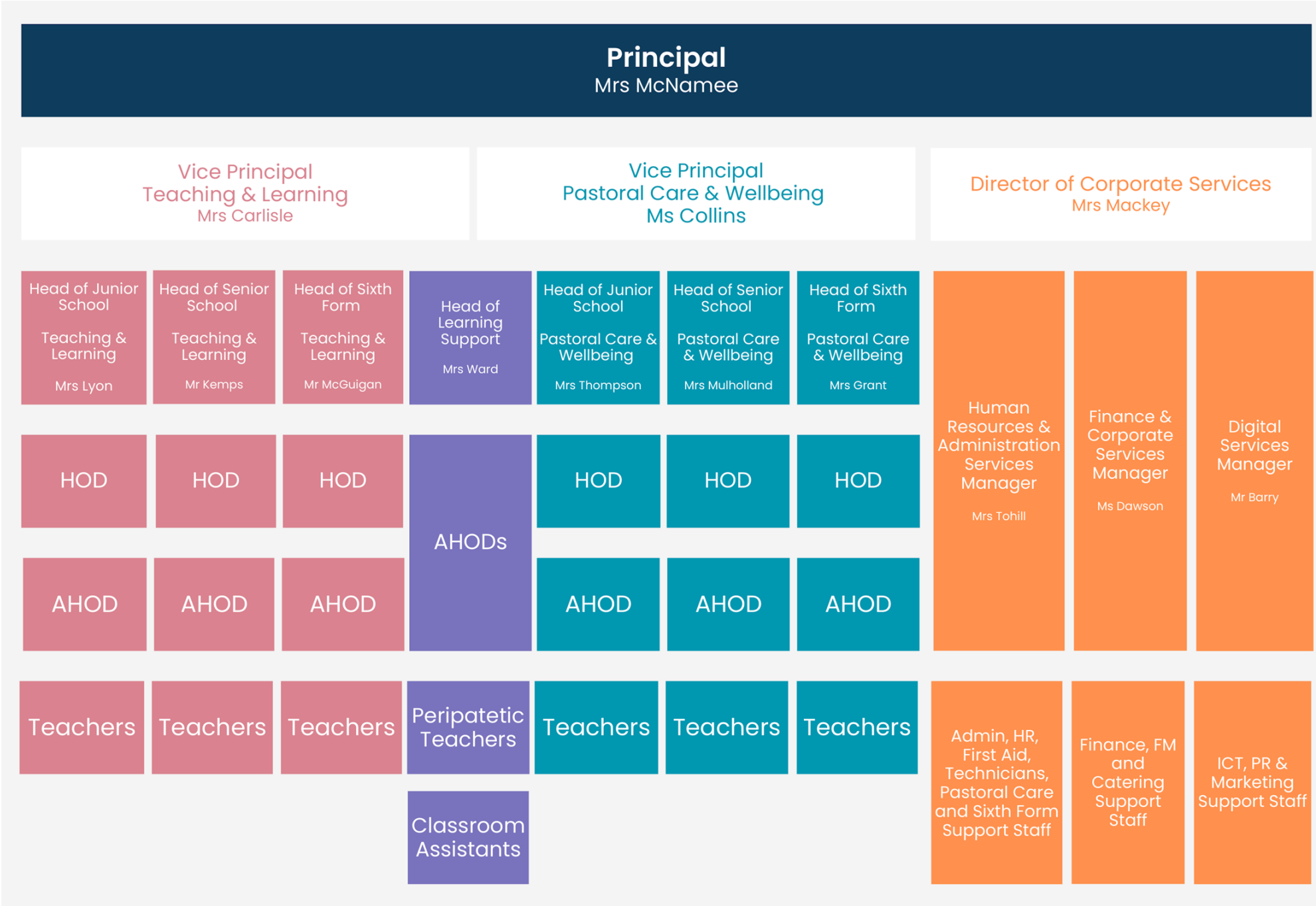
Self-Evaluation

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. The Senior Leaders, responsible for co-ordinating the 7 Action Plans, will review progress on a termly basis with the Principal, using outcome-based review cards. The principal will share and review progress of school development work with the Board of Governors monthly 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 operational plans linked to the School Development Plan, 4 Action Plans and 7 priority areas, will review progress in January and June with their teams. This will be fed through to the Senior leaders via Head of Department and Head of Year meetings.



Staff Structure


Principal
Mrs McNamee
Vice Principal
Teaching & Learning
Mrs Carlisle
Vice Principal
Pastoral Care & Wellbeing
Ms Collins
Director of Corporate Services
Mrs Mackey
Head of Junior School
Teaching & Learning
Mrs Lyon
Head of Senior School
Teaching & Learning
Mr Kemps
Head of Sixth Form
Teaching & Learning
Mr McGuigan
Head of Learning Support
Mrs Ward
Head of Junior School
Pastoral Care & Wellbeing
Mrs Thompson
Head of Senior School
Pastoral Care & Wellbeing
Mrs Mulholland
Head of Sixth Form
Pastoral Care & Wellbeing
Mrs Grant
Human Resources & Administration Services Manager
Mrs Tohill
Finance & Corporate Services Manager
Ms Dawson
Digital Services Manager
Mr Barry
HOD
HOD
HOD
AHODs
HOD
HOD
HOD
AHOD
AHOD
AHOD
AHOD
AHOD
AHOD
Teachers
Teachers
Teachers
Peripatetic Teachers
Teachers
Teachers
Teachers
Classroom Assistants
Admin, HR, First Aid, Technicians, Pastoral Care and Sixth Form Support Staff
Finance, FM and Catering Support Staff
ICT, PR & Marketing Support Staff



Action to Promote Integration & Inclusive Planned Practice

Action to Promote Integration & Inclusive Planned Practice

Lagan College is Northern Ireland's first, planned integrated post primary school. The school intentionally plans for children to be educated together from catholic and protestant faith backgrounds, other and none and of all abilities.

Cross of Nails Community working for Peace & Reconciliation Work
We were awarded the world recognised Cross of Nails Award for reconciliation in 2002 by Coventry Cathedral. We work closely with NICIE, the IEF. Our Chaplains are trained as OCN mediation facilitators, a programme that is offered to Sixth Formers as part of their enrichment programme. Mrs Killick has also recently completed a reconciliation course with the Cross of Nails Community, Coventry and the school has been developing its work on restorative practice with Carr Manor, Leeds and Alternative RJ NI.

Corrymeela Peace Centre
We utilise the support of the Corrymeela Peace Centre each year to hold our annual Student Leadership programme and beginning teacher integrated education, with NICIE on occasion.



Northern Ireland Council for Integrated Education (NICIE)
We are part of the integrated education movement comprising to date of 68 schools. Staff and students across the integrated sector meet up for a variety of events to celebrate integration, diversity and inclusion including a Sixth Form Leadership Programme, Anti Bias Training, Staff New to Integrated Education and sharing teaching and learning practice.

Association of Principal Teachers in Integrated Schools (APTIS)
Our Principal is a member of APTIS and has acted as Chair on 2 occasions (2014 and 2016) and resided on NICIE's Board of Directors from 2019-2021.

Entwined Futures Programmes
We have been involved in the North/ South Co-operation of Ireland, Entwined Histories and newly named Futures Programme since 2010. Our students have worked with young people from schools in Dundalk, Drogheda, Lisburn, Belfast and Dublin. In 2022, two students were selected to engage in a leadership programme.

East Belfast Area Learning Community (EBALC)

We play an active part in the East Belfast Area Learning Community. Our principal was chair during the Covid 19 pandemic in 2019-2022. Our Students' Council has been involved in 2 meet ups with other EBALC schools as well as joint career conventions and staff shared training opportunities to date.

Shared Education (SE)
We have been part of a shared education partnership with Our Lady and St Patrick's College Knock and Grosvenor Grammar School for 7 years. Projects to date have focused on supporting student wellbeing and physical activities.

Entwined Futures
We are entering our 15th year of the Entwined Futures project (formally known as Entwined Histories) in partnership with Co-operation Ireland. We have been working with them on this project for many years. The Entwined Futures programme brings 160 students from 8 schools in NI & ROI together each year. The young people explore themes of citizenship, identity, and sovereignty through the lens of the past. The aim is to improve understanding of how historical events have shaped the present and look beyond divisions to recognise common ties and how people can overcome differences to work together for common goals in the future. Lagan College are working in partnership with Coláiste Chú Chulainn, Dundalk and meet on five occasions from September through to November each year.

Shared Island Project
We are entering our second year as part of the Co-operation Shared Island project. A small number of students in Year 12 attend this course and share experiences with peers from across the island. They undertake a leadership modules and work with others to prioritise areas of like-minded interest to young people from all backgrounds. Their recent project has focussed on climate change and the environment.

Rights Respecting School (RRS)
We hold the Bronze Rights Respecting School Award, which is in line with our integrated and inclusive practice. The rights and responsibilities of students and staff is central to our practice. We will be renewing this award during the SDP timeline.

Queer Straight Alliance (QSA)
Our student led QSA team have been instrumental in achieving the Citi Bank Platinum Charter for LGBTI+ Inclusive Practice in 2023 supported by Mr Gray and Miss Hughes. The QSA team promote our school values of respect and equality for all. Students and staff are supported to be proud of who they are, whether that be the LGBTQI+ community, or allies and those of any faith, other and none, political viewpoint, family background, gender, ethnicity or socio-economic status. The QSA meet once a week and are currently working with businesses to raise awareness in the workplace and schools, of the right for everyone to feel safe and valued.

SistersIN Programme

Lagan College is a member of the SistersIN Programme. Our students and staff are committed to leading in the areas of equality, rights, freedom of voice and ability to act as change makers, discussing controversial topics and challenging practices locally and globally where possible, to benefit and improve the lives of all young people. Supported by Mrs Grant, the SistersIN programme has connected our students with the business community and provided a range of opportunities for young women to recognise their leadership potential and ability to transform the world for the better.

Student Eco Team

Our eco awareness work has enabled the school to be awarded our seventh Green Flag in 2025. Our student led team have worked tirelessly on tree planting on our school site, raising awareness to saving water and transforming a piece of waste ground in the heart of the school to a biodiverse pollinator garden, with support from Lou Blue (Greenspace NI), Mr Stewart, Mrs Toye & Mrs Thompson.



Action to Promote Learning & Teaching

Action to Promote Learning and Teaching

In Lagan College we strive to educate children of all abilities to the highest standards via a supportive team of Heads of Departments, subject leaders, Classroom Assistants and specialist technicians. We offer a range of learning pathways offering 53 GCSE and equivalent courses and 32 A levels.

The strategic oversight of learning, teaching and assessment is co-ordinated by Mrs Carlisle VP in charge of Teaching & Learning, assisted by 3 senior teachers. Our school development priorities include increasing the academic outcomes of male students and those in receipt of Free School Meals and continuing to support whole school Literacy, Numeracy and Digital Skills.

Digital Skills and E Learning

We have introduced a bring your own E learning device to school across all year groups, including Year 8. This builds on our successful ten-year iPad roll out. The school received its 4th NAACE Award and is involved in the Digital School Project and the use of online assessment.

Literacy and Numeracy

Through the Department of Education's Engage Programme I & II, the college was able to ring fence money and target lost learning recovery with students, with specific focus on raising standards in GCE English and GCSE Maths. Our new whole school literacy and numeracy targets- endorse the priorities published within the TransformED Report and build on our KS3 Intervention programmes being delivered in Learning Support. Our GCSE English and GCSE Mathematics outcomes reflect this whole school approach.

Careers Education Information Advice and Guidance

All students undertake one period of careers. From Year 9 students are supported to identify their gifts and talents and research a range of possible career and learning pathways. Year 10, Year12 and Year 14 are important transition years, and we are extremely appreciative of the careers education, information, advice and guidance offered by our Careers Officer and Careers Department. Over the decades we have formed very good working partnerships with business and industry. We offer two work experience opportunities for all students in Year 11 and Year 13, as well as an annual careers fair. We are extremely proud of the variety of onward pathways followed by our all-ability intake.

Learning Support Provision

As a consequence of the Special Educational Needs Review and changes in legislation, Lagan College has employed a further Learning Support teacher. Further investment in Learning Support has been given to co-ordinate literacy and numeracy intervention for Key Stage 3 students who require help and baseline assessment to identify any learning legacy gaps. We are also very appreciative of our Classroom Assistant Team who deliver intervention programmes and support, especially to senior students undertaking formal external examinations. We are also running a pilot scheme to further meet the cognitive needs of children with Statements of SEN.



Action to Promote Pastoral Care & Wellbeing

Action to Promote Pastoral Care and Wellbeing

The care of children is a whole staff commitment in Lagan College and students benefit from the kindness, support and time given to them by all staff, especially their Form Teachers, subject teachers and Classroom Assistants. Every student connects daily with a Form Tutor, who is in turn supported by two Heads of Year per year group, except for one Head of Year 13 and Year 14 in Sixth Form. The strategic pastoral care and wellbeing within the college is overseen by Vice Principal Ms Collins, assisted by three senior teachers in charge of Junior School, Senior School and Sixth Form. Eight senior teachers reside on our Child Protection and Safeguarding Team.
Our school development priorities include raising attendance from 92% to 94%, enhancing the content and delivery of the preventative curriculum and the use of restorative practice and addressing bullying strategies within the College.

Mental Health, Wellbeing and the Preventative Curriculum

After the covid pandemic, the Department of Education 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 and train all staff in Trauma Informed Practice - Level 1 – Adverse Childhood Experiences (ACES), safeTALK, the Hopeful Minds programme and Solihull approach. Key members of staff have also been trained in Mental Health First Aid and ASIST.
The Preventative Curriculum is delivered in a holistic way via assemblies, the school environment, the Personal Development programme and outside agencies intervention work. The Personal Development programme is taught to all year groups with age specific lessons in areas such as healthy and positive relationships, consent, CPR and concussion. In addition, the elements of Personal Development education have been mapped across learning areas so all stakeholders can understand the inclusive nature of the subject. Where possible, we invite in external agencies to lead staff and student training. We are also a member of the East Belfast Area Learning Community and connect with our local family Hub and over 40 different agencies,

Chaplaincy and Wellbeing Centre

Our Chaplaincy and Wellbeing centre is located in the heart of the college and all students, irrespective of faith or none can utilise the support of our two-teacher trained, Chaplains, Mrs Killick and Mr Sowney. Students can use the space to reflect or pray, in keeping with their traditions or attend pastoral one to one sessions and/or small group workshops. In addition, students may attend the chaplaincy at break and lunchtime to play games, strengthen friendships or find a quiet place to read and reflect.

Counselling Service

Lagan College receives counselling from Hope Mental Health Service each week and the Lagan College Limited Charity, separate to the Board of Governors, supports further paid hours of counselling for students.

Nurse and First Aid Team

We are fortunate to have a full time Nurse on site daily. Nurse Heather Leo is highly experienced and supported by a team of trained First Aiders. Nurse Leo works closely with the school health team of nurses and with families, in relation to their child's medical care plan. The school keeps a Medical Register which is overseen by Nurse Leo working in conjunction with Mrs Darina Ward, Senior Teacher in charge of Head of Learning Support.



Key Baseline Data

Key Baseline Data

	June 2020	June 2021	June 2022	June 2023	June 24	June 25	Predicted Oct 25
Year 8 Admissions	236	234	237	236	238	239	245
Sixth Form	300	300	300	300	300	300	300
Total Enrolment	1422	1433	1434	1431	1450	1480	1472
% Statements of SEN (stage 5)	7	7	7.1	7.4*	8.3	8.5	8.5
% of students with SEN Need	25.6	18.1	18.7	20.8	18%	17.3	17.3
% Free School Meals	21.2	21.4	18	21.4	18.2	18	18
% GCSE Outcomes 5-10 A*-C	95	97	97	99	97%	97	95
%GCSE Outcomes 5-10 incl. Eng/Maths A*-C	72	70	77	74	88	87	80
% GCSE Outcomes 7-10 A*-B	26	33	33	37	34	35	35
%GCE A/S 3 A-C	88.2	75.7	62.8	76	60%	69%	



Opportunities & Challenges

Opportunities

- Student Outcomes
- New staff
- SEN Statutory Regulations
- Chaplaincy
- Inclusive Practice
- Anti-Bullying/Anti-Racism practice
- Restorative Practice
- Shared Practice on WW4B - What Works for Boys
- Shared School Practice in NI

Challenges

- Covid Legacy
- Industrial Action
- Wellbeing and Mental Health
- Building work
- Funding Crisis
- Experienced Staff Retiring/ NI Recruitment
- Cost of Living Crisis
- Demand for Integrated Education Places



Action Plans

Action Plans

Action Plan 1	Excellence in Integration Award
Action Plan 2	Improving Attendance
Action Plan 3	Improving Restorative Practice Strategies
Action Plan 4	Review of Preventive Curriculum
Action Plan 5.1	Learning Progress, Assessment & Use of MES/MEGS
Action Plan 5.2	7-10 A*-B grades at GCSE
Action Plan 5.3	Increase number of pupils achieving A* - B and A* - C grades at GCE A level
Action Plan 5.4	Closing the Attainment Gap between Boys and Girls
Action Plan 6	Key Stage 3 Curriculum Review
Action Plan 7	Staff Development Opportunities

Lagan College Action Plan 1 Year 2 25/26
Excellence in Integrated Education Award (EIEA)

School Development Plan 24-27

NICIE Core Principle 1: Equality

RESPECT, EQUALITY, RECONCILIATION & SERVICE

1.1 Leadership and Management

Effective Practice	Current Practice Evidence	Improvement Action /Consideration 2025-26	Resources/ Time/ Personnel	Impact /Outcome Based
1.1a) Respect for Diversity: Religious Balance **In line with the NICIE Statement of Principles, the school strives for a religiously/culturally balanced population (Catholic/Protestant) amongst students, staff and governors.** 1. Steps are taken to monitor and, if necessary, redress religious imbalance at all levels in the school.	• Annual Intake • Board of Governors 40:40:20 all ability/ • Grammar/ higher annual monitoring • HR Recruitment – monitoring forms for non teachers current practice	BoG members in order to recruit in any under represented – new legislation – consider and pursue under representation	HR Manager/ HR Administration HR Manager/ HR Administration	Implement new Annual Monitoring Forms for teachers (new legislation) 24/25 Staff monitoring forms LRA Equal Opportunities

Effective Practice	Current Practice Evidence	Improvement Action /Consideration 2025-26	Resources/ Time/ Personnel	Impact /Outcome Based
2. Steps are taken by the school to encourage applications from families and to promote recruitment of staff and governors from all religious, cultural and ethnic backgrounds.				
1.1b) Child Centred Education **The needs of the individual student are at the heart of the organisation and structures of the school.** 1. Policies and procedures support the holistic development of the individual young person. 2. Steps are taken by the school to tackle barriers to participation and learning at whole school level.	• Integrated Education Policy • Child Protection and safeguarding Policy • Anti Bullying Policy • Pastoral Policy • Curriculum Delivery Policy • Induction assembly & evenings • P7 Visits /P6 taster sessions • Induction Year 8/13 and new students	New Inclusion Assistant and 'Hub' space in support of young people in danger of not accessing the classroom/ school learning	P & VPS Heads of Year/ Heads of School VP Pastoral Care- all staff EBALC trained Chaplains L Support room identified £1000 Furnishing HR	Student Evaluations Increasing anti-bullying awareness – Anti Racism Training Wear Red Days 24/25/26 Staff Verbal Feedback to Integration Team ABA Training Year 11 Anti Racism Staff Training G. Boakye London Consultant Anti Racism offer EBALC representatives to attend SGP Anti Bullying Ambassadors Jason Boom EA

Effective Practice	Current Practice Evidence	Improvement Action /Consideration 2025-26	Resources/ Time/ Personnel	Impact /Outcome Based
	• Staff Induction • Learning Support • 2010 Whole school focus Anti Homophobic Bullying • Engage Programme • Key Stage 3 Intervention programmes • QSA LGBTQI+ Charter • Mediation Chaplaincy Leaders • Reconciliation Leaders • MH & WB Student leaders • Learning Support Intervention/ Engage Programme KS4&5		New funded post Year 11 ABA Trained Miss Wightman Miss Smyth	Level 1 ABSIT for all staff online training Invite Cross of Nails School Ambassadors to visit ABA Chaplaincy based Year 11 Trained as Anti Bullying Ambassadors RP Reconciliation Rep Training Project Year 9 / Steps into Leadership Focus Area Key Staff trained at L3 ABSIT Recruitment of new Inclusion Hub Assistant BoG Training Student feedback effectiveness and training

Effective Practice	Current Practice Evidence	Improvement Action /Consideration 2025-26	Resources/ Time/ Personnel	Impact /Outcome Based
	• Cross of Nails School Reconciliation Ambassador Programme			

1.1 Leadership and Management cont.

1.1c) Staff Team Development **Development opportunities are provided for all staff to enable them to promote the integrated learning experience of each student.** 1. The commitment of staff members to the integrated ethos of the school is monitored, developed and sustained.	• Annual staff residential Corrymeela • New staff NICIE training days • Staff Wellbeing Programme • Long Service Policy created Staff Council	2025/26 • Live Well Work Well Team to newly constitute • Staff Questionnaire on Wellbeing • EIIE Award Integration Team – whole school launch of the EIIEA Action plan • Green Growth/ Eco Schools Work with students and staff if funding allows • Improve the pond area and work with	NICIE cancelled Chaplains Principal HR Staff Wellbeing Team Eco Student Team	New staff Integrated education Day Tuesday27th August – did not proceed led by by NICIE Develop staff awareness of integrated education Annual staff training integrated education workshop • VP NICIE Forum RE NICIE Forum – 2 Chaplains involved in SGP

2. All staff members receive continual professional development and support (for example, through NICIE's Anti-Bias Training) to challenge, and support learning around, all forms of bias and discrimination, both their own and other people's. 3. Approaches and techniques are used to ensure that positive working relationships and morale amongst staff are developed and maintained within the school. 4. All staff members are supported by senior leaders, and their role is shown value within the staff team. 5. Policies and procedures are in place to empower them to develop confidently in their roles, in collaboration with	• HR support team Manager/ Administration • Staff Development Staff Training Programme bespoke • NICIE's Anti Bias Training- Queen's Jubilee SGP etc NICIE • Integration Team Training Anti Racism • Carson Awards • Dunleith Lecture • Staff Development Days values – appreciation • Role of Chaplains in support of Principal & all staff • Integration Team	the National Trust in terms of information board wildlife and plants • Devise a Staff Long Service Recognition Policy • Opportunities to attend NICIE/IEF events • Avail of training in Integrated education, NICIE Anti Bias etc • Principal to visit Bosnia Centre for Experiential Learning Peace after Conflict • Pears Foundation IEF- Principal to share learning • Recruit a new TPL Co-ordinator in support of staff TPL, PRSD and work/ life balance – oversee TPL Funding • Teacher to attend NICIE Training event • New teachers to integration	Principal NICIE APTIS Principal appointed co-ordinators Whole staff, students and families NICIE Link Officer Live Well Work Well Programme - staff leads Long service rewards costed and seek funding TPL Co-ordinator Sub cover costs Pear Foundation Grant fully	TPL Co-ordinator in support of staff development – see Teaching & Learning and Pastoral care Action Plans if funding allows ECO Award Achieved by the Student Leaders June 2025 IEF June 25 Tea Gathering NICIE Excellence in Integrated Education training Board and Parents Council APTIS Principals Training Day held LCB June 2025 School Chaplain attended 2 day Anti Bias training Recruitment achieved School involved in Independent Chair UCL Programme Workshop delivered by Dr D Wehrenfennig Managing conflict Staff Voice listened to Integration Team feedback Staff Surveys / PRSD Reviews Course evaluation held by NICIE

peers.	• Staff Development Policy • Staff Consultation Days SDP/ general matters • Beginning Teachers supported BT/EPD	'Talking Integration' Termly Gathering led by Integration Team & Chaplains • Support staff Belfast Marathon Relay Teams	funded achieved	

1.1 Leadership and Management cont.

1.1d) Governors **Governors in the school are equipped specifically for their leadership responsibilities in an integrated setting.** 1. In relation to the school's integrated ethos and curriculum, governors are actively engaged in: • strategic direction; • self-evaluation;	• NICIE Governors Training • EA Governors Training • Governors attend Integration training events • Governors attend school community events • Corrymeela Residential • Directors –NICIE Director link	• Governors notified of NICIE training events and link governor/ director to EIIEA Action Plan • Re-introduce Corrymeela New Staff Residential supported by Lagan College Directors • HB/HG delegation to connect annually • Student Council/ Student Groups Delegation to connect annually	Principal HR Manager Directors and Governors nominated links Secure Funding Staff team	Enhanced training for BoG and BoD Feedback Digital Leaders presentation January 2025

• exercising their challenge function. 2. Governors monitor and actively support the development and sustaining of effective anti-bias learning and practice in every area of school life. 3. Governors participate in integrated ethos and practice training/development, including specific anti-bias sessions.	• Governors link with staff and students to hear voices annually • Governors attend events initial staff training / BoG consultation with students/ SLT • BoG training offered by NICIE shared events	• All Governors, staff and students trained in Restorative Practice (RP) • Governor's CP & Report to include EBSNA students and school's response/ support with external agencies.	Principal Staff BoG	ICT Award to BoG. Year 10 students SEN and ICT Award staff presentations to BoG Feedback used at BoG level and SLT level in school management- reduction suspensions/ expulsions Staff Training Records BoG Minutes
1.1e) School Profile and Publicity **The school's achievements are recognised and its integrated nature promoted.** 1. The school develops, promotes and maintains its profile within the local and wider community (e.g.	• Use of social media -Facebook, X and website to maintain positive profile • United Model Nations link Sweden • Chaplain resides on Four Corner's Festival Board GS	• Consult Senior students in relation to Recognise and Reward Programme with senior and Sixth Form students • Peace Games with P7 students at Loughview Integrated School to continue • Sixth Form Students undertake	Communications and Marketing Officer Principal All staff, students and families BoG Directors Bus and travel arrangements Staff sub cover	Enhanced promotion of Lagan College student and staff achievements Evidence by social media Students involved in Year 8 Peace Games Feedback

local press, social media, etc.).	• Cross of Nails Community link HK • APTIS MNE • NICIE Carson Awards COL • Principal's service acknowledgement • Global School Visitors to LCB and the Chaplaincy space • Political/ Civic and World Leaders/ Educationalists/ Media • NICIE Newsletter /IEF • Recognise and Reward Junior School	Enrichment Programme at Loughview Integrated Primary School Organise Lagan College's Ormeau Park Run Community take Over February 2026		

1.2 Ethos

Effective Practice		Notes and Evidence		
1.2a) Respect for Diversity: Expressing and Exploring Identity **The integrated ethos underpins all aspects of the school's functions,**	• Integration and school ethos and values core to the SDP	• Promote annual theme as part of Integrated Education Month	Principal	Welcome Assemblies

Effective Practice		Notes and Evidence		
as shown through the School Development Plan and school policies. 1. All members of the school community feel secure in expressing all aspects of their identity including socio-economic background, culture, religion, ability, ethnicity, gender and sexual orientation. 2. The school promotes active, respectful listening; confident, respectful expression of identity; and effective learning dialogue among all members of the school community, encouraging everyone to learn from those whose viewpoints are different to their own. 3. The school maintains a clear and effective anti-bias approach to all forms of prejudice,	• Students' Council. Senior Prefects Meet Up BoG • QSA Board of Governors Meet Up • Eco Committee BoG Meet Up • Annual Integration Welcome assemblies theme 'Together' 2024/25 • Special annual events of celebration Ede, Chinese New Year, Ash Wednesday, Remembrance, Anniversary dates • Staff Live Well Work Well Programme in line with NI Chest, Heart and Stroke Foundation • Student Council • Parents Council • Anti Bullying Week	Annual Theme 'Different but the Same,' Flowers as visual- 2024 Birds and Peace Doves symbol 2025 assemblies • Integration and school ethos and values core to the SDP Notice boards to promote values – entrance area • Anti Racism Development Work – see Action Plan Restorative Practice AP2 linked to school integrated ethos and 4 values • Staff Training August 25 see AP7 linked to school integrated ethos and 4 values	Year 8 Welcome Assemblies All staff P & VPs Students VP Pastoral Care Principal VP Pastoral Care	School Assemblies – Passing of Pope Francis Anti-Bullying Training ABSIT All Teachers level 1 and some Level 3 trained Carson Award recipients QSA advancing sharing good practice with other schools/ organisations New South/North Government reconciliation Programme Shared Island Year 12 Year 1 feedback Year 2 commenced Shared Education Innovation Partnership see AP 4

Effective Practice		Notes and Evidence		
discrimination and bullying. 4. All members of the school community are supported to respectfully and constructively challenge bias and discrimination, and those challenged are supported to acknowledge the challenge, adapt their behaviours where appropriate and see this as an opportunity to learn and improve. 5. Students know what to do when they or others experience prejudice, discrimination or bullying, and are confident that they will receive appropriate and effective support.	• Anti Bullying Policy • QSA Work Anti Homophobic SDP focus • Anti Racism SDP focus • Peer Mediation Students • QSA Team • Entwined Futures North/South Corporation • Assemblies • PD Sessions • Visual Posters • QSA Team • Peer Mediation Chaplaincy • Student Council • Sixth Form Senior prefect Residential Corrymeela to identify areas for whole school improvement in	• Establish & Train Anti Bullying Ambassadors -Anti Racism Diversity Team organsied by the CHapolains working with senior students • Create a Carson Awards Corridor to showcase student projects and success • Student /Family Voice- review uniform policy as per new DENI guidelines 25-26 • Student Voice - Review Positive Behaviour Policy • Participate in Year 2 Shared Island SEP	Enhance school awareness of RR school award, Carson Award and links with NICIE and IEF Miss Wightman DENI Guidelines Leading Expert Staff Feedback Voice Parents/ Students/ BoG	Rights Respecting School award Staff training led by D Collins VP Whole school training Anti Racism Senior students Diversity Team – leading assemblies Anti Bystander training - combat sexism- Mrs Jones attended workshop- see new pastoral PD overview SEP Shared Island Evaluations

Effective Practice		Notes and Evidence			
	support of our ethos. • Carson Awards IEF annual involvement and success through the years • Bus Prefects Sixth form • Chaplaincy Prefects Range of ages • Senior Prefects Year 14 • Prefects Year 14 • Shadow Prefects Year 1 2				

1.2 Ethos cont.

1.2b) Respect for Diversity: Managing social, cultural, political or religious events **The school recognises, supports and celebrates the range of social, cultural, political and religious backgrounds that exists within it, and within wider society.**	• Special assemblies • Planned & Responsive events and awareness raising via PD • Integration Team • Communication families by Principal	• Integration team weekly meeting and planning time- establish student team to meet once a week • Listen and respond to events/ incidents	Principal & Chaplains VP Pastoral Care Pastoral Team Marketing and Communications staff member / families	PD evaluations by students and staff PD class & School Assemblies to address sensitive local issues ie: Ballymena Race Riots/ Pope Francis's death

1. The school deals sensitively with local and global events, including days or occasions which are recognised as being more significant to any one group within the school community or which may be considered contentious. 2. The school responds appropriately to events/incidents and potentially contentious issues which arise within the local community and wider society.	• Communication students via Form Team & Assemblies	– use of external community support – humanitarian concern world wide student voice Sixth Form September/ October • Harvest Assembly linked to Rights of Child UN Convention and weekly assembly rota programme linked to ethos and values	Miss SmythYear 10 Year 2	Visit Carr Manor and Whetherby schools in Leeds as part of SGP with other schools and Alternatives NI RJ – Introduce student Restorative Practice Reps RPs Year 9 Pilot Scheme Visitors from Pears Foundation CIEF American and London Universities Monitor visitors to the college via feedback forms

1.2c) Child-Centred Education: Student involvement **Structures and processes are in place to promote student involvement in the school's life and development, so that they feel that their voice is heard, relevant, respected and valued.** 1. The school responds positively and meaningfully to the issues and ideas raised by students. 2. Students are actively supported to reflect on/make sense of controversial issues in both local community and wider society and, where appropriate, are supported to be actively involved in commenting	• Student Council • Parental Communication - army on site • Communication • Queen's 75th Anniversary • Queen's Death • King Charles' Coronation • Israel / Palestine assembly PD prayers • Charity for UN United Nations • Rights Respecting School Silver Award • Senior Prefect Team meet with BoG annually • Student Leaders Corrymeela Residential and related improvement priorities – school assemblies/ BoG meeting • UN Model Nations Opportunity to host visitors from Sweden	• Enhance student leadership opportunities to promote integrated education • Chaplaincy Mediation Trainees Anti Bully • Cross of Nails Student Reconciliation Champions • Sixth Form Students invited to attend Integration Team meetings and planning events. • Year 13 Student Leaders to attend Corrymeela Peace Centre Residential Plan for Term 1 2026 source funding • New Student Diversity Team working alongside the Chaplains to identify areas for student support and raising awareness • Cost out opportunity for Years 9 and 10 to experience Year	Principal Chaplains SLT/MLT Students Corrymeela Peace Centre	Year 14 student leaders attended Slemish College's Sixth Form Leaders Conference Sixth Form Video New Ethos and Values Board central location – staff training RRISE New Student Diversity Team established Pre booking and programme set up fr Year 13 residential October 2026 Hosted Visitors from Sweden December 25 Model United Nations – LCB student engagement

on/contributing to such issues. 3. Students feel confident, and have opportunities, to: • reflect on and challenge their own attitudes and biases; 4. Respectfully discuss and challenge prejudice, stereotyping and discrimination; learning together with each other.	• Cross of Nails Peace & Reconciliation Ambassador Training • Mediation OCN Chaplaincy Leaders • Students Council Meet with Principal/ BoG/ key staff members such as Catering Manager EBALC Students' Council Annual Meet Up SGP	Team educational visits to local areas suggestion by HBHG team 20024.		

1.3 Teaching and Learning

Effective Practice	Notes and Evidence			
1.3a) Child Centred Education: Opportunities and Experiencing Success **High expectations are held for all students**.	• Academic excellence for all • Learning pathways • Learning Support • Recognising and Rewarding success in all it forms	• Honours Tie Recognition of High Achievement introduced ie: grade 8 music/ national/ local theatre/ national/ local STEM/ ECO initiatives	Student Voice Parents' Council Support SLT/HOYS Board of Governors	Student involvement assemblies Awards received Eastside Hero Recognition Mrs Carlisle voted by students Dec 24

1. All students experience success and a full variety of achievements is celebrated across the school.	assemblies/ school celebration/ attendance/ attendance tickets • Social media • Principal's Pen for Kindness • Sports Honours Ties • Attendance Awards • Leadership Opportunities Bus Prefect/ Eco Teams/ Students' Council, Prefect Team, Shadow Year 12 Prefect Team, Digital Leaders, Mediation – chaplaincy team • Recognise and Reward Scheme Key Stage 3	• Ks4/5 Recognise and Reward age appropriate programmes • 'Take 5' New Family Newsletter Spotlighting School events, visits and achievements of students	New Honours Tie Arts / STEM costing and manufacturing Marketing anc communications time	Post Primary School of the year Award 2025 Women's Magazine Staff Anti Bullying Recognition Certificates voted by students assemblies Lagan Legend Sports Assemblies June 25
1.3b) Child Centred Education: Pupil Learning and Attainment **The school offers a wide range of academic and vocational subjects which meet the needs of a diverse cohort of young people.**	• Broad and balanced course offer • CEA best practice • LCB options pathways • 45 GCSE subjects and 27 A levels	• Student, Staff and Family Voice meetings and student surveys. • Design and build a new Sixth Form Centre- to enable the library to be returned to whole school use	VP T & L Options Team / Timetabling Design and Build Team- costing/ National Trust	Monitor students involved in extra curricular activities NIFEQAN File Reviewed

1. Positive student attainment is encouraged throughout the whole school, with regard to the value added by Integrated Education. 2. Opportunities are created and barriers to learning are overcome for: • Vulnerable students; • Young people with SEN; • Newcomer students; • Those specifically gifted in academic and other fields. 3. Students are involved in effective assessment for learning practices. 4. Students of all abilities are supported to work towards learning achievements and qualifications which will reflect their fullest potential.	• Curriculum courses to suit the learners' needs • Option Choices – student led timetable construction • Key Stage 3 Questionnaire • Newcomer Support Teaching • Wii Club and Board games Clubs at lunch time • Learning Support Department and Strength of the CA team • Gifted and Talented opportunities Sweden UN Model nations/ Young Civil Engineers/ Coding • 3 Assessment points • Homework/ classwork • Differing types of work	after covid years and school DENI admissions increase • Communication – use of website assessment and reporting information 2026/27 Core Principle 1	Sixth Form HBHG input Staff volunteering VP Teaching & Learning	

	• Revision workshops • Year 12 Learning Teams- coaching model • Vocational and academic courses • GCSE and A level success • KS4 and KS5 onward pathway	• Extend lunchtime club provision • Deliver an enhanced independent learning/ homework survey in response to full parental questionnaire. • Year 13 Leaders conference held at LCB for Prefects team • Plan Communities in Dialogue Community Event in Belfast to consider Integrated ethos and core values with other integrated schools – leadership annual event 2025 summer. • Lagan College Alumni Launch 2026-7 • Lagan College's Extend Heritage Walk 2016-2026 45 Years of Integrated Education • Lagan College Cultural Celebration Event 2026-7		

NICIE Core Principle 2: Faith and Values

RESPECT, EQUALITY, RECONCILIATION & SERVICE

2.1 Leadership and Management

Effective Practice	Current Practice	Action	Who When Resources	Impact
2.1a) Respect for Diversity: All Religious Traditions and None **The school works to create an environment where people from Catholic and Protestant traditions, of all faiths and none, are respected, acknowledged and accepted as valued members of the school community.** 1. The school explains the purpose and teaching of RE to	• School Prospectus • OCN RE/ other subjects self-directed • Mediation OCN • Grounds of conscience parental withdrawl • Lagan College welcoming to all • Prayer or Reflective time offered at all gatherings	• All Ireland SEPI Programme Year 12 North/ South Body • Shared Education Project Grosvenor Grammar School/ OLSPCK continued • Chaplains involved in NICIE considering RE project • Welcome Assemblies – focus on Peace Doves Year 8 • Assemblies & Postcard Campaign led by Sixth Form student integration	Principal Chaplains All Staff RE Department Funding Shared Education Sub cover	Enhance the promotion of integrated education and the school's ethos and values. Raise awareness of NICIE and IEF Special School Assemblies and charitable events Student feedback Anti Racism Workshop May 25

parents and students in order to encourage participation in RE as a means of developing diversity and mutual understanding in the school community. 2. Meaningful provision is made for those students whose parents do not wish them to participate in any religious activities or classes. 3. The school provides access to specific religious observances, e.g. the Catholic sacraments, Muslim religious practices, etc. Where students have missed receiving the Catholic sacraments in primary school, outline the procedures which are in place to facilitate their preparation.	• Special Assemblies Ramadam/ Ede/ Chinese New Year / Ceili Evening • Holocaust Memorial Service representation • Year 8 Church Visits • School Prospectus • OCN RE • School Assemblies • Grounds of conscience withdraw • John Pope Award • Sacramental Preparation if required • Catholic Days -Ash Wednesday • Local church involvement • Carol Service annually – local churches	matters September /October Human Rights focused • Stand UP to Racism 'Wear Red Day' Year 2 October 25		''Ballymena Riots' civil unrest- student meeting Chaplaincy. Pope Francis' passing remembered VE Day 80th Anniversary Remembrance Stranmillis College Student Tour Guides for Visitors to Lagan College and the Chaplaincy

2.1b) Staff Team Development **The school provides personal and professional development for its entire staff, with regard to faith and values.** 1. The induction process for new staff members ensures that they understand, and are supported to contribute to, the school's integrated ethos and practice, in relation to faith and values. 2. Staff have an opportunity to take part in training about religious and cultural practices which are different from those of leaders, teaching and support staff.	• Principal's welcome integrated ethos and values • Teacher Induction • Support Staff Induction • Corrymeela Residential • Staff and student prayer time – Lent/Christmas	• 'More Than Just A Number'- Ethos and Values Training All Ability, Integrated Setting • Live Well Work Well Staff Team – explore staff voice as Staff Council change.	Principal HR Manager Whole Staff	Staff Feedback on induction programme • All staff aware of important cultural and religious events/ days – calendar – assembly rota

2.2 Ethos

Effective Practice	Evidence	Action Areas	Who When Resources	Impact
2.2a) Pastoral Care **The school demonstrate a caring ethos**. 1. Strategies and processes are put in place to ensure that students believe that their concerns will be listened to, and appropriate support provided. 2. There are pastoral support structures established for staff members. 3. Staff members are supported to work positively through conflicts within, and other challenging issues impacting on, the school community.	• Student Council • Safeguarding Team • HOYs/ HOS • Support Staff • Chaplains • Pastoral Care Assistant • School Nurse • ETI Best Practice – inclusion LGBTQI+ March 23/ 2019 ETI Pastoral Care SEN • School Nurse • Chaplains • New Staff Co-ordinator • HR manager and HR administration • Charitable acts • School Hampers- SLT hampers • Additional Counselling funded by Lagan Limited Charity	• Re-establish - Student Curriculum Council small group focus areas • Promote Mental Health First Aiders to students and staff - school visuals staffroom and student social spaces • Introduce Student Leadership Board • Deliver Who Looks After You In Lagan College Annual Assembly CP & Safeguarding in person and online risks • Further support parental understanding of e safety	VP T & L Staff 5 Staff Trained Student promotion	Leeds Beckett pastoral care recognition Student Council minutes Student Concern Boxes outside key places Students' Council SLT Open Door Policy Action Mental Health Assemblies Staff Flu Jabs Parental Information Student assemblies led by Principal and VP Pastoral

	• Nurse available to all • MH First Aids • Staff Mediation/ reconciliation sessions with P and VP if needed – trained			

2.3 Teaching and Learning

Effective Practice	Evidence	Actions	Who When Resources	Impact
2.3a) Respect for Diversity: All Religious Traditions and None **Students are introduced to the ideas, beliefs and practices of the major world religions and humanist philosophies.** 1. Students are taught and the school models that all faiths and values matter to those who hold them and, therefore, are included and	• Assembly prayer and reflection time • Chaplaincy welcoming to all • Cross of Nails Community • Corrymeela Links • Youth leaders • Annual Carol Service in local churches • Year 8 visits to local churches	• Student questionnaire in relation to assemblies and content • Students involved in Year 10 Entwined Futures Project • Chaplains and SLT to connect with civic and political leaders in relation to peace building and integrated education • Pilot Year 2 Learning Support SSP Inclusive Model • Student	Staff Students and families North South Partnership Funding Sub cover QUB connections peace Centre for Experiential Learning Visits /IEF Pear Foundation Carson Awards Work with EA SSP Pilot Model	Year 9 student feedback Staff Training Records Student questionnaire Anti-Bullying Assemblies Anti Racism Training and whole school initiative linked to Anti Bullying Development Work Mosque visit and Muslim leaders invited

		opportunities to take part in the Frank Carson IEF Award • Chaplains to lead on University of Ulster Shared Projects • Year 13/14 Visiting Israeli and Palestinian Guest Educational One day programme February 2026		Student feedback on Israel/ Palestine visitors workshop day at LCB VP and Chaplains.

respected within the dialogue and learning environment of the school. 2. Religious and community leaders are encouraged to visit and participate in school activities.	• Jesuit Priest friend of LCB and Chair of Directors • Methodist Leader/ Presbyterian Minister • Order – Church Carol Service links		– convert CA hrs teaching hours Timetabling and HR / Staffing	to Lagan College assembly Year 1 SSP Inclusive Team Teaching Model

2.3 Teaching and Learning cont.

2.3b) Shared Learning **Catholic, Protestant and other students have opportunities to explore together their shared and diverse beliefs and traditions**. 1. Recognising the community context in Northern Ireland Protestant and Catholic	• RE course delivery • Assemblies and PD programme • History and Politics teaching • Year 8 Church Visits • Prisoners to Peace Programme • Decider Programme • Entwined Futures North/ South Ireland	• New North/ South All Island Year 12 SEPI Reconciliation Programme Year 2 26/27 • Whole School Celebration of Cultures Event • Communities in Dialogue Event 2025 • Celebration of Cultural Diversity 2026	Principal/ VP Staff Lead Targeted Year Groups	North/ South Programme commencement Student feedback and showcase of work. Entwined Futures completed Year 11 Anti-Bullying Leadership - Enhance participation by students in assemblies Entwined Futures Programme Year

				Cross of Nails

students are given opportunities to learn about days, events and sacraments which are important within each other's traditions		• Corrymeela Residential for new staff/ BoG/Directors		Reconciliation Ambassadors Anti Bullying Ambassadors Year 11 Restorative Practice Ambassadors Year 9/10 SEP Project Shared Island Year 1

RESPECT, EQUALITY, RECONCILIATION & SERVICE

3.1 Leadership and Management

Effective Practice	Evidence	Action	Who When Resources	Impact
3.1 Formal involvement of parents/ carers/ families in the life of the school **Parents/ carers/ families are fully aware of the role they can play in the life of the school.** 1. Parents/ carers/ families are made aware of the school's commitment to ensuring a balance between the two main traditions, Catholic and Protestant, in the school community. 2. The school seeks to encourage, support and sustain effective parental involvement in the life and development of the school.	• Admissions Policy • Founding Principle and ethos • Website and all social media information • Parents' Council • Parental Questionnaires/ Consultation • Open communication email and meetings	• Parental Involvement on Integration Team EIIE Award • ETI Inspector Board of Governor Dissertation Feedback Ms Catherine Thompson • Rotate P and VP link with Parents' Council • Request for two new DENI representatives on the board – financial/ accountancy skils	Principal VP T & L Chaplains Integration Team Parents' Council ETI Inspector	School Admissions 2024 has been advertised Post Primary School Principal Meetings Increase parental awareness Active Parents' Council New Year 8 B-b- que event Include ethos and values page in induction handbook- greater promotion Year 8 welcome ppp.

3. Parent governors are recruited and supported in their role as governors.	• Parental Voice meetings and consultation • Board of Governors 4 Parent Governors recruited- voted by parents • See application forms and pen portrait			

3.2 Ethos

Effective Practice	Notes and Evidence			
3.2 Relationships with parents **The support and contribution of parents is seen as integral to the success of the school.** 1. There is an induction process for parents/carers/ families that enables them to have a clear understanding of what	• Induction Night Year 8/ 13 Parents • Year 8 Getting to Know you Interviews • Additional SEN Induction and welcome morning August	Parent Welcome and Induction Nights June 2025 and August 2026 Hold a series of face to face parental curriculum meetings in school – active workshops Transition Year 8/10/12 an 14 Open Door Policy for		Open Day Multiple School Tours for Primary School Principals and interested families Students with SEN welcome morning KS3 intervention programmes Launch into Learning Programme Year 8 New defib purchased by fund

		parents and community members Encourage parents to get involved in fund raising campaigns to improve the college		raising and epipen safety kit for Nurse’s station.

integration means in practice. 2. There are regular opportunities for parents to learn about and contribute to the school's integration and anti-bias practices and policies. 3. Parents feel welcome and secure in approaching the principal and staff and have clear means to do so.	• Curriculum Induction Evenings September Year 8/12/13 • Year 10/12 Options Meetings and 1: 1 Options Meetings • Open day parental support parking/ canteen • Parental Questionnaire 3 year cycle • Parents' Council • Parental Focus groups • Area Learning Community initiatives • Celebration annual events school prize ceremony, ceili, spring sonic, Carol Service			Invite parents to return to face-to-face options meetings Year 8/ 10/12 Train all staff in restorative justice Trained Year 9/10 students in restorative practice Parental Evaluation forms- feedback re: engagement

	• Email addresses - open comms • Communication Policy • Parental Meetings			

3.3 Teaching and Learning

Effective Practice	Notes and Evidence			
3.3 Relationships with parents **Parents, and the wider community, have opportunity to be part of, and contribute to, learning and teaching within the school.** 1. Parents/carers/families are involved in supporting student learning and attainment. 2. There is support put in place for families who have a child needing help in terms of: • Behaviour;	• Revision sessions • Maths workshops • Evening events School Show. Spring Sonic/ Céilí Night • Parental workshops online Trauma Informed Practice/	• Raise parental awareness on Restorative Practice --- 26/27 • Celebration of Culture 2026 • Communities in Dialogue event 2025 • Develop the alumni with founding parents	Learning Support Department All staff Alternatives NI Leeds School Carr Manor	A number of school events have occurred Multiple connections with external agencies in support of a child Staff training records

• Attendance; • Participation; and • Well-being.	ASD / Learning Support • IEPs external agency support • Barnardos Hub • EBALC • EWO support • EA Grants and LCB charitable support	and current parental involvement		

4.1 Leadership and Management

Effective Practice	Notes and Evidence			
4.1a) Curriculum **The NICIE Statement of Principles are embedded across the curriculum.** 1. Aspects of the curriculum are used to increase student awareness of and respect for the diversity within their classroom, including Catholic and Protestant culture and traditions.	• PD Programme • Morning Assemblies • Special Assemblies • History • English • RE • Politics	Integrated Ethos and Values of Lagan College promoted and reinforced Continue good relations with NICIE and IEF Chaplains working alongside NICIE to consider new RE legislation LCB to support IEF events such as the Belfast City Hall Afternoon Tea and hosting guests interested in learning more about integrated education Review prospectus and language used in light of new RE legislation and inclusive	All staff	PD Mapping by the VP New ethos and Values Wall main Lisnabreeny foyer Prospectus reviewed 2026

		practice.		
4.1b) Respect for Diversity: All-ability **The school enrolment comprises pupils from a**	• Admissions Policy • New school building 2013 –	• /IEF Carson Award Grant – participate in the IEF Funded Programme focusing	Art Department Support East Belfast Partnership – approach Seed	Carson awards October 2024 Showcase

range of academic abilities and from a range of social backgrounds. 1. The organisation of the school structure supports its all-ability intake. 2. The school's buildings and physical environment are welcoming for the diversity of students and the wider school community.	accessibility/ Non gender specific bathrooms • Welcome signs and school signage in 3 languages and braille.	on Integrated education 25 • Review visuals around the school – subliminal messaging and support for school values- ie Anti Bullying Posters/ QSA Board, School Ethos and values etc • Anti Bullying Week November	Arts and other local organisations Integration team	

4.1c) Connections to the Local and Global Community **The school is actively engaged in connecting with organisations and activities within the local, national and global community.** 1. The school engages at each of these different levels. 2. This engagement reflects and builds on the diversity within the school and wider community.	• Global Visitors • Habitat For Humanity • Educational Visits Spain, France, Sweden & Italy • Diversity intake • Newcomer support teacher • 45 External agencies	• Map annual educational visits and school links – use of zoom platforms to stay connected • Connections with community policing and external agencies re:	Whole School Principal VPS key staff External providers	Feedback from diversity events Lisburn and Castlereagh PSNI talks 2024-25 Student feedback PD

		preventative curriculum		

4.1 Leadership and Management cont.

Effective Practice	Evidence	Action	Who When Resources	Impact
4.1d) Leadership **Principal, Senior Leadership Team and Governors inspire confidence and respect among the staff, students and parents.** 1. The Principal and Senior Leadership Team empower other members of the staff to exercise their leadership capabilities.	• Senior leadership pathways • Stepped into Leadership • Master's • Senior Prefects • Year 12 Shadow Prefects • Eco Team	• Promote student leadership Board • Intentional and purposeful integration shared with all stakeholders – gather evidence for EIIE Award pre launch	Board of Governors Principal Integration Team Whole Staff Students	Head of Teaching Staff Development appointed Year 12 Vice Prefects appointed Staff Training delivered Retrieval Practice School Development Day / Group work on Role of the Form Teacher- workshop- June 25

2. Young people are encouraged and equipped to develop and exercise their leadership capabilities, particularly in the area of Social Responsibility. 3. Management structures are in place to ensure the effective co-ordination of each Key Stage/Curricular Area. 4. Equality of opportunity is promoted and monitored throughout the school. 5. The school is self-evaluating, taking on board the views of the wider school community, and is committed to sustained improvement in the area of diversity, inclusion and anti-bias approaches.	• QSA Student Team • Digital Leaders ICT Department • Chaplaincy Mediation ABA • Bus Leaders • Cross of Nails Peace and Reconciliation Leaders • Charity Group • Public Speaking • Responsive to community/ public contact • Promoting Positives • NI Commissions Call for Evidence • Big Stories • Chapter NICIE Book			

4.2 Ethos

Effective Practice	Evidence	Action	Who When Resources	Impact
4.2a) Connections to the Local and Global Community **Students are actively engaged in connecting with organisations and activities within the local, national and global community**. 1. Students are supported to develop a sense of responsibility and a belief that they can make a difference, and to contribute at local and global levels. 2. Students are encouraged and supported to develop empathy for others within school, locally and globally. 3. Students are encouraged to recognise and engage with people living in situations of extreme poverty, injustice and oppression. 4. Students are encouraged to appreciate the interdependence between	• Global Visitors • Faith Leaders Visits Oxford • Four Corners Festival • Stormont Speakers • Sisters NI Programme • Model UN Link Sweden • Pears Foundation • Storehouse • Charitable Events • Trocaire Lent Fast/ Items • QSA Team • Diabetes UK	• Charity focus agreed United Nations Rights of Children Aid/ Cancer Fund • Eco Schools Project School Pond and work with National Trust on local Cregagh Glen • Students to be involved in creating a new art installation at the internet café to reflect 4 core values • Invite guest speaker to annual school prize from Ulster Wildlife September 25	Student Council Student Eco Committee QSA Team Art Department, Principal Vice Principals Chaplains All Staff and students Art Materials Mural Designer - local community Eco Student Team	Visual impact on school community Sisters In Participants Impact Report Charitable events Trocaire/ Cancer Focus/ Storehouse Hamper and gifts/ Hygiene Packs Sisters In QSA Business links SGP 7th Eco Award achieved Student Eco Team School Prize Day feedback

Effective Practice	Evidence	Action	Who When Resources	Impact
society and the natural environment it inhabits. The school engages in practical initiatives which promote environmental protection and conservation.	• Cancer Focus • Readathon annual Year 8 event • United Nations Charity • Rights Respecting School Silver Award • Student led Eco Committee • Charitable events • QSA sharing good practice integrated ethos and values ETI event			

Effective Practice	Evidence	Action	Who When Resources	Impact
	• Eco Flag 6 • Eco Committee			

4.2 Ethos cont.

4.2b) Partnership and Collaboration **The school actively seeks to develop relationships with other schools and develop collaborative partnerships for the benefit of its students.** 1. Diversity is explored and valued within this context, and the ethos of Integrated Education is shared with other schools. 2. The school takes opportunities to share and learn from best practice in integration. 3. The school promotes and nurtures strong relationships with its nearest Primary Schools,	• Principal's support Integrated Education Transformation • School Video EA Integrated Education Transformation Video • Principal Chair of APTIS2016/ 2018 • Principal NICIE Director 2019-21 • SGP all integrated schools on request	• Visit Lagan College and Ulidia Integrated Technology Department Partnership • Visit Slemish/ Lagan College Year 13 Residential SGP • Head of Learning Support Visit to Ashfield High School /Banbridge High School to learn more about their SSP • Science focus on	Staff Students Families Integrated schools EBALC Local external agencies Dream Scheme, Barnardo's Hub, PSNI, Local churches Community groups Source funding Contact with other schools Travel arrangements Staff cover Science Teacher HOD Science	Sixth Form Residential to Corrymeela Slemish Sixth Form Workshop Cross of Nails student meet collaboration 2024 Vice Prefects ethos workshop with special guest Mike Bennett Enhance connections to Cross of Nails community Student links with UCL Programme Opportunities for students to explore and value integrated education

		differentiated		

especially the integrated Primary Schools. 4. Students are supported through transition, specifically in terms of developing their Integrated Education experience and learning, recognising that they come from a variety of Primary Schools, not just the integrated sector.	• Slemish IC Sixth Form Leadership Programme • Glengormley IC Integration Event • Year 8 Crawfordsburn Team Building day • P6 Taster Days • P7 Sport Challenges • School Production Link • Open Day talks/ tours • English Primary School Letter writing • Christmas Chemistry/ Summer Science • Year 8 Induction/	learning & teaching visit 3 schools HOLS and Science specialist linked to Churchill Fellowship programme Visit to Shimna, Bangor Grammar and Ulidia to share good practice on break/ lunch supervision	Principal/ Vice Principal Visiting schools	Opportunities for other schools to visit Lagan College – Slemish College St Colmcille's. • New EBALC Primary School Video LCB Year 8 students • New agreed EBALC primary school liaison proforma. EBALC IT Day for students Report on shared practice regarding school visits by LCB staff East Belfast Area Learning Community Minutes.

	Year 13 Induction • EBALC Student Council Meet Up • Shared Education Project GGS and OLSPCK			
4.2c) Connections to the Local Community: Shared Space **The school is perceived within the local community as a shared civic space**. 1. The local community makes use of the school. 2. The school is promoted as a shared civic space within the local community.	Third party use Grahams FM • Carryduff Colts • Annadale Hockey	Visit local primary schools as part of Sixth Form Enrichment programme Visit local nursing home linked to Sisters In project / Hygiene packs for the Homeless Continue strengthening bond with Storehouse and providing hampers for those in need.	Eco Team National Trust Principal Board of Governors	Retain evidence of community work and student involvement Student evaluations and evidence of same. Questionnaires effectiveness and impact on students. BoG ppp November 24 • co student team to consider the pond area and its development • Shared Education OLSPCK/ Grosvenor

				• Shared island Programme Year 12 • Entwined Futures Year 10 • Visit to Loughview IPS to consider the EIIE Award and SGP • NICIE AOTIS Conference held at Lagan College April 25

4.3 Teaching and Learning

Effective Practice	**Notes and Evidence**			
4.3a) Curriculum **The subjects and activities delivered across the curriculum reflect the diversity within and beyond the school population as well as challenging students and stimulating dialogue between them.** 1. Subjects and activities delivered across the	• Politics • History • RE • English • Science • LLW • PD Programme	• Map Ethos and values across all subject areas with HoDs and Departments to see gaps and duplication • All students can access extra-	Whole staff Students Families NICIE SGP Integrated schools	Connected Learning Projects Years 9/10 June 25 Connected Learning Evidence and Student Involvement. Publicise Extra Curricular programme on website and

curriculum encourage exploration of issues of justice and fairness. 2. Integration themes and principles are embedded throughout curriculum delivery in order to support progression in learning. This includes explicit exploration of sectarianism, both individual and systemic/institutionalised, as well as other forms of prejudice and discrimination. 3. There are opportunities for students to engage in a diverse range of extra-curricular activities and events, including those not usually associated with their own tradition or background. 4. A programme of enrichment activities is made available to all students.	• Prisoners to Peace Programme • PD programme – assemblies • OCN Mediation Course delivered by Chaplains • Entwined Futures Programme Key Stage 3/KS4 • Over 40 extra curricular programmes available to all children • Revision classes open to all • Enrichment classes offered to KS5	curricular activities • Sixth Form enrichment to be mapped in terms of community impact • Collate evidence in terms of student leadership impact and opportunities • Support Sisters In programme 25/26 • Enable young men in Year 13 to work with Street Beat Youth Organisation to train as Peer Mentors in support of younger students	Staff volunteers Website Sixth Form team Street Beat Youth Service	via school posters/ assemblies Attendance and numbers Termly Extra-Curricular timetable shared with all students and families Sixth Form Enrichment Programme Sisters In Programme 24/25 Street Beat Programme has led to Peer Mentoring Programme on Mental Health with Year 8 students, resources and evaluations.

	• Volunteering in the Community			
4.3b) Pastoral Care **The school seeks to nurture respect for self and others within all students and staff.** 1. The school seeks to nurture emotional intelligence, self-esteem, self-respect and self-awareness within all students and staff. 2. Students and staff are helped to engage with the use of non-violent means of conflict resolution. 3. Staff members show a strong commitment to the care and welfare of all students. 4. Students and staff are supported to develop empathy and to offer this respect and value to others.	• Mediation Training KS5 • Student Leadership Programme • Alternatives Ni Staff Training Reconciliation 2023/24 • Chaplains deliver OCN level 2 Mediation • Use of mediators for low level intervention ongoing in Chaplaincy	• New intervention workshops – use of restorative practice – whole school commitment to connecting before correcting- reduce suspensions by 50% • Review the school's positive behaviour policy with all stakeholders 25/26 • Review the school's Drugs policy 2025/26 26/27 • Mapping ethos and values across the	Pastoral Leaders Whole staff Alternatives NIRJ Star Project Team Strive 'Connection before Correction' Staff Training costed Student Council Parents' Council All students. Families and staff Funding EIIE Award co-ordination of school led focus and evidence co-ordination	Questionnaires Suspensions Rates tracked and no of students involved in serious behaviour redudced BoG Report CP & S matters

		curriculum exercise to see gaps and over lay. • Communities in Dialogue Event 2025 • Celebrating Diversity Festival 2026 Celebrating Diversity Community Festival – celebrating cultures and foods of the world • Launch Excellence in Integrated Education / 45th Anniversary with NICIE – all stakeholders • EIIE Award Co-ordinator – EIIE role 26-27 if funding		

Lagan College 2024 – 2027
Action Plan 2 – Improving Attendance
Year 2 – 2025/2026

Health, Wellbeing and Keeping Safe

- Emotional health and wellbeing
- Healthy lifestyles
- Safeguarding

Baseline:

The College records and monitors attendance in a consistent way, as per DENI Circular 2025/09 – Attendance Guidance and 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 monthly and there is intervention when an individual student's attendance falls below 93% (for no acceptable reason). To promote a positive attitude to attendance, Year 8 -10 students are rewarded Credits 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 85%. EWO regularly meets students on site to encourage consistent attendance. Consistent approach to recording lates which takes into consideration late arrival to school due to circumstances beyond the control of the student.

NI Average Attendance 2023/2024 – 89.0% (93.3% Grammar, 87.7 % Non-Grammar)				LCB Average Attendance 2022 -2025– 92.29%				
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Whole School
2024/2025	93.70	90.61	90.90	88.93	93.06	95.18	92.79	92.02
2023/2024	92.75	91.92	88.83	91.11	92.91	94.75	91.64	91.91
2022/2023	94.15	92.49	92.42	92.29	94.11	94.56	90.20	92.96

Areas of Development include:

SLT Pastoral Team will implement a 'Back to Basics' approach towards improving attendance. The implementation of consistent monitoring and recording procedures for student attendance. All staff will use SIMS Attendance module with greater consistency to record student lesson and daily attendance. Pastoral teams will continue to 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. Subject teachers will complete class registers for every lesson. To encourage 94% and above attendance, student incentives will be implemented at departmental and pastoral level.

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 94% will help ensure the best possible good quality educational outcomes for students. In

turn this will enable students to build confidence, self-esteem and enhance their development to progress to further/higher education, training or employment. By monitoring and using data effectively, staff will ensure that appropriate intervention and support is in place to target poor attendance and to overcome any key barriers to learning.

Target	Action Plan		
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 staff will use SIMS Attendance/Bromcom module – 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. 4. The College will have implemented student incentives to encourage 94% and above attendance. 5. Year 12 attendance will have improved by 2 % by June 2026. 6. Year 14 attendance will have improved by 1% by June 2026.	**2024/25** 1.1 Liaise with EA Pilot Improving Attendance programme. - Julie Troy to deliver training on effective leadership to Pastoral Team who will cascade to their year team. 1.2 Review and audit attendance procedures. - Undertake a student and staff survey on punctuality, routines and attitude to attending school. 1.3 More visibility of staff to meet and greet students. - Duty rota to ensure staff are in key areas of the College to welcome students and establish rapport with students. 1.4 Form Tutors - Induction training focus on, 'Role of Form Tutor' - SLT/SMT Pastoral Team will create and share 'How to...' videos for staff to access and enhance knowledge. - HOY Sharing Good Practice – *'What makes a good form tutor?'* - HOYs to monitor weekly Form team registers and follow up on any non-completion of registers. - HOYs to monitor and follow up on form tutor punctuality to ensure the student day is started with 'Greet, Meet and Seat'. - HOY – 'How to: Attendance' Booklet and 'Summary Attendance Codes' help sheet to be created. - Early intervention after significant holiday periods focusing on Year 11 upwards. 1.5 Subject Teachers - 'Recording Attendance' help sheet to be created and issued to all staff. - Most subject teacher to implement Greet, Meet and Seat and ensure lesson registers are completed. - HODs to follow up on departmental staff consistently not completing lesson monitor. - Sub-teachers will be issued with 'Recording Attendance' help sheet. 1.6 SLT from both curriculum and pastoral perspective will follow up on persistent non-completion of missing registers and unexplained absences by staff. 1.7 Office Administration staff - To action daily parental communication via SchoolComms app and record absences. - Late students to sign in at Pastoral Assistant office between 9.10am – 9.25am. - After 9.25am, students will sign in at main office so that SIMS can be amended accordingly.	SLT Pastoral SLT/SMT Morning Duty Rota INSET/ Twilight Carousel training SIMS Attendance Module SLT Curriculum Admin Office staff training	**(I) - Sharing good practice and strategies from Locality East will inform and further improve current practice and procedures within the College.** - CLL has linked with Julie Troy to discuss EA Pilot Improving Attendance programme. All strategies discussed are being implemented by College. Link with Julie Troy consolidated the work of Pastoral Teams. - Pastoral Leaders training – session 1 completed on 3 December 2024 with Julie Troy. ***(Unfortunately, Julie Troy has moved job and is unavailable for further training.)*** - EBALC Training attended by Middle managers in June 2025- Improving Attendance strategies. **(I) - Overall impact will be an improvement in student attendance to returning to our whole school target of 94% by 2027 which will enhance student outcomes.** - Attendance is a weekly agenda item on SLT Pastoral meeting. - Year 8 and 12 are consistently over 94% - SLT Pastoral Meeting Minutes - SchoolComms introduced and embedded with parents to communicate effectively with College. - Teaching and CA Staff Duty Rota in place for break, lunch and after school sessions. - Sixth Duty rota supports staff supervision. **(SE) – By May 2024, outcomes and data from student and staff survey regarding punctuality, routines and attitude to attending school will inform future practice.** - Student survey undertaken May 2024. Student feedback considered by SLT Pastoral Team. **(E) – Attendance & Suspension data** - Parental communication from HOY/HOS. - SIMS Form class weekly attendance monitoring data - HOY Attendance Reports - Supply Teachers Handbook in place. - BOG Monthly reports. - HOS (Jrand Sr) monitoring attendance in line with EWS. - HOY Monthly Attendance reports. - EWS regular meetings with Senior and Junior HOSs ensures consistent approach. - EWS student meetings undertaken in school with EWO. - Watch and Brief includes the names of students struggling with attendance issues. - Safeguarding Meeting, persistent non attendance is discussed and agreed action undertaken.

	- Pastoral Assistant and Sixth form Supervisors to highlight students who are routinely late and pastoral concerns to HOYs. - Office Manager to forward daily missing registers to all staff. 1.8 Increase student incentives in College to encourage 94% and above attendance. **Pastoral** - Continue Year 8 – 10 Recognise and Reward scheme - Embed Attendance Scratch card incentive across all year groups - Introduce 'Ticket to Win' with Year 11 and 12 students - Introduce Recognise and Reward scheme into Sixth Form.	Funding Scratch Cards- £16 per 1000 X 3 sets - £48 Funding Year 8 -10 Recognise and Reward - £1500 Year 11- 12 Ticket to Win - £1000 Year 13 -14 Recognise and Reward - £800 Photocopying costs- £300	**(I) - Staff will be undertake training and have support materials on SIMS Attendance to ensure effective use of data and analysis to inform appropriate inventions and reduce barriers to learning.** - Staff training completed – 23 October 24 - PPT Presentation - Handouts shared with all staff – 'How to' sheets - S Jones includes Attendance Management training in Staff Induction Training. - Follow up after holiday periods with sixth form to ensure consistent attendance. - 3 December 2024 – Julie Troy delivered Enhancing Middle Leadership, including addressing attendance to HOYs. - June 2025 - HOY Sharing Good Practice – 'What makes a good form tutor?' session. Feedback sheets. - **(E) – 100% of staff will complete daily registers to monitor and record student attendance.** - CLL issuing daily missing register data. - Flow chart for Heads of Department includes in Attendance Policy, to be shared with VP Curriculum. - New procedures to be implemented to follow up on persistent incompletion of registers. **(I) - Effective Whole School Reward system will be embedded to promote regular school attendance.** **Pastoral** - Parents' Council have supported Whole School Rewards by providing £3500. **Year 8 -10** - Continue Recognise and Reward scheme. Credit Shop in planning for Nov/Dec 24. **Year 11 - 12** - Head of Senior School has consulted students regarding appropriate incentives to improve attendance. - Minutes of Head of School, Senior and Students meeting. - Attendance Scratch card incentive introduced to Year 11 and 12 **Sixth Form** - GRT has consulted with Prefect Team to discuss appropriate Recognise and Reward scheme for Sixth Form. - Full attendance will be issued with a prize. **Teaching & Learning** - Subject teachers are commencing to undertake parental communication to follow up on attendance concerns.
	2025/26 2.1 Form Tutors - August 2025 - Induction training focus on, *'Role of Form Tutor' and 'Managing Conflict'*. - HOY Sharing Good Practice – *'What makes a good form tutor?'* - Induction session for students on 'Who Looks After You?' - Oct 25- Safeguarding Assemblies to be undertaken by CLL/MNE		**Overall impact will be an improvement in student attendance to returning to our whole school target of 94% by 2027 which will enhance student outcomes. With Year 12 attendance improved by 2 % by June 2026 and Year 1 4 attendance improved by 1% by June 2026.** **Form Tutors** - HOY Sharing Good Practice – 'What makes a good form tutor?' undertaken 25 November 2025.

- Focus on key role of form tutors. - HOYs to monitor and follow up on form tutor punctuality to ensure the student day is started with 'Greet, Meet and Seat'.		- Registration Handbook and Form time structure discussed and agreed by Pastoral Teams. Strategy to be implemented 16 February 2026. - Monthly BOG Report includes high priority attendance dat. - VP/HOS monitoring attendance weekly - HOY Monthly Attendance reports. - Safeguarding and CP Assemblies undertaken by MNE and CLL – Jan 2026
2.2 Review Attendance Policy - Review and update policy all regarding Attendance. Add letter to SIMS for HOY use. - Ensure effective home/school communication and partnership to build collaborative approach for the benefit of the student.		**Attendance Policy and Procedures will be reviewed and amended accordingly.** - Attendance Policy updated in line with DENI Circular - Attendance Guidance & Absence Recording By Schools – Circular 2025/09. - All parental letters updated for HOS/HOY use. - SchoolComms use embedded with parents. - October 2025 - EA Attendance Audit completed. **Document reviewed February 2026.** - Office Manager, CM and CLL have met to discuss attendance procedures to be implemented by office. - Pastoral Welfare Overview created for Office use. - Attendance information in Student Induction Packs and included annually in Student Planners. - Sixth form supervision rota in place. - Policy updated in line with EBSNA information issued December 2024. - **March 2026, ETI visit – PPT Attendance Strategy** **ETi visit endorsed Attendance Policy and Practice as best practice. Susan O'Boyle stated she would be using the College as a Case Studies.** - **Graduated Response to Attendance in place.** - **21 April 2026 – CLL delivered summary of LCB Attendance Strategy delivered to Susan O'Boyle. PPT shared with staff.**
2.3 Excellence Attendance Campaign - HOY/HOS will introduce a variety of strategies and interventions to promote excellent attendance and improve attendance. ➢ Full month form class attendance door sign. ➢ Years 8-12 Attendance Target Setting. ➢ Rewards: Attendance Lottery Scratch Cards. ➢ Prize Day Awards – Excellent attendance, 95.5% + for 3yrs, 5yrs and 7yrs. ➢ Pupil tracking of attendance – Student Planner. ➢ 100% attendance certificates at Achievement assemblies. ➢ Attendance display – Year team boards. ➢ Attendance Postcards to parents for improving attendance. ➢ Create Attendance leaflet for Parent(s)/Carer(s).	Printing and Laminating costs Scratch Cards – 0.03p each 1200 needed - £36.00 600 cards - £18.00 Postcards – 600 Postcards Prizes to be supported by Parents' Council.	**Excellence Attendance Campaign** - Prize Day – Awards issued for Excellence Attendance. - Achievement Assemblies undertaken with all year groups – Awards issued for Excellence Attendance. - Attendance initiatives such as Attendance Postcards to be issued for improved attendance. - Monthly attendance lottery prizes issued. - Unexplained absences reports issued to form tutors monthly. Form tutors complete and record reasons for absence.
2.4 Subject Teachers		**Subject Teachers** - Office issue daily Missing Marks report to all staff to prompt completion of in complete registers. - CLL has created Supply Teachers handbook which has been printed and shared with MCA to issue to sub-teachers

	- All subject teacher to implement Greet, Meet and Seat and ensure lesson registers are completed. - Attendance to be an agenda item on all departmental meetings. - HODs to follow up on departmental staff consistently not completing lesson monitor. - Sub-teachers will be issued with 'Recording Attendance' help sheet. - **2.5 Teaching & Learning** - Introduce incentives at departmental level: ➢ Star Attender of the subject. ➢ Subject teachers can nominate students who have improved attendance for an Attendance Postcard. 2.6 **Identify Year 12 and 14 students whose attendance is hindering progress**. - September 2025, Year 12 have been identified as a Year group needing additional intervention. - From August 2025, attendance initiative will be the key focus from Year 12 as this group currently have the lower attendance. - Identity Year 12 students with poor attendance for Target setting meetings and work in partnership with parents to improve their attendance. - Poor attendees will check in with form tutor on direction of HOY to meet with on a 1:1 to support issues regarding attendance. - Coordinate Year 13 students to mentor some Year 12 to improve attendance at school. - Per-referral meetings to take place with EWO for poor attendees. - Work in partnership with parents and outside agencies to improve student attendance. **2.7 Supporting EBSNA Students and Families** - Create support materials for EBSNA students and families. - Pastoral Staff to attend the following: ➢ EA (EBSNA) – A framework for supporting post-primary pupils. ➢ EA (EBSNA) – Engaging with entrenched EBSNA, Learning from Motivational Interviewing. ➢ Strive (NI) Anxiety based School Avoidance – Practical Tools. ➢ Embed the Role of the EWO within the school.		**Identify Year 12 and 14 students whose attendance is hindering progress**. - January 2026, Year 12 have been identified as a Year group needing significant additional intervention with attendance of 87%. - Work is ongoing with Year 12 students with poor attendance. Target setting meetings have been undertaken and continue. - Head of school and HOY continue to in partnership with parents, EWO to improve their attendance. - Pre-referral meetings undertaken with EWO for poor attendees. - **Parental Meetings regarding attendance are ongoing.** - **Inclusion hub is being used for catch-up sessions to support students who have missed learning due to attendance.** - **On an individual student level, SLT Pastoral have collated work for struggling students and staff have shared progress for parental information.** **Supporting EBSNA Students and Families** - Policy updated in line with EBSNA information issued December 2024. - Inclusion Hub in place - Inclusion Hub coordinator appointed – January 2026 - **Four Year 10 students have completed Eastside CASA Programme.** - **CLL has met with Stuart Douglas, Eastside Learning to discuss projects such as CASA to support EBSNA student.** - **Some resources are in place to support the return to school for EBSNA students.** - **Work is in progress to create a bank of EBSNA resources.**
	2026/2027 **3.1 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**. **3.2 Consider PASS Intervention strategies for use in 2026/2027.** - Training on PASS data to be delivered to staff – Directed time meeting.	Cost of PASS survey	(I) – Use Year 8 and Year 10 PASS data to inform effective intervention to address barriers for learning and student non-attendance. (I) – Understanding of PASS intervention strategies will support pastoral teams to implement effective intervention. - PASS data shared with SLT Pastoral Team, individual HOS to consider data to identity individual needs of students. SLT Pastoral to discuss potential strategies suggested by PASS data to improve attendance.

	- Use PASS data to identity any issues regarding attendance and progress. - Use PASS survey outcomes to inform and implement appropriate interventions to improve attendance. Share PASS data of poor attendees with parents to plan to improve attendance of individual student.		

Lagan College 2024 – 2027
Action Plan 3 – Review of Preventive Curriculum
Year 2 – 2025/2026

Environment, Society and Economy
- **Environmental and economic awareness.**
- **Responsible citizenship.**
- **Impactful CEIAG, including work-related learning.**
- **Development and application of wider skills, knowledge and understanding.**

Baseline:

- PD session for every student, period 1 every Tuesday, supplemented by workshops by outside agencies such as Cara-friend, Mindwise, Young Enterprise and PSNI.
- Weekly year group assemblies delivered by HOY, Chaplains and HOS and by VP/P if necessary. Special assemblies are delivered throughout the year
- All staff undertake an annual Safeguarding session at the start of the year. ***'Who Looks After Me'*** PPT delivered to all students as part of induction.
- Safe messaging - The School environment and noticeboards take into consideration safeguarding measure for students.
- LGBTQI+ Inclusion Award achieved by QSA
- Consent workshop for Year 13
- OCN – Mediation - Year 13 (approx. 5-10 students)
- Year 8 PE Health and Safety lessons
- Year 8 Concussion lesson

Area of Development:

Taking cognisant of the Relationships and Sexuality Education Progression Framework, CCEA 2022 and 'Preventive Curriculum in Schools and EOTAS Centres' document, ETi 2023, Pastoral teams are aware of the need to review and map our current preventive curriculum provision across the curriculum. By undertaking staff, student and parental questionnaires on the content, relevance and delivery of the preventative curriculum, the voice of all stakeholders will be obtained and provide valuable input to the development of fit-for-purpose preventive curriculum. It is important to develop all stakeholders understanding of the term 'preventative curriculum' that encompasses 4 strands:

1. Safeguarding practices within the school.
2. The Assembly Programme
3. Personal Development & Relationships and Sex Education (RSE) curriculum.
4. External Agency Support Network

Pastoral teams will consider current available Preventive Curriculum resources to streamline into programmes of learning which are robust and outline clear progression in the learning opportunities across the various aspects of the preventative curriculum. Opportunities to develop and enhance parental understanding of the preventive curriculum to support their child will be explored.

Impact:

The intended impact will be an effective preventative curriculum that will offer a medium to explore sensitive issues with students, such as consent, CPR, racism, domestic violence, sexual abuse, social & environmental issues and other contemporary social issues, in an age-appropriate way which helps them to develop appropriate protective behaviours. By ensuring a high-quality preventative curriculum provision is in place, we will provide our students with the knowledge and information they need to stay safe, develop healthy relationships, beliefs and attitudes and to navigate the complex world around them.

Target	**Action Plan**		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
	2024/25 **1.1 Map current Preventive Curriculum provision**		

1. By June 2027, the College will have a robust and fit for purpose Preventive Curriculum that meets needs the of students. 2. By May 2024, all departments will have responded to the Personal Development audit. 3. By May 2026, all students will have had the opportunity to voice their views on current PC provision and 75% will has shared these views via a student questionnaire. 4. Training on the 4 strands of the Preventive Curriculum will be undertake with all (100%) staff and students by June 2026. 5. Regular outside agencies engagement will have increased by 50% enhancing the preventive curriculum across the school community. 6. Increased pastoral communication to parent(s)/Carer(s) from a termly letter to a monthly update, equipping them with information/skills to support their child on their life journey. 7. By June 2026, all stakeholders will understand the four strands of the Preventive Curriculum. 8. RSE policy with be reviewed by June 2025.	- Create Personal Development audit to be undertaken by Heads and Assistant Heads of Department. - Use the outcomes of audit to inform and consolidate PD programmes, identifying gap areas and areas for development. - Work with Pastoral teams and Chaplains to map Assembly programme and use of external agencies across the school. - Use the ETi Safeguarding audit to review safeguarding practice within the school. - Share outcome of Preventive Curriculum audits with staff. **1.2 SLT Pastoral to consider DE Emotional Health and Wellbeing framework to inform planning for PC programme.** **1.3 Undertake Preventive Curriculum student survey.** - Create Preventive Curriculum student survey to be undertaken by students. - Use the outcomes of survey to inform and consolidate Prevention Curriculum across the school, identifying gap areas and areas of priority for students. - Share outcome of survey with stakeholders **1.2 Coordinate with EBALC to create a directory of external agencies who deliver effective PC topics.** **1.3 Identity deficiencies in PD provision and consider resources on CCEA RSE/PD Hub** - PD coordinator to collate the outcome of the audit and identify deficiencies in provision - Resources on CCEA RSE/PD Hub to be considered. - All year groups will have one PD/RSE session delivered by specialised external agencies where appropriate to further support the PD programme. **1.4 Preventive Curriculum - Safeguarding area** - Pastoral Teams will implement whole school strategies to address vaping and unacceptable use of student toilet spaces. - Teams will consider supervision rotas, assemblies, sharing of good practice within school and EBALC, use of student leadership, use of outside agencies and parental partnerships. - Pastoral teams will use Assembly programme, as necessary, to address arising/ad hoc issues with specific year groups. **1.5 Planning for Year 8 -10 Winter/Summer Wellbeing Week – December 2024/Summer 2025** - SLT Pastoral will plan AM and PM sessions delivered by staff and specialised external agencies to further enhance the preventive Curriculum. - Sessions to include: - Introduction to RRSA, Integration in Practice, Introduction to Restorative Practice, Positive Mental Health, CPR, Addressing Racism, Managing Challenging Conversations, Team Building, Love for Life – Jackie Burke and Festive Fun **1.6 Establish Pastoral Post Boxes.** - Place post boxes in key areas so that students can share any concerns they may have. To be located – outside VP(P), HOS (Jr&Sr) and Chaplaincy.	Time for HOS/AHOS complete audit INSET time for Mapping – Twilight session, Term 3 – 2023/24 Students- PD Period Pastoral EBALC group CCEA RSE/PD Hub EWST Coordinator Time to link with EBALC. Curriculum time for Outside Agencies to link with students. Collapsed curriculum time for staff and external agencies to deliver sessions. £100 – J Burke Funding for Post Boxes - £100	(D) Outcomes of the mapping of the preventive curriculum will have identified any deficiencies in provision and will have enabled pastoral teams to consolidate and address the needs within this area. **(E) 8 June 2025 – HOS and Head of LLW undertook a robust audit of the PD Programmes and identified gap areas and areas for development.** **(E) Preventive Curriculum Mapping document in shared resources – (working document)** - Preventive Curriculum Mapping document in shared resources. - SLT Pastoral Team to consider and undertake a PD time audit. **Completed 9 June 2025 – Team agreed that Winter and Summer Wellbeing sessions were essential.** - CLL and MHD have reviewed the PD Programme. Preventive Curriculum has been mapped out for each year group. - Preventive Curriculum Journey visual created for each Year group. To be added to student planners – 2025/2026. - Preventative Curriculum resource commenced: this is a working document. To be consolidated by team, October 2025 - CLL has met with Jenny Magee. YMCA to discuss Drugs/Alcohol programmes that can be delivered to Year 9 and Year 10. - YMCA to work with the College on Thursday to carry out Intervention workshops and 1:1 work with students. - **Team has met with Steve Mullan – StreetBeat. Agreed mentoring provision and Mentor training for Year 13 – 2025/2026.** **(SE) By May 2024, 75% students will have completed Preventive Curriculum student survey with their views consolidating the PC with the College.** - Student survey completed - May 24 - **Student survey completed – June 25** **(E) The College links regularly with 12 outside agencies, we aim to increase this by 75% by June 2027 to enhance the and audited outcomes.** Agencies introduced 2024/2025 to date: **<u>Year 8</u> – Dec 24/Jan25/Feb 25**

	1.7 Parental Communication - Use of resource from South-East Belfast Community Hub to issue a termly pastoral Parental Communication to support families. -Audit and promote use of Safer School App **1.8 Review RSE Policy** - Following an end to ASOS, consult students and parents through focus groups to inform review of RSE policy.	SchoolComms South-East Belfast Community Hub Safer School App	PSNI Talks/Workshops – Dec 24 – March 2025 Translink safety bus – December 2024 **Year 9** Chest Heart and Stroke workshops – Vaping. **Year 10** Carafriend Workshop – November 2024 Street Beat – Positive relationships – Coercive Relationship and Progressive Masculinity. **Year 11** Young Justice Agency (YJA) - January 2025 **Year 12** Young Justice Agency (YJA) - January 25 Jackie Burke – Talk to Year 12 – December 24 Theme – Alcohol and Addiction issues. Lighthouse – Self-Esteem – 10 students – Nov 24/ Jan 25 Mindwise – Money Management to be arranged. **Sixth Form** Consent Workshop – February 2024 OddBalls – to be organised for next year. New Driver workshop – December 2024 SisterNI – Nov 24 – March 25 Winter Wellbeing Week planning underway. Sessions to include: - Festive Fun – Quiz Summer Wellbeing Week undertaken: June 2024 and June 2025 Reference PC Evidence folder. **(E) Directory of External Agencies document in shared resources – (working document)** (D) Pastoral team will have created a 'Outreach Connections' resource on how parents can support their child. **(I) Students will be able to share concerns via the Pastoral Post boxes.**

			- Pastoral Post boxes in place in Chaplaincy, Student Foyer, Breeny Foyer and Medical area. VP/HOSs responsible for a box. **(I) All parents will have received a termly pastoral communication.** - Pastoral letter issued September and November 2024. - E-Safety Newsletter issued monthly. **(E) By June 2025, following stakeholder consultation and consideration of DE Emotional Health and Wellbeing framework the RSE policy with be reviewed.** - RSE Policy updated – October 2024. Presented to BOG in October 2024. - Consultation undertaken with all stakeholders – November 2024. - CLL attended Sexual Health conference – 20 November 2024. CLL attended workshops on: - Student Friendly RSE Policy - RSE in the classroom - Engaging Parents to Help Education Children & YP.
	2025/26 **2.1 Staff and Training** - INSET session on Embedding the Preventive Curriculum – Delivering effective RSE?' - Understanding the PR and the curriculum links: - PD/RSE Programme - Assembly Programme - Timetabling Provision - Outside Agencies Links - CP/Safeguarding Provision - CLL will attend the VP Integrated School Forum. Main agenda item – RSE in the curriculum. **Pastoral Teams will attend the following training:** - HTM to attend Sexual Health Conference – 19 November 2025. Focus for 2025 – RSE in Schools. - CLL – EA – Developing a whole school response to Bereavement and Critical Incidents - BRS – EA – Developing a CALM Plan - MUL – EA Power to Change: Ending violence Against Women and Girls - CLL, GRT, HTM, MUL, KMP, WRD and CRL to attend ASIST training. **2.2 Map current Preventive Curriculum provision** - CLL, HTM, MUL and MHD will complete the PD Mapping Audit - Share outcome of Preventive Curriculum audits with staff. - Create PD programme overviews for each year group. Display the PD Overviews in Pastoral Areas.	INSET TIME 1 Day Cover 1 Day Cover 1 Day Cover 1 Day Cover 1 Day Cover 12 Days Cover 1 Day Cover	**(I) All stakeholders will understand the 4 strands of the term Preventive Curriculum.** **'What is the Preventative Curriculum?' INSET Training undertaken with staff – 20th March 2025.** **(I) Consulting with Parents' Council, parental voice will contribute to the development.** - RSE Policy updated – October 2024. - Policy to be shared with parents for consultation– November 2024. **(I) All parents will be aware of the PC provision in the College to support the development of their child.** - RSE Policy updated – October 2024. - Policy to be shared with parents for consultation– November 2024. - Addressing bullying in Schools Policy updated and to be shared with stakeholders – November 2025. **(I) Introduce the use of Here2help, CALM, Youth Wellness App by June 2026.**

	- Create a Preventive Curriculum Booklet to support all stakeholder's understanding of the 4 key areas. - Increase external agency to support social, emotional and behavioural wellbeing needs – Street Beat, YMCA and Dreamscheme. - Create Preventive Curriculum poster for all student and staff spaces. **2.3 Preventive Curriculum - Safeguarding area** - Pastoral Teams will implement whole school strategies to address vaping and unacceptable use of student toilet spaces. - MHD to update PD resources to address the issue of vaping. - Deliver updated Vaping programme to Year 9. - Teams will consider supervision rotas, assemblies, sharing of good practice within school and EBALC, use of student leadership, use of outside agencies and parental partnerships. - Pastoral teams will use Assembly programme, as necessary, to address arising/ad hoc issues with specific year groups. - Pastoral Teams will consolidate the logistics for 1 break – 10.45 – 11.00am. - Continue opportunities for Student voice – Online student survey, October 2025, and May 2025. - Promote the use of Here2help, CALM, Youth Wellness Apps to support student needs. **2.4 Student Prevention Curriculum Induction session** - SLT Pastoral will plan a student session – 'Understanding the PC and the curriculum'. links. - Form Tutors will be trained on how to deliver the session to students. - Include PR overview in student planners for student and parents to access. - Pastoral team to review all Student Planners to reduce cost of individual planner. - Oct 2025 - Increased staff and student awareness on Safety procedures linked to Lockdown guidance, May 2025. **2.5 Parental Communication** - Share the Preventive Curriculum provision overview annually with parents. - Issue a monthly communication to parent(s)/Carer(s) equipping them with information/skills to support their child on their life journey. - Audit needs of Year 8 parents. - October 2025, consult parents via Parents' Council (focus group) regarding the Preventive Curriculum provision. - Use of resource from South-East Belfast Community Hub to issue a termly pastoral Parental Communication to support families. - -Audit and promote use of Safer School App. **2.6 Consolidate planning for Year 8 -10 Winter Wellbeing Week – December 2025** - Plan and coordinate a session for each Year group to ensure all statutory aspects of the Personal Development strand are addressed. - Pastoral Teams will source agencies and resources that are available on a no fee/charge basis. - All year groups to undertake a Wellbeing session – W/B 15 December 2025.	Printing Costs for posters/booklet Time to update resources Printing costs of resources Printing of duty rotas. Here2help, CALM, Youth Wellness Apps on Student devices. Printing costs of Student Planners Parent's Council meeting time.	- All parents will have received a termly pastoral communication. - E-Safety newsletter issued monthly. - Pastoral communication issued monthly. **(I) Increase parental use of the Safer School App by 25% by June 2026.** - Use of Safer School App to be issued in November 2025. - Reminder email issued to all parents February 2026. **(SE) By May 2026, 75% students will have completed Preventive Curriculum student survey with their views consolidating the PC with the College.** - Student survey completed – October 2025 - **Student Survey completed – May 2026, team evaluated student survey for May. Team agreed that an annual Student Survey provided enough data and encouraged greater student engagement.** - **Exit Survey to be undertaken by Year 12.** **(E) Regular outside agencies engagement will have increased by 50% enhancing the preventive curriculum across the school community.** - August 2025, CLL has met with Jenny Magee. YMCA to discuss Drugs/Alcohol programmes that can be delivered to Year 9 and Year 10. - Street Beat has been introduced to the school and are mentoring 3 students as well as training undertaking Year 13 boys mentoring programme. - Dreamscheme are engaging with 4 students in the College, (2 boys, 2 girls) as well as encouraging students to become involved in community work. - Alternatives NI are engaged in training of Year 9 RP Ambassadors. - Winter Wellbeing sessions ➢ Year 8 -10 Christmas Credit Shop ➢ Year 13 – Consent Workshop ➢ Year 9 Young Enterprise ➢ Christmas Assemblies ➢ Year 8 Christmas Quiz - Carafriend workshops undertaken with students, December/January. - **GRT has undertaken Consent Workshop with Galway University which she has delivered to Year 13 students.** - **White Ribbon Workshop delivered to Year**

	2.7 Sharing of Good practice – Preventive Curriculum - CLL will attend the VP Integrated School forum to discuss RSE policy and practice within the Integrated schools - Pastoral teams will visit/link with online recommended school in the Spring/Summer Term.	1 day cover Cover time for meetings/visits.	**12 – March/April 2026** **(E) Sharing of Good practice – Preventive Curriculum** - **Team have agreed school for Team to reach out to:** - **HTM – Hazelwood for Behavioural Tracking** - **GRT – Ballyclare HS – Sixth Form PD Delivery** - **MUL – Blessed Trinity – Behavioural Strategies.**
	2026/2027 **3.1 Parental Connections** - Audit current parental outreach programme and evaluate effectiveness. - Deliver one digital and/or face to face workshops/information sessions to support parents/carers. - Create 'Outreach Connections' resource for parents to signpost them to agencies to support their child. 3.2 Student Voice - - Issue Year 12/ Year 14 Exit questionnaire regarding the Preventive Curriculum provision within the school.	Grahams FM staff to facilitate opening of school after hours.	(I) The College will have delivered a termly parental PC workshop/session to support the development of their child. (D) Pastoral team will have a 'Outreach connections' resource on how parents can support their child. - (D) Evaluations of Year 12 and 14 questionnaires will be reviewed and used to inform future practice.

Lagan College 2024 – 2026
Action Plan 4 – Improving Whole School Restorative Practice Strategies
Year 2 – 2025/2026

Building Equity

- **Reducing educational and social disadvantage**
- **Inclusion**
- **Equality**
- **Shared Education**

Baseline:

In 2009, all staff were trained by Debbie Watters Alternatives NI in Restorative Practice and an enhanced Restorative Practice model to address issues when communication and relationships break down. Following this training, a set of Restorative questions were adapted from the International Institute for Restorative Practice (IIRP) and inserted in all Student Learning planners for staff and student reference. In 2013 students and staff devised our Positive Behaviour Student Expectations which were reviewed by the Students' and Parents' Council in 2019. The College Expectations are displayed in all classrooms and Student Learning Planners. They are discussed with form classes, at length the start of each academic year and with individual students when breaches occur. Additionally, in the last 3 years, Lagan College staff and governors have been trained in the Solihull Approach and Trauma Informed Practice.

Suspensions	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	**Whole School**	**% of school population**
2024/2025	5 Students 27 days	7 Students 30 days	8 Students 69 days	14 Students 72 days	2 Students 26 days	2 Students 6 days	0 students	**38 students 230 days**	**0.025**
2022/2023	9 Students 17 days	6 Students 15 days	9 students 26 days	13 students 50 days	6 students 19 days	1 student 3 days	7 students 54 days	**51 students 184 days**	**0.03**
2021/2022	6 Students 12 days	7 Students 13 days	9 Student 19 days	7 students 13 days	10 students 40 days	0 student	6 students 24 days	**45 Students 121 days**	**0.03**

Students Suspended Due to Vaping

Suspensions	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	**Whole School**	**% of suspensions**
2024/2025	1 Students 4 days	4 Students 14 days	2 Students 4 days	1Students 3 days	2 Students 5 days	0	0	**10 Students 32 days**	**26% students 14% days**

Areas of Development include:

Following the Covid pandemic, there has been an increased in SEWB presentation from some students and it is imperative that we keep positive behaviour training central to living out our integrated ethos and values. Pastoral teams believe that there is a need to re-visit the whole-school Restorative Practice model which will be beneficial to all stakeholders. By embedding four key restorative practice strategies to Lagan College, we aim to build on current Restorative Practices within the College. Through training, targeted campaigns and events, all stakeholders will be equipped use Restorative Practices in their lives and work. Staff will be empowered to promote Restorative Justice & Restorative Practice to transform how conflict with others is resolved to create a more restorative lead approach to behaviour management.

Impact:

To equip staff with strategies and build confidence to deal with and support the management of a range of complex SEWB profiles by offering interactive staff training and sharing of good practice. 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. Through effective Restorative Practice, we aim to reduce barriers to learning, improve student outcomes and reduce detentions/suspensions issued.

Target	Action Plan		
Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1. By June 2024, all staff will be trained on the rationale behind Restorative Practice strategies. 2. By June 2027, all staff will be using four key Restorative Practice strategies with confidence to manage a variety of student behaviours namely: ➢ **Meet, Greet and Seat** ➢ **Use of Restorative Questions** ➢ **Circle time.** ➢ **Enable RP Ambassadors to support behaviour of their peers.** 3. By May 2024, via a student survey all students will have had the opportunity to voice their views regarding understanding and use of current Positive Behaviour/Restorative Practices/Student Incentives. 4. Thirty- eight students were suspended a total of two hundred and thirty days in 2024/2025. By June 2026, the aim will be to reduce this to under 30 students. 5. Ten students were suspended a total of thirty- two days in 2024/2025. By June 2026, the aim will be to reduce this by 20% (2 students). 6. By June 2027, the College will have a Restorative Practice Ambassadors in place in the Junior School. 7. Year 9 RP Ambassadors will have undertaken training with Alternatives NI and Education Authority. 8. By June 2027, 100% of Year 8 & Year 9 students and their parents will be aware and be encouraged to engage with staff to undertake Restorative Practice to resolve low level behaviour issues.	**2024/2025** 1.1 Cascade knowledge from Carr Manor visit in June 2023. - Information booklet for staff to be created. - Key highlights shared with SLT and staff. - Principal and VP (Teaching and Learning) to visit Carr Manor, Leeds. 1.2 INSET Training – 23 August 2023 – Re-establishing the rationale behind Restorative Practice strategies. - Coordinate Alternative NI sessions for all staff. 1.3 Staff to use Restorative Practices with Year 8 -10 students: - **Meet, Greet and Seat** to be embedded and used by all staff within the College. - Embed the use of **Restorative Questions.** 1.4 Liaise with Alternatives NI cohort to enable continued sharing of good practice. 1.5 Undertake a baseline student and staff survey regarding views, understanding and use of current Positive Behaviour/Restorative Practices/Student Incentives. 1.6 Increase student incentives in College to encourage positive behaviour. - Continue Year 8 – 10 Recognise and Reward scheme. - Embed Attendance Scratch card incentive across all years. - Introduce Recognise and Reward into Year 11 -14. - Evaluations of Rewards Incentives . 1.7 Establish clear definitions for the following terms: - Restorative practice - Positive Behaviour - Cohesive Relationships. 1.8 Research funding sources for a Principal and Vice Principal (T&L) immersion visit to Carr Manor, Leeds.	All Staff INSET Time Cover for staff to attend meetings. INSET time for staff to complete survey Funding Scratch Cards- £16 per 1000 X 3 sets - £48 Funding **Year 8 -10** Recognise and Reward - £1500 **Year 11- 12** Ticket to Win - £1000 **Year 13 -14** Recognise and Reward - £800 Photocopying costs - £300	**(I) – Principal and VP (T&L) will have visited Carr Manor, Leeds to observe a holistic approach to Restorative Practice.** - Principal and VP (T&L) visited Carr Manor, Leeds to observe a holistic approach to Restorative Practice, June 2024. **(I) - Overall impact will be more effective and positive relationships between students, staff and parents. Using RP strategies will lead to a notable improvement in student behaviour across the school.** - Pastoral Staff are becoming be more restorative in their approach to incidents of inappropriate behaviours. - Pastoral teams are implementing a more Intervention Approach to addressing anti- social behaviours. - CLL and MUL completed STARS training and issued their certificates at an event in the Stormont Buildings, June 24. - Watch and Brief keeps staff updated regarding issues being experienced by students which enables enhanced understanding of student needs. **(E)- Restorative Practice PPT handouts and information booklets for staff** - Alternatives NI PPT to staff, August 2023 - Carr Manor information booklet created by CLL for staff - Resources regarding RP place in Staff Area for staff to access. - Information regarding effective Circle Time has been shared with staff - All staff issued with a set of Restorative Questions for their school lanyard. - Restorative Questions Reflection sheet created for use during after school detention. - LCB Restorative Practice Policy is currently under review by Integration Team. - Anti-Racism Noticeboard in place in English corridor. **(I) - Implementation of 4 key RP strategies will promote a collaborative community approach to behaviour management and a shift in mind set in line with our ethos and values.** - Whole School Staff training on key Restorative Practice undertaken August 2023. - Refresher session undertaken October 24. PPT and handouts to support session. **(SE) – By May 2024, outcomes and data from student and staff survey regarding training (staff), views, understanding and use of current Restorative Practices will inform future practice.** **(SE) - Use data and outcomes of student survey to inform practice.** - Student survey undertaken May 2024. Student feedback considered by SLT Pastoral Team. - SLT Pastoral Team to consider PASS Data to fully understanding the needs of students.

9. One staff member will have completed NICIE Anti-Bias Training and cascade this to the rest of the staff.			**(I) - Sharing good practice and strategies from Locality East will inform and further improve current practice and procedures within the College.** - CLL attended a Locality East session in June 2024. Group discussed work undertaken to date. - CLL and MUL attended Alternatives NI Celebration at Stormont Buildings. - 8 October 2024 - CLL and BNO attended 'Inclusive School Model' workshop delivered by Carr Manor, Avoneil Leisure Centre. - CLL engages with other EBALC schools regarding strategies used to address bullying and Ashfield Boys regarding RP practice. - JN, BNO and MUL have attended Restorative Events organised by the RPFNI. - Integration Team delivered 'Celebrating Culture' Assembly as part of Integrated Education Month. - MNE visited Slate Street PS to visit their Nurture Unit. - MNE has undertaken research into Nurture School Programme UK. - **(E) - A reduction of repeated incidents involving the same student(s) and a de-escalation of potential serious issues.** - BOG Monthly reports – suspension data monitored. - Weekly SLT Pastoral Behavioural team meeting considers potential interventions with repeated incidents with the same students. - Assembly programme focuses on year group issues. Special assemblies have been held to address specific issues. - Pastoral Staff are becoming be more restorative in their approach to incidents of inappropriate behaviours. - Pastoral teams are implementing a more Intervention Approach to addressing anti- social behaviours. - SLT Pastoral are utilizing counselling sessions, Ardmore outreach and external agencies to address student behavioural needs. - Detention Data to be analysed. **(I &E) – Whole School Student Incentive scheme in place.** - Parents' Council has sponsored the Rewards programme across the school with funding of £3500 issued. - Anti-Bullying Council established led by WTN, Head of Year 11 - RPAs to be introduced lead by FS, Head of Year 9 **Year 8 -10** - Continue Recognise and Reward scheme. Credit Shop in planning for Nov/Dec 24. **Year 11 - 12** - Head of Senior School has consulted students regarding appropriate incentives to improve attendance. - Minutes of Head of School, Senior and Students meeting. - Attendance Scratch card incentive introduced to Year 11 and 12 **Sixth Form** - GRT has consulted with Prefect Team to discuss appropriate Recognise and Reward scheme for Sixth Form.

			- Full attendance will be issued with a prize. **(I) - SLT Pastoral team will have explored funding opportunities to fund visit to Carr Manor and consider more effective interventions/sanctions at Level 5.** - Principal and VP visited Carr Manor, June 2024 - J Bono attended RP session with Margaret Thornburn - 8 October 2024, CLL and BNO attended Carr Manor follow up session.
	2025/26 2.1 Staff INSET training – August 2025 - INSET 'Restorative Practice strategies in the classroom'. - Staff will consider case studies and work collaboratively sharing what works well for a student to improve behaviours. - August 2025- 'Courageous Conversations' Staff will consider managing and dealing with conflict within their areas and learn strategies to work effectively with others. - One staff member will undertake NICIE Anti-Bias Training and cascade this to the rest of the staff. - Pastoral staff to undertake the following training: ➢ EA- Solution focused approach to supporting Social, Behavioural, Emotional and Wellbeing Needs. ➢ EA – Introduction to Understanding & Supporting SBEW. 2.2 Staff to use Restorative Practices with Year 8 -10 students: - **Meet, Greet and Seat** to be embedded and used by all staff within the College. - Embed the use of **Restorative Questions.** 2.3 Embed Restorative Practice Ambassadors role within the College. - Link with Alternatives NI and Education Authority to plan RP Ambassadors training, November 2025 onwards. - Establish a team of Restorative Practice Ambassadors (RPA) in Year 9 who will link with Year 8. - Establish a team of Restorative Practice Ambassadors (RPA) in Year 10 who will link with Year 9. - Design a RP Ambassadors Badge an ensure all RP Ambassadors are visual.	INSET Time Cover for F Smyth to work with agencies to train RPAs. Cost of Badges – 0.21p x 36 - £7.56 ½ day cover of the course of year for staff to link with RPAs.	**(I) – School community will be more inclusive ensuring that all students feel welcome, specifically students from an ethnic minority.** - CLL has joined the Restorative Justice Forum, NI and attended meeting in June and November 2024. - 26 September 24 – BNO attended 'In Conversation with Margaret Thorsborne', Girdwood Community Hub, Belfast - Integration Workshop delivered to staff by Integration Team. - PPT and handouts to support Integration Workshop. - 21 August 2024 Jeffrey Boakye – INSET Training with Anti-Racism training. EBALC school invited to event. Resources and PPT Anti-Racism Workshop delivered to student – September 2024 Resources and PPT - Integration Team meetings and minutes. - Celebrating Ethnic Minorities noticeboard in place. – English corridor. - October 2024: Anti-Racism Assemblies delivered to all year groups. Anti-Racism Poster Campaign 18 October 2024 - Wear Red for Racism Day, event raised £1500. Monies shared between Barnardos and 'Show Racism the Red Card'. - Integration Team represented cheque to Barnardos. Photo of event. - 4 November 2024 – JNS and MHD attended a Cultural Identity Workshop, 'Black Northern Irish & Proud' at OLSPCK. - Stuart Milk visit to school – promoted equality and working together. - August 2025 – CLL and MUL attended Alternatives NI session – RP in Schools workshop. - **G Sowney has undertaken NICIE Anti-Bias Training.** **January 2026 – Integration** - **Session delivered by H Killick and S Jones for staff new to LCB.** - **Trad group performed at and CLL attended IEIA Awards launch event.** - **CLL has arranged with Mary Potter, NICIE to deliver Anti-Bias session with all staff in August 2026.** - **HTM has linked with QSA group to design posters to address Junior School issues with the use of homophobic language.** **(I) – School community will be more inclusive ensuring that all students feel welcome, specifically students from an ethnic minority.** - - Staff has undertaken a series of INSET training reaffirming the strategy Meet, Greet and Seat to be embedded and used by all staff within the College. - All staff have been given a sticker for their lanyard with Restorative

	- Use the Sixth Form Mediators to support the RPAs. - Request additional staff to mentor RPAs and become involved in the initiative. 2.4 Enhancing all stakeholder understanding of Restorative Practice. - Include RP questions in staff handbooks and student planners. - Issue all staff with a RP questions lanyard sticker. - Create a leaflet on 'What is Restorative Practice? ~~- All students to be issued with a RP card with the restorative questions.~~ - ~~Parental letter and Restorative Practice leaflet to go out to Year 8 parents~~. 2.5 Staff to extend use Restorative Practices strategies with Year 8 -10 students: - **Meet, Greet and Seat** to be embedded and used by all staff within the College. **Check Out** with students at the end of the lesson. ~~- Pilot the use of Circle practice within the classroom with 5 members of staff.~~ - Embed the use of Restorative Questions. ~~- Enable RP Ambassadors to support behaviour of their peers.~~ 2.6 Establish an Inclusion Hub - Work with Core Team to determine role of Inclusion Assistant. - Equip an appropriate space for the Inclusion Hub. - Research best practice for short term SEBW intervention strategies. - Consider the format of SEBW IEPs – Stage 1. - Use SEBW data to identify students needing short term support within the Inclusion Hub. - Create Intervention programmes to support the specific needs of SEBW students.	Printing of 18 stickers – 10p per sheet 250 stickers - £1.40 Printing of 18 cards– 10p per sheet 1500 cards - £ 83.33 Salary of Inclusion Assistant. Printing costs of proforma/resources	Questions on it, so they have access to the questions at all times. **(I & E) - Year 8 RP Ambassadors will have undertaken training with Education Authority and Year 9 will have undertaken a RP session delivered by Alternatives NI.** - CLL has contacted Alternatives NI to investigate potential training opportunities for RPAs. - Initiative to be delivered to Year 9 students, November 2024 - RPA Training planned to be part of Winter Wellbeing Week - RP session planned for Year 9 – Term 2/3 undertaken by EA. - RP session planned for Year 8 – Term 2/3 undertaken by Alternatives NI. - RP Session undertaken November 2025 by Education Authority to Year 8 students. - RP Session undertaken November 2025 by Alternatives NI to Year 9 students. - RP Reps are working to create a leaflet to be shared with school community. **(I &E) -By June 2027, the College will have a Restorative Practice Ambassadors in place in the Junior School.** - FS has created an action plan to establish Restorative Practice Ambassadors in Year 9. - Pathways to Leadership - Action Plan (FS, Head of Year 9). - CLL has liaised with Barry Eastwood- Alternatives Ni, training arranged for April 2025. CLL to meet with Barry Eastwood on 5 March 2025 to discuss further. **(I) – Year 8 parents and students will have gained an understanding of Restorative Practice.** - Year 8 Induction Booklet - Anti-Bullying Week addressed the use of language and TRIP. - Addressing Bullying leaflets shared with parents and students, Nov 24. **(I &E)** - Establish an Inclusion Hub - Work in progress with Core Team to determine role of Inclusion Assistant. - Appropriate space for the Inclusion Hub agreed. - CLL has visited Ashfield Boys HS and Beechcroft Inclusion hubs. - Consider the format of SEBW IEPs – Stage 1. - SEBW data to identify students needing short term support within the Inclusion Hub and outside agencies now a standing item on SLT Pastoral agenda. - Work in progress to create Intervention programmes to support the specific needs of SEBW students.

	2.7 Integration Team will continue to focus on a whole school Anti-Racism Campaign with emphasis on: - Deliver assemblies focusing on the use of inclusive language. - October 2025 - Undertake 'Wear Red' day to highlight school's anti-racism campaign. - November 2025 - Anti-Bullying Week will focus on use of inclusive language. 2.8 Review of Positive Behaviour policy. - Consult staff, students and parents through focus groups to inform of Positive Behaviour Policy - Restorative Practice to be included in Positive Behaviour Policy. 2.9 Embed student incentives in College to encourage positive behaviour. - Continue Year 8 – 10 Recognise and Reward scheme. - Embed Attendance Scratch card incentive across all years. - Survey Year 11 and 12 students and parents regarding potential initiatives for rewarding positive behaviour. - Introduce Reward incentives into Year 11 -14. - Evaluations of Rewards Incentives.	Printing costs of proforma/resources. Costings of rewards.	**(I &E) - Embed student incentives in College to encourage positive behaviour.** **Pastoral** - Parents' Council have supported Whole School Rewards by providing £3500. **Year 8 -10** - Continue Recognise and Reward scheme. Credit Shop in planning for Nov/Dec 24. **Year 11 - 12** - Head of Senior School has consulted students regarding appropriate incentives to improve attendance. - Minutes of Head of School, Senior and Students meeting. - Attendance Scratch card incentive introduced to Year 11 and 12 **Sixth Form** - GRT has consulted with Prefect Team to discuss appropriate Recognise and Reward scheme for Sixth Form. - Full attendance will be issued with a prize. **(I &E) -** Review of Positive Behaviour policy. - MHD to discuss Behaviour Policy with Student Council. - Team have agreed to undertake Focus groups to discuss current Positive Behaviour Policy - June 2026 – Consultation Period for current Positive Behaviour Policy.

	2026/2027 3.1 Staff INSET training to further focus on the use of Restorative Practice strategies to manage and support positive behaviour across the school. - Training to be delivered. 3.2 Review Restorative Practice policy in line with embedded practice. - Update SIMS outcomes and strategies to record use of RP to resolve issues.	Allocated time for RPT to review policy.	(E) – Pastoral structure will be strengthened and enhanced by Student RPA and Sixth Form mediators (I)- The creation of the RPAs will provide opportunities to empower student leadership and voice within the school. (E) – By June 2027 the Restorative Practice Policy will be updated and reviewed. - SIMS Restorative Practice Report

Action Plan 5.1 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

Embed the 'Launch Your Learning' Learning profiles throughout Key Stage 3 including extending all profiles. 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/parents to better understand student potential and the allocation of individual subject MEGs. Continue to a review the content and design of reports, in consultation with parents/pupil voice, to ensure that they are 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. Rollout of PTS to all Year 10 students to support the Options Process at GCSE.

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.

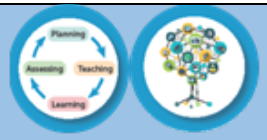
Action Plan 2 Excel Mr McGuigan, Mr Kemps & Mrs Lyon

Success Criteria	Action and Time 2023-26	Resources & Staff	Evidence/Self Evaluation/Impact
1. 'Launch Your Learning' profiles are well established into Year 8 and Year 9. Students take ownership of results within profiles including measurements of ability and potential used to indicate minimum expectations and attainment measured against these. All Year 10 students will receive Learning Profiles to inform Option choices. 2. Accurate MES is completed for all students in KS3. All baseline data and prior assessments are used to calculate accurate minimum expectations for all students. 3. Review of MES setting criteria 4. All learners and parents will be fully aware of the MES, how it is calculated and what it tracks.	• 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. • 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. • A review of the calculations of MES in line with the academic profile of our learners. • Revised PPT to all learners, delivered by SLT Curriculum leads • Parental information sessions delivered to explain the MES/MEG process • Collate pupil voice on the understanding of MES/MEG	Staff Development time Assessment team coordinating Head of Senior and Junior School curriculum and Heads of Year All subjects teachers supported by HODs	-Launch your Learning sent to all Year 8, Year 9 and 10 students -Assessment team minutes recording all processes and developments -Learning conversations -Pupil feedback on the effectiveness of the colour coded data to support their learning -PPT delivered to all KS3 students by HOS on MES Feedback from parents voice (GCSE Grade Indicator Report)

5. 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. . 6. All Assessment Reports, Progress Statements and full reports are contemporary and concise. 7. All Year 11 students understand potential based on baseline and take ownership of all Minimum expectations (MEGs) assignment in each GCSE subject. 8. Appropriate Science data is made available to ascertain the suitability of Year 10 to Level 2 Science courses. Pilot Year 10 cohort in Winter examinations 2023. 9. Effectively utilising the PTS data in the Year 10 Options process. 10. Subject assessments are planned with the appropriate levels of challenge for all students in KS3. 11. PTM/PTE data will be used to identify areas for development across the KS3 curriculum in English/Maths. 12. Literacy/Numeracy data is utilised as a baseline for Learning Support interventions and Access Arrangements. 13. All KS3 students will be informed about the role of data in their learning and progress. 14. An Assessment Team will be devised to conduct/monitor the delivery of the PTM/PTE assessments to ensure consistency and the robustness of the data being collected. 15. Literacy and Numeracy Co-ordinators will monitor the SDP priorities at a whole school level	• 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 • Complete a full review of a reports including content and design. All reports presented to parents via School Comms. • CAT4 baseline tests results are reported to pupils to better understand student potential and the allocation of individual subject MEGs. MEG is stared with all pupils prior to the completion of Assessment 1. • Colour coded tracking assessment tracking data reviewed with assessments that have produced significant cohort underachievement identified for departmental assessment review. • Devise an assessment team to conduct/monitor the delivery of the PTM/PTE. Team also looks after CAT4 and PASS data • PTM/PTE Questionnaire to students • PTM/PTE results downloaded and HOD of Maths and English have access to all data • Learning Support will liaise with curriculum leaders to effectively utilise data to support literacy/numeracy intervention programmes. • KS3 intervention policies agreed and criteria set for entry to each form of intervention • KS3 assemblies to inform all students about the role of data in their learning • PTS completed in December 2025 with all Year 10 students and the data will be used to support the Options process • Reports have been reviewed and there is a new format in place. New guidance given to staff and all procedures are updated in the Reporting Procedures Booklet • Parental Information evenings and booklets explaining MEG's and GCSE progress points • MEG presentation to students • New Literacy and Numeracy Co-ordinators will be appointed • All HoD's will adapt Operational plans and SOW to reflect literacy and numeracy targets • All SOW will have a Digital Literacy Focus- "Citizen, Worker, Maker" • Numeracy cross curricular mapping for STEM subjects	PTM/PTE/PTS- cost to GL consortium	Parental information session PPT Parental information session evaluations -Audit of summer exams- amendments to English assessments -Audit of all assessment 1 exam papers is under way -CAT4 report has been reviewed by staff and parents and the new format has been sent to parents along with Assessment 1 results -Parental information evening and GCSE Booklet produced. -MEG presentation to parents/pupils -Feedback to subject teachers HODs -Moderation and standardisation records held within departments Presentations to parents Google Form feedback from sessions Pupil presentations -Ongoing Year on Year Cohort data analysis -PTE/PTM/CAT4 all year groups held in staff folders/Assessment folder (yearly)

			-PTS reports and data Year 10. -PTM/PTE feedback questionnaire from pupils -PTM/PTE staff team trained to deliver PTM/PTE across the school. PPT/resource material from staff training PTM/PTE Questionnaire to students Records of Year 11 GCSE Science recommendations based on PTS and student assessment records PTS was delivered in January 2025 PTS data December 2025 shared with HOD Science via marksheets -Cohort Baseline reports Sims linked documents all students. Minutes of HOD meetings -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. -PPT assemblies New reporting booklet devised Cross curricular map

Action Plan 5.2 Excel and aspire 7-10 A*-B grades at GCSE Improve the 5+GCSE including English/Mathematics attainment of those in receipt of FSM		Planning, Teaching and Assessment for Successful Learning Curriculum for All

Baseline:
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. The number of students achieving 7-10 A*-B grades has risen from 19% in 2019 to 35% in 2024. The number of students achieving 5+ GCSE including English/Mathematics in receipt of FSM In 2019 was 55% and that has risen to 76% in 2024. The number of students achieving 5+ including English and Maths has risen from 74% in 2019 to 87% in 2024.

Area for Development:
We wish to maintain 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. There is an additional focus on those students who are in receipt of FSM. Over three years, we wish to increase the number achieving 5+ GCSE including English/Mathematics in receipt of FSM to 75%.

Impact:
A minimum of 35% initially, of students will achieve 7-10 A*-B grades, aligned to our higher ability intake. Those in receipt of FSM will achieve 5+ including English/Maths (or equivalent).

AP 2 Mr Kemps	**Excel - Support, as a minimum, 35% of students to achieve 7-10 A*-B grades at GCSE**		
Success Criteria	**Action and Time 2023-26**	**Resources & Staff**	**Evidence/Self Evaluation/Impact**
1 To maintain the percentage of grammar students achieving 7-10 A*-B grades in GCSE to 35% of the whole cohort in 2024. 2. To track the 2021-22 cohort closely, who came in without transfer and are currently in our higher ability entry classes 3 Annually GCSE attainment trends will be in line with the top 95th percentile of schools in the same FSM band. 4. All GCSE subjects will be at or above the three-year NI Non-Grammar School trend. 5.35% of GCSE subject entries will be at or above the three-year NI Grammar School trend. 6. To achieve 75% or above of students achieving 5+GCSE including English and Mathematics in Year 1 (2023-24)	• Specific activities created for Learning Teams/ Coaches for those pupils predicted 7-10 A*-B grades to stretch those students • Use of Data to identify those students who should be achieving 7 A*-B grades. • 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. • Use of MEGS • Tracking the 2021-22 cohort through a User defined group • Monitor students A*-B within departments • Identify C* / C students to target. • Identify Intervention Strategies for those higher ability students not accessing A*-B • Departments to look closely at Mark Schemes for achieving top band marks. • Departmental mapping of exam questions • Incorporate these into schemes of work and teaching, particularly for A03/ A04 questions • Students to work through past paper questions, focus being on A03/ A04 questions. • Monitor and intervene in the core subjects of GCSE English and GCSE Mathematics. Utilise learning teams, whole school intervention programmes and Departmental intervention/ Home partnership to help.	HoD Meetings Time and resources to monitor and support underperforming Subject Departments MEGs and termly progress reports Learning Team resources CRL, NMG, KMP, LY, MUL, WTN, GRT, NME, MN, WLT, HoDs and HoYs, (HOD Meetings) FFT Aspire Analytics; Sims Data Sims Intervention Log for Learning Reviews School Cloud Parent Teacher Meeting Departmental Operational Plans to include focus on A* - B and FSM Past Papers for all Subjects Bank of Higher Order Questions and Answers Exemplar A*, A & B answers Thinking- Metacognition Techniques Online Resources (TES) CPD Academy Chartered College of Teaching Chief Examinator Reports FSM specific tracking at class/departmental level Attendance/PASS data utilised with the identified FSM cohort TPL linked to raising achievement and retrieval practice	-August INSET on results -Data tables of results- A*-B was 35% in 2025 PPT to BOG and Staff -FFT Data PI Cohort data -All GCSE subjects will be at or above NI Non-Grammar School trend. -Minutes of Drive Team 35% of Cohort to achieve 7A* - B (GCSE Analysis Statistics) -Assessments from Year 8-10 and Year 11-12 containing higher order thinking questions -Implemented learning teams in Year 12 with specific staff targeting children with 7-10 outcomes. -Learning Recovery Programme -Learning Teams -Focussed Revision GCSE Eng/ GCSE Maths -Data on attendance to meetings. -Student Voice surveys -HOD Cluster Minutes -HOD Training -FSM cohort data analysis- 3-year trends -CCEA Analytics -WJEC/Edexcel analytics Staff TPL certificates

In Year 2, 77% or above of students achieving 5+GCSE including English and Mathematics. In Year 3, 80% or above of students achieving 5+GCSE including English and Mathematics. To achieve 100% 5-10 GCSE A*-C grades over the next three years. 7. FSM- Year 1: 65% above of students achieving 5+GCSE including English and Mathematics. Year 2- 70% above of students achieving 5+GCSE including English and Mathematics. Year 3- 75% above of students achieving 5+GCSE including English and Mathematics. **8.** Targeted interventions conducted after each assessment window.	• Revision focused programmes run in conjunction with BMET • TPL on Retrieval Practice to raise attainment • Teaching staff working as examiner/ chief examiners/ moderators to develop knowledge to support student progress • Targeted intervention sessions focused on study skills "B the Change" and "C the Difference"		Year 1: we have 83% of students achieving 5+ A*-C including English & Maths **Current statistics for 2023-24 have 95% achieving 5+ A*-C grades** FSM- Year 1: 68.9% above of students achieving 5+GCSE including English and Mathematics. In Year 2: we have 87% of students achieving 5+ A*-C including English & Maths In Year 2 we have 76% of students on FSM students achieving 5+ A*-C including English & Maths In Year 1: 95% of students achieved 5+ GCSE at A*-C In Year 2: 97% of students achieved 5+ GCSE at A*-C

Lagan College 2023-26
Action Plan 5.3 Excel Increase number of pupils achieving A* - B and A* - C grades at GCE A2 level

Planning, Teaching & Assessment and Successful Learning
Curriculum for All

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*-C A2	3+ A*-C A2 Grammar	3+ A*-C A2 Non-Grammar
2019	34%	50%	77% (NI Av 71.8)	82% (NI Av 73.6)	74% (NI Av 51.5)
2025	39%	58%	75%	81%	71%

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 A2 results and achievement in assessment windows. FSM students are tracked by all HoD's specifically in line with SDP.

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 benchmarked against NI average.

AP 2 Mr McGuigan | **Excel GCE level**

Success Criteria	Action and Time 2024-27	Resources & Staff	Evidence/Self Evaluation/Impact
1. To increase the number of students achieving 3+A*-B grades at GCE to 50%. Measured against 34% in 2019 (2022 – 46%). 2. Increase Grammar A2 3+ A*-B to 55% over the next three years. In year 1 – 45% In year 2- 50% In year 3 – 55% 3. Increase Non-Grammar A2 3+ A*-B to 50% over the next three years. In year 1 – 40% In year 2- 45% In year 3 – 50%	• Introduce a study sign-in system. Students identify focus for learning on sign in at all locations. • 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. • 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. • Complete full ICT check to identify defective computers. Promptly secure fully working ICT facilities for pupils use.	Sixth form study rooms with 2 Sixth Form supervisors. Fully operational computers in each study location Heads of Sixth form (Curriculum & Pastoral) Sims data input and full analysis of outcomes and Sims intervention logs Pomodoro- training and cost of programme	-August Inset – focus on A*-B at all levels Exam analysis to reflect FSM/A*-B grade specifically -AS results for all -Pupil voice – survey of all students 13 and 14 on study experiences -Full expectations agreed by all pupils -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 Revision sessions Learning reviews by HOS/HOY

4. An increase in all pupils A2 GCE 3+ A* - C grades achieved to 80% over the next three years. In year 1 – 70% In year 2- 75% In year 3 – 80% 5. Increase Grammar A2 3+ A*-C to 85% over the next three years. In year 1 – 78% In year 2- 80% In year 3 – 85% 6. Increase Non-Grammar A2 3+ A*-C to 85% over the next three years. In year 1 – 75% In year 2- 80% In year 3 – 85% 7. Year 13 and 14 engagement and achievement of the cohort, from AW1 to AW3. 8. All study periods support student learning and progress and have contributed to increased student engagement and achievement. 9. Study expectations are clear and lead to improved outcomes for students. 10. Learning review interventions have taken place with identified pupils and individual grades have increased.	Ensure Wi-Fi for use with iPad is fully functionable with no barriers experienced at any time. • 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. • Limit or prohibit re-routed cover classes from attending study rooms for absent teachers. • 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. • Deliver parents/carers information session with a focus on academic expectations on study and home learning. • 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). • 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. • Utilise Learning Teams approach to motivate and guide at Sixth Form • Pomodoro utilised effectively for additional revision support. • Assigned seating • Computer room seating plans • Post assessment pupil tracking • High level VP Intervention • Early intervention in Year 13 at October assessment onwards • Parental meetings at HOS/VP level • New controlled assessment/coursework policy guidelines and deadlines • Parental information session on Year 13 and 14 expectations • Focus on FSM students as a user defined group • Pomodoro Pupil voice		-Learning Recovery Intervention records -Year 13 Parental information evening delivered by CRL to explain the transition to A Level -Pupil voice on the success of the study environment and its impact on learning -Exit Interviews Year 2: Grammar A2 3+ A*-C reached 80% Year 2: Non -Grammar 3+ A*-C reached 71% (9 % below target) Year 2: Grammar A2 3+ A*-B reached 58% (8 % above target) PPT from parental information evening Policy documents Pupil voice on Pomodoro Tracking data on destinations and three-year trends Destination analysis report 2025 Careers Operational Plans Curriculum planning meeting minutes BOG Presentations

11. Increase those in receipt of FSM achieving 3+ A*-C grades over the next two years: Year 1: 75% Year 2: 78% 12. To utilise the destination Post A Level to aid curriculum planning	• Map the leavers destinations alongside the GCE and GCSE subject choices to inform curriculum planning at GCSE and GCE level - 2024 to be completed - 2025 completed - 2026 will be completed	Head of Careers Administration support	

Lagan College 2023-26 – SLT Mr P Kemps/Mrs S Lyon **Action Plan 5.4 Closing the Attainment Gap**	Planning, Teaching & Assessment for Successful Learning Curriculum for All Learning Participation and Engagement 

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. Through continual work with "Taking Boys Seriously" and in school interventions the % of boys achieving 5+ A*-C grades has now exceeded that of our gilrs. As a consequence, our two-year focus will be curriculum provision for all. With a focus on SEN students and TPL linked to raising pupil attainment across all Key Stage areas.

Areas for Development
Effective use of PASS data to reach our most disengaged learners across KS3 and KS4. To develop links with external agencies to deliver intervention programmes targeted at our students who have been identified as underachieving. To develop robust intervention programmes at KS3 for those who have been identified as having lower literacy and numeracy scores.

AP 4	Raising achievement and closing the attainment gap across each Key Stage

Success Criteria	**Action and Time**	**Resources & Staff**	**Evidence/Self Evaluation/Impact**
1. Narrow the gap between the grammar track boys and girls by 10% over a three-year period. 2. Introduce pedagogical practice tailored to boys that can be used throughout the school. 3.Develop links with external agencies to impact pupil attainment 4.Share good practice on raising attainment at a whole school level 5. Identify students likely to disengage through the use PASS data and teacher feedback	**2024-27** • Research most up to date UUJ findings and share with teaching staff. • Provide staff training on 'Taking Boys Seriously'. • Utilise external agencies to support younger pupils • Audit boys and their parents on what works best for their learning. • Introduce male peer role models to the boys from the 6th Form. • Staff will undertake Scaffolding Training and Adaptive Teaching training from CPD Academy • Track the cohort throughout from Year 10 until Year 12 results. • Utilise SIMS intervention manager to track and monitor pupil progress. • Utilise PASS data to inform boys attitudinal views on school (2026-27) • Share good practice Departmentally as to what works well for boys from 2022 self- evaluations and Departmental analysis meetings. • Devise a parental information leaflet on "What works well with boys" to reduce disengagement	Staff Development Team Money Time Online training and cover costs PASS/PTM/PTE costs Intervention training packages Study skills material	• CAT Data • PASS Data • Assessment data • Audit (Voice) • Drive team agenda and minutes • Student evaluation of the peer mentoring process. • PTM/PTE/PTS data • GCSE outcomes in English, Maths and Science at the end of Year 12. • SIMS intervention manager reports. • Departmental Results Analysis Reports • Lagan College 'WW4B' Sharing Good Practice Guide • Parental leaflet • SLT attended "Closing the attainment gap for boys in secondary school"- webinar delivered by Chartered College • Recruitment

6. Introduce a KS3 intervention programme in literacy and numeracy 7. Recruit a Literacy and Numeracy co-ordinator 8. Study skills sessions delivered prior to each assessment point for KS3 students 9. Careers education is mapped throughout the Key Stages 10. Further develop the use of Unifrog to include work experience 11. Track the destinations of Year 12 12.Utilise the Careers service Action Plans as part of the Options Process from KS3 to GCSE	• Webinar: Chartered College- Closing the Attainment Gap for boys at Secondary School. • VP Curriculum linking with counterpart in Slemish College to look at Male mentoring/peer mentoring • Tracking Homework Club attendance at KS3 to identify potential concerns • Recruitment for two internal posts at 1 point on leadership scale • Administer PASS biannually and track and monitor those who are most likely to become disengaged from their learning • Introduce intervention programmes for literacy and numeracy for 6-week intervention periods • Study skills sessions will be well attended • Study skills sessions will be supported by Sixth Form students • Careers education is delivered across the curriculum, and results days are supported by EA careers service • Unifrog training is available, and all staff utilise it for UCAS • Unifrog is utilised for Work Experience • Destinations of Year 14 and 12 are shared with BOG • Careers Service Action Plans are attached to Sims to be utilised in Option Interviews		• Year 8 peer mentoring from Sixth Form • Post holder SEF • Intervention programme SOW • Intervention programme permission slips/parental presentation and evaluations (pupil and parent) • Study session material • Evaluations from study skills sessions (pupil voice) • Parental and pupil evaluations from KS3 interventions • KS3 Intervention materials • Year 12 destinations Report to BOG • Unifrog Work experience material • Careers Service Action Plans added to Sims • Options Process material

Lagan College 2023-2026 – SLT Mrs D Carlisle & Mrs Stacey Lyon **Action Plan 6 - Key Stage 3 Curriculum Review**	Curriculum For All Digital Skills For the Future Learner Participation and Engagement 

Baseline 1: Having reviewed the curricular provision for KS4 and Post 16 over the past 10 years, continued focus on KS3 is needed. Bands NAIO 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 offered given extra periods of PE, Citizenship Business Studies and in 2023, they were offered Robotics. In 2024, a pilot model was developed to transform CA hours to teaching hours to support one class of students with standardised scores below 70, some with MLD profiles. System wide change is happening with TransformEd and the curriculum team will focus on KS3 curriculum that is fit for all.

Baseline 2: At present, each department within Lagan College creates Term Ahead Models for each year group to share with staff, students, and parents. Mapping exists between Maths/Science/Geography. There is also mapping between History/English/RE in terms of essay writing/extended writing. 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
- Audit how much KS4 material is be covered in KS3
- Ensure pupils have the skills necessary to prepare them for KS4 and beyond.
- Investigate an additional optional block in Year 9 be able to specialise in some subjects
- Further departmental curriculum mapping (knowledge, skills and assessment)
- Embed digital skills across the curriculum in line with “Digital Skills Framework”
- Develop a curriculum for the pilot 8T and 9T classes

AP Curriculum For All	Mrs Lyon/Mrs Carlisle	KS3 Curriculum Review	
Success Criteria	**Action and Time**	**Resources & Staff**	**Evidence/Self Evaluation/Impact**
1.To add additional flexibility to the KS3 curriculum for September 2024 and embed elements of choice for pupils in KS3.	Offer Irish to N, A,I,O and G in Year 8 to reflect the academic ability of our intake Carry out parental and staff audit on KS3 curriculum. Pupil questionnaire is completed and analysed.	Timetable additional period of Irish Staff working group Timetabling/staffing	- -Staff/Pupil and Parental surveys -Minutes of relevant working groups

2. To investigate KS3 mini options to include Art/Drama/Music in Year 9/10. 3. To investigate the delivery of ICT across the curriculum in response to Digital Skills Framework 4. To track and monitor digital skills of KS3 students starting with our baseline assessments and mapped against CCEA Digital Skills Framework when launched. 5. To launch a digital leaders programme across each year group in KS3. 6. To devise a three-year connected learning programme for KS3. 7. Investigate the use of Digital Schoolhouse in supporting primary school links 8. To further develop the careers fair for Year 10/12 and 13 9. To devise a curriculum for the pilot group 8T and 9T	Extended the banding of Maths in Year 8 (N,A and I) New Options booklet for second language option- mini options Devise a team of HoD's in Drama/Music/ and Art to investigate the impacts of a mini options system in Year 9. E-Learning team to look at the delivery/tracking/monitoring of ICT across the curriculum Device rollout on an annual basis HOD/SLT to track and monitor digital skills progression over KS3. Investigate a relevant ICT qualification for KS3 in line with Digital Skills Framework Digital Portfolio for all KS3 students Year 1- Year 8 Year 2- 8 and 9 Year 3: Year 8,9 and 10 NAACE award achieved in January 2025 Devise and launch a digital leaders programme Volunteers are trained Working group to devise a connected learning programme for each year group in KS3 Year 9/10 scheduled for June 2025 Year 8-10 scheduled for June 2026 Awarded the Digital Schoolhouse bursary in June 2025 Science curriculum review for 8T and 9T in 2025-26 Learning support intervention for identified learners LCB pathways are reviewed in line with annual intake and TransfromED recommendations Careers Fair used as a show case to ALC in the area of good practice	Baseline data ICT competency/qualification for KS3 Student council input in the connected learning programme Digital Ambassadors badges- run by C Mooney and E Learning Team Digital Schoolhouse training Dr Quinn is reviewing Science curriculum delivery for 8T and 9T	-New Options Booklet devised for Second Language Options -Maths banded across the top three learning paced classes to allow for more flexibility -Timetable amendments -Digital Skills Framework mapping -Mapping ICT delivery at KS3 through SOW -Digital Leaders PPT Digital Leaders Action Plan ICT Qualification in place -NAACE application -ETI NAACE webinar attended -E Learning strategy group minutes -Connected Learning Group minutes -Connected Learning Action Plan -Connected Learning events resources Digital Schoolhouse resources and proposal Digital SchoolHouse training delivered by CMY Feedback from schools involved CPD for staff involved in e-Learning Career fair costs Career fair/options evaluations

	Widen the providers offered in line with pupil feedback		Additional workshops provided and additional exhibitors

Lagan College 2021-22 – SLT Mrs Deborah Carlisle Action Plan 7 Teacher Professional Learning (TPL)	Staff Professional Learning 

Baseline:
Lagan College is committed to ensuring that all staff have meaningful continued professional learning opportunities which are suited to their own CPL (Continued Professional Learning) goals. At present, Lagan College supports middle and senior leaders through access to EA courses designed specifically for MLT/SLT development. All staff have received Leon Edu one day Coaching Training and all SLT have received Leon Edu "Leader as Coach" intensive 4 day training. Staff development days are currently mapped by Principal and Vice Principal's and delivered by SLT or relevant external providers. In the absence of PRSD due to ASOS, staff have a reduced input into the CPL being delivered and the majority of training is in response to DENI guidelines and SDP requirements. With the TransformEd funding we have signed up with CPD Academy for 2025-26.

Areas for Development
In response to the growing need for additional, meaningful CPL, Lagan College is committed to devising a staff development programme that is tailored to the individual needs of the staff. Some whole staff training will continue but staff will be able to choose CPL opportunities that are most suited to their career goals and development needs. Alongside the Vice Principal for Teaching and Learning, the Staff Development Co-ordinator and additional MLT, will develop a Lagan College Continued Professional Learning Log for all staff.

Action Plan 5 Mrs Carlisle	Develop Continued Professional Learning opportunities for staff

Success Criteria	Action and Time	Resources & Staff	Evidence/Self Evaluation/Impact
1.To devise Teacher Professional Learning opportunities that meet the needs of all of our staff. 2. To devise a TPL programme for middle leaders 3. To audit all staff, through a Google Form to identify professional learning requirements 4. To recruit a MLT to focus on Pedagogy and staff professional learning 5.To further develop the staff learning library 6.To visit other schools to seek out best practice in staff development 7. To map all TPL on an annual basis.	**2024/27** • Continue to invest in 1 MLT positions to support the delivery of the CPL • Appointment made for CPD and strategy devised for rollout of Retrieval Training to embed across the curriculum • Utilise a staff e-audit to identify professional learning requirements • Develop a well-stocked staff learning library • Introduce staff pedagogy groups to identify educational strategies to be used in Lagan college • Research the Teacher Toolkit- costed • Encourage MLT/SLT to avail of EA courses and CPL opportunities • EBALC training for Middle leaders delivered by EBALC VP • Visit schools where staff development has been deemed to be outstanding- Visiting Slemish in 2025 • Additional opportunities for MLT/SLT to share good practice • Staff who complete EA courses to feedback learning at whole staff inset/ small group forum • Devise a Lagan College Teacher Professional Learning Log	Staffing Time Cost visit schools and sub cover Staff training EA courses - cover needed Teacher toolkit cost MCCT membership cost Resources needed to deliver training	• Increase MLT opportunities • Increase staff sharing good practice • CPL mapped annually • Staff audit responses • Staff wellbeing if CPL is effective. • Staff learning groups established to discuss pedagogy • Staff library well utilised • MLT/SLT delivering meaningful staff training • Impact on learning and teaching • Staff have a TPL plan to encourage more staff to take on leadership roles • Staff feedback on effectiveness • Retrieval practice Google Classroom and staff development PPT • TPL planner tracking and monitoring • Staff annual SEF • CPD Academy certificates/logs • Chartered College certification • TPL evaluations from staff • PRSD evaluations • EBALC training resources • 12 staff enrolled in Charted Teacher College • Teaching staff all registered with CPD Academy and all staff completed Retrieval Practice Session • PPT from staff training • Staff evaluations from CPD Academy training

8. To effectively utilise CPD Academy for staff TPL **9.** To invest in the Chartered College of Teaching	• Look to invest in membership of MCCT for SLT- costed • Invest in CPD Academy • Through TPL Planner funding- invest in additional resources for the staff library • Whole staff workshops on AI • Sharing good practice on AI from staff to staff • Staff will undertake Scaffolding Training and Adaptive Teaching training from CPD Academy • Staff will undertake Retrieval practice training from CPD Academy • Through the TPL planner, two SLT and 10 staff will have access to Chartered College of Teaching materials to work on school improvement projects based on evidence informed practice		