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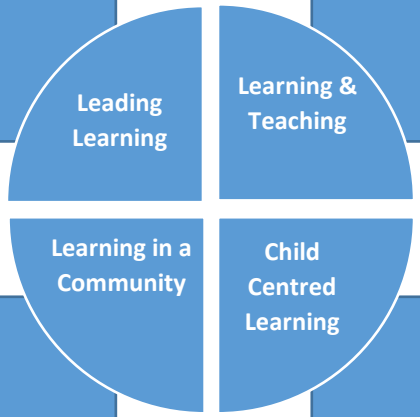
School Development Plan

2016-19

Summary of Priorities

- Staff Development in priority areas
- Working groups established in priority areas
- SEN
- Staff Review
- Use of Data

- Attainment at GCSE
- Positive Behaviour Management
- Use of ICT to enhance Learning & Teaching
- Whole-school Assessment Policy



- SIMS Learning Gateway
- Health & well-being of staff
- Development and introduction of 'Summer School'
- Parental Engagement

- SEN and Gifted & Talented
- Health & well-being of pupils
- Positive Behaviour Management
- CEIAG

Introduction

Foyle College has a long and proud history of providing a good quality curricular and extra-curricular education to girls and boys from the City of Londonderry and its surrounding environs regardless of their religious denomination or ethnicity. The Staff and Governors are committed to improving outcomes for all pupils through an extensive programme of self-evaluation, school improvement and review resulting in this School Development Plan.

In general pupils are eager to learn and high expectations are set. Our quality pastoral care system supports all pupils in their emotional development and in general the school has good relationships with parents.

The school improvement agenda, which no-one can argue with, must, however, be viewed within the context of school budgets which have been decreasing year on year in real terms in recent times. Therefore, it is essential that we use the experience and expertise of staff to deliver an effective educational programme over the next three years with greater efficiency if at all possible. Sustaining improvement and taking advantage of new opportunities need, as always, a determined whole-school approach.

Our School Development Plan begins by highlighting the key strengths of the school as well as the areas which are the focus for further development over the next three years. These are summarised in useful overviews, followed by more detailed information in the specific Action Plans.

The Staff and Governors, through the process of self-evaluation and development planning, are working to ensure that the school continues to adapt to the changing needs of pupils and meet our ethos of Fostering Opportunities for Young Learners to Excel.

1. A Statement and Evaluation of the ethos of the school

It is the aim of the staff, pupils, parents and governors of Foyle College to work together to create a secure, caring, happy and healthy environment within which pupils can grow academically, athletically and artistically in order to fulfil their potential both as members of the school community and as contributors to society. Such growth will be nurtured through the promotion of the school's core values of:

- **Respect** by all members of the school community for themselves, for others, for our community and for the environment through an appreciation of the need for moral values and tolerance of others;
- **Determination** by all members of the school community to strive for the achievement of personal and collective goals through hard work, courage and skill and a recognition that determination is what transforms the promise into reality;
- **Responsibility** by all members of the school community in accepting accountability for one's self and the well-being of others;
- **Integrity** by all members of the school community in demonstrating openness, honesty, inclusiveness and high standards of behaviour and attainment in all areas of school life
- **Commitment** by all members of the school community to its caring ethos and academic and extra-curricular traditions.

Fostering Opportunities for Young Learners to Excel

The strength and importance of the school's ethos is seen in the responses received to the pupil, parent and staff questionnaires. The ethos is highlighted wherever and whenever possible in classrooms, in communications to parents, in pastoral and academic policies and in assembly themes

2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:

(a) Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary Assessment & Evaluation

The 2013-16 SDP and 2014-16 Post-Inspection Action Plan both had a clear focus on raising standards of attainment through the increased use of active learning strategies and assessment for learning. Performance data at each point of the school's reporting schedule is analysed to identify underachievement and intervention strategies are employed to address this. ALIS, YELIS and MIDYS tests have been introduced for all year groups to allow for more accurate setting of target grades and evaluation of the value added element of attainment.

- "Almost all of the lessons observed during the follow-up inspection were effective (good or better), with over one-third of them being very good." ETI Inspection Report February 2016
- 2016 Student survey shows that pupils are aware of a variety of teaching methods and assessment methods in use by their teachers and find these effective; understand the value of Learning Intentions and Success Criteria and value the effectiveness of the feedback given to them by teachers.
- A*-C percentages at A2 have improved and are now approximately 5 points above the NI average.
- Key measures at GCSE are below the NI average and further analysis reveals underperformance by boys as a key factor.
- Co-ordinators are in place for Literacy, Numeracy and ICT.
- Each department has a policy on Assessment, however there are discrepancies between and within departments and the 2016 Staff Survey indicates a need for consistency.
- Sharing good practice is an integrated part of meeting between colleagues.
- An informal mentoring system has been employed with Year 12 students identified as needing support, with qualified success

Priority Areas for Development:

- Further work on differentiation during SDD programme with a focus on improving outcomes for boys.
- Behaviour for learning is also a key focus and needs to be addressed as part of teaching and learning in terms of revision of materials and teaching approaches to engage all learners and especially boys. Further work during SDDs is required to sustain this focus.
- Establish a cross-subject working group on assessment, including the Literacy and Numeracy co-ordinators to draft an assessment policy that is coherent and consistent for discussion, ratification and implementation. Self and Peer-Assessment by students to be included.
- Earlier identification (i.e. during KS3) of students who are in danger of underachieving, with intervention strategies, including the development of a formal mentoring system.
- On-going staff development in the effective use of ICT to enhance learning and teaching . .

(b) providing for the special additional or other individual needs of pupils

Summary/Assessment

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

- SENCO appointed as a Senior Teacher June 2015. The SEN Department now consists of the SENCO and 12 Classroom Assistants.
- Internal Screening process occurs in Year 8 and a system of internal teacher referral and parental referrals are also in place. (Year 8 Testing Folder)
- SENCO works in liaison with SEN pupils (Stages 2 – 5 on SEN register) to produce Individual Education Plans (IEPs). IEPs for each child are available and readily accessible for all members of staff in shared folder. All members of staff have relevant IEPs in their planners to help facilitate focus on relevant learning. IEP targets are collectively decided upon. Teachers determine individual strategies to employ. IEPs are reviewed twice a year and new targets are set. (IEP Folder)
- Regular and on-going communication between SENCO and parents of SEN pupils. There is also regular communication between staff and SENCO and Classroom Assistants. (Minutes of CA meetings / Pupils Blue Folders)
- Classroom Assistants are encouraged to support not only the statemented pupil they are assigned to but other pupils requiring support in the class.
- All Classroom Assistants trained in the use of the 'Resource File' via Aspire Training. (Aspire Portfolio of work)
- Staff share good practice regarding SEN pupils. (HOD minutes)
- Annual reviews take place for statemented pupils. (Annual Review Folders)
- Primary schools and parents are consulted on any pupils joining Foyle who may have SEN. (Transfer Information Pro-formas)
- There is regular on-going liaison with Outside Agencies on specific issues relating to SEN pupils. The SENCO works closely with other relevant statutory and voluntary agencies, e.g. EP / OT / BST / Cedar Foundation etc. (Minutes of Meetings)
- Relevant Access Arrangements are given to SEN pupils for Examinations / Controlled Assessments when appropriate. (Form 8s)
- Staff training is provided on an annual basis in order to disseminate essential information and to help address the learning needs of pupils with SEN. (Annual Training Calendar)

Evaluation

- All year 8 pupils are screened in September of Year 8 and any pupils whose Standardised Scores fall below 84 are added to the SEN Register. Teachers and parents are notified. (Testing Folder)
- Teachers report that concerns are followed up promptly by the SEN Department. (AEN TTI Questions – Teacher feedback)
- Following the November 2013 ETI Inspection, IEPs were considered to be well written but not consistently employed in each classroom. This prompted a review of the entire process. (ETI Report of an Inspection in November 2013)

- IEP system reviewed during 2013//14. Staff like the revised format and the additional input to strategies. Teachers having greater ownership over strategies being implemented with pupils, regular monitoring of IEPs throughout the term. (IEP Folders)
- In the TTI Quality of Provision for Learning, 100% of staff evaluated the extent to which there are clear and realistic Education Plans compiled through appropriate consultation which are reviewed regularly as either very good or outstanding. (TTI Self-Evaluation)
- As a result the ETI Follow-Up Inspection Dec 15 found that
  'The individual education plans (IEP) for the pupils who require additional support with aspects of their learning guide very well the work of the subject teachers. The regular, meaningful involvement of the pupils in the evaluation and review of the appropriateness of the targets within the IEP provides an effective means by which the school can assess how well the provision is meeting the learning needs of each individual pupil' (ETI Follow-up Inspection Report Dec 2015)
- Use of home-school communication log in place for most statemented pupils. (Individual Pupil Blue Folder)
- In the TTI Quality of Provision for Learning, 91% of staff evaluated the extent to which the school maintains effective links with parents, other professionals and support agencies once a pupil has been identified as having a special educational need, as being either very good or outstanding. (TTI Self-Evaluation)
- Parents are encouraged to maintain close contact with the school and communicate any issues relating to their child's academic progress and/or well-being. (Communication Logs / Contact with Parents Forms)
- Teachers appreciate the flexibility of CA support but would like more guidance on how to instruct and direct CAs and to investigate the possibility of CAs providing individual work. (AEN TTI Questions – Teacher feedback)
- Some further CA training may be necessary as teachers have commented that there is great variation in terms of the level of support offered to pupils from one CA to another. (AEN TTI Questions – Teacher feedback)
- Medical and Asthma Registers and Individual and General Healthcare Plans are placed in the shared folder ensuring all staff have instance access to them. These have proved to be invaluable when medical emergencies have arisen and teachers have been able to use the information to effect a swift decision. (Medical Folders)
- HOYs liaise closely with families and teaching staff to ensure pupils needs are met during and after periods of illness. (Minutes of HOY meetings)
- Classroom Assistants are available to pupils who require short-term strategies for Examinations.
- Excellent relationship with School Nurse, EP, EWOs, Careers Officer/ Transition Co-ordinator

Priority Areas for Development

- Develop the role of the Classroom Assistant in supporting learning in the classroom
- Develop a SEN Link Teacher for each department
- Develop the provision for Gifted and Talented Students
- Introduction of Year 8 Summer Scheme
- Enhance the collaboration between SEN and Literacy

(c) promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Summary/Assessment

- Foyle College implements fully a Child Protection and Safeguarding policy which is in line with the requirements of DE circular 1999/10.
- There are strong links with EA personnel and also with agencies such as Gateway, Education Welfare, PSNI and CAMHS.
- Foyle College strives to provide pupils with a school where they can feel secure and free from emotional and physical harm. They understand that their concerns will be listened to and acted upon appropriately and sympathetically, and they are provided with accessible pathways for sharing problems and concerns. Relationships between pupils and key pastoral staff such as their Form Tutor and Year Head are fostered, and further relationships for more vulnerable pupils are developed by the SEN department.
- Pupils access an appropriate range of personal and social services, and support is provided or recommended in response to the individual needs of pupils that arise for reasons related to their academic, social and community experiences.
- A School Counsellor provides individual counselling sessions and drop-in sessions for pupils who have self-referred or have been referred by staff or parents.
- The school has developed comprehensive pastoral policies in line with DE guidance, available to staff and parents, and takes steps to ensure their implementation.
- Lessons and SoWs covering RSE and Health Education are developed and reviewed on an annual basis by the TiC.

Evaluation

- Child Protection and Safeguarding staff training and advice for visitors is in place.
- Sensitive information is properly managed.
- 100% of staff, 82% of parents and 80% of pupils responded positively that there is awareness of how to report a safeguarding matter.
- 91% of parents and 75% of pupils have indicated that staff in Foyle support the care, dignity and well-being of our pupils.The responses were equally positive when parents and pupils indicated that they feel the school has a caring ethos and is committed to the welfare of the pupils.
- Advice is provided to pupils about the DTCP and DDTCP, the school's counselling provision and agencies with which to make contact if pupils are experiencing stress or other difficulties.
- Pupil self-referrals to the School Counsellor are common, and maximum use is made of the service.
- According to statistics provided by the Schools' Counselling Service, there is a greater proportion of pupils in Foyle referring with depression, in comparison with the western area.
- There has been a significant number of senior boys presenting with mental health issues, impacting on their progress in school and in a number of cases resulting in failure to succeed in exams or even to return to school.
- There are strong links between the school and agencies such as the EWS, Gateway, LAC services, CAMHS.
- S O'Connell attends meetings of Foyle Learning Community pastoral leaders, for discussion and sharing of good practice around policies and their implementation.
- The whole school attendance for the Year 15-16 is 94%. Over the course of the year a relatively small number of pupils in years 8-12 had attendance below 85% resulting in referral to the EWO.

- Staff training sessions in RSE and Positive Behaviour Management, focussing on pupil resilience, were delivered in August 2016.
- Support systems for pupils are in operation in Junior School, involving pupil mentors and Bully Buddies. There are Junior, Middle and Senior School Councils, Prefects and Head/Deputy Head Girls and Boys.
- There is a Health Committee in Senior School.

Priority Areas for Development

- Develop strategies to promote mental/emotional wellbeing of pupils, e.g. through staff RSE training, Suicide Awareness training, develop the role of the Health Committee in Senior School
- Develop Positive Behaviour Management, e.g. provide staff training, develop the reward system

(d) providing for the professional development of staff.

The importance of the professional development of staff in raising standards is recognised and supported through providing material and physical support for staff. Professional development is provided by Foyle College itself in relation to identified priorities using external providers as appropriate e.g. Foyle College continues to support the entire staff in the use of iPads to enhance learning and teaching through engagement with iTeach to deliver continuing professional development. Staff are also encouraged to engage with external opportunities wherever and whenever possible being currently facilitated with financial support.

- Priority is given to INSET which will directly affect the learning and teaching in classrooms and pupil attainment. (E.g; Agreement Trials, Launch and Support Events for new specifications, Assessment for Learning)
- Beginning Teachers are supported through Induction and Early Professional Development through mentoring by their H.o.D, support from the Teacher Tutor and attendance at courses run by EA.
- A library of professional development resources is available online and some printed texts are also available.
- Staff Development Days and ‘Baker Days’ have maintained a focus on the key teaching and learning strategies promoted by the SDP, thus ensuring continuity of focus and avoiding the loss of momentum associated with ‘one-off’ training days.
- The PRSD programme is closely aligned with the SDP and provides teachers with opportunities to develop their professional skills with the support and guidance of their reviewer.
- Teachers are given the opportunity to develop through membership of working groups, which deal with key areas such as assessment and the use of ICT to enhance teaching and learning.
- Sharing good practice is an integrated part of departmental meetings. H.o.D meetings and SMT/H.o.D link meetings.

Priority Areaa for Development: (in the light of budgetary restrictions on both funding and provision of cover)

- To support the implementation of new specifications at GCSE and A-Level through attendance at CCEA events and time allocated to departments.
- To further our work on differentiation in key areas; particularly boys’ attainment and gifted and talented students, through sustained, regular focus in SDD programme
- To further our work on behaviour management and behaviour for learning through sustained, regular focus in SDD programme

(In house provision, via presentations and sharing research, resources and good practice directed at continuing professional development to continue to be part of SDD programme and to be widened to include staff who are not SLT or H.o.D. for both above points. External provision dependent on cost/availability.)

- To explore concepts such as Growth Mindset and Invitational Learning and their applications within the classroom
- Ongoing professional development in the effective use of ICT to enhance learning and teaching . . .

(e) managing attendance and promoting the health and well-being of staff

Summary Assessment and Evaluation

At Foyle College it is our wish that all staff are happy and content in their work feeling secure, supported and valued at all times. Staff welfare and attendance are managed via guaranteed non-teaching time, a rota for covering for absent colleagues and clear procedures for both short and long-term absence. Health and well-being of staff and pupils has been identified as a priority for this school development plan.

- A time budget which is in compliance with the statutory 1265 hours was agreed following its presentation to staff in 2015-16
- Teachers are consulted on term dates and allocation of SDD and Baker Days.
- After school meetings average less than one per week.
- School assessment policy encourages peer and self-review as well as teacher assessment.
- School guidelines on feedback stress the need for succinct comments, limited in number and designed to be specific.
- Parental consultations are spaced out through the school year and held from 4-6 p.m. to facilitate staff with lengthy commuting distances.
- Sympathetic cover arrangements are facilitated for staff with landmark events or external crises.
- Staff absence due to stress accounts for a small percentage of the total absence and work related stress is a factor in a minority of cases.
- INSET time in March 2013 was devoted to developing coping strategies.
- Job descriptions and line-management have been re-defined and clarified.

Nevertheless there are concerns about staff welfare, voiced in 2016 Staff survey and also by all of the teaching unions. ASCL's NI meeting in June 2016 highlighted this concern and gave practical advice on running a healthy workplace.

Priorities:

- Establish a Working Group to consider Staff Health and Well-Being (HWB) to include representation from teaching unions.
- Conduct a baseline HWB survey to identify clearly the stressors involved.
- Implement strategies such as those suggested by ASCL and teacher unions to alleviate stress and improve morale.
- Organise events which focus on HWB, as part of on-going SDD programme
- Implement back to work interviews for teachers returning from absences of more than 7 days.
- Re-survey staff yearly to assess the impact of strategies on HWB.

(f) promoting links with the parents at the school and with the local community including other schools, the business community, and voluntary and statutory bodies

Summary/Assessment

- Annual parents' meetings are arranged for pupils in all year groups to discuss academic progress and associated pastoral concerns. An additional meeting, "First Impressions", takes place for parents of new Year 8 pupils.
- Parents receive five written reports at KS3 and four written reports at KS4 and KS5, in line with the assessment and reporting schedule. As follow-up, parents of under-achieving pupils are invited to attend review meetings with HOYs, SLT staff and/or the Principal, as necessary.
- A range of media are used to keep parents and the wider community informed about school life, including: Principal's termly newsletters, revamped school website, text messaging service, Twitter and Facebook feeds, etc.
- The PTFA has an increasingly higher profile in school life, due to the commitment of an enthusiastic committee in running innovative fund-raising events with the support of local businesses.
- Foyle College is now a fully integrated member of the Foyle Learning Community and enjoys strong working relationships with our neighbouring schools.
- Links with feeder primary schools have been growing through visits by the Principal and others to the schools, and invitations to pupils and staff to P7/Y8 open day visits, science taster events, school show performances, etc.
- Many business and professional people participate in the biennial careers convention and serve as mock interviewers in the employment skills day. In addition, many local businesses and public services provide valuable work experience and community service opportunities for pupils.
- The school has strong working relationships with a range of statutory bodies in education, health, Social Services and the PSNI.
- Many departments work closely with external organisations to promote their area of study through the provision of extra-curricular activities, e.g. Bar Mock Trial, Sentinus Engineering Project, Shakespeare Schools Festival, UK Maths Challenge, etc.
- As part of its general pastoral programmes, the school engages with a range of voluntary bodies to promote healthy lifestyles, safe use of the internet, road safety, etc.

Evaluation

- Parents' meetings are generally well attended by parents of younger pupils, but participation tends to tail off as pupils get older. That said, the tri-partite nature of the meetings gives all key participants a role in the discussions.
- The regular communication on the academic progress of pupils is viewed positively by the majority of parents. In many instances, parents provide feedback to staff following receipt of the half-termly reports.
- Pupils and parents report that communication with the school is much improved, resulting in greater awareness of all aspects of school life.
- The increased participation in PTFA fund-raising events has resulted in the provision of additional funding for school resources and staff training in ICT. In 2015-16, the PTFA is on course to meet its target of £15,000.
- Greater collaboration at A-level has opened up a range of courses to Foyle pupils and to those from other colleges. In 2015-16, 45 Foyle pupils accessed 12 courses in other institutions, while 23 pupils from other schools accessed 10 courses at Foyle.

- Joint ventures with feeder primary schools assist with the transition from KS2 to KS3, and help to sustain the long-term enrolment of the school. Foyle pupils also benefit from showcasing their skills and expertise, whilst working with younger pupils.
- Employment links are invaluable and help pupils of all ages with the selection of appropriate career paths. Senior pupils, in particular, benefit from time out of school developing the necessary skills for working life.
- Relationships with statutory bodies are fully integrated into school life, offering support and providing safeguards for many of our pastoral and academic programmes.
- Extra-curricular opportunities provided by external organisations enrich the classroom experience, stimulate an interest in learning and strengthen cross-curricular skills.
- The external expertise of voluntary agencies adds value to our existing pastoral programmes and ensures that our pupils are ready to face the challenges of an ever-changing wider world.

Priority Areas for Development

- Review the format of the meetings to make best use of the allocated time, with the aim of encouraging more parents to attend at all key stages. Introduced new meetings to provide additional information for parents at key transition points.
- Keep the current reporting arrangements under review to ensure that reports continue to provide parents with appropriate information on the academic progress of their children.
- Introduction of the SIMS Learning Gateway, in advance of the new school, to improve further the home-school channels of communication.
- Continue to promote the primary function of the PTFA in enhancing the learning experience through the provision of additional financial support, within the context of reduced funding from central government.
- Investigate alternative school-day structures, with the aim of aligning more closely with local schools, in preparation for the new school. Explore the possibility of closer links with the NWRC (through the FLC) to provide access to a wider range of vocational courses at post-16.
- Encourage other subject areas to develop links with primary schools, with the aim of exploiting opportunities provided by the new school.
- Further develop the existing good practice by widening the work experience programme to encompass as many local industries and professions as possible.
- Ensure that the school continues to work closely with all new and existing statutory authorities.
- Build on the existing good practice within many departments to encourage every subject area to seek out and participate in at least one enrichment activity provided by an approved organisation linked to their area of study.
- Ensure that materials and training provided by voluntary agencies continue to be relevant and seek out further opportunities to develop our school enrichment programmes, particularly in the Sixth Form.

(g) promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Summary / Assessment

- Three cohorts have been established for equipping staff with iPads and training from iTeach with the intention of using ICT to enhance the learning experience across the curriculum.
- Two cohorts consisting of approximately 15 staff have been equipped and trained over the last two years including the ICT working Group and HoD's.
- Fronter has been the VLE of choice, with several teachers and departments making effective use of it to enhance teaching and learning.
- The possibility of a 1:1 scheme for pupils has been explored but this has not been pursued;
- PRSD has been the main vehicle for the development of ICT related teaching activities across the two cohorts of those with iPads and training. This has been very successful.
- There continue to be some technical issues regarding the successful operation of this equipment in the classroom. This would be consistent with multiple devices operating over a wireless network across two sites.
- Some departments have made significant progress with regards to embedding the use of iPads in lessons throughout their schemes of work but this is not consistent across all subjects.

Evaluation

- iTeach training has been generally well attended by staff, the majority of whom feel that it is worthwhile and have adopted iPad use into their lessons.
- The comments in the self-evaluation questionnaire on Using ICT indicates strongly that the ‘buy in’ from HoD's has been disappointing with many preferring to use traditional methods of delivery; new members of staff who have received training as part of their PGCE / Bed are more willing to make use of new and emerging technologies
- Staff generally feel that we have come a long way with regards the use of ICT but that there is still some way to go with it.
- The majority of staff feel that they do not make effective use of Fronter for the enhancement of teaching and learning primarily because they find it difficult to use and issues with pupil access. This is confirmed by responses in the pupil questionnaire.

Priority Areas for Development

- Cohort 3 will be equipped with iPads and begin their training from September 2016 which will complete the process of equipping and training all staff prior to relocation in the new school.
- Equip the new school with ICT equipment based on pupil access requirements and considerations for refreshing this equipment in 7 -10 years’ time along with financial constraints.
- The potential introduction of LCD Touchscreens with the opening of the new school will require significant training and support for all teachers in order to fully utilise their potential for enhancing the learning experience.
- Departments require allocated time to share good practice and build resources suitable to their area of learning.
- Effective practice across departments will need to be embedded into schemes of work across all subjects.
- PRSD needs to continue to be a good means for teachers to explore the possibilities of effective use of their iPad and training in their classrooms.

- Staff who do not feel they make effective use of Fronter to enhance teaching and learning will be given the opportunity to explore VLE's which are an alternative to Fronter.

3. An assessment of:

(a) the school's current financial position and the use made of its financial and other resources;

All public sector bodies have seen a real squeeze on their finances over the past number of years and this trend looks set to continue. We are no different in the education sector. Pressures are coming from all sides with a reducing budget from DE and increased costs more especially so from wage inflation, increases to superannuation and increases to employers National Insurance contributions.

Funding over the next 3 years looks at best to be static with the majority of our allocation coming in the form of the AWPU and pupil numbers. Pupil numbers in Foyle are fixed at 850 and we have an enrolment figure of 121. The biggest pressures and threat to meeting our optimum number of 850 is the retention of pupils in years 13 & 14 to study A level.

In line with DE guidelines we have prepared a three year financial plan for 2015/16 through to 2017/18. Initially 2015/16 was an extremely challenging year with a reduction in our pupil numbers combined with a sharp rise in employment related costs. Initial indications put a deficit figure of £180k which was not acceptable to the BOG so solutions were required. These were found in the form of the voluntary redundancy scheme for both teaching and support staff with the savings from these having a knock on effect into 2016/17 & 2017/18. This saw the FTE number for the teaching staff reduced to 51 (from 52.4 in 2015) and support staff to 31.66 (from 34.38 in 2015). These staffing reductions along with other expenditure savings saw a reduction in the budget deficit position to £66k which was approved by the BOG.

In the current financial year the enrolment figure is 813 and with a FTE teaching number of 51 this gives a PTR (pupil teacher ratio number) of 15.94 which is favourable when compared to the rest of the post primary sector. It will be an on-going challenge to maintain this ratio at such a favourable level which we feel is crucial to providing as varied a curriculum as possible and to meeting the entitlement framework.

Initial indications for 2016/17 and 2017/18 show severe financial strain in terms of our secondary revenue account with accumulated deficits predicted to hit £390k by 31st March 2018. The nature of the estate of the school continues to be problematic with the split site location and aging buildings. This will continue to be the case for the entire 2017 year. The bright point on the horizon in 2017 is the completion of our new build school on Limavady Road which at present has a completion date of 21st December 2017. The short and medium term effect of this relocation are at present extremely difficult to measure but given that we are on two sites at present and will come together on one site there are bound to be efficiency savings. On the other side of this we currently receive an additional £46k from DE to help with the current additional costs brought about by the split site which we will not receive in 2018. Along with the difficulty of measuring the efficiency savings of the move there is also the impact on the enrolment of the relocation. New and additional facilities will be attractive to parents and pupils alike and time will tell as to whether this will aid the school in getting closer to the LTE (long term enrolment) figure of 850.

(b) the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards;

These are challenging times for Foyle College in terms of future finances. The enrolment figure as defined by DE for the year 8 intake has reduced from 130 in 2009 to 121 as it now stands. This was brought about with the building of the new school having an overall enrolment figure of 850. To date and over the last number of financial years (in extremely challenging financial times) the BOG has demonstrated careful and stringent financial

management. This has been demonstrated in the secondary revenue accumulated deficit only increasing marginally (**by £7k**) between 2013 and 2016 to stand at £78k as at 31st March 2016. This in the face of a significant reducing budget and very significant employment cost increases

Within the design of the new school build there has been a significant commitment by the school (some £2.2m) to augment the facilities as laid in the DE building handbook. In terms of educational resources this has meant additional classrooms (Geology, Learning Support Accommodation, General Classrooms, Business Information Systems Classroom, Music Studio, Sports Science Classroom & Senior Pupils Study Space) as well as increased floor area of the Multi-Purpose Hall and General circulation Space. As well as these facilities there has been significant spend for extra-curricular activities with a large Duke of Edinburgh equipment store under the main teaching block, significant floodlighting to the astro-turf hockey pitch as well as the tennis courts and rugby playing surfaces and an improved surface to the tennis courts. The vision of the BOG to committing to this additional spend is to further enhance the pupils' experience and improve standards.

This commitment will utilise the entire reserves of the school and further fund raising is required in order to meet a shortfall. This makes it ever more imperative that the school operates on a balanced budget and does not commit to any additional revenue spend over and above that of the delegated income received from DE.

The significant financial challenges of running a split site school in two aging buildings will, come 2018, be a thing of the past.

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any School Development Plan which a school development plan supersedes or revises.

The overarching priority for the 2013-16 School Development Plan was to achieve an improvement in the percentage of pupils achieving 3 or more A*-C grades at A-Level. This was to addressed through a range of strategies under the headings of Positive Behaviour (Rewarding and Reporting), Teaching & Learning and Data Tracking & Analysis. In June 2013 68.6% of pupils achieved 3^+ A*-C grades; this had risen to 81.6% in June 2016. From the self-evaluation process carried out in the preparation of the new SDP it is clear that there are still issues with consistency and fairness relating to Positive Behaviour Management, along with underachievement by boys, and these will continue to be addressed with staff. Significant work was undertaken with regards to Assessment for Learning and Thinking Skills & Personal Capabilities during Staff Development Days and work will continue to ensure that these areas become fully embedded in classroom practice. Significant progress was made in the use of ICT to enhance Learning and Teaching and this will continue in order to become fully embedded in departmental schemes of work.

A comprehensive assessment and reporting regime has been in place for the past three years and is viewed positively by all parties. KS3 pupils receive 5 reports, while pupils in KS4 and KS5 receive 4 reports per year. These reports provide regular updates on attainment and effort, and help to identify pupils for whom early intervention strategies would be appropriate.

CEM Midyis, Yellis and Alis programmes have been introduced throughout the school to provide a wider external context to target-setting for both departments and pupils. At time of writing, all current pupils have now completed one of these assessments. We await the receipt of value-added data on completion of the first full cycles of GCSE and A-level results and will make use of this additional information in identifying areas for improvement with individual departments.

A standardised approach to the analysis of examination performance is now fully embedded across all departments. Performance is measured against data provided by examination boards and compared to that of similar schools across Northern Ireland. Analysis occurs after receipt of results in August and throughout the academic year using the format recommended by ETI.

5. An assessment of the challenges and opportunities facing the school

The rigorous process of self-evaluation outlined below in Section 6 identified the following Opportunities for Foyle College for the short to medium term:

- The relocation to the new school premises, located on the Limavady Road, will provide a number of opportunities for pupils and staff, academically and pastorally, moving forward:
  - ✓ Review of the structure of the school timetable once the constraint of operating on a split site is no longer a limiting factor;
  - ✓ Introduction of daily registration periods with form tutors improving pastoral contact and communications;
  - ✓ Review the roles and responsibilities of pupils within each Key Stage;
  - ✓ Ability to develop closer community links through the use of school facilities;
  - ✓ On-going development of the use of new and emerging technologies to enhance learning and teaching as they will be more readily available to all staff in the new school
  - ✓ The potential to develop a 'cluster approach within the Foyle Learning Community
- The on-going turnover of staff brings opportunities to consider fresh approaches to pedagogy;
- Further development in the use of baseline data leading to the development of a Gifted & Talented programme;
- Further development in home/school links through the implementation of SIMS Learning Gateway leading to reduction in printing and postage costs.

Whilst there are many opportunities for the next three years there are also challenges to be overcome:

- × The performance of pupils, particularly boys, at GCSE is below the Northern Ireland average;
- × There is an inconsistent approach to both behaviour management and the implementation of the Progress Reports;
- × There is a worrying picture with regard to pupil resilience and mental health as demonstrated by the self-referrals to the school counsellor;
- × School finances have been hit by both decreases in real terms of the school budget and through the impact of the reduction in the Year 8 enrolment number. This has been further compounded by the disengagement seen amongst a small minority of Key Stage 4 pupils and the impact of the Foyle Learning Community. This combination of factors has seen a decrease in staffing and an increase in class sizes in some subjects.

6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents staff and other persons or bodies in the preparation of the plan.

Consultation with stakeholders was widespread and extensive in the preparation of this school development plan. Staff completed questionnaires using Wholeschool (available through c2k MySchool) in the areas of Teaching & Learning, Leadership and Management and finally a questionnaire for each Key Stage considering Achievements and Standards. Composite questionnaire for these areas were also designed for the pupils and for their parents and these were again administered and analysed through Wholeschool. Pupils and

staff also completed questionnaires on the use of ICT to enhance learning and teaching and on Positive Behaviour Management which were designed and administered through Survey Monkey and analysed using Excel.

7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include:

The extensive self-evaluation undertaken identified two key areas for development for the next three-year period.

Firstly, the necessity to improve the performance at GCSE to be closer to or above the Northern Ireland average for similar schools. It is hoped that this will be achieved through on-going consideration of Learning and Teaching particularly with the implementation of a school wide assessment policy to advance the consistency of feedback for improvement received by pupils. At the same time, it is hoped to improve the outcomes of the ablest pupils through early identification using baseline data and the use of differentiated resources to stretch and challenge. Work will continue in the development in the use of ICT to enhance Learning and Teaching. Staff will continue to consider, and adopt, Positive Behaviour Management strategies in and out of the classroom and will also consider the theories of Growth Mindset and Invitational education in order to tackle pupil engagement and underachievement. The use of SIMS Learning Gateway will continue the development of information provision to parents and carers so that, working alongside the school it should be possible to identify problems of potential underachievement earlier. Finally in this area we will continue the development and implementation of Personal Career Planning in CEIAG to ensure that pupils are making informed choices about their post-16 options.

Secondly, the health and well-being of both pupils and staff was identified as a priority. For pupils this was due to the underachievement of a minority of pupils suffering from mental health problems whilst for staff there are concerns about the added pressures being caused by the reduction in the school budget leading to decreasing staffing and increased class sizes.. This priority will involve establishing a health and well-being working group along with an enhanced role for the pupils' Health Committee. A baseline assessment of staff health and well-being will be carried out with consideration being given to the priorities identified. It is intended to carry out work with staff on how to identify and support pupils with mental health issues whilst also undertaking work with pupils to consider resilience.

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Leading Learning			
Develop the role of the CA	• Establish a SEN working group to focus on best practice in the classroom • Identify a SEN Link within each department • SENCO attend cluster group meetings • Carry out a CA training audit to identify and plug training gaps • Liaise with external training providers • Role of CA to focus of SDD • Benchmark good practice in other schools • CAs share good practice at monthly meetings • Agreed pro-forma devised to instruct CA how best support pupil in the class	• Continued focus of SDD • Continue to develop and enhance the role of the CA • Embed the use of the pro-forma to instruct CAs how best to support pupils in the class • On-going training for CAs and sharing of good practice.	• Evaluation of the impact of Learning Support Staff and their role in supporting learning in the classroom • Analysis of results
Use of Data	• CEM: Every Foyle pupil has completed at least one online assessment: MIDYIS, YELLIS or ALIS. CEM: Minimum expected grades are used with KS4 and KS5 to determine appropriate target grades. CEM: Value-added data is used by departments as part of self-evaluation. • Examination Data: Departments continue to analyse results by gender, component and grade, in comparison with NI Grammar School averages. • Progress Data: Regular attainment grades and effort levels are used by HODs and HOYs to identify and address under-achievement, and to recognise and reward improvement.	• Embed the use of CEM assessments and data at pupil, departmental and whole-school levels. • Value-added feedback (when available) is included in departmental reviews. • Embed the use of data provided by The Sutton Trust, as an alternative to the benchmarking data previously provided by C2K macros.	• Review the use of CEM assessments and data, as part of school self-evaluation, and to ensure ongoing value for money.

Curriculum and Timetable	• Set up curriculum working party to explore changes to the single site school timetable, including a review of the structure of the school day. • Develop NOVAT timetabling expertise within the school. • Devise adaptable school timetable to function on both split and single sites, for the transition year 2017-18. • KS3: Continue with 6-class block of practical subjects to satisfy requirements of health and safety. • KS4: Implement 5-class English block in Year 11, taking account of reduction in number of English staff. KS4: Continue with one English Language only class for pupils doing 8 GCSEs. KS4: Remove compulsory status of modern foreign languages; French and Spanish to become optional subjects. KS4: Introduce Moving Image Arts as new Year 11 option. • KS5: Develop closer links with FLC partner schools to provide greater range of post-16 courses and to enhance flexibility with subject combinations. KS5: Introduce dedicated timetable periods for CEIAG for pupils in Years 13 and 14. KS5: Expand provision of enrichment opportunities through work experience, Mandarin classes and PSNI programme.	• Finalise structure of the school day, including: start and finish times, number and length of breaks, number and length of periods. • Finalise allocation of periods to subjects and options across all year groups. • Devise new single site school timetable for full implementation in 2018-19. • School timetable to be created by new timetabling team. • KS4: Introduce new vocational subject options, where staffing levels permit, e.g. Journalism, Motor Vehicle Studies, etc. KS4: Examine means of incorporating dedicated timetable periods for CEIAG for pupils in Years 11 and 12. • KS5: Collaborate with Lisneal and Oakgrove to create Waterside hub of the FLC.	• Implement first full year of the new single site school timetable in 2018-19 • Review new curriculum and timetable structures during first full year in the new school.
Review of staffing levels	• Conduct an in-depth analysis of future curriculum needs, using existing data on staff qualifications and pupil interests, to determine optimal staffing levels. • Take account of increased budgetary pressures in determining future curricular provision.	• School curriculum to be provided within financially sustainable staffing levels.	• Review staffing levels in light of anticipated funding for and pupil enrolment of the new school.

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Learning & Teaching			
Differentiation Boys underachievement at GCSE level	• Raise awareness of differences between genders in attainment levels and underlying causes. (SDD/Baker) – clear links with Behaviour for Learning/Positive Behaviour Management (Child Centred Learning) • Sharing good practice • Trialling materials and methods – e.g. ideas from Pocket Library • Awareness of resources from other areas – specific training • Analysis by gender of Progress Reports – earlier interventions in KS3 • Further work on mentoring • Pupil voice – questionnaires • PRSD focus	• Continued focus of SDD and PRSD • Include materials and methods in S.o.W • Sharing good practice • Trialling materials and methods – e.g. ideas from Pocket Library • Awareness of resources from other areas – specific training • Analysis by gender of Progress Reports – earlier interventions in KS3 • Further work on mentoring • Pupil voice – questionnaires • PRSD focus	• Analysis by gender of 3 sets of GCSE results – outcomes and **value added** by gender. • Evaluation of gender gap closing strategies and embedded practice. • Formalised mentoring programme in KS3 and KS4 • Pupil Voice
Assessment • Consistency • Feedback for improvement • Workload (HWB**)**	• Establish Assessment Working Group to reconsider policy and practice. • Explore methods of assessment and feedback and evaluate effectiveness. • Sharing good practice (SDD) • Link Assessment Policy to policies on literacy and numeracy • Peer/Self Assessment evaluation by pupils	• Trial of draft policy and methodology • Sharing good practice • PRSD focus	• Agreed embedded policy, consistently applied within and across subject areas. • Pupil understanding of assessment and feedback is clear – pupil voice/questionnaire. • Results analysis

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Learning & Teaching			
Use of ICT to Enhance Learning & Teaching	• Complete the final year of equipping staff with iPads and training from September 2016, completing the three-year process in preparation to relocate in the new school. • Allocate time to share good practice within departments and build resources specific to the areas of learning. • Effective practice across departments to be embedded into schemes of work across all subjects. • Use PRSD as a means for teachers to explore the possibilities of effective use of their iPad and training in their classrooms and to explore new possibilities as they emerge. • Staff who do not feel they make effective use of Fronter to enhance teaching and learning will be given the opportunity to explore VLE's which are an alternative to Fronter. • Explore the merits of a business plan for 1:1 devices based on an evaluation of demand from teaching staff for pupils with their own devices versus a BYOD program.	• Continue to allocate time for departments to share good practice, generate resources and embed existing good practice into their SOW's • Pending the introduction of LCD Touchscreens in the new school, provide training and support for all teachers in order to fully utilise their potential for enhancing the learning experience. • Establish ICT equipment and networking requirements for the new school. • Evaluate the extent to which alternative VLE's have been used. Continue to provide support to staff and pupils. • Continue to use PRSD for enhancing learning and teaching through ICT.	• Further refine departmental schemes in line with any changes to technology and software. • Continue to support staff with the technical demands of establishing effective practice with any new devices and possibly touch screens.
CEIAG	• Continue the development of Personal Career Planning to enable pupils in Years 10, 12 and 14 to make informed choices regarding appropriate career pathways.	• Review Personal Career Planning process to enable pupils in Years 12 and 14 to make informed choices regarding appropriate career pathways.	

FOYLE COLLEGE

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Child Centred Provision			
Pupil Resilience	• Whole staff training in pupil resilience and mindfulness. Departments identify strategies to promote pupil well-being, growth mindset and mindfulness • Key staff access further training	• Review strategies and share good practice • Re-establish positive classroom practices in new school building and new environment	• Mindfulness, growth mindset practices embedded in classrooms • Positive Behaviour Management strategies embedded in classrooms and for all pupil contact
School Councils	• Review of role of pupil Councils, senior Prefects • Establish regular schedule of meetings between HoYs at each key stage and SMT • Review reward system	• Development of pupil councils and other • pupil roles and responsibilities, in light of move to new site • Review in light of move to new school • Review reward system in light of move to new school and introduction/development of SIMS	• Review and embed best practice • Agree best practice
Gifted & Talented	• Establish G&T Working Group to determine policy and practice. • Explore current practice and determine effectiveness. • Sharing good practice (SDD)	• Introduce draft policy • Continue to share good practice	• Further embed G&T policy and implement strategies to promote G&T. • Results analysis
SEN & Literacy	• Carry out an audit of current additional literacy provision at KS3 • Investigate the effectiveness of current provision • Meet half termly with Literacy Co-ordinator • Agreement on testing and selection of pupils to target for support • Agree on most effective provision to offer	• Review the effectiveness of agreed provision • Continue to test and target pupils for additional support • Investigate new support mechanisms which could be offered	• Consolidate the literacy provision offered at KS3 • Results analysis

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Child Centred Provision **Positive Behaviour Management**	• Ongoing development of Positive Behaviour Management strategies by all staff both in and out of the classroom; • In light of the planned introduction of SIMS Learning Gateway (SLG) review the use of Behaviour Management Module and Lesson Monitor within SIMS by all staff	• Ongoing development of Positive Behaviour Management by all staff; • Implement use of Behaviour Management Module and Lesson Monitor by all staff to provide information to parents (through SLG)L, HoDs and Pastoral Teams; • Use SIMS Behaviour Management Module to analyse behaviours and identify areas requiring further action	• Review of Positive Behaviour Management by all staff. • Review use of SLG

FOYLE COLLEGE

Foyle College 3 Year Overview

2016-19

Target Area	2016-17	2017-18	2018-19
Learning in a Community Staff Health & Well-being	• Baseline assessment of Staff Health and Wellbeing/Organisational Performance via survey. • Establishment of SHWB Working Group to draft a charter/policy on wellbeing. • Evaluation of leadership/line-management for wellbeing • Raising Awareness of Wellbeing – planned activities/events • SDD focus (e.g. work/life balance)	• Actions based on results of evaluations/review of working practices. • Monitoring effect – further survey • Further SDD (e.g. stress prevention – reframing, etc)	• Embedded SHWB Policy and Practice for review. (HSE guidelines) • Analysis of effect – survey and analysis of performance.
Year 8 Summer Scheme	• Research summer schemes offered by neighbouring schools • In collaboration with relevant colleague's devise and agree on a programme of events • Carry out any necessary risk assessments • Offer a 3-5 day summer scheme to all new Year 8 pupils in early July	• Review and evaluate Summer scheme via pupil survey • Use analysis to make adjustments to programme of events for Year 2 of scheme • Consider possibility of extending programme	• Review and evaluate Summer scheme via pupil survey • Use analysis to make adjustments to programme of events for Year 3 of scheme
SIMS Learning Gateway	• Present the capabilities of SLG to the PTFA and seek funding for a three-year program of parental engagement. • Consider updating existing practices and procedures in line with future implementation of SLG. • Establish training and setup procedures for SLG.	• Begin implementation of SLG to selected year groups, establishing log in credentials for parents. • In light of the new school's cashless system, look into the possibilities of acquiring a parent pay system for parents to pay for school items and top up pupil credit.	• Roll SLG out with other selected year groups, should it be considered financially viable after year 1 and be seen to increase parental engagement and also pupil attainment.
Parental Engagement	• Implement new arrangements for parents' meetings to create more time for discussion of pupil progress. • Introduce additional information evenings at key transition points in Year 10 and Year 12.	• Embed the new arrangements for all year groups, in both the existing and new schools.	• Review the arrangements by conducting a survey of pupils, parents and staff.

Foyle College Action Plan

2016-17

Target Area: Leading Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Self-evaluation identified the need to develop the role of the Classroom Assistant and improve the extent to which CAs contribute to the support of pupils' learning	To improve the consistency in the level of support offered by CAs	June 2017	• Establish a SEN working group to focus on best practice in the classroom • Identify a SEN Link within each department • SENCO attend cluster group meetings • Carry out a CA training audit to identify and plug training gaps • Liaise with external training providers • Staff training • Benchmark good practice in other schools • CAs share good practice at monthly meetings • Agreed pro-forma devised to instruct CA how best support pupil in the class	• Training given to staff in the role of the CA • Training provided to CAs to help support and develop their role • Survey results	PA / SMT	B McG	

Foyle College Action Plan

2016-17

Target Area: Leading Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Existing school day structure for a split-site school.	School day structures better suited to a single-site campus, e.g. increased time for regular pastoral contact.	From June 2016 onwards.	Establish a timetable working group, of interested staff, to explore possible changes to the structure of the school day.	Recommendations presented to and accepted by SLT and BOG.	PA SMT	GM Curriculum Group	
Current 2016-17 curriculum provision.	Provision of enhanced learning opportunities for pupils.	From June 2016 onwards.	The same group to review the current curriculum offer at all key stages.	New opportunities are attractive to pupils and implemented through pupil timetables.	PA SMT	GM Curriculum Group	Achieved within, or below, the current 51.0 FTE staffing level.
Timetabling expertise limited to one member of staff.	Creation of a timetabling team.	By June 2017.	Develop the expertise of two or three key staff in the area of SIMS timetable construction, through shadowing and C2K training.	Assistant timetablers, with appropriate expertise and experience, are in place	GM	GM Timetable Team	
Current school performance at GCSE 7+ A*-C, (including English and Mathematics), is below the NI average for schools of a similar nature.	Attainment will be higher than in 2015-16, and within 3% of the NI average for schools of a similar nature.	Ongoing from September 2016	Review the KS4 curriculum and timetable annually, to ensure that it continues to provide appropriate pathways for all pupils.	Pupils choose subjects appropriate to their ability, interests and career intentions.	PA SMT BOG	GM Careers Department	Within, or below, the current 51.0 FTE staffing level.

Foyle College Action Plan

2016-17

Target Area: Leading Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
			• Continue to offer an English Language only class for appropriate pupils. • Continue to offer two routes for Mathematics by banding classes.	• Pupils are successful in core subjects.	PA GM PG	GM English and Maths Depts	
			• Increase choice of GCSE courses by making French and Spanish optional.	• Pupils choose to study a modern foreign language, based on their ability and interest.	PA GM	GM French and Spanish Departments	
			• Offer new subjects of interest to KS4 pupils, e.g. Moving Image Arts, Journalism, etc.	• Sufficient numbers of pupils choose to study the new courses, to make classes viable.	PA GM	GM	
			• Enhance usage of Positive Behaviour Management and Growth Mindset by staff to reduce pupil disengagement	• Increased usage of Positive Behaviour Management and Growth Mindset by all staff	SMT	All staff	
Current GCSE A*-B performance of some subjects is below the NI average.	Attainment will be at least in line with the NI subject averages for schools of a similar nature.	Ongoing from September 2016.	An improvement in the analysis of assessment data to identify borderline B/C candidates in each subject area.	An increase in the number of borderline B/C candidates achieving the higher grade	PA GM	HODs	

Foyle College Action Plan

2016-17

Target Area:

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
			Embed departmental action planning process to address the key issue of performance at GCSE.	New measures implemented and monitored at class and departmental levels.			
			Sharing of good practice by successful departments with those whose results are below the NI average.	Consistent monitoring, evaluation and review of pupil progress across all departments.	PA GM	SMT Links HODs	
Current use and analysis of data across the school.	Complete a review of existing reporting procedures.	By June 2017.	Conduct a survey of departments through HODs.	Reporting structures align with the new school assessment policy.	PA	GM PG HODs	
	Complete the first full cycle of CEM data collection and analysis.	By October 2016.	Provide additional information on likely grade outcomes for pupils and parents.	Pupils and parents have a better understanding of the target-setting process.	PA GM	GM Assessment Coordinator	
			Incorporate valued-added analysis in annual departmental reports.	Departmental self-evaluation is enhanced through external benchmarking.	PA GM	GM Assessment Coordinator HODs	
	Provide in-depth analysis of subject performance, at key A*-B and A*-C benchmarks.	From January 2017.	Arrange training for HODs in the interpretation of NI subject data from the Sutton Trust.	HoDs better able to analyse departmental data	PA GM	GM and HoDs	

Foyle College Action Plan

2016-17

Target Area: Learning & Teaching

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Self-assessment indicated that there is a difference in how male and female pupils are treated. The recording of behaviour incidents would appear to indicate that boys are more likely to behave poorly during class. Boys' attainment is lower than girls'	Boys attainment will show improvement, will be closer to that of girls of similar base-line	From Sept 2016	• Class teachers review their practice in light of training on the use of Positive Behaviour Management to be delivered during August training days • Class teachers review their practice in light of materials and ideas provided from other sources e.g. Pocket Handbook series • Time is provided to all good practice to be shared both within and between departments. • Analysis of progress reports by gender to allow earlier intervention (e.g. mentoring at KS3, Yr11) • Further development of individual mentoring of pupils	Boys achieve a closer level to girls of similar base-line ability, at KS3 and KS4	SMT	All staff	

Foyle College Action Plan

2016-17

Target Area: Learning & Teaching

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Assessment practice varies both within and between subject areas causing confusion for pupils and parents and reducing the effectiveness of feedback. Teacher workload can also be increased due to current working practices	To establish a clear, consistent policy for assessment producing effective feedback for learning and enhancing literacy and numeracy	From Sept 2016	• Establish a working group to review existing practices and gather ideas from internal and external sources • SDD focus on further development of methodology and rationale for marking versus assessment	• Draft revised assessment policy • Quality assurance of teachers' current practice and the effectiveness of feedback • Evidence of other forms of feedback being used on a trial basis • Evidence of peer/self-assessment leading to improvement	Assessment Co-Ordinator Year Heads PG	HoDs / SMT Working Group / HoDs PG GM	
The use of ICT to enhance learning and teaching should continue to develop whilst also exploring new possibilities as advancements in technology emerge	Complete the 3 year process of equipping and training staff in use of iPads to enhance Learning & Teaching	Sept 2016 onwards	On-going training provided by iTeach to each of three cohorts	• All staff equipped with and using iPads to enhance Learning & Teaching • Evidence provided through PRSD objectives and review statements	AM / SMT	AM	PTFA Funding
	Allocate time to allow staff to develop effective resources	Sept 2016 onwards	Time allocated on SDDs to allow sharing within and between departments	Departments develop effective ICT based, subject specific teaching resources	SMT	AM	

Foyle College Action Plan

2016-17

Target Area: Learning & Teaching

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
	Effective use of ICT to enhance Learning & Teaching embedded into schemes of work	By July 2017	Allocation of time on SDDs	Schemes of work for all departments include effective use of ICT to enhance Learning & Teaching	SMT	AM	
	To increase the number of staff and pupils making effective use of alternative VLEs to enhance Learning & Teaching	Sept 2016 onwards	Provide a series of workshops to staff allowing them to explore alternatives to Fronter and to develop expertise in their use	Better use of VLEs by pupils and staff to enhance Learning & Teaching	AM, SMT	AM, ICT Working Group	
	Evaluate the demand from staff, pupils and parents for 1:1 devices	By July 2017	• Survey staff to gauge demand for 1:1 devices • Draft business plan showing potential devices, suppliers and purchasing options • Survey parents to gauge support for 1:1 scheme	• Cost effective business plan • Staff and parent responses	SMT, BoG	ICT Working Group AM	
	Give consideration to procurement of ICT equi[pment for new school	January 2017 onwards	• Consultation with Capita and other potential suppliers • Discussion of options with ICT working group	Procurement of appropriate technology to support the effective use of ICT to enhance learning and teaching	SMT, BoG	ICT Working Group AM	

Foyle College Action Plan

2016-17

Target Area: Child Centred Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Current allocation of time to CEIAG on KS4 and KS5 timetables was considered inadequate in follow-up inspection in 2015	To provide more time for pupils and careers staff to work on CEIAG at post-16 level.	Sep-Oct 2016 for Year 14; Jan-Mar 2017 for Year 13.	Timetabled block of CEIAG lessons during private study, taken by members of the Careers Department, for all post-16 pupils.	KS5 pupils have a greater understanding of careers pathways and are more fully prepared for UCAS application.	PA GM	GM Careers Dept.	
	Explore means of providing more time for CEIAG at KS4, in advance of the new school.	On-going from Sep 2016.	Re-structuring of school day and/or allocation of time on KS4 timetable.	KS4 pupils make more informed choices relating to post-16 career pathways	PA	GM	
There is a need to reviews the current arrangements for Year 10 and Year 12 Parents' Meetings.	To provide more CEIAG information for parents at key transition points.	February and March 2017	Organise separate CEIAG events for Year 10 and Year 12 parents, in advance of subject meetings.	New events appear on school calendar and are supported by parents. Parents and their children make more informed decisions	GM	GM Head of Careers	
Identified need to enhance the collaboration between SEN and Literacy in order to provide a more cohesive and co-ordinated provision for pupils	To develop a co-ordinated approach to offering Literacy Support at KS3	Sept 2016 onwards	• Carry out an audit of current literacy provision at KS3 • Investigate the effectiveness of current provision • Meet half termly with Literacy Co-ordinator • Agreement on testing and selection of pupils to target for support	Literacy provision being offered in partnership with Literacy Coordinator and SEN More pupils being targeted with Literacy Support Retesting of pupils, improvement of scores	PA	BMcG Literacy Co-ordinator Classroom Assistants	

Foyle College Action Plan

2016-17

Target Area: Child Centred Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
High number of recorded incidents of poor behaviour and pupil disengagement, particularly from boys	Reduction in number of recorded behaviour incidents, increased retention of pupils, decreased absence due to mental health issues	Sept 2016 onwards	• Classroom teachers review practice in light of RSE training on Resilience (Aug 2016) and Suicide Awareness training (Oct 2016) • Key staff access further training /skills/ resources and feedback to colleagues • Sharing of good practice	• Evidence in classroom practice of de-escalation and other strategies / techniques to promote strong relationships, pupil resilience and mindfulness • Reduction in records of poor behaviour, particularly by boys • Fewer pupils absent from school or leaving school due to mental health issues	SMT, HoDs, YHs	All staff	
Self-evaluation indicated that the reward system is not consistently applied	To have the rewards system applied more consistently across the whole school	Sept 2016 onwards	Agreed system of recording positive credits, consistently applied Rewards are desirable to pupils, are visible, parents are informed	Positive response to system from staff and pupils Decrease in the number of recorded incidents of poor behaviour for learning	S.O'C	All staff	Cost of purchasing e.g. pin badges
	To enhance role of Prefects, School Council members, Bully Buddies, class monitors etc	Sept 2016 - March 2017	Review scheme of selection and role definition of prefects and other roles held by pupils within school	Pupil roles well-defined and regarded as high reward for contribution to school life	SMT	PG	

Foyle College Action Plan

2016-17

Target Area: Child Centred Learning

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Self-evaluation identified a need to establish the place of Gifted and Talented within departmental schemes and to establish a whole school policy	• To ensure Gifted and Talented pupils are identified and appropriate strategies are being delivered across all subjects • To devise a G&T Policy	By June 2017	• Consultation with staff, pupils and parents • Departmental audits of schemes of work to identify opportunities for the provision of G&T • SEN working group investigate and share good practice • Establish a SEN Link within each department • Collaboration with colleagues in neighbouring schools	• Best practice in delivering G&T provision investigated • Strategies identified and implemented across departments • G&T Policy ratified by BOG • Register of G&T pupils disseminated to staff	PA SLT	HODs / Working group BMcG	

Foyle College Action Plan

2016-17

Target Area: Learning in a Community

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Self-evaluation identified a need to offer an enhanced Year 8 induction via a Summer Scheme	To run a 3-5 day induction programme for incoming Year 8 intake	July 2017	• Investigate format of summer schemes offered by other local schools • Devise and agree on a programme of events • Carry out necessary risk assessments	Successful completion of Summer Scheme	PA Bursar	BMcG Classroom Assistants HOY 8	Wage cost
Concerns exist within the teaching profession about the Health and Wellbeing of staff due to workload and results-driven ethos; pressure becoming stress.	• To assess of Staff Health and Wellbeing / Organisational Performance via survey • To formulate policy and strategy based on results.	On-going from Sept 2016	• Use HSE or similar survey to identify factors. • Establishment of SHWB Working Group to draft a charter/policy on wellbeing. • Evaluation of leadership/line-management for wellbeing • Raising Awareness of Wellbeing – planned activities/events. • SDD focus (e.g. work/life balance)	• Further surveys on HWB • Staff absence/stress related illness does not increase from current low level.	PG	SLT HWB Working Group	Possible PTFA funding for staff events

Foyle College Action Plan

2016-17

Target Area: Learning in a Community

Baseline	Target	When	How	Success criteria/evidence	Monitoring	Who	Finance
Self-evaluation demonstrated a need to enhance parental engagement in order to increase pupil attainment	To prepare for the introduction of SIMS Learning Gateway	By June 2017	• Access Capita SIMS training for key staff on how to best utilise SLG • Identify the most appropriate homepage layout for SLG in line with current school branding • Provide information for parents on how to access pupil information, reporting and homework.	Setup and training completed by July 2017 ready for first implementation in September 2017	SMT, BoG	AM	PTFA to finance training and year 1 of SLG