

Friends' School Lisburn



School Development Plan 2022-25

Priorities for the 2022 -2023 Operational Plan are as follows:

1. Professional Learning: Our vision is to provide a high quality, research-informed programme of professional learning to colleagues at all levels, from beginning teachers to those in leadership positions, to equip colleagues to continue to improve as classroom practitioners and give them the tools to support pupils pastorally.

Links to Inspection and Evaluation Framework (ISEF):

- there is a focus on continuous improvement, with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity
- senior leaders have a shared, strategic vision for school improvement leading to high quality learning, teaching, standards, and pupils' care
- senior leaders ensure leadership development is informed by evidence and research
- a culture of self-evaluation is well established and underpins a commitment to continuous improvement

2. Learning and Teaching: Our vision is to put professional learning into practice so that the most effective strategies are used routinely in lessons which are vibrant, engaging and engender a love of learning.

Links to ISEF:

- pupils are motivated, curious and engage well with their learning
- teachers use a range of effective practices that focus on explicit thinking, encourage questioning, and promote independent learning
- learning builds on prior knowledge; is challenging; builds confidence; creates high expectations; and develops deep conceptual understanding
- the school maintains consistently high standards of attainment for pupils

3. Pastoral Care: Our vision is to ensure that we build relationships with all pupils, look after their wellbeing, and provide targeted support for pupils with additional educational or pastoral needs. By promoting our values and developing restorative practices, we will strengthen a sense of community in school.

Links to ISEF:

- relationships for learning are characterised by mutual respect, openness, and trust
- pupils develop well their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour
- the taught personal and social curriculum is effectively planned to meet the needs of the pupils and supports well their holistic development
- pupils progress successfully to further and higher education, training or employment

4. Community Our vision is to strengthen links with the wider school community, including parents and past pupils. Communication will be enhanced through meetings with parents and issuing monthly updates and opportunities will be provided for parents and past pupils to be involved in the wider life of the school.

Links to ISEF:

- senior leaders consult effectively with the school community on policies and procedures
- pupils develop personally and socially and participate in a range of activities outside the classroom
- school works effectively with a range of external agencies to support safeguarding and child protection practices
- Shared Education experiences enrich pupils' learning

Priority 1: Professional Learning

Baseline <i>Where are we now?</i>	Targets <i>What do we want to achieve?</i>	Actions <i>What do we have to do?</i>	Timescale	Staff	Evidence/ Impact <i>How will we measure success?</i>
<p>CPD In the last SDP, there was a focus on retrieval practice, spacing and knowledge organisers; and in last year's interim plan, work was carried out on effective questioning. Last year, we subscribed to the Great Teaching Toolkit and to Tooled Up Education; all staff completed an induction in both courses and resources have been used in staff training.</p> <p>Good work has been done over the last five years in working groups focused on learning and teaching and on pastoral care. Colleagues have also taken part in external courses and training.</p> <p>IT training Over the last two years, staff have developed new skills and have developed expertise in how to use IT for remote learning and to underpin wider pedagogical aims.</p> <p>Staff induction A Teaching and Learning Coordinator/ Teacher Tutor has been appointed who will oversee the induction of new staff with a focus on classroom practice.</p> <p>Coaching Members of the Leadership Team have benefited from coaching and have used a coaching approach to develop others.</p>	<ul style="list-style-type: none"> Teachers will have a common understanding of what research tells us and the best strategies to use to support pupils and to develop classroom practice Friends' School will offer a programme of high quality TPL, in which all staff are engaged, and encourage teachers to develop their own learning Teachers will continue to develop high level IT skills so that they can optimise the use of the technology available to them New teachers will have a comprehensive induction programme and opportunities to learn Colleagues will have the opportunity to reflect on their practice and identify strategies to improve 	<ul style="list-style-type: none"> Deliver staff training on Modelling, from GTT and TUE and on Restorative Practices Attend ResearchED conference Establish TPL newsletter and library Update and implement policy on Staff Development Set up Teaching and Learning and Pastoral working groups Organise IT training to include use of Clevertouch boards and Surface Pros Develop and deliver programme for new staff, including BTs and those completing EPD Organise information session and offer coaching to all staff 	<p>Staff days</p> <p>Sept 22</p> <p>Jan 23</p> <p>by Jan 23</p> <p>Jan 23</p> <p>from Aug 22</p> <p>from Sep 22</p> <p>Jan -May 23</p>	<p>SC, SA, CL, GC</p> <p>SC, GC</p> <p>GC</p> <p>SC, SA, SM, GC</p> <p>GC, CC</p> <p>RMK</p> <p>GC</p> <p>SM</p>	<p>Feedback from staff, including surveys and notes from TPL groups, which demonstrates understanding and engagement</p> <p>TPL newsletter provides high quality support for all staff.</p> <p>Pastoral resources reflect strategies to support pupils</p> <p>Feedback from working groups informs future practice</p> <p>Clevertouch boards and Surface Pros are being used effectively in all classrooms</p> <p>EPD and BT portfolios and evaluations show understanding of effective practices.</p> <p>Evaluations on coaching demonstrate reflection and self-evaluation</p>

Priority 2: Learning and Teaching

Baseline <i>Where are we now?</i>	Targets <i>What do we want to achieve?</i>	Actions <i>What do we have to do?</i>	Timescale	Staff	Evidence/ Impact <i>How will we measure success?</i>
<p>Pedagogy Staff have a good understanding of strategies such as retrieval practice, spacing, use of knowledge organisers and effective questioning; work is ongoing to ensure that these are embedded across the curriculum.</p> <p>There is not always a consistent approach to modelling in departments or across departments, especially with regard to 'live' modelling.</p> <p>ICT Staff are proficient in the use of Google Classroom and can use IT as a tool to support wider learning and teaching strategies. Infrastructure in school has been improved and all colleagues have individual devices.</p> <p>Outcomes Results have been very good at GCSE and A-level, although some pupils (8%) are not achieving 3 or more passes at A*- C at A-level. There are some pupils in the current Year 9 cohort who require additional support.</p>	<ul style="list-style-type: none"> There will be a high level of challenge in lessons, with pupils engaged in hard thinking and demonstrating the ability to deal with difficult concepts, orally and in writing. Modelling will be embedded in classroom practice and will be used routinely alongside a range of other strategies including retrieval practice, spacing and effective questioning IT will be used consistently to enhance pupils' learning All pupils will achieve in line with their potential, with those sitting A-levels obtaining 3+ grades at A*- C. Plans will be in place to ensure appropriate pathways for Year 9 	<ul style="list-style-type: none"> Create Learning and Teaching handbook Deliver staff training on Modelling Complete the <i>Structuring</i> module of the GTT, with an emphasis on modelling Prioritise Modelling on departmental action plans, in discussions at departmental meetings and in PRSD Complete audit of Modelling in each subject Organise model lessons and peer observations Instal Clevertouch boards in all classrooms and deliver training Organise IT workshops and develop strategy Review data from internal and external assessments and intervention strategies, particularly with y9 	<p>May 23</p> <p>Aug 22</p> <p>Sept 22</p> <p>Sept 22 – May 23</p> <p>Oct 22</p> <p>Jan – March 23</p> <p>Aug 22 – Jan 23 Staff days</p> <p>Jan 23</p>	<p>SC</p> <p>SC/ GC</p> <p>All staff</p> <p>All staff</p> <p>HoDs</p> <p>SC/ GC</p> <p>JMK/ RMK RMK</p> <p>CC/RMK/ DS/ HoDs</p>	<p>Departmental action plans and evaluations show understanding and development of strategies</p> <p>Pupil surveys and focus groups indicate that modelling is engaging pupils</p> <p>Lesson Observations provide evidence of modelling and other embedded strategies, and pupil engagement.</p> <p>Minutes of departmental and HoD meetings show development of T&L strategies and evidence of sharing of best practice</p> <p>Sample resources on modelling are of high quality</p> <p>Sharing of good practice by colleagues on SDDs and lesson observations</p> <p>Monitoring of pupil progress is effective and results show that pupils are achieving in line with their ability</p>

Priority 3: Pastoral Care

Baseline <i>Where are we now?</i>	Targets <i>What do we want to achieve?</i>	Actions <i>What do we have to do?</i>	Timescale	Staff	Evidence/ Impact <i>How will we measure success?</i>
<p>Values Planning for the SDP with staff, pupils, parents and governors included evaluation and review of our ethos and values.</p> <p>Relationships In our interim plans in the last two years, there was a focus on relationships and pupil wellbeing, partly in response to experiences during the pandemic. There has been a growing awareness of issues such as anxiety amongst pupils.</p> <p>Pastoral curriculum A need has been identified to develop aspects of PD and the LLW curriculum, including RSE and Diversity and Inclusion (D&I).</p> <p>Safeguarding School is now an Operation Encompass (OE) school.</p> <p>SEN New SEND legislation is being phased in and we have an increased number of pupils with statements or requiring support.</p> <p>CEIAG A new Head of CEIAG and new CEIAG assistant have been appointed.</p>	<ul style="list-style-type: none"> • Our values will underpin everything that we do • There will be restorative approach to behaviour management • Strategies will be in place to support pupil and staff wellbeing • Preventative and early intervention strategies will be in place to help pupils develop the skills to cope with difficulty • Provision of personal development will be enhanced through the pastoral curriculum in Collects and LLW • School will respond effectively where there are instances of domestic violence • Provision will be reviewed for pupils with SEN • Pupils will be provided with timely and appropriate CEIAG 	<ul style="list-style-type: none"> • Promote values (ASPIRE) in assemblies and in the pastoral curriculum • Review behaviour policy and train staff in restorative practices • ‘Meet and Greet’ pupils • Create and implement wellbeing policy • Trial pre-Christmas exams • Signpost resources for staff and parents from TUE on issues such as anxiety • Review healthy living policy • Organise Collect Curriculum for Y8-14 • Review provision in LLW, with a focus on RSE/ D & I • Implement OE • Begin implementation of new SEND legislation • Train staff and pupils in Unifrog • Review provision in CEIAG 	<p>All year by May 23</p> <p>All Year by March 23 Nov 22 All year</p> <p>by May 23</p> <p>All year</p> <p>May 23</p> <p>from Sep 22</p> <p>from Aug 22</p> <p>Aug 22 by May 23</p>	<p>LT All staff</p> <p>SA</p> <p>All staff SC</p> <p>SC/ SA CL/ SA</p> <p>SA/ CL/ JMK SA/ YTs/ HoS</p> <p>EA/ SC/ SA</p> <p>CL</p> <p>MW</p> <p>EA/ JRA SC/ EA</p>	<p>Pupil surveys show that they know and understand values and that teachers know them individually.</p> <p>Policies are in place, are understood by all and bring about positive change in practice.</p> <p>Staff, pupil and parent surveys show awareness of strategies to support wellbeing and evidence of their implementation Resources and activities demonstrate that the curriculum is being delivered effectively</p> <p>PLPS are implemented effectively with selected pupils</p> <p>Gatsby Benchmark audit</p>

Priority 4: Community

Baseline <i>Where are we now?</i>	Targets <i>What do we want to achieve?</i>	Actions <i>What do we have to do?</i>	Timescale	Staff	Evidence/ Impact <i>How will we measure success?</i>
<p>Community Links During the pandemic, there were fewer opportunities for pupils to be involved with others outside school, and for parents to be involved in school.</p> <p>Communication A parent survey last June also identified the need for increased communication, including in relation to the curriculum.</p> <p>Capital build In March 2022, it was announced that school is to be awarded funding for a capital build, with the planning phase to begin in 2022-23</p> <p>FSL 250 The school will celebrate its 250th anniversary in 2024 – 25 which provides opportunities for us to reconnect with past pupils and the wider school community.</p>	<ul style="list-style-type: none"> Pupils will have more opportunities to be involved in the wider community Parents will receive more targeted information about the curriculum and their child’s progress Parents will receive regular information about pupil achievements and pastoral care There will be opportunities for parents and past pupils to be involved in the wider life of the school Plans will be in place to meet the future needs of the school Plans will be in place for the celebration of the school’s 250th anniversary 	<ul style="list-style-type: none"> Relaunch General Studies programme Create opportunities for community engagement through the Charity and Eco Committees Expand Shared Education programme Organise information evenings for all parents Create departmental curriculum maps and disseminate information to parents Issue monthly newsletter to include pupil news and pastoral updates Work with PTA to install coffee dock and organise activities Meet with stakeholders and agree objectives Organise events with OSA Organise calendar and legacy projects Appoint Comms Manager 	<p>Sept 22</p> <p>All year</p> <p>All year</p> <p>Sept 22</p> <p>Oct 22</p> <p>from Sept 22</p> <p>Oct 22</p> <p>All year</p> <p>All year</p> <p>by Jan 23 March 23</p>	<p>RMK</p> <p>SL/ RJ</p> <p>JRA</p> <p>LT</p> <p>SC</p> <p>SA</p> <p>JMK/ SM</p> <p>SM/ JMK</p> <p>SM/ CL</p> <p>SM/ JMK SM/ JMK</p>	<p>Pupil surveys indicate that they are actively engaged in a range of opportunities</p> <p>Reports from Shared Ed events demonstrate engagement from pupils from both schools.</p> <p>Curriculum maps and newsletters provide useful information to parents</p> <p>Parent surveys indicate that they receive timely information about school and have opportunities to be involved.</p> <p>Progress is made on the future development of the school</p> <p>Calendar of events is agreed and issued, and groups are established to work on specific projects</p>