

Friends' School Lisburn



School Development Plan 2025-28

Guided by our Quaker values, we all aspire to develop personally, intellectually, and in service to others.

Priorities for the 2025-26 Operational Plan are as follows:

1. Curriculum, Learning and Teaching

Our vision is to provide a high-quality learning environment for all pupils which develops knowledge, skills and values, and which provides rich opportunities.

- Learners' needs, abilities and interests are met;
- There are high-quality outcomes for all learners;
- Learner progress and achievement is monitored and celebrated;
- Targeted, well-resourced, and responsive professional learning enables teachers to improve classroom practice

2. Pastoral Care, Wellbeing, and Inclusion

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 consistent routines, we will strengthen a sense of community in school.

- Pupils' emotional health and wellbeing is prioritised, and they are equipped with strategies for keeping safe;
- Provision is learner-centred and equitable, including for those with additional needs;
- Meaningful consultation takes place with learners, which informs provision;
- Targeted, well-resourced, and responsive professional learning enables teachers to respond to pupils' needs.

3. Community

Our vision is to develop meaningful collaborative links within and beyond our school community, including with parents, past pupils, and other schools.

- There is strategic development of collaborative networks informed by the school's context;
- Learners' skills and confidence are developed;
- School is part of a broader community of professional learning;
- Improved and broader learning experiences and outcomes are available to pupils.

*All priorities are underpinned by **Staff Professional Learning and Learner Participation and Engagement***

Priority 1: Curriculum, Learning and Teaching

Baseline: <i>Where are we now?</i>	Targets: <i>What is our vision?</i>	Actions: <i>What will we do?</i>	Timescale	Lead	Impact: <i>How will we know?</i>
<p>Pedagogy: FSL L & Model, incorporating priorities including retrieval practice, effective questioning, modelling, and feedback, is in place. Lesson observations by the Principal and PRSD reviewers and surveys with pupils indicated that the model is being implemented across the school and is embedded in some areas. Over the next three years, we plan to use TPL funding from DE to build on progress to date.</p> <p>Outcomes: Results at GCSE and A-level remain strong. However, deeper analysis and comparisons with other schools indicate that there is scope for improvement at A-level. A need has also been identified to use data (including internal and external assessment data and information from CAT tests) more effectively to support and inform learning, including with the current GCSE cohort who did not sit the transfer test.</p> <p>Curriculum: New subjects and revised pathways have been introduced at GCSE. Over the course of the next SDP, we would like to explore whether our current timetabling structures and curriculum offer best meet the needs of pupils.</p> <p>Digital learning: A NAACE review carried out last year indicated a need for a more coherent programme for KS3.</p> <p>Self-Evaluation: A need has been identified to have a sharper focus on SMART targets and evaluations for senior and middle leaders.</p>	<ul style="list-style-type: none"> • TPL has an impact on classroom practice • The L&T model is embedded in all subjects • Pupils are challenged and routinely engage in hard thinking in classes • All departments set ambitious A-level targets and have in place strategies for improvement • All departments have consistent, high-quality data to inform planning and progress • Pupils in the current Y12 achieve in line with their potential and are given appropriate guidance • Progress is reported to pupils and parents to facilitate progress • Timetable structures maximise learning • Teachers use IT, including AI, to support learning • At the end of KS3, all pupils achieve a certificate of proficiency in digital skills • Meetings have a clear purpose and meaningful outcomes 	<ul style="list-style-type: none"> • Implement a programme of evidence-informed TPL, to include CPD Academy • Host SoL Conference • Provide opportunities for L&T group to develop expertise • Monitor progress through PRSD / peer observations • Conduct pupil L&T survey • Review arrangements for analysis of results with HoDs • Review and amend process for tracking and target-setting • Review progress of current GCSE cohort; monitor progress of those on reduced pathways and provide tailored support • Review and collate available data and share with HoDs • Review current timetable and bring forward proposals for change • Train staff and revise IT strategy for implementation in 26-27 • Review meetings of SLT and BoG with focus on impact • Review action planning and reviews 	<p>Baker Days/SDDs 22.08.25</p> <p>Sept - May</p> <p>Oct/ Mar</p> <p>February</p> <p>Aug</p> <p>from Sept</p> <p>by Dec</p> <p>ongoing</p> <p>ongoing Dec/ May</p> <p>by Feb</p> <p>Sept</p>	<p>SC</p> <p>SM</p> <p>SC</p> <p>SC</p> <p>SC</p> <p>SM/ SC</p> <p>SM</p> <p>SC/ DS</p> <p>SLT/ DS</p> <p>SA</p> <p>DS/ SA</p> <p>DS/ SA</p> <p>RMK</p> <p>SM</p>	<p>Evaluations</p> <p>Newsletters, surveys</p> <p>Departmental action plans and reviews</p> <p>Classroom observations</p> <p>Analysis of results with improvement strategies</p> <p>Tracking in subject depts</p> <p>Comparison of outcomes with targets and progress grades</p> <p>Reports from learning support programmes</p> <p>Timetable proposals</p> <p>IT programme</p> <p>Lesson observations</p> <p>Records of meetings and summary of actions</p> <p>Action plans and reviews</p>

Priority 2: Pastoral Care, Wellbeing, and Inclusion

Baseline: <i>Where are we now?</i>	Targets: <i>What is our vision?</i>	Actions <i>What will we do?</i>	Timescale	Lead	Impact: <i>How will we know?</i>
<p>Pastoral Care: Through surveys and self-evaluation, a need has been identified to have a more structured approach to behaviour for learning, to include teaching routines and a clear and consistent system of rewards and sanctions. Following a review of evidence on the use of phones, school will take part this year in a pilot run by DE to restrict their use. TUE resources and outside agencies have been used to support the preventative curriculum and to help colleagues develop strategies to promote wellbeing. Surveys carried out with pupils indicated a need for a focus on strategies to deal with anxiety and discriminatory behaviour. Attendance reports from 24-25 indicated a need to review support for those at risk. To support our aims of improving outcomes at A-level, a review of Sixth Form provision will take place, to include attendance, participation and study skills.</p> <p>SEN: Training has taken place in preparation for the implementation of the SEND Transformation and the Graduated Response Framework (GRF). We have 10 new pupils with SEN, bringing the total number of pupils with statements to 42.</p> <p>Values: To build on work done through assemblies and the pastoral curriculum in the last SDP, we will promote our ASPIRE values through a pilot programme with Year 10.</p>	<ul style="list-style-type: none"> • All teachers have consistent routines to support learning • Sanctions and rewards are applied consistently • Pupils can work without distraction, manage phone use, and stay safe online • Staff and pupil wellbeing is prioritised • Staff are equipped to deal with pupil anxiety • Pupils show respect to each other and stand up to discriminatory and bullying behaviour • Early intervention improves attendance for those at risk • Pupils in the Sixth Form have an excellent learning experience which provides opportunities, develops study skills and forms the foundations of success • The GRF is understood and implemented • Teachers use adaptive teaching strategies to support all learners, including those with SEN • Pupils can explore wider aptitudes through the ASPIRE programme 	<ul style="list-style-type: none"> • Provide staff training on the EEF framework • Review sanctions and rewards pathways • Monitor behaviour in corridors and in classes and report to LT meetings • Review Y8 induction • Implement and review DE mobile phone pilot • Provide training for staff in anxiety, positive masculinity and EVAWG • Review procedures around prevention of bullying • Audit and review elements of taught pastoral programme • Review attendance reporting and intervention strategies • Review induction study skills training in Sixth Form • Provide staff training on GRF and adaptive teaching strategies • Monitor SEN provision through observations and annual reviews • Pilot ASPIRE programme in Y10 	<p>Aug</p> <p>Aug</p> <p>Ongoing</p> <p>Aug SA</p> <p>Aug by March</p> <p>by March</p> <p>by March</p> <p>Aug/ Sept</p> <p>ongoing</p> <p>Sep – May</p> <p>ongoing</p>	<p>SA/ CC</p> <p>SA/ CC</p> <p>CC/ SA</p> <p>CC Aug ongoing</p> <p>CL</p> <p>SA</p> <p>SA/ CL</p> <p>SA</p> <p>RMK</p> <p>SA</p> <p>SA</p> <p>SC</p>	<p>Staff and pupil surveys</p> <p>Notes from school council</p> <p>Year Teacher action plans and evaluations</p> <p>Observations in Collects and in corridors</p> <p>Minutes of pastoral meetings</p> <p>Parent and pupil surveys</p> <p>Notes on interventions</p> <p>Evaluations of sessions delivered by external providers</p> <p>Attendance figures and summary of interventions</p> <p>Pupil surveys</p> <p>Minutes of pastoral meetings</p> <p>Classroom observations</p> <p>Pupil surveys</p> <p>Year Teacher evaluations</p>

Priority 3: Community

Baseline: <i>Where are we now?</i>	Targets: <i>What is our vision?</i>	Actions <i>What will we do?</i>	Timescale	Lead	Impact <i>How will we know?</i>
<p>Through DE's TransformedED strategy, there are opportunities to strengthen collaboration in the Lisburn Area Learning Community (LALC). School has also applied to join HMC which will provide access to CPD, networking, and opportunities to learn from best practice. In Shared Education, the appointment of a new Coordinator and meetings between leadership teams have created new possibilities for links with our partner school.</p> <p>Surveys indicate high approval ratings from parents and in our previous SDP communication improved through partnership with Tooled Up Education (TUE), a new monthly newsletter, and better use of social media and a new website. We would like to build on this in the next three years.</p> <p>The school's 250th anniversary in 2024-25 facilitated greater connection with Old Scholars (OS), and the wider community. There is a willingness amongst past pupils to support the wider life of the school, particularly through enrichment and co-curricular activities. We also want to develop relationships with key stakeholders who use school facilities, including local sports clubs. In response to high demand, the school has been working on a development proposal (DP) to increase admissions from 140 to 165, with consultations with parents and the community to take place this year.</p>	<ul style="list-style-type: none"> • There is meaningful collaboration with other schools in L&T • Staff avail of opportunities to learn from best practice in other schools • Pupils have opportunities for wider engagement with Shared Ed partners • Pupils have access to high quality work-related opportunities • Parents are engaged in the life of the school and support efforts to improve opportunities for pupils, including through the voluntary contribution • Pupils have enhanced opportunities to participate in and succeed in sport. • OS contribute to initiatives to improve provision • Relationships with stakeholders are productive and mutually beneficial. • The school's approved admissions number and overall enrolment number is increased to allow us to widen opportunity 	<ul style="list-style-type: none"> • Organise Science of Learning Conference • Review conference with LALC and partner school • Attend conference at St Dominic's • Take part in DE TPL • Complete HMC accreditation • Implement plan for Shared Education • Implement plan for CEIAG • Organise information meetings for parents, including TUE seminar • Organise election of parent governors • Organise campaign to increase VCs • Develop a sports strategy for pupils and involve parents and OS in its implementation • Organise CPD for DDE • Meet with representatives of key user groups • Engage with GBA to finalise DP • Organise consultations with parents and wider community 	<p>Aug</p> <p>September</p> <p>November</p> <p>ongoing</p> <p>Sept</p> <p>ongoing</p> <p>ongoing</p> <p>Sep /Oct</p> <p>Nov</p> <p>Sept- Nov</p> <p>from Sept</p> <p>from Sept from Sept</p> <p>Oct</p> <p>from Oct</p>	<p>SM</p> <p>SM/ SC</p> <p>SC</p> <p>SC</p> <p>SM</p> <p>SC</p> <p>SC</p> <p>SA/ SC/ CL</p> <p>JMK</p> <p>JMK</p> <p>SM</p> <p>JMK/ SM JMK</p> <p>SM</p> <p>SM</p>	<p>Surveys – FSL staff and principals of other schools</p> <p>HMC accreditation report Feedback from conferences</p> <p>Staff surveys Classroom observations Shared Ed reports Pupil surveys</p> <p>Records of meetings</p> <p>Parent surveys</p> <p>Financial report on uptake for voluntary contributions</p> <p>Impact reports from DDE</p> <p>Action plan and self-evaluation from DDE</p> <p>Records of meetings with stakeholders</p> <p>Case for Change Results from consultations with parents and community</p>