

Friends' School Lisburn



School Development Plan 2022-25

Priorities for the 2023 -2024 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: Plans will be made for the celebration of the school's 250th anniversary, which will provide opportunities to strengthen links with the wider school community, including parents, past pupils and outside agencies. Consultations will be carried out to allow a case for change to be prepared ahead of the submission of a development proposal to DE in 2024.

Links to ISEF:

- governors communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community
- pupils are active contributors to the life and work of the school and to the local and global community
- relationships with the wider community support the holistic development of the pupils

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 Year 1, there was a focus on Modelling across all departments Colleagues were encouraged to complete the Structuring module of Great Teaching Toolkit. A TPL working group met regularly to build on this and a monthly TPL newsletter was issued. Action short of strike by the main teaching unions meant that not all objectives were met.</p> <p>IT training Clevertouch boards were installed in all classrooms at the beginning of the 2022-23 school year and training was provided. There was additional training on the use of Surface Pros which was linked to our priorities in L &T</p> <p>LLW The RSE policy and programme have been reviewed and will be implemented this year with further guidance due in January.</p> <p>Coaching The Principal and Vice-Principals attended a training in August 2023, with a view to extending the use of coaching strategies across the school.</p>	<ul style="list-style-type: none"> Friends' School will offer a targeted programme of high quality TPL using internal and external expertise, which will encourage teachers to continue in their own learning and develop a deeper understanding of pedagogy and pastoral care Teachers will continue to develop IT skills which will equip them to optimise the use of the technology available to them Teachers will have an understanding of the requirements of the RSE programme and the school's approach to delivering them Coaching strategies will be understood effectively by the Principal and VPs, who will also develop the expertise to train others 	<ul style="list-style-type: none"> Deliver staff training on homework, retrieval, modelling and effective questioning Use TPL group to provide examples of best practice for departments Organise training on approaches to pastoral care and with TUE on developing resilience Set up TPL microsite Organise IT training to include use of Artificial Intelligence in schools Set up a steering group to develop use of IT across the school Organise RSE training from the EA and develop a whole-school approach in conjunction with the Head of LLW Organise schedule for coaching training 	<p>August 23</p> <p>Sept 23 – May 24</p> <p>August 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Nov 23- May 24</p> <p>Jan 24</p> <p>Nov 23 – May 24</p>	<p>SC</p> <p>GC</p> <p>CL, SA</p> <p>RMK</p> <p>RMK/ EM</p> <p>RMK/ EM/ JMK</p> <p>EA/ SC/ SA</p> <p>SM/ SA/ SC</p>	<p>Training resources Feedback from staff, including surveys</p> <p>TPL newsletters Records from departments</p> <p>Recordings of webinars Notes from pastoral team</p> <p>TPL microsite</p> <p>AI resources in departments are used to enhance learning and teaching</p> <p>Feedback from steering group informs future practice</p> <p>RSE policy and resources Teacher evaluations</p> <p>Training materials and evaluations from staff involved</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 The focus last year was Modelling, and progress was made across all departments. However, evaluating the extent of the progress was difficult in the absence of PRSD, lesson observations, and records of self-evaluation from departments. Conversations with staff and pupils indicate that the approach to homework in school is not consistent and that there is a need to develop a better understanding of what constitutes best practice.</p> <p>ICT All colleagues have received training in the use of Surface Pros and Clevertouch boards. Wi-Fi provision across school is good and we are exploring how best to use these resources to support learning and teaching</p> <p>Outcomes 92% of pupils achieved 3 or more passes at A*- C at A-level; however, we believe this figure should be higher still. A small number of pupils in the current Year 10 cohort did not take a second language last year and were given additional support from senior staff in literacy, numeracy and French. They will be given additional guidance about GCSE subject choices.</p>	<ul style="list-style-type: none"> Modelling, retrieval practice and effective questioning will be embedded in classroom practice Homework will be used effectively at all levels to consolidate knowledge and improve learning IT resources will be used consistently to enhance 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 10 pupils making GCSE 	<ul style="list-style-type: none"> Deliver effective training Prioritise key strategies in departmental plans and in discussions at department meetings Audit homework provision; create and implement homework policy Create L & T policy Organise model lessons and peer observations Organise IT workshops and develop strategy Trial use of AI in L & T Review data from internal and external assessments and intervention strategies Increase subject offer at GCSE, to include SA Science and Drama 	<p>Aug 23; staff days</p> <p>Sept 23</p> <p>Nov 23 – May 24</p> <p>Oct 23 – May 24</p>	<p>SC HoDs All staff</p> <p>SC All staff</p> <p>RMK/ EM</p> <p>CC/RMK/ DS/ HoDs</p> <p>DS/ SC</p>	<p>Records from departments and from meetings with HoDs</p> <p>Pupil surveys and focus groups</p> <p>Records of lesson observations</p> <p>Minutes of departmental and HoD</p> <p>Sample resources</p> <p>Sharing of good practice by colleagues</p> <p>Monitoring of pupil progress</p> <p>Results show that pupils are achieving in line with their ability</p> <p>Pupils are given effective guidance on subject choice</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>Pastoral Care There was increased awareness of our values last year through our use of the acronym ASPIRE. Evaluations and statistics from TUE have revealed a need for training on anxiety and developing resilience. There is also a need to clarify the behaviour policy, review strategies to promote healthy living and implement new arrangements for recording attendance. Pupil voice has been identified as an area for development.</p> <p>Pastoral curriculum A new RSE policy has been drawn up, with further amendments anticipated when DE guidance is updated in January 2024.</p> <p>Safeguarding Operation Encompass has helped us to support vulnerable pupils.</p> <p>SEN 31 pupils are now at Stage 3 of the Code of Practice which has increased the workload of the SENCo. A need for additional support with Access Arrangements was identified.</p> <p>CEIAG The Head of CEIAG will continue to measure against Gatsby benchmarks. There is a need to refine procedures for work-based learning</p>	<ul style="list-style-type: none"> Preventative and early intervention strategies will help pupils cope with anxiety and develop resilience Appropriate interventions will be in place to support good attendance There will be a culture of high expectations, with appropriate interventions where these are not met Pupils will be actively involved in decision-making in school Statutory guidance on RSE will be implemented in line with the school ethos Safeguarding procedures will reflect best practice and take into account recent changes Pupils will have appropriate access arrangements and support Guidance and support will be in place to assist pupils to find and complete work experience placements 	<ul style="list-style-type: none"> Promote values (ASPIRE) in the pastoral programme and the curriculum Organise TUE seminars for staff and parents, and implement strategies Implement revised Behaviour and Healthy Living policies Introduce new structure for pupil council and review opportunities for pupils to have their say Update and implement RSE policy Monitor and review RSE provision in LLW and the Collect Curriculum Complete Safeguarding questionnaire Update training Update Safeguarding policy Train staff in access arrangements as required Review organisation of exam rooms Review provision for work experience placements and implement changes 	<p>All year</p> <p>All year</p> <p>by March 24</p> <p>by Jan 24</p> <p>All year</p> <p>Sept 23</p> <p>Jan 24</p> <p>March 24</p> <p>Nov 23</p> <p>May 24</p> <p>Nov 23- June 24</p>	<p>LT Year Teachers</p> <p>CL</p> <p>SA CL</p> <p>CC EA/ SC</p> <p>EA/ SA</p> <p>CL</p> <p>CL/ SM</p> <p>CL</p> <p>CC/ DG</p> <p>CC/ MW</p> <p>EA/ EG</p>	<p>Recordings of TUE seminars and feedback from staff and parents</p> <p>Policies which are understood by all and bring about positive change in practice</p> <p>Year Teacher Evaluations and records of meetings</p> <p>Notes from school council</p> <p>Results from pupil surveys</p> <p>RSE policy and resources</p> <p>Safeguarding policy and records</p> <p>Training records</p> <p>Work experience evaluations 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>FSL 250 The school will celebrate its 250th anniversary in 2024 – 25. A Director of Engagement and Development was appointed last year to help establish better links with past pupils and the wider community.</p> <p>Communication Last year, information evenings were held for all parents and we moved to SIMS In-touch to keep parents better informed. A monthly newsletter was also issued. Parents were invited to subscribe to TUE.</p> <p>Development proposal Plans for the capital build, announced in 2022, have been paused. School has had a temporary variation in numbers over the last two years and governors have agreed to work on a case for change to increase admissions.</p> <p>School Trips Educational visits play an important role in school life. Policies and procedures were reviewed last year and the new arrangements are to be implemented.</p>	<ul style="list-style-type: none"> School will have effective links with outside agencies, including the council and businesses Parents and past pupils will have opportunities to be involved in school life Plans will be in place for the celebration of the school's 250th anniversary Parents will receive timely information about the curriculum, enrichment activities, their child's progress, and pastoral care Plans will be in place to meet the future needs of the school Curriculum planning will meet the needs of pupils School will provide opportunities for pupils to broaden their horizons beyond the classroom 	<ul style="list-style-type: none"> Link with LCCC to liaise on tree-planting programme Liaise with the Linen Museum on exhibition on the history of school Reach out to past pupils and local businesses who can support school Review communication on social media, school website and newsletter Review dissemination of information to parents about curriculum and assessment Involve parents with TUE Prepare case for change Review staffing and curriculum and timetabling needs Inform staff of new policy and provide support Audit provision of trips Review support for pupils from low-income families 	<p>Nov 23</p> <p>All year</p> <p>All year</p> <p>Sept – Dec 23</p> <p>All year</p> <p>All year</p> <p>by May 24 by March 24</p> <p>Oct 23</p> <p>Jan 24</p>	<p>JMK/ SM</p> <p>SM/ SE</p> <p>SE/ CL</p> <p>SE/ SJR</p> <p>SC</p> <p>CL</p> <p>JMK/ SM DS/ SA/ SC</p> <p>RMK</p> <p>JMK/ RMK</p>	<p>Trees are planted and awareness is raised about sustainability and biodiversity Book on school history is published and exhibition organised</p> <p>Communication strategies are coordinated and are reaching a wide audience</p> <p>Parent surveys</p> <p>Parent engagement with events</p> <p>Case for change documentation Subject offer</p> <p>Policy and audit</p> <p>Information for parents and pupils</p>