



LORETO COLLEGE COLERAINE

THE LORETO PHILOSOPHY OF EDUCATION

Spirituality & Excellence

The Loreto Philosophy of Education embraces the following five core values and strives to make Loreto educational communities centres where these values are lived each day:

Freedom

Refer all things in your life to God; you will find inner peace and the freedom to respond creatively to the needs of others.

Justice

Be in right relationships with all created things; you will live in integrity and wholeness.

Sincerity

Be such as you appear and appear such as you are.

Truth

Seek for truth; reflect critically and seek answers to crucial questions.

Joy

Have an attitude of mind and disposition of heart that opens you to life; be optimistic, hopeful, courageous, open, welcoming, good humoured and self-accepting.

Spirituality & Excellence



LORETO COLLEGE COLERAINE

AIMS OF THE COLLEGE

Spirituality & Excellence

The aim of Loreto College, Coleraine is to create an environment conducive to the education of the whole person - spiritual, intellectual, social, emotional and physical.

The College aims to provide a balanced and broadly based curriculum which is consistent with current legislative requirements and which caters for the needs of each of its students.

More specifically the College aims to

- provide the environment in which students may experience and develop the Catholic faith
- promote understanding of and respect for the faiths, traditions and cultures of others
- provide opportunities to pursue excellence in all areas of school life
- provide students with opportunities to develop initiative, independence and critical thinking
- provide opportunities for students to experience enjoyment and a sense of achievement
- foster a sense of self-esteem
- prepare students for the world of work and leisure, and guide them in the making of lifestyle decisions within a Christian value framework
- foster in students a willingness to serve others and a desire for a just society
- educate students as citizens of the world who will aesthetically appreciate and actively protect their environment
- encourage students to play a full part in the life of their parish and local community
- encourage the development of physical and manipulative skills in both vocational and leisure contexts
- create a caring and disciplined environment which provides for the pastoral care of all students in an atmosphere of mutual respect
- encourage parents to be supportive of the College in the education of their children

Spirituality & Excellence



LORETO COLLEGE COLERAINE

STATEMENT OF MISSION

Loreto College Coleraine is a Catholic voluntary grammar school for boys and girls with approximately 780 pupils. It draws upon the tradition of the Institute of the Blessed Virgin Mary, which is a world wide congregation committed to Catholic education.

As such the College is committed to reflecting values, attitudes and a moral perspective that are consistent with a Christian conscience and the teachings of the Church. Each pupil is sought to be known and respected as an individual person within a caring school community.

The College acknowledges that parents are the first and foremost educators of their children. The close partnership between school and home is recognised as an essential element in the welfare of pupils and the success of the College.

Pupils are encouraged to strive for the highest standards in all aspects of their school life. To facilitate this, the College promotes a disciplined atmosphere where mutual respect is fostered and within which effective teaching and learning can take place. Whilst high academic standards are aimed for these are not seen as an end in themselves. Pupils are brought towards an understanding that knowledge must be combined with moral values and humility to become wisdom.

The College actively encourages initiative and positive leadership. These qualities lead pupils to grow in freedom and to an awareness of their personal responsibility for the choices they make. At the same time the College cultivates a sensitivity towards the needs of society and an awareness of the inequality of opportunity within the human family as a whole.

Loreto College strives to develop people who are sincere, free and caring, who are sensitive to the needs of others, especially those less fortunate than themselves, and who are thinking, reflecting, discerning people willing and able to play their part in the betterment of society.

"Fill your mind with everything that is true
everything that is noble"

(Phil 4: 8-9)

The Role of the Board of Governors

The SDP is presented to the Board of Governors annually for review and approval. The annual evaluation of the previous year's plan is also presented. This is minuted in the Board of Governor's minutes of meetings.

The SDP is reviewed, appraised and finished via the Curriculum Development Committee, and the process is channelled through the staff at staff meetings. Key targets, academic and attendance are reviewed annually at the September staff meetings.

Parents have access to the SDP via the College's web site, the annual Governors' Report to Parents or hard copy. The annual letter to parents invites feedback.

Pupils may be involved in particular aspects of the plan, especially where feedback is sought eg in 2009-2010 Year 10 pupils were involved in evaluating the implementation of the Northern Ireland Curriculum.

Related Policies and Procedures

Policies and procedures relating to

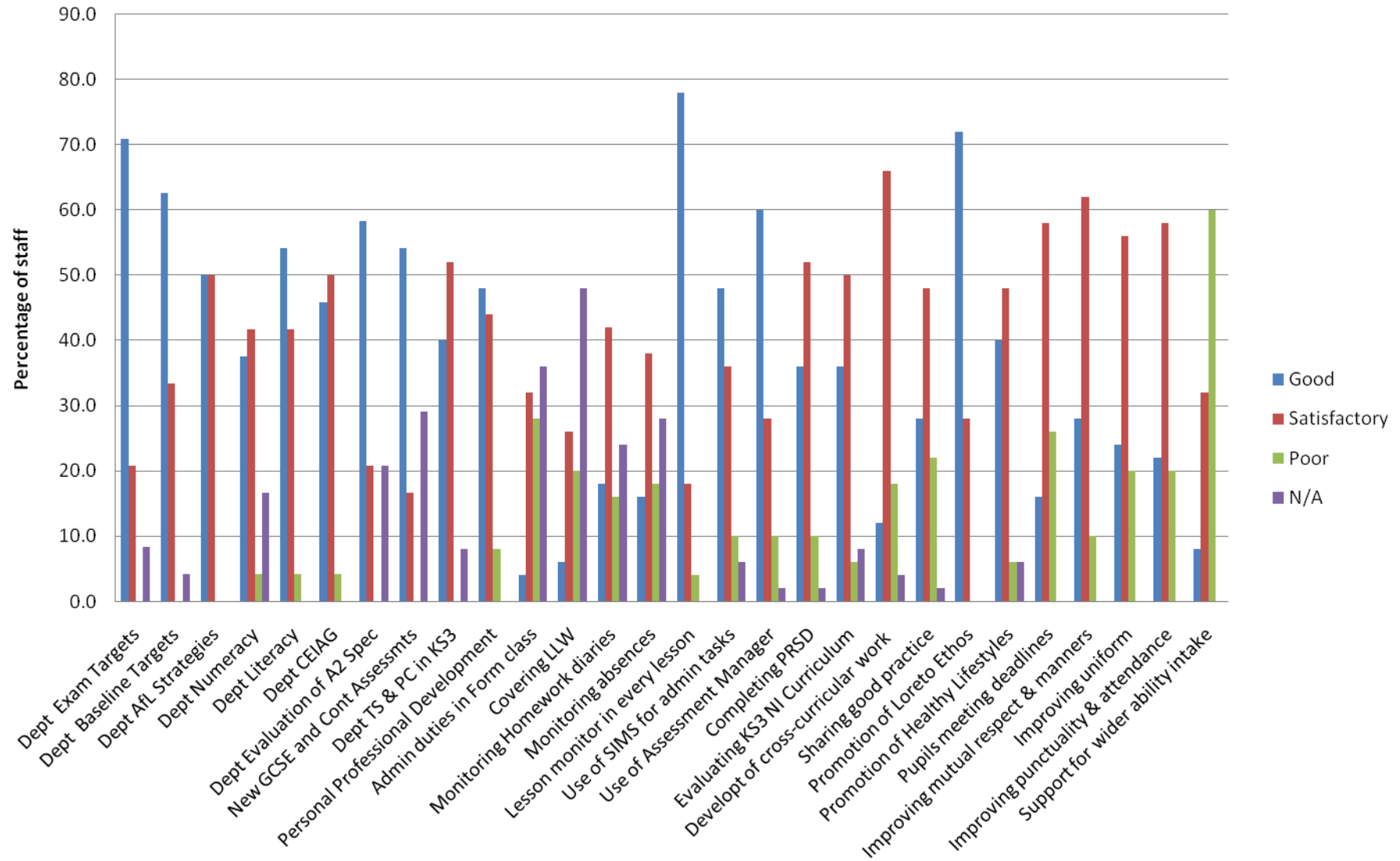
Teaching and Learning
Homework and Assessment
Positive Behaviour and Discipline
Child Protection
Special Educational Needs
Pastoral Care
Healthy Lifestyles
Extra-Curricular Activities
Professional Development of Staff
Management structures and responsibilities within the College.
The College's financial position
Community Links

are available in the College or on the College's website www.loretocollege.org.uk, accessed via Prospectus, Governors' Report to Parents, Specialist School Plan/Specialist School Evaluation;

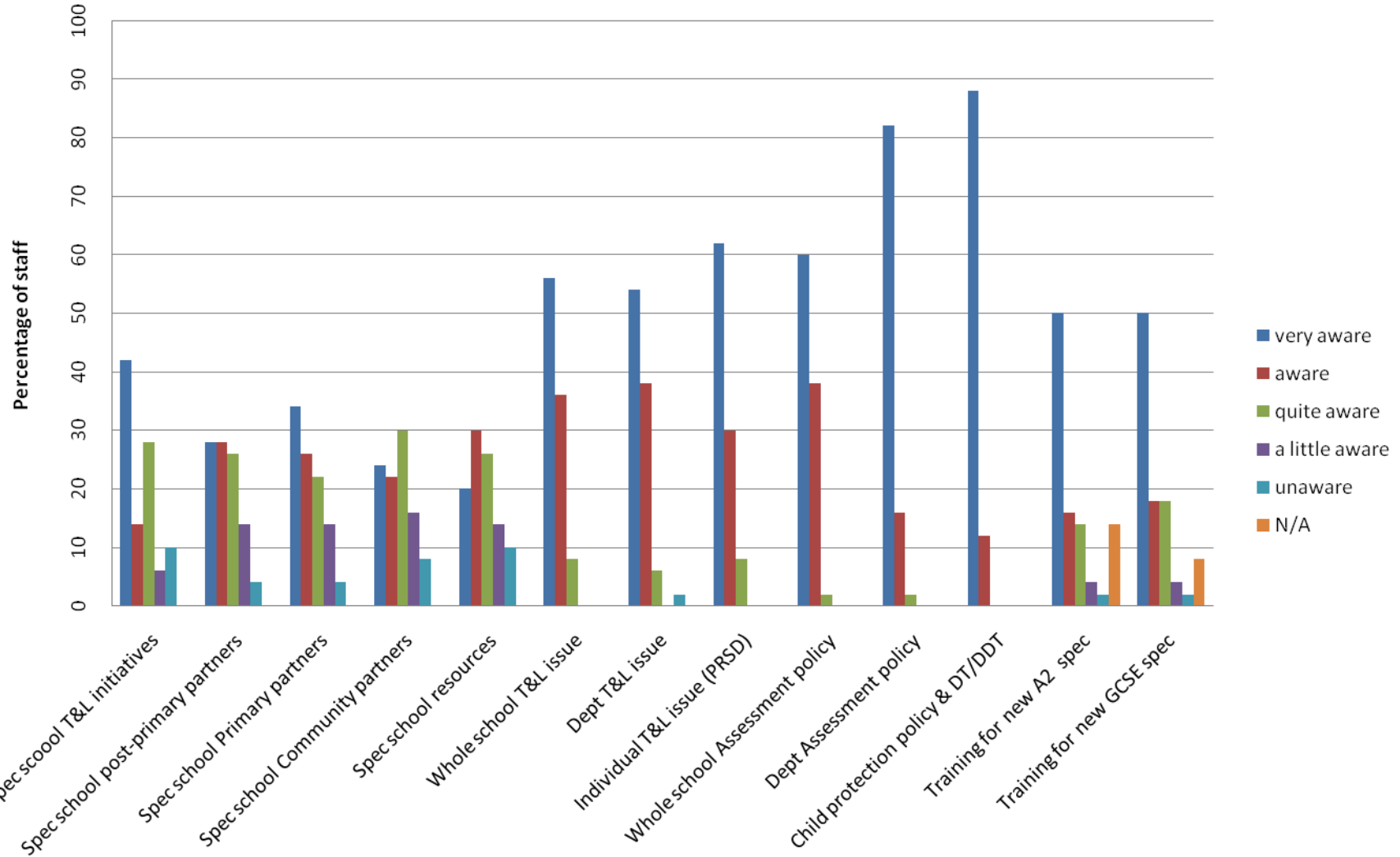
KEY STAGE 3 EXAMINATION TRENDS

Key Stage 3	ENGLISH				MATHS				SCIENCE			
	Test		Teacher		Test		Teacher		Test		Teacher	
Level	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
1998	100.0	78.3	99.2	91.7	100.0	97.5	100.0	99.2	100.0	93.3	100.0	100.0
1999	98.3	88.2	100.0	100.0	99.2	94.2	100.0	98.3	95.0	84.1	100.0	100.0
2000	100.0	75.0	100.0	93.3	100.0	94.2	100.0	100.0	99.2	84.2	100.0	93.3
2001	99.1	91.3	100.0	94.8	100.0	91.3	100.0	100.0	99.2	95.7	100.0	93.1
2002	100.0	89.9	100.0	97.5	100.0	95.8	100.0	100.0	100.0	95.0	100.0	97.5
2003	100.0	88.9	100.0	97.4	100.0	98.3	100.0	99.1	100.0	96.5	100.0	92.3
2004	99.2	87.7	99.2	99.2	99.2	87.6	100.0	100.0	100.0	79.5	100.0	95.9
2005	97.5	93.3	100.0	98.3	97.5	92.5	100.0	95.8	98.3	87.4	99.2	95.0
2006	98.2 (97.6)	81.0 (82.6)	100.0 (99.4)	93.1 (90.3)	100.0 (98.2)	93.1 (92.0)	100.0 (99.2)	100.0 (91.2)	100.0 (98.6)	89.7 (83.6)	100.0 (99.8)	91.4 (92.3)
2007	96.6	85.4	100.0	96.6	95.7	88.8	100.0	92.2	95.7	77.6	100.0	93.1
	Test – 2 pupils absent				Test – 2 pupils absent				Test – 3 pupils absent			
2008	97.5	88.3	100.0	97.5	97.5	89.2	100.0	95.0	96.7	78.2	100.0	92.5
	Test – 3 pupils absent				Test – 3 pupils absent				Test – 3 pupils absent			
2009	96.8	74.0	100.0	97.6	98.4	92.7	100.0	100.0	98.4	82.1	100.0	99.2
	Test – 3 pupils absent (2.4%)				Test – 2 pupils absent (1.6%)				Test – 2 pupils absent (1.6%)			
2010	--	--	99.2	81.4	--	--	99.15	97.46	--	--	100	94.1
2011	--	--	100.0	84.7	--	--	100.0	94.9	--	--	99.2	93.2

SDP Questionnaire Analysis (Q1 -28)



SDP Questionnaire Analysis(Section 2)



LITERACY ACROSS THE CURRICULUM - WHAT WE'RE DOING RIGHT

- Literacy retains a position of high priority on the annual School Development Plan. It is a frequent area of focus at Curriculum Development Committee meetings.
- Each department already has a Literacy Policy which places literacy right at the centre of Teaching & Learning
- The Whole School Policy on Literacy has been updated both in late 2007 and in early 2009.
- Literacy Across the Curriculum training has been received by Literacy Co-ordinator (January 2009). Feedback has been shared with the Senior Leadership Team, the English Department, the Curriculum Development Committee and has influenced the 2009 update of the Literacy Policy.
- “One-off” initiatives such as National Poetry Day and World Book Day are publicised on a school-wide basis.
- Use of the Library is encouraged across many subjects; Year 8 Library class operates through English, but research skills and the value of reading are emphasised through many other subjects at all levels.
- Reading for pleasure is emphasised – in English class, of course, but also by teachers in other subjects through displays of books and book reviews, useful websites, intranet etc, by displays of book reviews in and outside the Library, by posters at strategic locations in the English corridor (poetry posters and film posters with a literary link) and through occasional displays of topical quotations etc. on the monitors. A selection of recent fiction is provided in the Staff Study to encourage teachers back to reading!
- Many departments have introduced frequently-updated noticeboards of interesting, unusual and topical displays connected to their curriculum area – eg. relevant news items, new discoveries, quirky facts, unusual angles or humorous observations. This encourages reading, may encourage further reading in students’ own time, and helps students to see the relevance of their subjects beyond the classroom/timetable.
- Displays of key words are present in classrooms across all subjects to encourage familiarity and accuracy.
- New vocabulary is introduced carefully and in a planned, considered manner across all subject areas. Spelling/vocabulary notebooks distributed in Year 8 English are available for use across all subject areas.
- Samples of accurately and neatly presented work are also displayed and modelled across all subjects to encourage emulation. Students are given access, eg. through departmental intranet sites, to mark schemes, examiners’ reports and success criteria.
- Students are encouraged to read and to write for the annual School Magazine and to enter a wide variety of literacy-based competitions – eg. essay writing, creative writing/poetry, public speaking, quiz competition, Times Spelling Bee. Literacy support is provided, where needed, to students entering competitions with a communication element (eg. Economics Target 2.0 presentations).
- In terms of Talking & Listening, active learning strategies have been deployed across the curriculum to enable both teachers and students to see effective talk as an educational end in itself (not just a means) – active learning puts learning through talk to the foreground.
- Literacy has been linked strongly to Social Justice in a number of initiatives – eg. annual Sponsored Spell (Y8-10), design of key rings and bookmarks (Y13 Social Justice Group), linking good literacy practice with raising money for our designated charities. In future years this may be expanded to include initiatives such as Readathon.
- Various strategies such as Thinking Hats and Thinking Maps have been trialled and used to make the link between reading, writing, talking, listening and effective thinking. Students have been encouraged to talk and write about how they learn best, which in turn enhances both self-expression and self-awareness – students are being equipped with the tools to be self-aware learners, and to be able to talk and/or write about how they learn. In turn this helps teachers in planning effective learning activities, as we gain insights into what works best for our students.
- Extended writing has been strongly encouraged in in-house exams. Many departments have introduced a “Quality of Written Communication” element to their marking, rewarding accuracy, neatness, and the use of an appropriate academic style.

- Marking codes have been shared among departments as a shorthand for targeting accuracy and presentation – these are now widely used. Many departments have introduced stickers as marking or motivational aids.
- Study Support has been made available through the English Department, aimed primarily at students from Y8-10, including those for whom English is an additional language. Literacy (and organisational) support has also been available through effective deployment of Classroom Assistants. In some cases, A level English Language students have acted as Literacy Mentors to junior students who are experiencing great difficulty in this area.
- The SEN list is updated and circulated on a monthly basis, and includes reference to those needing support in any aspect of literacy. Spellcheckers, AlphaSmarts and Laptops have been made available to students who need them on long-term and short-term loan.
- All students in Year 13 complete the Communication Key Skill at Level 3 (pass rate has been consistently >90%). The Key Stage 3 examination for Year 10 students was maintained “until the bitter end”, but then replaced in June 2010 with a Summer Examination in English as part of the Loreto Junior Certificate, to emphasise the importance of literacy and as a useful focus for students.
- Creative approaches which have traditionally belonged in the English classroom have been widely used across other subjects – eg. role-play, hot-seating, poetry writing, journalistic approaches.

And finally: we try to maintain a positive attitude to our students.

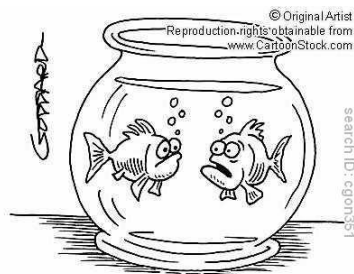
- “The single greatest influence on learners is teacher expectation.”
- We remember to believe in students and celebrate even small-scale successes.
- We remember to be realistic: not to dismiss today’s teenagers as non-readers because we perhaps read more fiction at their age; some of the new technologies they use *do* enhance reading skills.



com011 www.fotosearch.com

Reading. Not just for dinosaurs.

Taming the Writing Monster



"Pardon? Oh, sorry, I thought you were talking to someone else..."

Effective Talking & Listening:
No Red Herrings.

Numeracy across the Curriculum

Numeracy is the mathematics that an individual needs in order to cope with the number they encounter, day-to-day, in and out of the classroom. They may encounter this work across the curriculum at any stage of their passage through second level education. It involves the Real Life application and the Use of Mathematics as a natural tool throughout the curriculum.

Within the Mathematic Classroom:

- Expected learning outcomes are displayed and referred to throughout the lesson.
- Expected learning outcomes are agreed with the class.
- Variety in lessons is encouraged through paired and/or group work. The Standards Unit “Improving Learning in Mathematics” and “Bowlands Maths” are used to assist with this.
- A variety of questioning techniques suited to the task are employed.
- Pupils are encouraged to recognise links with other subjects and to understand the relevance of mathematics as a tool to aid work in other subject areas as well as being a subject in its own right.
- Pupils are challenged by both the content and pace of the lesson and have high expectations placed upon them with regard to their expected achievement in mathematics.
- Review of the lesson assists the pupil with reflecting on their own learning.
- Homework is an integral part of the learning process and homework is set during each lesson.
- Tests and homework assessments are used to build up a profile of each pupil’s learning.
- Classroom displays enhance the learning and teaching environment with pupils’ work forming a significant part of such displays together with topic specific posters.
- In Key Stage 3 pupils are regularly given the opportunity for peer assessment. This is being extended into KS4.
- Self assessment is encouraged at all levels and in KS4 and AS/A2 level pupils are given access to exemplar solutions and formal examination past papers and mark schemes.
- Calculators are not introduced until Yr10. This encourages Yr8 and Yr9 pupils to make use of pencil and paper methods and to use and improve mental maths skills. A class set of basic calculators is available in each maths classroom.
- ICT is used where appropriate at all levels and 2 sets of graphics calculators are available in the department to reduce the need to use the computer suite.
- Help sheets in (1) Solving Equations and (2) Using Formulae are appended in the Numeracy Policy. These sheets assist staff members in other departments who use these mathematics topics.
- Learning Support is offered by a number of department members depending on timetable. Classroom assistants are available to assist pupils with organisational and numeracy difficulties.
- Tuesday is designated Maths Day in Homework Club and Year 14 maths students are there to assist students with difficulties.
- In Yr13 all Mathematics students and several students not studying the subject complete the Key Skill in Application of Number at Level 3.

In general:

- Numeracy has a prominent position in the School Development Plan and is regularly an area of focus at Curriculum Development meetings.
- The Numeracy Coordinator attends all Numeracy training days and these inform the work of the department. New initiatives are shared in Curriculum Development meetings.
- Each department has a Numeracy Policy.
- All members of the Mathematics Department are willing to assist other departments with Numeracy matters.
- Many departments have allocated notice board space to a Numeracy Area where numeracy information relevant to the subject is displayed.

- The Mathematics, Geography, Home Economics and Junior Science departments are currently in consultation with regard to the delivery of using Mathematics within the Northern Ireland Curriculum at KS3.
- In 2010/2011 all Yr9 pupils took part in the Junior Mathematics Challenge, and a team of 4 Yr13/Yr14 students participated in the Senior Mathematics Challenge team competition. This competition is aimed at the top mathematicians especially those interested in Further Maths. A team of 4 Yr12/Yr13 students participated in the QUB Outreach Maths Competition in December 2010. All KS3 pupils together with several senior school classes took part in World Maths Day. This proved a very successful venture which captured the interest of all pupils, regardless of age or ability.
- Miss O'Neill, from the Economics department, in collaboration with the Maths department, organised the Yr8 Financial Capability event. There were five different activities to complete, Miss O'Neill introduced the pupils to some aspects of finance and the Northern Bank team provided useful Money Management input also.
- MyMaths is a distance learning package now available to all mathematics students. Maths teachers use it to set on-line homework and students can use it to do revision or for help with individual areas of their mathematics learning.

LORETO COLLEGE COLERAINE

Specialist School



SCHOOL DEVELOPMENT PLAN

2011 – 2014

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<p>Promotion of the Loreto ethos and the philosophy of education based on the Kolkata Guidelines (2003) and Reflection Paper (2007)</p>	<p>Community still within school grounds.</p> <p>Members of the community continue to play active role within school.</p> <p>Justice and Peace group very active.</p> <p>Mary Ward Week celebrated in January each year.</p> <p>Copy of Kolkata guidelines given to all staff .</p> <p>Art and Design and RE departments collaborated to produce permanent mural to mark 400th celebrations of Mary Ward’s vision – on display in Assembly Hall.</p> <p><i>Strong links with the Loreto Sisters and promotion of their involvement in the school community.</i></p>	<p>To have ALL teaching and non-teaching staff committed to maintaining the Loreto <i>ethos esp with CCE proposals</i></p> <p>Display a quote from Mary Ward in each classroom.</p> <p><i>Make more use of Loreto facilities</i></p> <p><i>To develop on strategies to promote positive mental health and well-being, as suggested from the Loreto Education Office.</i></p> <p><i>To build on our provision of support for students who have suffered loss and are in serious need as a result, e.g. bereavement; family break-up. (funded by Loreto Education Office)</i></p> <p><i>Continue to strengthen links with community</i></p>	<ol style="list-style-type: none"> 1. Induction of newly appointed teachers to Loreto philosophy of education. 2. Continue to promote the key points from feedback in Reflection Paper. 3. All KS3 students study Mary Ward and her background. 4. Work of Justice & Peace group to continue in collaboration with Loreto Education Head Office. 5. Ensure Loreto literature passes to ALL staff. 6. Continue supporting identified charities. 7. Participate in Loreto events – Mary Ward Public Speaking etc. 8. <i>Positive mental health and well-being to be promoted across the whole school community – for teachers and students.</i> 9. <i>‘Rainbows’ support group to be set up as an after-school provision.</i> 10. Funding necessary for Mary Ward quotes to be displayed 11. <i>Use assemblies to reinforce and promote the 5 core values of Loreto.</i> 	<p>Mural erected in central location in school.</p> <p>Quotations of Mary Ward displayed in each classroom – pending funding.</p> <p>Positive feedback from Justice & Peace/ CLC/ St Vincent de Paul groups.</p> <p>Maintain current fundraising level for designated charities and raise > £20,000.</p> <p><i>Staff INSET /Retreat.</i></p> <p>Maintain Loreto noticeboard in staff room and include Loreto news items/updates in Good Practice newsletter.</p> <p><i>Positive mental health and well-being strategies implemented across all year groups and staff.</i></p> <p><i>Provision of Rainbows group to begin – 2011 - 2012</i></p>	<p>BOGs</p> <p>All staff</p> <p>Loreto Community</p> <p>Loreto Order RE dept</p> <p>Justice & Peace Coordinator</p> <p>Facilitators of the Rainbows group</p> <p>MIND / AWARE support groups</p> <p>Parents</p> <p>Pupils</p>	<p>June 2012</p>	<p>Available if required.</p> <p>‘The Reflective Teacher’ document.</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Preparation for all ability intake - 2013	School successfully held GL assessments in November 2010.		Issue information packs to all pupils intending to sit GL assessment in Nov 2011	Successful preparation, organisation and completion of GL assessment in November 2011	SLT	On-going	Time
	School will run final GL assessments in November 2011.	Prepare for and hold GL assessments in November 2011.	Results issued to pupils in February 2012				
	<i>Catholic Commission for Education published feedback on proposals March 2011</i>	Keep abreast of proposals and developments from CCE.	Continue to consult staff re needs and arrange relevant INSET – positive behaviour and mixed ability teaching.	Successful INSET training for all staff	NEELB Officer (Mrs Briggs)		
	Academic selection will cease with 2012 intake.	Keep all parties fully informed		Staff feel confident and ready for mixed ability intake			
	<i>Development Plan proposal approved by DENI March 2011</i>	Further INSET provided – August 2011	<i>SLT to visit all ability schools</i>	<i>Updated policies produced</i>	All staff		
	<i>INSET in August 2010 on wider ability teaching – M Denny</i>	Continue to prepare staff for wider ability intake.	<i>More practical support and training provided</i>	<i>Strategies in place to deal with all ability intake</i>			
	<i>Staff Working Party established to discuss issues and to plan for mixed ability intake</i>	<i>Working party to identify and prioritise necessary preparation</i>	<i>Working party to drive forward necessary preparation</i>				
<i>IIP to support staff in preparation for all ability intake</i>	<i>Review positive behaviour and discipline policy</i>	<i>IIP provide support and training</i>					

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<p>Improving Teaching and Learning.</p> <p>‘Assessment for Learning’ as a key strategy.</p> <p>Use of ‘The Reflective Teacher’ document.</p> <p>TTI document</p>	<p>Staff familiar with five key Assessment for Learning (AfL) strategies.</p> <p>Standards document produced by CD committee and time given to departments to discuss during INSET in April 2010</p> <p>KS3 evaluation of NI curriculum completed</p> <p>Whole school Assessment Policy updated</p> <p>Sharing of good practice in CD meetings and through Good Practice newsletter produced twice yearly</p> <p>Loreto Junior Certificate introduced at end of KS3</p> <p>Homework club established with Year 13 mentors</p>	<p>Learning Intentions shared <i>regularly</i> at start of lessons especially KS3</p> <p><i>All departments adopt whole school AfL strategy for focus – ‘Effective Questioning’.</i></p> <p><i>All staff to adopt whole school strategy of ‘Correct use of Homework Diary’</i></p> <p>Depts continue to develop area of Thinking Skills and Personal Capabilities (TS and PC)</p>	<p>1. Departments focus on AfL area for improvement using quality indicators (TTI).</p> <p><i>2. Departments develop whole school AfL strategy identified – Questioning and continue to improve quality of group work in the classroom.</i></p> <p><i>3. All staff ensure correct use of Homework Diary by all pupils.</i></p> <p>4. Depts continue to develop whole school focus of TS and PC.</p> <p>5. Strategies trialled in classroom.</p> <p>6. Classroom visits.</p> <p>7. Continued sharing of good practice in Teaching and Learning Newsletter produced in Autumn and Spring terms.</p> <p>8. All staff to ensure variety and structure present in all lessons.</p> <p>9. Scaffolding of homework assessments and clear expectations given.</p> <p>10. Procedures reviewed re target setting with individual pupils - proforma designed.</p> <p>11. Identify appropriate Intervention Strategies especially for pupils ‘at risk’.</p>	<p><i>AfL strategy of Questioning developed and reviewed.</i></p> <p><i>Correct use of Homework Diary by all pupils</i></p> <p><i>Increased motivation, self-esteem and improved organisational skills.</i></p> <p>Schemes of Work highlight TS and PC</p> <p>Positive feedback from classroom visits.</p> <p>Evaluation/reflection by peers on classroom practice – pupil interviews.</p> <p>Sharing of good practice within and across departments.</p> <p>Consistency in amount, marking, return of & recording of homework & assessment throughout school</p> <p>Improved follow up procedures re target setting with individual pupils - proforma designed.</p> <p>Range of successful Intervention Strategies tried and appraised.</p>	<p>HODs</p> <p>All staff</p> <p>Curriculum development coordinator/committee.</p> <p>Principal</p>	<p>June 2012</p> <p>On-going</p>	<p>Allocation of time for observations.</p> <p>INSET allocated.</p> <p>‘The Reflective Teacher’ document.</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Mutual respect, manners, courtesy, behaviour.	<p>Considered at whole school level.</p> <p>Five key areas targeted during previous years.</p> <p>Late books in every classroom.</p> <p>Addressed at individual level on ongoing basis.</p> <p>Referral slips available to all staff.</p> <p><i>28% of staff feel good progress and 62% feel satisfactory progress has been made in improving these issues.</i></p>	<p>Improve uniform and grooming.</p> <p>Improve pupil punctuality.</p> <p>Pupils use appropriate language.</p> <p>Improve pupil movement along corridors.</p> <p>Improve Social Etiquette.</p> <p>Encourage senior pupils to act as positive role models.</p> <p><i>Promote wider participation in life of school at all levels</i></p>	<ol style="list-style-type: none"> 1. <u>All</u> teachers set high standards. 2. Meet & greet pupils entering room and thank pupils at end of lesson. 3. <i>Regular uniform checks</i> 4. All teachers challenge inappropriate behaviour. 5. Repeated incidents recorded in diaries. 6. Referral system implemented. 7. Sanctions applied and followed through. 8. Merits awarded for appropriate behaviour including Merit System in KS3. 9. Parents involved at appropriate level. 10. Year 13 students act as mentors in Homework club. 11. Insist on use of 'Please', 'Thank you', 'May I', 'Sir/Miss', 'Excuse me' etc. 12. <i>Pupils given every opportunity to take responsibility and act on own initiative</i> 	<p>Improved perception amongst all staff.</p> <p>Positive feedback from staff, pupils and parents.</p> <p>Fewer sanctions applied for inappropriate behaviour.</p> <p><i>Pupils develop a range of skills, preparing them for lifelong learning</i></p>	<p>All Staff and pupils</p> <p>Public</p> <p>Visitors to school</p> <p>New staff</p> <p>Personnel in contact with pupils on trips, visits etc.</p>	<p>June 2012</p> <p>On-going</p>	<p>INSET time for developing strategies.</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Developing PRSD as a vehicle for school improvement & identification of professional development needs using ‘The Reflective Teacher’ document.	PRSD policy agreed. 100% of eligible staff have completed six PRSD cycles. The expansion of PRSD across departments has been offered and some members of staff have availed of this.	Embed PRSD process. Improve timing of process.	1. Whole staff review carried out to identify new objectives. 2. Whole school objectives identified in May 2011. 3. Team leaders initiate process in first term during INSET 4. Initial classroom visits carried out in first term. 5. Follow-up visits carried out in second term if necessary 6. Amend reviewer/reviewee network to allow for interdepartmental observations	All eligible staff participate in PRSD 75% return of completed forms by end of April 2012 100% return of completed forms by end of May 2012 Staff to identify training needs based on review process Staff access appropriate training.	All Staff CL, MF, BT	June 2012 On-going thereafter.	Allocation of time for observations. Funding for training. The Reflective Teacher document TTI document
	<i>Time allocated during INSET days to initiate process.</i> <i>Two Teaching and Learning/Good Practice newsletters produced</i> <i>Two members of staff on Mentoring Programme through CALP</i> <i>Seven members of staff enrolled on Senior Leadership Pathways course with RTU</i> <i>CEIAG qualification offered to staff</i>	<i>Continue to link PRSD with training needs of staff.</i> <i>Encourage staff to avail of professional development opportunities</i> <i>Allocate time during staff meetings to provide guidance on PRSD and sharing of good practice</i> <i>Inform interested members of staff of CEIAG qualification when it becomes available</i>	7. Allocate time during staff meetings to provide guidance on PRSD and share good practice 8. Inform staff of professional development opportunities on a regular basis 9. Establish a culture of teachers observing colleagues on an informal basis. 10. CEIAG qualification undertaken by member(s) of staff	Majority of staff would consider PRSD process to be beneficial and worthwhile and useful for identifying professional development needs. <i>Staff undertake and complete professional development qualifications</i>			

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<p>Promoting Literacy across the curriculum.</p> <p><i>Listening Skills</i></p> <p><i>Assessment of Using Communication across the curriculum at KS3</i></p> <p>Every School a Good School document</p>	<p>Whole school and Departmental Literacy Policies reviewed and updated.</p> <p>Literacy is a continued focus for all depts</p> <p><i>Good Practice newsletter published – 2 per year</i></p> <p><i>Some preliminary work done esp through TS & PC framework</i></p> <p><i>Listening has been a focus in ‘literary’ subjects eg: Eng, Hist, RE</i></p> <p><i>CL attended training and shared with English dept staff</i></p> <p>KS3 Learning Support and EAL support ongoing in class and by withdrawal from class in close liaison with SENCO</p>	<p>Continued emphasis on Communication skills through the development of thinking skills in all subjects.</p> <p><i>Good Practice newsletter to have significant literacy content</i></p> <p><i>Improve listening skills across all year groups</i></p> <p><i>Expand into more subjects</i></p> <p><i>Increased staff expertise</i> <i>And increased pupil awareness of listening skills</i></p> <p><i>Expand on this for benefit of all staff esp relevant depts.eg: Hist, RE, Geog</i></p> <p>Continue to review and develop esp with mixed ability intake approaching – possible PRSD focus</p> <p>Fewer Grade D (or lower) at GCSE</p>	<p>More explicit use of TS and PC framework across all subjects</p> <p>More active involvement in other depts. In performing communication assessments</p> <p><i>Significant literacy content</i></p> <p><i>Sharing of ideas and good practice through</i></p> <ul style="list-style-type: none"> • <i>CD meetings</i> • <i>Good Practice newsletter</i> • <i>Staff Meeting</i> <p><i>Possible PRSD focus</i></p> <p><i>CL to cascade training to English dept</i> <i>English dept to cascade to other depts. And eventually to all staff</i></p> <p>Continued Learning Support for literacy and EAL - 3 teachers and classroom assistants – <i>vital that this provision is maintained</i></p>	<p>More confidence in teachers’ ability to report on TS and PC – and make it more meaningful</p> <p><i>Teachers are more informed and more confident I incorporating literacy in everyday T and L in all subjects.</i></p> <p><i>Greater confidence/expertise.</i></p> <p><i>Students aware – feedback from student voice and visible through results</i></p> <p><i>Variety of depts. confident in assessing this at KS3 in line with DENI timescale (Sept 2012)</i> <i>Will also enhance literacy and teacher awareness of this</i></p> <p>Continued timetable availability and classroom assistant availability</p>	<p>CL, MF, SLT, All staff</p> <p>CL, other HoDs, SLT</p> <p>CL, SLT, English Dept All staff</p>	<p>June 2012</p> <p>Ongoing</p> <p>June 2012</p>	<p>Time – meeting with CL and other HoDs</p> <p>Time Possible external INSET (NEELB)</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Promoting Numeracy across the Curriculum	Whole school and departmental Numeracy policies reviewed. <i>Numeracy is a continuing focus for all depts</i>	Update Numeracy policies.	Amend whole school and departmental Numeracy policies in light of ongoing curricular change.	Updated Numeracy Policies. Each classroom to have an established Numeracy noticeboard detailing related work in each dept..	SLT A O'K - Numeracy Co-ordinator HODs	June 2012 and on-going	Time 'Every School a Good School' document
	<i>Assessment of Using Maths across the curriculum at KS3</i>	<i>A O'K and GPD attended training April 2011 and have shared this with Maths staff</i>	<i>Inform relevant depts – Science, Geog, HE and Maths</i>	<i>Relevant staff in other gain experience of assessment requirements directly related to chosen pieces of work.</i>	Maths staff Science, Geog, HE staff.		TTI document
	<i>KS3 Learning Support ongoing using withdrawal from class and Mymaths.co.uk for distance learning</i>	<i>Extend the use of distance learning so that a greater number of weaker students can benefit Continue one-to-one learning support and develop further</i>	<i>Increased time allocation for individual learning support. All Maths teachers trained in using 'Mymaths.co.uk' Individual Learning Support materials produced</i>	<i>Improved availability of time for learning support in Maths via timetabled allocation Classroom assistants available in extreme cases/for short periods of time.</i>	Maths dept	Ongoing	
	Year 13 Maths students do Key Skill in Application of Number at Level 3.	Maintain the high number of successful students	<i>HoD has input at Key Skills launch All Maths teachers to encourage Yr13 students to participate in this initiative.</i>	Increase in number of Year 13 students achieving Application of Number Key Skill.	Maths staff	Ongoing	
Every School a Good School' document	Competition Involvement Year 9 : Junior Maths Challenge Year 14 : UK Maths Trust Senior Maths Challenge Year 13 : QUB Maths Competition	To maintain and improve participation levels	Explore possibility of other events to participate in	More competitions entered and positive feedback from students involved.	Maths staff All Maths staff	Ongoing	

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Promoting Numeracy across the Curriculum contd.	<i>CEIAG – Improve the Careers information given to students Limited amount of Careers work at departmental level</i>	<i>Increase pupils' awareness of benefits of Maths in Career Planning and wide range of Careers opportunities</i>	<i>Inform students verbally, with brochures, project work, noticeboards Explore external agencies and past pupils Involve students in projects which increase their awareness</i>	<i>Better informed students with increased enthusiasm for the subject</i>			

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Promoting ICT across the curriculum.	All depts have included elements of ICT in Schemes of Work.	<i>Implement new KS3 ICT tasks in Yrs 8 – 10 and build up e-portfolio.</i>	ICT coordinator will keep staff informed of new ICT assessment arrangements.	Staff aware of new KS3 reporting arrangements.	ICT Coordinator LS, FS, CR,	June 2012 Ongoing	Time Finance
	<i>Revised KS3 ICT assessments submitted to CCEA – all 16 have been approved. ICT levels will be reported for Year 10 in June 2011.</i>	<i>ICT coordinator to attend training in preparation for KS3 reporting</i>	Yr 10 reports completed with ICT level included. ICT coordinator shares training with relevant staff.	<i>All approved KS3 ICT tasks successfully implemented.</i> Levels attained by pupils reported in KS3 (compulsory in 2013)	All staff		
	86 % of Yr 13 achieved ICT Key Skill Level 3 (2010)	Continue to promote ICT Key Skill and encourage more depts to contribute.	All depts to consider contribution to ICT Key Skill and prepare suitable tasks	All depts contribute to ICT Key Skill. 100% of Yr 13 students pass ICT Key Skill	All staff BM		
	45 interactive whiteboards installed. Every dept except PE has at least one IWB and all teachers have access to IWB.	All classrooms will have interactive whiteboards installed. Training in use of IWBs will continue to be available.	Whiteboard training available to all staff.	Interactive whiteboards installed in all classrooms.			
	<i>All departments have intranet site.</i>	<i>100% of departments have added to and developed intranet</i>	Further training and support given to depts in developing intranet – Frontpage. Departments continue to produce suitable material to place on intranet.	All depts have intranet up and running Increased use of departmental intranet resources	All staff CR		
	<i>Printing costs have been evaluated and steps taken to reduce waste eg: printing costs now charged to depts</i>	Continue to raise staff awareness of Learning NI (C2k.ni) and resources available	Training for staff in using Learning NI		CR		
	<i>Continue to review costs</i>	<i>All staff and students to consider necessity of printing material</i>	<i>Reduced levels of printing throughout school</i>	<i>All staff</i>		TTI document	

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Careers Education, Advice, Information and Guidance (CEIAG)	<i>INSET on CEIAG delivered by NEELB CASS Officer Jan 2011</i>	Continue to promote the importance of CEIAG and its place at core of curriculum and highlight and promote STEM careers	<ol style="list-style-type: none"> 1. All depts to embed CEAIG in schemes of work. 2. All depts to create and update CEAIG noticeboard and share past pupil successes. 3. Explore opportunities for visits to industry. 	<i>Updated schemes of work in all depts highlighting CEIAG</i> <i>CEIAG noticeboards in all depts</i>	SLT MF Careers staff HoDs All staff	June 2012	Time Finance
	<i>CEIAG audit completed and follow up work in progress</i> <i>Majority of departments have CEIAG noticeboard and 92% of HoDs feel good/satisfactory progress made.</i> <i>Mrs Nugent participating in 'Teacher Placements in Industry Scheme'</i> Head of Careers involved in CALP Careers group Attendance at NEELB and NISCA courses	<i>Support depts in embedding CEIAG into schemes of work</i> <i>Increase the level of work – based learning throughout all Year groups</i> <i>Explore opportunities to assist students in preparation for UKCAT exam</i> <i>Explore developments in Learning Guidance – use of SIMS information in Careers guidance.</i>	<ol style="list-style-type: none"> 4. Head of Careers to prepare materials and provide support to depts 4. Coordinate with Head of Junior Science re delivery of STEM Careers resources. 5. Invite guest speakers from industry and professions. 6. Contact Companies offering UKCAT training courses and evaluate available courses and cost 7. Continued attendance at NEELB and NISCA conferences. 	<i>Increased awareness and knowledge of STEM careers across all year groups</i> <i>Guest speakers from a range of industries give presentations to range of year groups</i> <i>UKCAT training made available to Year 14 students if costs allow</i> <i>Introduce Learning Guidance into a pilot year group – Year 10</i>			

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Learning for Life and Work (LLW)	<p>Citizenship and Employability schemes in place across KS3 and KS4.</p> <p>Aspects of personal development in place across KS3, for example RSE and drugs education, using <i>INSYNC</i> resources.</p> <p>Have considered GCSE in LLW.</p> <p>ETI visited school in May 2010 to survey RSE provision – very positive feedback obtained.</p> <p>Updated LLW summary sheet distributed to form teachers and displayed in staffroom highlighting time of year and strands to be covered.</p> <p>Links between each strand of LLW and subjects identified.</p> <p>Yr8, Yr9 and Yr10 report books now incorporate LLW.</p> <p><i>e-Progress files completed by Yr 10 and 12. Progress File Coordinator has attended CCEA training.</i></p> <p>LLW intranet set up.</p> <p><i>Half of Yr 10 visit Stormont for citizenship strand</i></p>	<p><i>Carry out KS3 LLW audit</i></p> <p>Continue to develop thematic links between LLW and subjects across the curriculum.</p> <p>Ensure Pastoral Care remains strong.</p> <p>Continue to explore coursework element of new LLW GCSE spec.</p> <p>Form teachers to deliver all of LLW programme – 63.5% of form teachers feel good or satisfactory progress has been made in completing the programme this year</p> <p><i>Progress File Coordinator to cascade training to form teachers</i></p> <p>Further develop LLW intranet ensuring all resources are available on it.</p> <p><i>All Yr 10 students to visit Stormont</i></p>	<p><i>1.HoDs to complete KS3 audit</i></p> <p>2.. LLW schemes reviewed, evaluated and modified by coordinators.</p> <p>3. Form teachers trained in delivering programs in line with NI curriculum.</p> <p><i>4. Meeting to be held in August 2011 coordinate and emphasise importance of LLW in curriculum.</i></p> <p>5. Aspects of LLW delivered through subjects identified on department schemes.</p> <p>6. HOYs and FTs continue to focus on existing pastoral care provision.</p> <p>7. Keep up to date with new LLW GCSE Spec requirements.</p> <p>8. LLW coordinator and PSHE coordinator attend CEA training days.</p> <p>9. Continue collapsed timetable days including:- Year 8 – Big School Programme Year 9 – Enterprise and Entrepreneurship Day Year 10 – Careers Fair Year 11 – Learn to Earn Year 12 – Success Skills</p> <p><i>10. Coordinators monitor delivery of programme</i></p> <p>11.. Update LLW intranet adding all available resources.</p> <p><i>12. Continue to develop e-progress files – coordinator to provide training for form teachers</i></p> <p><i>13. Consult Education Officer at Stormont.</i></p>	<p>Schemes for LLW reviewed and amended.</p> <p><i>Department schemes reviewed and amended in line with KS3 audit.</i></p> <p>Teachers feel competent in the delivery of LLW.</p> <p>Completed pupil booklets and positive feedback from evaluations.</p> <p>Additional time for LLW utilised effectively.</p> <p>Thematic links devised between subjects to enhance LLW.</p> <p>Updated specialist school plan on collaborative monitoring wiki space.</p> <p>Positive feedback from pupils involved in events.</p> <p>Cascade e-progress files to all Year groups</p>	<p>All teachers</p> <p>Form teachers</p> <p>HODs</p> <p>HOYs</p> <p>JN -Pastoral Coordinator</p> <p>SMC –LLW Coordinator</p> <p>BS – RSE Coordinator</p> <p>MMcA – Drugs Coordinator</p> <p>SLT</p> <p>PC – Progress File Coordinator</p>	<p>June 2012 and ongoing</p>	<p>Time for staff training</p> <p>Cover for staff to deliver training</p> <p>Cost of materials.</p> <p>Technical help with development of intranet</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<p>Setting and achieving targets at</p> <p>a) Whole school</p> <p>b) Departmental</p> <p>c) Teacher (PRSD) – using The Reflective Teacher document</p>	<p>Targets set annually at each level.</p> <p>GCSE target grades set for Yr 11 pupils based on Yr 10 performance in all subject areas.</p> <p>Departments set targets for examination performance.</p> <p>Teachers set individual targets based on personal and professional needs. (PRSD)</p>	<p>Targets set in relation to GCSE, A2 and AS passes.</p> <p>Attendance targets set at ≥ 95.6%</p> <p>Continued use of baseline data in all subject areas including Grammar stats and exam macros</p> <p>All departments continue to set targets for examination performance (strategic).</p> <p>Teachers continue to set individual targets based on personal and professional needs. (PRSD)</p>	<ol style="list-style-type: none"> 1. Raise awareness at all levels. 2. Identify specific needs. 3. Review teaching and learning strategies to address needs. 4. Continually sharing/consulting with colleagues 5. Continuous review and evaluation. 6. Use of Grammar stats and exam macros. 7. Evaluation of examination results and attendance data. 	<p>Good progress towards meeting targets identified in annual SDP evaluation.</p> <p>Annual targets regarding numbers and examinations met.</p> <p>Positive feedback from departments/ staff/ whole school/ parents.</p> <p>Retention of students at Y13 remains at current level.</p> <p>Maintenance of subject uptake numbers.</p> <p>Improved attainment</p>	<p>BOG SLT - whole school.</p> <p>HOD – dept. targets.</p> <p>Teachers – class level (PRSD)</p>	<p>On-going</p> <p>End of year analysis - 2012.</p>	<p>Available if required.</p> <p>‘The Reflective Teacher’ document.</p> <p>TTI document</p>
<p>School improvement through the Investors in People (IIP) program.</p>	<p>IIP standard awarded in June 2011.</p>	<p>Progress with development points in feedback provided by Mrs A Clarke</p> <p>Reaccreditation in 2014</p>	<p>Discuss development points and produce action plan</p> <p>Support staff development for preparation for wider ability intake in 2013</p>	<p>Action plan prepared and implemented</p> <p>Support provided to all staff</p> <p>Staff feel more confident and prepared for 2013 intake</p>	<p>SLT - BT</p> <p>Middle managers</p> <p>Support staff managers.</p>	<p>Ongoing</p>	<p>If required, Finance available for appropriate INSET</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Child Protection	<p>Child Protection Policy in place and is included in staff handbook and issued annually to parents</p> <p><i>Pupils made aware of Designated teacher and Deputy Designated Teacher through posters displayed at key areas throughout school</i></p> <p><i>Counselling service available</i></p> <p>Designated Teacher has made presentation to <u>all</u> staff. (09/10)</p> <p><i>Records kept securely; UNOCINIs used when necessary</i></p> <p>Designated Teacher and Deputy have attended NEELB training.</p>	<ul style="list-style-type: none"> ▪ Review and update Child Protection Policy ▪ Keep abreast of legislation changes ▪ Maintain and develop links with relevant outside agencies ▪ <i>Make presentation to all staff in 2011</i> ▪ <i>Avail of relevant training</i> ▪ <i>Share information with relevant members of staff</i> ▪ <i>Ensure records are updated</i> 	<ul style="list-style-type: none"> ▪ Review current Child Protection Policy and make necessary amendments. ▪ Attend relevant courses and training. ▪ Share developments with <u>all</u> staff. ▪ Continue to work effectively with relevant agencies. ▪ <i>Record factual details of new cases and agencies involved</i> ▪ <i>Hold regular meetings with principal and Deputy Designated Teacher</i> 	<ul style="list-style-type: none"> ▪ Updated Child Protection Policy ▪ Attendance at courses and training. ▪ <i>Principal and relevant staff apprised of new cases and action taken.</i> ▪ Effective working relationship established with outside agencies. ▪ <i>Records filed in secure place</i> ▪ 	BL, AA, GD	<p>June 2012</p> <p>Ongoing</p>	Time

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Additional Learning Support <i>Learning support</i>	<i>Learning support staff work with children who have English as a second language</i>	<i>All learning support staff receive appropriate training and contribute effectively to the support of these pupils.</i>	<i>Arrange with Field Officer for Inclusion & Diversity to visit the school throughout 2011/12 to provide necessary training.</i>	<i>Training delivered. Improved scores evidenced by students. All learning support staff are aware of and can use the 'Diversity Tool Kit' appropriately.</i>	<i>Learning support staff Inclusion & Diversity field officer (Mrs Margaret Souter) SENCO</i>	<i>June 2012</i>	<i>'Diversity Tool Kit' Time</i>
<i>Greater contact with appropriate educational bodies e.g. Educational psychology Educational welfare</i>	<i>Psychologist carries out approximately two assessments per year</i>	<i>Greater contact made by educational psychologists with school personnel. Increased assessments with appropriate pupils.</i>	<i>Develop improved contacts with relevant educational bodies. Set up a 'clinic' approximately every two months with the psychology service and any other appropriate agency e.g. educational welfare, behaviour support team.</i>	<i>Needs of specific SEN pupils are addressed at the meeting and the best possible provision is made available. Relevant assessments are carried out.</i>	<i>SENCO HOY FT Ed. psychologist Ed. welfare CAMS Parents Behaviour support (or other appropriate body)</i>	<i>June 2012</i>	<i>IEPs and Action Plans</i>
<i>CALP SENCO Forum</i>	<i>CALP SENCO Forum established February 2011</i>	<i>Collaboration of local schools in working towards the Entitlement Framework requirements with respect to SEN pupils.</i>	<i>Attend CALP meetings throughout 2011/12. Work through Action Plan set up by the Forum.</i>	<i>Record of meetings attended. Identified progress made in relation to action plans</i>	<i>Teacher representatives (SENCO's) from 12 local schools. Representatives from CALP and NEELB</i>	<i>June 2012</i>	<i>Entitlement Framework documentation</i>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Development of C2K	78% of staff complete Lesson Monitor periods 1–10 without reminders Electronic reporting used in Summer and Christmas reports. Assessment Manager used by all depts to record test results for reports -88% of staff feel good/satisfactory progress has been made.	<i>100% of staff complete Lesson Monitor in every lesson</i> <i>All depts to record five assessments per year in Assessment Manager at arranged dates – Halloween, Christmas, Midterm, Easter and Summer.(Some exception apply)</i>	Further training on use of Assessment Manager and upgraded SIMS.net for HoYs and HoDs Each department records five appropriate assessment tasks per year group in Assessment Manager at arranged dates (<i>Exceptions apply A&D, Drama, Music, T&D.</i>) <i>All staff endeavour to insert assessment results at time of assessments to enable improved tracking of pupil progress.</i>	<i>100% of staff complete Lesson Monitor in every lesson.</i> All staff confident/ competent in use of defined C2K applications. Five specified assessment tasks per year group recorded by all departments – with agreed exceptions. <i>Improved tracking of pupil progress</i>	All staff HODs ICT dept. L Stewart VPs HODs, all staff	June 2012 On-going	Allocation of INSET for training in Assessment Manager / Profiles, SIMS.net TTI document
	<i>New system of tracking performance in Assessment manager available- Have collected data from HoDs on GCSE and A-level grade boundaries</i>	<i>Extend system to KS3 using CAT scores and develop further</i>	<i>Set up structure for staff and provide training Staff input relevant data</i>	<i>Pupil progress tracked and monitored more easily.</i>	LS		
	84% of staff perform administrative tasks such as checking pupil timetables using SIMS	100% of staff perform admin tasks using <i>SIMS.net</i> <i>Explore use of behaviour module in SIMS.net</i>	<i>Training on use of SIMS to perform admin tasks All staff to endeavour to perform greater range of administrative tasks using SIMS</i> <i>Pilot group to use and evaluate behaviour module</i>	All staff able to perform administrative tasks such as checking pupil timetables using SIMS.net Feedback from Office Manager and VPs	All staff		

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Improving Attendance and Punctuality	<p>Year 14 attendance remains poor especially in Jan (modules) Yr 14 - 93.3% compared to Yr13 – 94.6%.</p> <p><i>Year 13 and 14 attendance drops in pm register Year 14 – 91.8% pm compared to 92.4% am. Year 13- 94.8% pm compared to 95.0% am</i></p> <p>Some evidence that other years are also slipping.</p> <p><i>Text message system considered but proved costly and feedback from other schools not particularly positive</i></p> <p>Regular monitoring by HOY/FT and random calls home to absent pupils.</p> <p>EWO involved for pupils with ≤ 85% - only Yr8 – 12 pupils</p> <p>Minority of pupils arriving late to school and to class after breaks</p> <p>Late books in all classrooms</p> <p>Lunchtime detention used as deterrent</p>	<p>Improve attendance in Years 13 and 14.</p> <p><i>Ensure no discrepancy between am and pm attendance in Years 13 and 14.</i></p> <p>Maintain whole school attendance figures at current levels – <i>95.4%</i></p> <p>Reduce number of students arriving late to school and class</p> <p>More effective use of classroom late books</p>	<ol style="list-style-type: none"> 1. Close monitoring of attendance by form teachers and HOYs. 2. Complete lesson monitor at start of every lesson. 3. Parents involved at early stage – period of time established for improvement. 4. Letters sent to parents at 95% threshold level of attendance. 5. Sanctions administered. 6. Referral to EWO if no improvement. 7. Referral to EWO when attendance falls below 85%. 8. Support for pupils with illnesses. 9. Vigilance re Lesson Monitor and absences from individual classes 10. Collective responsibility 11. Continue lunchtime detentions 	<ol style="list-style-type: none"> 1. Maintain attendance figures. 2. Fewer referrals to EWO. 3. Fewer complaints from staff. 4. Fewer pupils arriving late to school 5. Fewer pupils arriving late to class 	<p>VPs</p> <p>HoYs</p> <p>FTs</p> <p>EWO</p> <p>All staff</p> <p>Office Manager</p>	<p>June 2012</p>	<p>None envisaged.</p> <p>TTI document</p>

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<i>Staff Welfare (Health and well-being)</i>	<i>Audit carried out in April 2011</i>	<i>Analyse audit results and identify key issues</i> <i>Refer to IIP Profile to inform future areas of focus</i>	<i>INSET time provided to address concerns</i> <i>Establish links with IIP Profile</i>	<i>Improved sense of well being among staff</i>	All staff SLT S O'M	2012 and on-going	Time Finance
Pupils failing to adhere to deadlines	Significant minority of pupils fail to meet set deadlines. Several strategies used including lunchtime detention, photocopying coursework, pupils attend school on INSET days to complete coursework Fewer subjects with coursework element at GCSE – controlled assessments instead Teachers feel under pressure – <i>only 16% of staff feel good progress made and 58% feel satisfactory progress made.</i>	Vast majority of pupils meet set deadlines. Emphasise importance of meeting deadlines in KS3 Individual depts to award up to 10% of Christmas/Summer tests for quality of homework /notes during term. Identify further strategies to deal with persistent offenders. Consistent approach agreed.	1. Deadlines established clearly in advance. 2. Sanctions applied for all deadlines missed. 3. Pupils penalised for work handed in late. 4. Homework diaries used to report persistent offenders. 5. Persistent offenders referred to HOY/VP. 6. Each department decides on a percentage of Christmas test to be awarded for homework/notes during term 7. Parents involved at appropriate level. 8. Scaffolding of coursework assessments. 9. Class time given to coursework.	Improved perception amongst all staff. 95% of pupils meet set deadlines. Each department awards a percentage of Christmas test for quality of homework/notes during term Each department has arrangements in place to deal with pupils failing to meet deadlines – established sanctions and penalties.	All staff HODs	June 2012 On-going.	INSET time for developing strategies. TTI document –

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
AS/A2 Specification changes	<p><i>AS and A2 revised specifications delivered.</i></p> <p>Extra period per fortnight allocated to A2 subjects to continue.</p>	<p><i>Review and evaluate A2 schemes of work.</i></p>	<p><i>Review and evaluate A2 schemes.</i></p> <p>Staff attend CEA support events.</p>	<p><i>Amended A2 schemes produced by September 2011.</i></p>	<p>All staff. HODs.</p>	<p>June 2012</p>	<p>Time</p> <p>TTI document</p>
GCSE Specification changes	<p><i>New GCSE Specifications delivered to Year 11 and 12 in most subject areas.</i></p> <p><i>Year 11 students have taken modules in June 2011 in some subjects.</i></p> <p><i>Controlled Assessments have been completed in many subject areas</i></p> <p><i>Schemes of work for new GCSE Science specs prepared for delivery in Sept 2011.</i></p> <p>Relevant staff have attended CCEA support events.</p>	<p><i>Review and amend GCSE schemes of work</i></p> <p><i>Evaluate the sitting of modules in Year 11</i></p> <p><i>Coordinate controlled assessments to minimise disruption and stress</i> <i>Produce a policy on procedures for Controlled Assessments</i></p> <p><i>GCSE Science schemes of work produced for Year 11</i></p>	<p><i>Review and evaluate GCSE schemes of work</i></p> <p><i>Review results of modules and assess success of taking modules in Year 11</i></p> <p><i>Delivery of controlled assessments discussed and delivery coordinated. Policy produced.</i></p> <p><i>Parents informed of timetable of controlled assessments</i></p> <p><i>Sharing of good practice</i></p> <p><i>Prepare GCSE Science schemes of work for Year 11</i></p>	<p><i>Amended GCSE schemes produced by Sept 2011.</i></p> <p><i>Benefits and disadvantages of Year 11 modules considered</i></p> <p><i>Controlled assessments completed with minimum disruption and stress on pupils and staff</i></p> <p><i>Policy on controlled assessments produced and implemented.</i></p> <p><i>Schemes of work produced and used to deliver new spec</i></p>			

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<i>Provision for Gifted and Talented pupils</i>	<i>Questionnaire issued to teaching and support staff in May 2011</i>	<i>Analyse results of questionnaire</i> <i>Write policy document for Gifted and Talented</i> <i>Explore the provision of timetabled opportunities for staff to develop Gifted and Talented students</i>	<i>Identify current good practice and areas for development</i> <i>Prepare draft policy</i>	<i>Increases awareness among staff re Gifted and Talented provision</i> <i>Draft policy produced</i> <i>Time provided on staff timetable</i>	CL All staff SLT	2012 and on-going	Time Membership of relevant Professional organisation
Vocational provision within school – Entitlement Framework	School focus remains academic. School is a member of Coleraine Area Learning Partnership Scheme (CALP) Health and Social Care, Engineering and PE offered to Y13 students in collaboration with other CALP schools Technology, Maths and Irish have students from St. Joseph's attending AS lessons. A level subjects offered to other CALP schools – Biology, Chemistry, Technology.	Continue to explore viability & merit of introducing vocational subjects by collaborating with other agencies especially with wider ability intake approaching. Continue to consider Entitlement Framework Continue to promote Key Skills and increase number of depts. involved	Continued review of existing provision at KS4 and Post 16 to consider the benefits/risks of collaborating to introduce vocational subjects. Keep up to date with university entrance requirements especially with regard to vocational subjects	SLT make a decision on whether or not vocational provision is viable through collaboration. Quality of current provision and quality of teaching and learning will not be compromised. Careers Dept will provide information on university entrance requirements	SLT HODs Staff in departments	June 2012	Finance TTI document

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Vocational provision within school – Entitlement Framework contd.	<p>Digital Technology also offered at KS4</p> <p>Text Production and Word Processing courses taken by Year13 pupils in NRC along with ICT applications leading to ICT Key Skill Level 3.</p> <p>Key Skills Level 3 offered in Communication, ICT and Application of Number</p> <p>COPE offered in Year 13 (70 UCAS points); possibly offered in KS4.</p>						

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Continuing Implementation of Northern Ireland Curriculum.	NI Curriculum delivered in Years 8, 9 and 10.				SLT HODs All Staff	June 2012	Cover for teachers to allow time to work on proposals. TTI document
	In depth review and evaluation of NI curriculum involving pupils and staff carried out in May 2010.	Continue follow up work on results of KS3 evaluation	<i>Review Y8 -10 schemes and amend and update using results of KS3 evaluation.</i>	<i>Updated schemes of work</i>			
	<i>Focus is now on KS3 reporting levels. Communication and Numeracy – 2012 ICT 2013 CL and A O'K have attended training</i>	<i>Training in reporting to be cascaded to relevant staff. ICT coordinator to attend training</i>	<i>English and Maths teachers receive training o reporting levels in Communication and Numeracy. ICT coordinator to attend training.</i>	<i>Pupils' awareness of and performance in self management, personal target setting, self evaluation and independent learning improves. Teachers feel confident in reporting levels in Communication and Numeracy at KS3</i>	CL, A O'K, CR		
	<i>Year 8 study skills/ target setting day held in January 2011</i>	<i>.Evaluate Year 8 target setting programme and amend as appropriate. Develop follow up programme for Year 9.</i>	<i>Organise a study skills day/half day for Year 9 to incorporate importance and benefits of self evaluation.</i>	<i>Updated Year 8 programme and Year 9 programme successfully implemented.</i>	BT, HoY		
	Thinking Skills and Personal Capabilities - whole school focus in 2010/2011	<i>Continue to develop Thinking Skills + Personal Capabilities further.</i>	<i>KS3 schemes of work highlight where and how TS and PC are addressed and provide staff with relevant resources. Grid outlining Thinking Skills and Personal Capabilities covered in collapsed timetable days to be produced.</i>	<i>Pupils self evaluate on a regular basis and improve performance as a result. Grid detailing Thinking Skills and Personal Capabilities covered during collapsed timetable days produced.</i>	CD committee		
	Some departments involved in interdepartmental work at KS3.	Cross-curricular work developed further.	Depts currently involved to share good practice with other depts..	More departments are engaged in cross-curricular projects.	<i>BT, HoDs</i>		
	Agreed KS3 Scheme of Work template adopted by all departments AfL considered at whole school level. Board training days attended	Pupil Profiles statutory in Years 8, 9 and 10 – prepare.	Complete Pupil Profiles in Years 8, 9 and 10. Keep abreast of NI curriculum updates re assessment and reporting.		PC		

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
Healthy Lifestyles and Food	Links maintained between canteen and relevant depts for themed days (St Patrick's Day Healthy Heart Day Halloween and No Salt week)	Current links between canteen and depts embedded and further links developed. on a yearly basis	Greater links established between relevant bodies e.g. E McGuckian, HE, Art, Irish, PE & Science Dept, student council and canteen staff.	Themed displays changed termly. Sustained emphasis on health and wellbeing across the school.	Canteen manager HE, PE, Science, Art and other relevant depts. Pupils	Ongoing	Time for planning
	Continue to work with relevant departments to highlight 'Healthy Lifestyles Day' for Year 9 including outside speaker from Action Cancer.	Involve Action Cancer by getting 'The Big Bus' to be part of the Healthy Lifestyles Day	Contact Action Cancer re arranging 'The Big Bus' to visit in January in order to be included in the Healthy Lifestyles Day	Successful and worthwhile event enjoyed by all Yr9 pupils with positive responses from evaluation forms.		May 2012	
	Canteen menu continues to meet nutritional standards.	<i>Utilise the UU placement student to facilitate the embedding of the Healthy Lifestyles and Food Policy throughout the school.</i>	<i>Encourage UU placement student to identify any links not currently used with regard to implementing the Healthy Lifestyles & Food Policy.</i> <i>Carry out an audit to determine which depts. are best suited.</i> Continue to stay abreast of external documentation and policies eg: Fit Future, Widening Food Agenda and Food in School	<i>New links identified and action taken</i>	Placement student		

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
<p>Specialist school</p> <p>‘Every School a Good School’ document.</p>	<p><i>Specialist school four year cycle ends June 2011</i></p> <p>Baseline Inspection carried out - Jan 08</p> <p>Staff with specific responsibilities appointed</p> <p><i>Third</i> year of plan implemented. Review and evaluation of <i>third</i> year completed and forwarded to Department of Education – positive feedback obtained.</p> <p><i>Year 4</i> of plan nearing completion</p>	<p>Monitor and evaluate <i>fourth</i> year of plan</p> <p>Science Dept to disseminate good practice using school intranet and Inset.</p> <p><i>Identify legacy projects for future years</i></p>	<p>1. Implement ‘Traffic Lights system’ as method of monitoring plan, <i>using RM Staff to facilitate this</i></p> <p>2. Science Dept to disseminate good practice to other depts –</p> <ul style="list-style-type: none"> • Setting targets/ baselining • Developing ICT • AfL <p><i>3. Specialist School Group to identify areas of plan for continuing after funding ends</i></p>	<p>Specialist School targets reached</p> <p>Positive feedback received from Dept of Education</p> <p>Good practice evident in all depts evidenced in schemes of work, departmental minutes and PRSD. At least 10 departments have developed Intranet Resources.</p> <p><i>Legacy projects identified</i></p>	<p>SLT, HODs & Staff in specialist area. SM^B PC All staff</p>	<p>June 2012</p>	<p>Possible cost for teacher cover for Science staff and other depts.</p> <p>TTI document</p> <p>‘Every School a Good School’ document.</p> <p>Specialist School Plan</p>
<p>NOTE: Specialist School Plan is a whole school improvement scheme. Refer to the document for details.</p>							

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
On-going review of school policies, school rules/code of conduct.	Assessment policy reviewed 2011. Literacy Policy reviewed 2009/10	Relevant, up-to-date policies; clear, concise, relevant rules / codes.	<ol style="list-style-type: none"> 1. Choose policies to review. 2. Review using TTI indicators – whole school involvement. 3. Rewrite policy. 4. Seek feedback on policies sent to parents with Governor’s report. 5. Involve Senior Prefects in review of policies. 	<p>New policy document produced</p> <p>Teachers familiar with content of whole school assessment policy.</p>	SLT Staff Pupils – Senior Prefects	June 2013	INSET to work on embedding policies.
Preparation for all-ability intake - 2013	Academic selection to cease with 2012 intake	<p>Keep abreast of proposals and developments from DENI and CCE</p> <p>Continue to provide relevant training and INSET</p> <p>Working party to continue reviewing policies and developing strategies.</p>	<p>Continuous monitoring of proposals.</p> <p>Training and INSET arranged and delivered to all staff</p>	<p>Ability to respond to proposals, when announced.</p> <p>Worthwhile and beneficial training delivered</p> <p>Staff feel confident and ready for mixed ability intake</p>	SLT All staff Working Party CD committee	On-going 2013	Time
Continued development of ICT provision.	<p>Three C2K dedicated suites.</p> <p>C2K available in all classrooms.</p> <p>Whiteboards in every classroom.</p> <p>Several departments with more than one whiteboard.</p> <p>C2K accessible from home.</p>	<p>Increase availability of C2K facilities to other areas in school.</p> <p>Increase number of printer sites around school.</p> <p>Greater provision of printers around departments / rooms.</p> <p>Increase the numbers of pupils and staff using home access.</p> <p>All teaching spaces to have Interactive Whiteboards.</p>	<ol style="list-style-type: none"> 1. Audit precisely current provision. 2. Identify future needs. 3. Match future requirements with hardware. 4. Cost analysis to assess viability. 5. Identify good practice amongst current board users. 6. Identify training needs. 7. Deliver training through sharing good practice and INSET. 8. Monitor effects in classroom (possibly as part of PRSD) 9. Review & evaluate. 10. Relevant training on-going. 	<ol style="list-style-type: none"> 1. Whiteboards installed and used regularly in 60% of classrooms. 2. Positive impact of boards as teaching aid. 3. Adequate provision of hardware. 4. Teachers feel competent in use of whiteboards. 	ICT coordinator. SLT Bursar	Ongoing Cost analysis by June 2013.	Finance needs to be available.

YEAR 3
2012- 2013
May 2010

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
On-going review of school policies, school rules/code of conduct.	Assessment policy reviewed 2010. Literacy Policies reviewed 2009/10.	Relevant, up-to-date policies; clear, concise, relevant rules / codes.	1. Choose policies to review. 2. Review using TTI indicators – whole school involvement. 3. Rewrite policy.	New policy document produced by end of year. Teachers familiar with content of assessment policy.	SLT Staff Pupils	June 2013	INSET to work on embedding policies.
Development of sixth form.	Wide and varied curriculum offered. High ratio of returning students.	Maintain level of returning students. Review relevance of current curriculum.	Review current provision. Consider alternatives. Implement any changes deemed necessary.	Level of returning students stays constant. Curriculum is relevant and appropriate for students.	HOYs SLT Curriculum Development Committee.	June 2013	Possible
Developing sixth form study facilities	Current study used for other events – pupils lose study facilities. Atmosphere not conducive to study. Too close to common room.	Improve study facilities for Y13 & Y14. Consider possibility of dedicated computer suite for Y13 & Y14.	Set up task group to review current arrangements. Identify possible solutions. Implement solutions. Monitor and review new arrangements.	Y14 & Y13 feedback is positive. Better study conditions.	HOYs SLT	June 2013	Finance may be required.
Changes to transfer arrangements	Transfer Tests ended in 2009 Entrance exams held in 2009 and 2010	Keep abreast of proposals and developments.	Continuous monitoring of DENI and CCE proposals.	Ability to respond to proposals, when announced.	SLT & Curriculum Development Committee.	On-going	No

Issue	Where are we now?	Targets	Action required	Success Criteria	Who	By when	Resources
School improvement through the Investors in People (IIP) program.	IIP Profile standard awarded. New standards to be addressed.	To meet new standards under: Plan Do Review cycle.	<ol style="list-style-type: none"> 1. Use Balanced Scorecard as a framework for planning. 2. CPD process applied to all managers including support staff. 3. Review requirements of New Standards. 4. Review current methods of evaluation at all levels. 	<ol style="list-style-type: none"> 1. IIP standard achieved under new standards. 2. More involvement of support staff in planning & review. 3. Positive evaluation of IIP 	SLT Middle managers Support staff managers.	June 2013	If required. Finance available for appropriate INSET
Continued development of ICT provision.	Three C2K dedicated suites. C2K available in all classrooms Whiteboards in every department. Several departments with more than one whiteboard.	Increase availability of C2K facilities to other areas in school. Increase number of printer sites around school. Greater provision of printers around departments / rooms.	<ol style="list-style-type: none"> 1. Audit precisely current provision. 2. Identify future needs. 3. Match future requirements with hardware. 4. Cost analysis to assess viability. 5. Identify good practice amongst current board users. 6. Identify training needs. 7. Deliver training through sharing good practice and INSET. 8. Monitor effects in classroom (possibly as part of PRSD) 9. Review & evaluate. 	<ol style="list-style-type: none"> 1. Whiteboards installed and used regularly in 60% of classrooms. 2. Positive impact of boards as teaching aid. 3. Adequate provision of hardware. 4. Teachers feel competent in use of whiteboards. 	ICT coordinator. SLT Bursar	Ongoing Cost analysis by June 2013.	Finance needs to be available.

LORETO COLLEGE COLERAINE
Specialist School

Whole School Targets
2011- 2012

The following are the whole school targets set for the academic year 2011-2012. They fall into two categories:

- 1 Academic**
- 2 Attendance**

1 Academic Targets: The academic targets for both GCSE and A Level are as follows:

Target Area	Target 2011-2012	Benchmark Data
GCSE 5 Grades A* - C	95%	See data table over and Yr8 pupil intake profile
GCSE 7 Grades A* - C	91%	
GCSE 7 Grades A* - C (inc Maths & English)	91%	
A Level 2+ Grades A* – E	100%	
A Level 3+ Grades A* – C	82%	
* See intake profiles for Yr8s.		

The Process Targets for achieving these are as follows:

- a Individual Departments should set their own targets in the light of these and address PROCESS TARGETS (how these are to be achieved). A simple, effective model is: PLAN → DO → REVIEW → INFORM
- b Close monitoring of pupil progress by SLT, Year Heads and Form Teachers. Pupil target setting.
- c Involvement of parents when necessary.
- d Continue to promote a whole school climate of high expectations and achievements.

2 Academic Targets: The academic targets for KS3 English, Mathematics and Science are as follows:

Target Area	Target '11 – '12	Benchmark Data
≥Level 5 English	100%	See data tables below and over and Yr8 intake profile
≥Level 6 English	89.9%	
≥Level 5 Mathematics	100%	
≥Level 6 Mathematics	95%	
≥Level 5 Science	100%	
≥Level 6 Science	95%	

Similar Process Targets to those above will also operate here.

Department of Education Benchmarking Data 2009/10

Key Stage Three: Percentage of Children achieving Level 5 and above (free school meals band 5-9.99%)

	Lower quartile	Median	Upper quartile	95 th Percentile
English	100.0	100.0	100.0	100.0
Mathematics	99.0	100.0	100.0	100.0

Key Stage Three: Percentage of Children achieving Level 6 and above (free school meals band 5-9.99%)

	Lower quartile	Median	Upper quartile	95 th Percentile
English	85.8	93.9	97.1	100.0
Mathematics	85.0	92.8	95.9	100.0

3 Attendance Targets: The attendance target is to maintain the attendance figure as close to 95.5% as possible and to work to improve it further:

- a Close monitoring of attendance by Form Teachers and Heads of Year.
- b Contact with parents/guardians when considered necessary and on a random basis.
- c CLASS monthly print-outs of attendance trends.
- d Whole school emphasis on the importance of attendance and punctuality.
- e Particular attention given to attendance by Year 13 and Year 14. These are the groups with the worst attendance records. On-going random checks. Liaise with parents.

DEPARTMENT OF EDUCATION BENCHMARKING DATA

Grammar Schools Public Examinations and Attendance 2008-09

	Lower quartile	Median	Upper quartile	95 th Percentile
% of pupils doing A levels (or equivalent) achieving 3 or more grades A-C	71.1	77.0	83.5	90.0
% of Year 12 pupils achieving 7 or more GCSEs (or equivalent) at Grades A*-C	90.2	92.1	96.1	99.1
% of Year 12 pupils achieving 7 or more GCSEs (or equivalent) including Mathematics & English	89.5	90.7	95.3	99.1
% of Year 12 pupils achieving 5 or more GCSEs (or equivalent) at Grades A*-C	95.5	97.6	99.2	100.0

Schools with 5 - 9.99% pupils entitled to free school meals (19 schools)

	Lower quartile	Median	Upper quartile	95 th Percentile
% of pupils doing A levels (or equivalent) achieving 3 or more grades A-C	68.5	77.5	82.4	95.3
% of Year 12 pupils achieving 7 or more GCSEs (or equivalent) at Grades A*-C	87.3	92.3	97.6	100.0
% of Year 12 pupils achieving 7 or more GCSEs (or equivalent) including Mathematics & English	84.5	91.3	94.8	100.0
% of Year 12 pupils achieving 5 or more GCSEs (or equivalent) at Grades A*-C	94.3	96.9	99.2	100.0
Attendance Rate ('06-'07 data)	94.4	95.0	95.2	96.2

EXAMINATION TRENDS

	GCSE			A - LEVEL	
	5 Grades A* - C	7 Grades A* - C	7 Grades A* - C inc. Maths & English	2+ Grades A - E	3+ Grades A - C
1996	95%	~	~	96%	32%
1997	97%	~	~	95%	54%
1998	98%	89%	~	97%	54%
1999	96%	90%	~	95%	52%
2000	97%	92%	~	98%	47%
2001	96%	93%	~	97%	53%
2002	97%	92%	~	100%	66%
2003	99%	97%	~	99%	75%
2004	99%	97%	~	100%	75%
2005	97%	95%	~	100%	74%
2006	95%	87%	~	100%	86%
2007	100%	94%	~	100%	88.5%
2008	97.4%	91%	91%	100%	85%
2009	96.5%	94%	91.2%	100%	86%
2010	94%	91%	91%	100%	84%
2011	97.6%	96.7%	96.7%	98.9%	81%

ATTENDANCE TRENDS

YEAR	%
1996 - 97	94.4
1997 - 98	94.5
1998 - 99	94.8
1999 - 2000	95.0
2000 - 01	95.2
2001 - 02	95.8
2002 - 03	95.8
2003 - 04	95.9
2004 - 05	95.5
2005 - 06	95.7
2006 - 07	95.6
2007 - 08	95.4
2008 - 09	95.6
2009 - 10	95.4
2010 - 11	95.7



Spirituality & Excellence

LORETO COLLEGE COLERAINE

Whole School INSET

2011 - 2012

“INSET DAYS” (5)

1	Monday 29 August 2011	Opening of school year; various meetings as on schedule. Mrs Rosemary Briggs 10.00 – 12.30 Behaviour Management (Whole Staff) 1.30 – 3.00 Counselling Skills (Heads of Year)
2	Tuesday 30 August 2011	Opening of school year; various meetings as on schedule. Own work on beginning to prepare for September 2011.
3	Wednesday 31 August 2011	Opening of school year; various meetings as on schedule.
4	Thursday 22 December 2011	Whole School Examinations, Reporting and Marking. Assessment Manager.
5	Thursday 5 April 2012	Whole School Moderation and Administration of GCSE, AS and A2 Coursework.; KS3 Assessment. Departmental work.

Exceptional Closure Days (5)

1	Wednesday 4 January 2012	Baselining; KS3 Reporting; Update on Assessment Manager; PRSD – initial phase.
2	Wednesday 15 February 2012	Target Setting/ Working to improve throughout the school.
3	Monday 16 April 2012	Departmental Day – own agenda.
4	Wednesday 28 June 2012	Departmental audit using department questionnaire; Schemes of Work; Departmental Development Plan; Strategic Targets set.
5	Thursday 29 June 2012	Departmental audit using department questionnaire; Schemes of Work; Departmental Development Plan; Strategic Targets set.

APPLICATIONS AND ADMISSIONS

Year	Grade A		Grade B1		Grade B2		Grade C1		Grade C2		Grade D		Others		Boarders		Incl Appeals Upheld	Total Adm	Total App
	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm			
1995/96	92	92	27	27	0	0	22	1	0	0	3	0	0	0	0	0	0	120	144
1996/97	82	82	21	21	14	14	7	3	6	0	0	0	0	0	0	0	0	120	136
1997/98	84	84	26	26	19	11	11	0	8	0	1	0	1	0	0	0	0	121	150
1998/99	93	93	16	16	15	11	8	0	7	0	0	0	0	0	0	0	0	120	146
1999/00	98	98	11	11	16	12	11	0	4	0	1	0	1	0	0	0	1	121	142
2000/01	95	93	17	17	14	11	8	0	7	0	7	0	2	2	0	0	0	123	152
2001/02	69	69	19	19	15	15	17	17	12	3	4	0	1	1	0	0	3	124	138
2002/03	100	99	13	13	16	8	19	0	9	0	15	0	0	0	0	0	0	120	187
2003/04	89	88	13	13	13	13	9	6	2	0	2	0	0	0	0	0	0	120	128
2004/05	72	69	10	10	9	9	15	15	10	10	5	5	2	1	0	0	0	119	123
2005/06	77	76	17	17	8	8	10	9	15	10	18	0	0	0	0	0	1	121	144
2006/07	100	100	26	26	23	0	12	0	8	0	9	0	1	0	0	0	0	126	179
2007/08	78	77	16	16	21	21	6	5	5	0	15	0	2	1	0	0	0	120	143
2008/09	83	83	19	18	17	16	13	3	12	0	5	0	0	0	0	0	1	121	149
2009/10	110	110	11	11	12	0	8	0	8	0	8	0	2	0	0	0	0	121	159
2010/11	106	106	20	15	12	0	4	0	5	0	0	0	3	0	0	0	0	121	150
2011/12	81	81	13	12	11	11	7	7	10	9	11	0	0	0	0	0	0	120	133

PERFORMANCE IN PUBLIC EXAMINATIONS ¹ 2007/08 TO 2009/10 – Grammar Schools

3420034

LORETO COLLEGE

Performance Indicator	2007/08		2008/09		2009/10	
	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) ²	97	96	96	97	94	96.8
% Achieving 7+GCSEs at Grades A*-C (or equivalent) ²	90	91	94	91	91	92.4
% Achieving 3+ A levels at Grades A-C (or equivalent) ²	85	74	87	75	84	77.7
% Achieving 2+ A levels at Grades A-E (or equivalent) ²	100	99	100	100	100	99.6

¹Excludes pupils with statements of special educational needs.

²Figures include all equivalent qualifications.

NI Averages taken from DENI Website: School Performance