

Wellington College Belfast

Learning together in partnership



Una Discamus Let us learn together

*Engage * Educate *Empower

SCHOOL DEVELOPMENT PLAN

Preface

This School development Plan (SDP) details the priorities and targets of the College for the period 2015-2017. These priorities have been identified through a systematic process of monitoring, review and evaluation of all aspects of the College by consultation with parents, students, staff and the Board of Governors of the College, as well as educational and community partners.

The Board of Governors has delegated to the Principal the requirement to monitor, evaluate and review the School development Plan on an annual basis through verbal and written reports from those members of the Senior Staff and other parties who are responsible for each Action Plan based on the stated success criteria. Members will monitor progress through meetings with those responsible for the Action Plans on a termly basis and report to the Governors and Principal annually. The School development Plan recognises the key strengths; identifies areas where improvement and development are needed and contains agreed action Plans to improve the standard of education provided to our students.

Introduction

Wellington College is a controlled, co-educational Grammar School enjoying a pleasant and accessible location in South Belfast. The College was established in 1989 following the amalgamation of Annadale [Boys] and Carolan [Girls] Grammar Schools. In January 2002, the College moved into completely new premises provided as part of the Government's Private Finance Initiative. Now in its fully operational phase, this 'Pathfinder Project' benefits staff and pupils through an excellent learning environment as well as facilities and resources, including ICT equipment. We value these strong links with the values, traditions and integrity of its past and combine these with a determination and commitment to continue its development into a modern, vibrant and outstanding Grammar School ready to embrace the challenges and opportunities of the future.

With a pupil population of 788 (enrolment 110) and a teaching complement of 51, the College has a reputation for combining a caring ethos with the pursuit of academic excellence and pleasing examination results. We provide opportunities for every child to develop and challenge themselves in every area of their life. The College is committed to equality of opportunity and welcomes all children, regardless of religion, race or social background.

The size of the College and its proven pastoral structures mean that pupils are known and valued as individuals and their well-being, resilience and progress are monitored on a continuous non-intrusive basis, as well as through the formal assessment arrangements.

With a 2020 vision, Wellington College is a forward thinking College attending to the current needs of pupils as well as looking to their future needs. The Vision 2020 committee have authored a new mission statement for the College built by consultation with staff, pupils and parents and summarised by – Engage, Educate, Empower. This has been rolled out across the school. As a College we have initiated: an on-going programme of curricular renewal and, against the background of a world that is always changing, staff are fully committed to a process of continuous improvement aimed at securing the best quality educational service for the young people and their families. Following an inspection in September 2015, the College has undertaken a programme of self-

improvement and development, from staff restructuring to curricular redesign. The College strongly believes in the value of extra-curricular activities and caters very successfully for a wide range of sport, music and drama activities. All pupils are encouraged to become involved in this aspect of College life. The combined impact of all these factors is reflected in the growing popularity of this grammar school as a post-primary destination and in the profile of attainment and examination results obtained by pupils, at all levels. Guidance about university and higher education courses and in the choice of careers is regarded by the College as an important aspect of education and is provided by a skilled careers team.

In the recent inspection the pastoral care of the College was rated as good. The behaviour code is stated in positive terms and the College seeks to celebrate and affirm rather than to censure or punish; the extensive extracurricular programme emphasises participation and enjoyment alongside success; staff/pupil relationships are constructive and humane; parents are valued and the College is accessible. We welcome our key partners in the work with bright young people who will be the leaders of the future as well as the adults and parents who will shape the lives of future generations.

The talents and skills which new staff bring are always welcome and are integral to the flexibility and drive which will maintain this community as an enjoyable and beneficial place in which to learn and work. The College is committed to equality of opportunity and welcomes all children, regardless of religion, race or social background. We are proud of the diversity of our pupils and seek to be inclusive in all our activities. Drawing our pupils from a wide geographical area and from many feeder primary schools, the College's caring ethos, pastoral activities and induction programme provide excellent support at all times. All aspects of school life are under continuous review and evaluation and some details may alter from year to year.

1 Statement and evaluation of the school's ethos

Wellington College is a modern and thriving Grammar School. Our motto "Una Discamus" meaning 'we all learn together' encapsulates our inclusive approach to education and we are proud to serve a wide community. Drawing our pupils from a wide geographical area and from many feeder primary schools, the College's caring ethos, pastoral activities and induction programme provide excellent support at all times and provides the foundations for future success and happiness. All the pupils at Wellington College are given the opportunity to thrive academically, socially emotionally and pastorally. The curriculum is supported by a wide range of enrichment activities which includes a comprehensive extra-curricular programme, negotiated career pathways and a broad community service programme and work experience programme. The pupils are proud of their achievements, attainment, progress in their learning and value the caring and inclusive support from the community of professional adults working with them throughout the school. We prepare all pupils for life beyond the College.

The climate and relationships in the College are very good, with pupils and staff identifying strongly with the College ethos and are proud to be associated with it. Relationships between staff and pupils are very positive characterised by mutual respect, trust and a strong sense of moral purpose that is child-centred and parent centred. Standards of pupil behaviour and discipline are high and pupils work conscientiously and co-operatively with staff and one another and are very well behaved.

In the past three years the following has been achieved:-

- The views of members of the school community have been taken into account (Kirkland Rowell Survey)
- Relationships are developed through high quality pastoral care among staff.
- Clear procedures have been developed for communication with parents.

What impact did it have?

The sense of community within the College is developing. In a recent survey by pupils 85% 'are proud to belong to Wellington College' However, as a grammar school the college needs to extend its networks and develop its linkages to ensure that everyone collectively adheres to and endorses its ethos. **81% of pupils also felt that they were able to develop their leadership skills and 73% were positive about how the College recognised their achievements.**

Sources of Evidence:

- Safeguarding policy;
- Comments/data from audits(Parents, Pupils and Staff);
- ETI inspection report;
- School council minutes

Areas for Development

Develop further that Aall staff, pupils and parents/carers have high expectations of standards of school behaviour, characterised by an inclusive approach to partnership development working towards consistently applied positive behaviour approaches.

Develop further the communication between staff and parents/school community and focus the engagement on educational success and achievement and constantly working to reducing barriers to learning.

Strategies

The college has established a new committee – Vision 2020 to develop the ethos and gain an insight into the wider networks connected with the College.

2(a) Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils in particular, in Communication, Using Mathematics and Using Information Communication Technologies.

Learning and Teaching

Through our reviews and evaluations we have identified and put in place a range of focused and targeted strategies for Learning, Teaching and Assessment. The impact of the strategies is an overall improvement in classroom practice with much more active learning and pupil engagement as a consequence. These have been agreed at whole school level and include policies and guidance materials for Learning and Teaching, Assessment, Homework, External Examinations and Controlled Assessment, Literacy, Numeracy and Using ICT.

Teachers action plans and standardised lesson plan templates are now focused on pupil learning and pupil outcomes are used by all departments. Teaching and support staff work continually to create and maintain a supportive, motivating and challenging atmosphere for learning. Routine classroom practices involve a balance of teaching approaches including whole class, group, paired and individual activities. This has led to a cultural shift across the College focussing on pupil learning outcomes and increased pupil participation in the classroom. Classroom strategies include the use of active learning strategies with a particular focus on: Small Group work and Effective questioning.

Teaching approaches, are now being developed across the departments, including those using ICT are matched to pupils' learning needs and preferred styles of learning. There are opportunities available to work directly with pupils in appropriate and well planned whole class, group and individual situations. When homework is given it is well linked to classwork. In lessons the teachers share the purposes of the lessons with the pupils by use of learning intentions. Their instructions are unambiguous and pitched at an appropriate level. Pupil contributions are encouraged and valued and praise is used effectively. The College has focussed on the development of Assessment for Learning across the curriculum and this is now evident in all schemes of work at a variety of levels. In professional development time Staff have shared good practice on the elements of and exemplified a range of learning activities that constitutes an 'outstanding lesson'. Many of these activities are now embedded as standard classroom practice.

Teachers maintain realistically high expectations for all students and they cooperate effectively with technicians, librarian and classroom assistants in order to maximize the learning opportunities for all pupils. The learning and teaching approaches adopted are such that students achieve suitably high standards.

There has been whole school In-service training sessions on SIMS Lesson Monitor, Action planning, target setting and student tracking via data management and Feedback for improvement. Recent whole school PRSD objectives have focused on Assessment for Learning, extending e-learning opportunities for students and improving the quality of homework.

Teachers are encouraged to participate in peer observation of lessons, HoDs observe practice in their own Departments, PRSD observations take place annually and the Principal undertakes learning walks on a regular basis.

Assessment (including cross curricular skills)

Formal internal assessments of students occur on four occasions during the school year. Parents of students in Years 8 -10 receive summary reports in Term 1 and more detailed written reports in term 2 / 3. External examination candidates in Years 11-14 receive written reports in Term 2. These

reports are designed to provide information on Thinking Skills and Personal Capabilities within each subject and assessments of the cross-curricular skills are also incorporated. IN year 10 the student data for assessment in Communication and Using Mathematics is also included in the School reports The SIMS Student Tracking module is used to monitor student progress in with a planned roll-out in 2016-17.

Curriculum provision

in The College's Curriculum Policy details the curriculum provision for the school. The curriculum is broad and balanced and is in line with the Northern Ireland Curriculum, relevant guidance and Circulars from DE. The various elements are linked together to create a coherent programme which progresses steadily across years through the use of Schemes of Work. The school has a clear, coherent plan for the delivery of the Northern Ireland Curriculum at Key Stages 3 and 4, which guides the work of the teachers and staff. It provides a long-term overview of the curriculum and guides the teachers' day-to-day work in the classroom through the incorporation of Assessment for Learning and the Thinking Skills and personal Capabilities framework, Active Learning Strategies into classroom practice in Key Stages 3 and 4. The College has focussed on Effective Questioning and Small group work as a means of enhancing classroom practice and improving the pupil voice within lessons. A new initiative has been introduced across the College – feedback for improvement with pupils gaining feedback using the same identifiers – 'What Worked Well' and 'Even Better If'. This will be monitored and reviewed at regular intervals to assess impact and improvement in pupil performance.

At Key Stage 3 the implementation of the Northern Ireland curriculum has combined the acquisition of subject knowledge with the development of skills that assist pupils to become contributors to society, the economy and the environment. Summative assessment takes place on a regular basis and informs internal feedback and reporting across all subjects. The College recognises the importance of linking formative and summative assessment , working together for the benefit of pupil learning. The College has initiated new techniques and an assessment calendar to ensure that this is happening and the outcomes of the assessment programme will inform teacher planning and the next steps for learning across all subject areas. The importance of Literacy, Numeracy and ICT across the curriculum have been reflected in the whole school objectives. Courses offered by the College have breadth and balance between the various elements. There are appropriate opportunities for pupil choice.

The Northern Ireland Curriculum is further supported with the discrete provision for ICT, Employability and Personal Development in the curriculum plan. At present, the school is offering 24 GCSE courses with 9 of them currently designated as applied courses. In September 2016 AS Media Studies, Psychology and Economics classes will be shared with Aquinas Grammar School. The curriculum plan supports the widest possible student choices for optional subjects. The curriculum plan, the organisation of classes and timetables for each academic year, is created based upon the relevant cohort's preferences. All students have equal access to the full range of the curriculum. Specific arrangements are made on an individual student basis for Literacy and Numeracy Support, special educational needs and music tutorials are efficiently coordinated in the best interests of the students. The curriculum plan is delivered efficiently, giving appropriate time and emphasis to each curricular area.

What impact did it have?

A full inspection report by the Education and Training Inspectorate in November 2015 acknowledged the following strengths:

- Pupils have a positive disposition to learning and are motivated to engage purposefully in lessons.
- Tracking is used at present to identify under-attaining pupils and select those for intervention.
- Three-fifths of lessons observed during inspection were good or better.
- The Principal has completed a weekly programme of learning walks focusing on 'pupil engagement in the classroom' this showed that the majority of lessons are rated as 'good or better' with evidence of active learning strategies and clear lesson structure.
- Departmental and whole school reviews of performance data and targets to raise standards.
- Literacy – analysis of writing techniques, book of the month.
- Numeracy – presentations on using the same strategies to teach common mathematical themes.
- Baseline Assessment in Year 8 and Year 11 (PTE/ PTM; CAT4)
- Policies and Guidance: Curriculum, Numeracy, Literacy and Feedback for Improvement
- In the Parental Survey (April 2016)the following feedback was obtained:
-85% : My child enjoys learning in the College
-79%: The learning experiences provided are well matched to my child's needs, abilities and interests.
-81% There is an appropriate range of learning activities for my child

Areas for Development

- Improve the quality of planning, teaching and assessment in order to promote more successful learning.
- Raise the standards achieved by the pupils, particularly levels of attainment in public examinations.
- Develop formal assessment and tracking procedures to inform pupil performance.
- Further develop literacy and numeracy across the curriculum.
- Effective use of data to shape classroom practice
- Effective use of data for intervention strategies and student support

Sources of Evidence

- Departmental schemes of work – curriculum plan/overview of each key stage, highlighting variety of learning and teaching strategies to support learning styles, including those with IEPs.
- Departmental minutes
- Departmental and whole school reviews of performance data and targets to raise standards.
- Literacy – analysis of writing techniques, book of the month.
- Numeracy – presentations on using the same strategies to teach common mathematical themes.
- Baseline Assessment in Year 8 and Year 11 (PTE/ PTM; CAT4)
- Policies and Guidance: Curriculum, Numeracy, Literacy and Feedback for Improvement
- Minutes from SBALC
- Study Skills Sessions for pupils
- SIMS Lesson monitor

2(b) Providing for the special, additional or other individual educational needs of pupils.

Special Educational Needs Data

	2013	2014	2015	2016
%Students at Stage 1-4	8.3 (64)	7.1 (57)	6.4 (52)	9.3 (73)
%Students with Stage 5 SEN Statement	2.0 (16)	2.9 (23)	3.7 (30)	4.3 (34)

Evaluation

Wellington has a growing reputation for teaching students with a wide range of SEN. We ensure that pupils with a special, additional or other education need are given every opportunity to access all areas of the curriculum and extra – curricular life of the college. A process of identification of need has been put in place to ensure that they are supported in the realisation of their personal, social and academic development. In the classroom, pupils on the SEN register (Stage -34) are supported through the use of Individual Education Plans and teachers are provided with support and information on a range of useful strategies. Literacy support is offered to a number of pupils. Classroom assistants have been provided with CPD opportunities and the college has delivered a comprehensive programme of SEN in-set training to both teaching and nonteaching staff. We have developed a learning support area staffed by classroom assistants that can be accessed by pupils who have been dis-applied from subjects but also at break and lunch times. Parents are encouraged to maintain close contact with the college and communicate any issues relating to their child's academic progress and well-being, and this leads to effective home-school links.

Teachers use the targets set out on IEPs to regularly monitor the academic progress of pupils. Annual reviews for statemented pupils will take place in January each year, allowing the opportunity for pupils, parents, school and external agencies to evaluate progress and discuss the way forward. Classroom assistants highlight any concerns, as well as positive progress on a regular and timely basis. PTE/PTM data is also used by the SEN team as a basis for self-evaluation discussions and to identify areas of support required by the pupil.

The SENCo ;liaises regularly with external agencies such as the Education Authority (EA) Education Psychology service, ASD Support service and the EA services for visual and hearing impairments.

As a result of all of the interventions there is evidence that the SEN pupils in the College are well catered for and enjoy their learning experiences. At GCSE level the College regularly outperforms the NI Averages for SEN pupils.

YEAR	Total Number	A*-C performance	Males	Females
2013	8	75	7 (71)	1 (100)
2014	13	92.31	13 (92.31)	--
2015	17	81.6	17 (81.6)	--
2016	3	100	3(100)	--

Beyond the realms of results the SENCo and classroom assistant have regular and on-going informal dialogue with the pupils to assess the impact of any new strategies and to ensure that the individual needs of the pupil are being met.

All members of staff have access to SEN policies and a range of curriculum materials on Special educational Needs through the C2K network.

What Impact did it have?

- Positive relationships between pupils with educational needs, parents, the SEN team and staff.
- Access of all pupils with educational needs to the curricular and extra-curricular life of the college.
- Training courses – very detailed and have good impact on classroom practice.

Areas for Development

1. More effective working relationships between classroom assistants and teachers.
2. Increased communication between classroom assistants and SENCo.
3. Refreshed IEP proforma
4. Continued training in relevant areas of SEN to improve classroom practice and raise standards.

Sources of Evidence

- SEN Policy
- Pupil Voice
- IEP's
- SENCO Minutes of meetings
- SEN register
- Correspondence from SENCO to parents

2(c) Promotion of health and well-being, child protection, attendance, good behaviour and discipline of pupils

Evaluation

In Wellington College we strive to create an environment which promotes the well-being of the pupil, allowing them to develop in an environment which sets the standards and parameters of behaviour and responsibility in transition toward adulthood.

Health and Wellbeing- The College is committed to the promotion of a healthy lifestyle of staff and pupils. It has fully implemented the nutritional guidelines for school meals and has worked with the school council for appropriate meal choices.

Pastoral Care continues to be managed by a team lead by the Vice Principal Pastoral. This team has had a number of changes in recent years and provides opportunities for staff development. The working of this team is guided by the Behaviour policy which is currently under review. The School Counsellor is a very important support member of this team and her work is valued by the entire school community. Child Protection is managed by a safe guarding team and the designated Teachers who read this are trained on a regular basis. This knowledge is then cascaded to all adults within the school community on an annual basis. Parents are kept informed of the school's safeguarding procedures and supplied with regular updates. Pupils are informed of safeguarding arrangements in corridor displays and in assemblies. All Staff have a clear understanding of their roles and responsibilities and are vigilant about pupils' health and safety. Staff work together to create a climate of mutual trust, respect and confidence for the pupils.

Positive behaviour throughout the school is based on good relationships between teachers and students and is founded on the principle of mutual respect. We believe that good discipline practices create the conditions for effective learning and help to develop in young people the necessary responsible attitudes and values for life. Our emphasis is on the positive approach of encouragement and praise rather than on the negative one of criticism and punishment. We have a systematic process for rewarding students which is understood by all and characterised by consistency of approach. Clear standards of behaviour are provided in the homework diary and explained to all students at the beginning of each academic year on their Induction Days.

In the Junior and Senior School House points reward students for positive achievement in the areas of work, behaviour, attendance, punctuality and standards of appearance and uniform. Individual students are presented with a certificate when they reach agreed targets. Achievements inside and outside of school are acknowledged through three Award Ceremonies, weekly Assemblies, the school website, the College magazine and the plasma screen.

The management of attendance remains a priority and statistics are compared with Northern Ireland Benchmarking trends. Good attendance is rewarded in the form of tangible rewards on a weekly basis. Concerns about attendance are addressed via consultation with parents and support for poor attendance is organised.

The school counselling service- Family Works Counselling Service, is available to support students who have disciplinary problems or other issues. Our full-time qualified Pupil Welfare officers assist children with medical needs and those who feel unwell during the school day. The school also facilitates regular vaccinations and organises blood donation sessions. We place great importance on the prevention of bullying. The question of bullying is addressed in Tutorials and at Assemblies. Students are made to realise that bullying is never acceptable and that they should speak out when bullying occurs. Bullying incidents are dealt with in accordance with the College's Anti Bullying Policy and Procedures.

Discipline in the College reflects the aims of our Code of Behaviour and a desire to promote a culture of mutual respect. There are clear, well established policies for dealing with behaviour management.

The introduction of the House System allows an enhancement of the pupil voice in the College and it has had a positive impact on the College environment. The College has also developed a House System and this has encouraged the development of team spirit within the College. It has also embedded within it a system of reward for pupils that sits outside the Code of Behaviour. The College has an active School Council which deals with pertinent pupil issues and represents the outcomes of the issues at Assemblies and the chair and vice chair meet regularly with Senior Staff and present an annual report to the Board of Governors.

What impact did it have?

- Strong positive relationships between all member of the school community;
- Good communication with the College where a concern occurs;
- Pupils are positive about their school and value the high trust culture which is promoted at all levels.
- Good levels of attendance within the College
- The positive impact of the celebration of the awarding of merits

Areas of Development

- A review of Code of Behaviour to Positive Behaviour Policy;
- To motivate students and build their resilience and self confidence

Sources of Evidence

- Parental Survey
- School council Minutes
- Pupil Survey
- Pastoral Policies
- Attendance data
- Pupil and parental survey

2(d) Provision for the Professional Development of Staff.

A summary and evaluation, including through the use of data, the school's strategies for : providing for the Professional Development of Staff.

Wellington College places significant emphasise on providing opportunities for the continued professional development of staff. The training and development of teaching staff is on-going and facilitate through Baker Days, School Improvement Days and the sharing of good practice within departments and at middle management level. Full schedules of the training organised on staff development days are available. Beginning teachers in Induction Year 1 and those in the early professional development Year 2 and 3 phase of their career are supported by their Head of Department and a Senior Teacher who acts as a teacher tutor. Teaching staff continue to attend support and exemplification of standards events organised by CCEA and other awarding bodies. A number of Wellington College Staff support the work of CCEA examining and moderation teams at GCSE and A level. SEN, Child Protection, Health and Safety and other training is provided on a periodic basis by the College and the Education Authority (EA). Increasingly, Wellington College staff are accessing training and development opportunities by external providers including CEOP, PSNI. As part of the review process and feedback from Staff the roles and responsibilities of the Senior Leadership team have been redefined and this has led to greater clarity and increased open lines of communication. The establishment of the SLT link was a highly praised development from the middle managers in a recent survey.

Year on year the PRSD process seeks to reflect the priorities in the School Development Plan and focuses on the continued development of effective classroom practice. A range of development groups have provided opportunities for staff to contribute to the development of community links, learning and teaching, pastoral care, ICT, literacy and numeracy. Departmental action planning provides extensive opportunities for delegation and professional development within departments and helps instil a sense of distributed leadership across the teaching staff.

Recent Continuing Professional Development in the NI Curriculum, GCSE and GCE specifications and associated staff development has led to effective changes in classroom practice and in students' learning. All staff are encouraged to take responsibility for their own professional development by identifying their progressive needs. The College endeavours to facilitate further training within the constraints of the school budget.

There is a comprehensive Induction Policy for new staff and a Staff Development Policy. Teaching staff identify their professional development needs through PRSD and individual areas of responsibility. Staff evaluations of courses attended are recorded and analysed each year to inform future CPD.

Staff are involved in periodic consultation exercises which provide opportunities for them to comment on whole school priorities and development. These take the form of surveys, small group meetings with the Principal and discussion forums scheduled during Baker Days and School Improvement Days. The professional development of staff is also monitored through the PRSD process, departmental meetings and minutes and through the school designed evaluation pro-forma, which teaching staff complete on their return from any externally facilitated CPD course. Several staff have completed RTU senior and middle leadership programmes and some are embarking on the new UJJ modules for Leadership programme.

What impact did it have?

- Effective use made of Baker Days and School Improvement Days leading to embedding into classroom practice and changing the nature of the lesson delivery.
- Departmental Action Planning and PRSD continue to place a strong focus on the CPD of teaching staff and the improvement of classroom practice
- Numerous staff receiving professional development through their membership of committees and working groups within school
- Wellington College staff accessing a wide range of externally provided CPD opportunities
- The professional development in the College has enhanced classroom practice and subsequently stopped the regression in external examination results and has raised standards throughout the College.

Areas for Development

- To provide nonteaching staff with access to more professional development opportunities
- To provide additional opportunities for staff to support the work of new working groups eg in relation to environment issues, differentiation/strength can challenge and boys' engagement and achievement
- Implement a renew system for staff development
- Teacher professional development will be linked to key priorities and to be made of assessment information will demonstrate an impact on teaching and learning and will raise standards
- To develop and support further the capacity of the middle leaders to lead the school improvement process within their area of responsibility.

Sources of Evidence

- In-Service training records
- Minutes of Development groups
- Senior Staff annual report to Board of Governors
- PRSD Annex 3 records

2(e) Managing the Attendance and Promoting the Health and Wellbeing of Staff

Staff attendance is managed in accordance with the Teacher Attendance Procedure as described in TNC (2008/2). Planned and unplanned absences are reported to the Cover Manager. In the case of

planned absences relating to activities which take place each year, permission must have been sought from the Vice-Principal (Pastoral) who may consult with the Principal. Permission for new activities must have been granted by the Principal. The Cover Manager, under direction of the Vice Principal (Pastoral), will assess when substitute should be brought in and make arrangement for classes to be covered. The Vice Principal (Pastoral) assisted by the Cover Manager, manages the budget for temporary teaching staff. Due to the size of the school, return to work meetings are normally carried out by the Principal (for absences or more than 7 days). The College has a comparatively low absence rate due to sickness 84 days for the period September 15 to June 2016.

The Board of Governors and the Principal value the wellbeing of staff and aim to promote a supportive approach to staff health and welfare. The Principal reports regularly to the Governors on staff attendance issues and welfare and attendance matters are discussed at Board of Governor meetings. The College has a Staffroom committee to build on the very strong collegial relations within the school. The Staffroom Committee has organised a range of activities that have given staff the opportunity to socialise beyond the formal school day, further contributing to staff wellbeing. The school also promotes staff wellbeing through a continuous programme of renovation of facilities and availability of teaching resources for the staff.

The Vice Principal (Pastoral) will review staff attendance procedures annually and ensure staff are aware of their professional responsibility in respect to attendance allowing the school to evaluate its strategies for managing the attendance of staff. Attendance issues are discussed at Board of Governors meetings, providing a further opportunity to monitor and evaluate the school's strategies for managing staff attendance. Staff concerns over workload are considered by SLT when setting deadlines for staff submissions and reporting.

What impact did it have?

- Staff attendance is very good and in the most recent ETI Teaching Staff Questionnaire, the majority of staff agreed that they liked working in the school;
- Successful implementation of Staff Attendance Policy;
- Continuous improvement to the staff working environment;

Areas for Development

- Continued renovation and refurbishment of facilities for the teaching staff to promote a positive and motivating work environment
- Continued use of the School Development Programme to promote staff wellbeing

Sources of Evidence

- Managing attendance at work policy
- Staff Survey

2(f) Promoting links with parents of pupils at the school and with the local community, including other schools, the business community and voluntary and statutory bodies.

Wellington College fosters close links with parents through a programme of parents consultation meetings for all year groups and through a range of information evenings. The latter address such issues as Year 8, 11 and 13 induction, school trips, subjects choices and the university application process. The College also communicates with parents regularly through reports, letters home, an annual report, the school magazine, newsletters, the College website and school comms email service. Invitations are also issued to College exhibitions, sporting, drama, music and other events.

Links with the local community have been enhanced through the creation of the sixth form community service programme. This has allowed a significant number of our sixth form students to volunteer and support the work of a wide range of local primary schools, nurseries, nursing homes, churches, charities, environmental groups and other voluntary organisations. A number of departments have established links with local businesses. The latter have facilitated educational visits and periodically provided visiting speakers. A number of Staff have facilitated of STEM and CCEA opportunities to enhance the pupils learning.

The Wellington College careers department, through its Year 11 and Year 13 work experience programme, has established a wide network of contacts in the local business community. Many of these support the annual sixth form skills day, with their knowledge of interview skills and experiences proving invaluable for the students. The College plays an active role in charity support and has aided the work of a number of local and international charities.

Our close links with our feeder primary schools are sustained through an extensive programme of school visits in January and June and other school events such as a P6 education day and Open evenings. Wellington College runs a wide extra-curricular programme and we get support and advice from professional colleagues in these areas- rugby coaching, music tuition.

All new Year 8 students and their parents have an induction evening with pastoral staff in June, prior to entry to the College. Parent-teacher meetings for each year group are held annually and parents are welcome to come to the school to discuss their concerns with staff in a spirit of trust and mutual confidence. Circular letters from the Principal are issued periodically and the Governors prepare a written report for the parents of the College each year. The school magazine keeps parents and friends of the school informed of our students' achievements and work. Parents assist in providing Work Experience placements for the Lower Sixth each January. The school website provides comprehensive information about the school and is to be found at

www.wellingtoncollegebelfast.org.uk

In addition to the annual school report, interim reports are sent to parents of students whose progress or attitude to work is causing concern. The Student Homework Diary also provides a means of two-way communication between school and the home. Parents may contact the school at any time on any matter of concern to them. Teachers appreciate greatly the tradition of partnership and support for their work which has been evident down through the years.

The Parent-Teacher Association, is a long established association within the College in, it meets approximately six times per year and has held a number of successful functions each year for parents, staff and friends of the College.

The College enjoys a close working relationship with other schools within the South Belfast Area Learning community as well as the Belfast Metropolitan College. We link with Aquinas College to offer: Economics, Performing Arts, and Media Studies and with BMC to study Health and Social Care. The College hosts an annual Primary 6 education day for 150 students from neighbouring primary schools.

What impact did it have?

Parents are surveyed and asked for their views in relation to various aspects of College life. Informal feedback from parents is obtained through consultation meetings and various events highlighted above. We have a collaboration coordinator who works very closely with BMC and Aquinas and he participates in regular joint review meetings. Communication with local schools is mainly through

various meetings and events organised by the Area learning Community. Communication with local businesses is primarily through the careers department. Therefore the College has developed -

- Effective partnerships with parents
- Collaborative arrangements with ALC and BMC
- A Sixth Form Community service Programme
- Strong links with feeder Schools (Primary and Post Primary)

Areas for development

- Extension of curricular offer through new collaborations
- Departments to become better informed of required careers links
- College to review curriculum in light of Skills barometer for NI
- Embarking on Shared Education and Key Stage 2 transition projects

Sources of Evidence

- Staff, pupils and parental surveys
- PTA agendas and minutes
- External visits and speakers
- Open Day
- P6 Education Day
- Curriculum Evenings
- Careers- Record of Year 13 student work placements
- Links with voluntary agencies e.g. C.R.Y
- SBALC agendas, minutes and reports CRY

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

Wellington College has a significant C2K ICT infrastructure. Most classrooms are equipped with a desktop computer linked to a data projector and SIMS. Teaching Staff regularly use a range of ICT resources in their daily teaching and learning activities either in their own classroom or through dedicated ICT facilities. Every department has signposted how they currently use ICT from KS3-6th form through their schemes of work. Pupil access to ICT facilities under the terms of the previous school development plan was facilities by dedicated classes in Key Stage three and through subject booking into ICT rooms within the normal timetable and at break, lunchtime and afterschool. In Sixth form there is dedicated ICT provision in the private study facilities. After school clubs in programming exist.

Staff have continued to develop their ICT skills as an aid to student learning in the classroom and at home. Training was provided on the C2k Education Network including core apps and their application to learning and teaching. Most departments in the College have created courses on FRONTER and a considerable volume of lesson resources is now available online. The librarian has run courses on the best practice in the use of FRONTER. Teachers and technicians in the ICT Department run regular workshops to help staff develop their ICT skills.

SIMS (School Information Management System) modules are used extensively throughout the College, permeating into almost every aspect of College life involving students and staff. The most widely used modules relate to student and staff records, data management, timetabling, financial management, attendance, behaviour management, assessment, reporting, examinations,

performance analysis and timetabling. Education outcomes reflect positively on the College when measured against schools of similar type and context.

What impact did it have?

The Staff have been trained in the use of SIMS lesson and behaviour modules this allows a close monitoring of pupil attendance and punctuality as well as recording demerits to allow a tracking of overall pupil behaviours and the use of early intervention strategies.

The extension of the core ICT facilities to all classrooms has enhanced the learning, teaching and administrative facilities available to Staff and pupils. This area will continue to be an area of priority for staff training.

Strengths

- The extension of ICT facilities to most classrooms has enhanced teaching and learning
- Increase in pupil access
- Use of SIMS to monitor attendance and behaviour in a systematic pattern

Areas for development

- Staff skills in new e-technology to enhance classroom practice
- Flexible menu of ICT courses for staff to be delivered in-house and externally
- Revision of ICT schemes to include programming
- Development of wider range of courses that develop pupils programming skills
- Preparation for the statutory assessment and reporting on the use of ICT
- Develop a Bring your own device policy

Sources of Evidence

- ICT facilities in the College
- Subject courses uploaded to FRONTER
- INSET Day programmes
- External C2K courses on SIMS modules
- CPD records
- Role and work of ICT Co-ordinator
- Dissemination of good practice/PRSD
- Analysis of KS data, PTE and PTM and YELLIS and ALIS scores
- DE Benchmark Data

3(a) The School's Current Financial Position and use made of it Financial and Other Resources

Throughout the period of the current Development Plan the College has ended with a small deficit. The College is currently working on a three year plan to eradicate this deficit. The College engages in strategic financial planning which aligns the budgeting process with the priorities of the School Development Plan. The College ensures that planned expenditure matches projected income. We have benefited significantly from the additional funding made available to schools for the Entitlement Framework and Targeting Social Need. We have also embarked on Collaborative

courses with schools within our area learning community and this has allowed us to increase our post-16 curriculum offering, without increasing our staffing.

Review of all posts in line with educational needs of the College.

3(b) The Planned use of the College's Projected Resources during the Period Covered by the Plan

When the initial version of this three year School Development Plan was being finalised in September 2014 and for much of the 12 month period during which it was researched, planned and consulted upon, the financial projections communicated to schools have been very pessimistic. Predictions of significant cuts to spending on public services including education have been made by politicians and senior civil servants at both a regional and national level. In fact, for the 2014-2017 Financial Plan, DENI has required schools to assume that there will be no increase in funding to take account of the inflation and pay rises that will come into effect during the second and third year of this three year Financial Plan.

The considerable financial pressures being experienced by all post-primary schools are aggravated by the state of the school's current facilities with the consequent additional heating and maintenance costs and by the high staffing costs associated with a highly experienced staff – the proportion of staff at the top of their pay scales is already over 85% and will almost certainly increase during this three year plan. Cuts to the funding of the Education Authority have reduced its capacity to assist with our maintenance and repair costs. As a school which has embraced collaboration, particularly with the local Area Learning Community, the planned phasing out of the funding for the Entitlement Framework will also add to the College's financial pressures.

As a consequence of this financial outlook this School Development Plan has had to be created in a manner that does not lead to significant additional on-going costs and increasingly our focus during financial planning has become maintenance of existing academic and pastoral programs.

Sources of Evidence

- Three year financial planning
- Finance Committee Minutes
- LMS Statements

Future

The College is developing a detailed three year financial plan in order to account for the radically changing financial position.

4 An assessment of the extent to which the school has met its targets or the progress that has been made towards key targets in any school development plan.

Learning and Teaching Evaluation:

Evidence: collated from external school data benchmarked against schools of a similar type and the ETI report 2015.

Achievements for Pupils –

Judgement: Satisfactory regressing towards unsatisfactory.

- Limited progress has been made towards raising attainment and there is evidence of declining standards of attainment in some areas.
- Pupils generally make limited progress from their prior levels of attainment
- There are a number of aspects in which performances in external examinations can be described as weak.

Key Stage Three:

Key Stage Three using internal reporting is at (figures for 2014-15)

English (achieving L6 and above)	95%	Maths (achieving L6 and above)	95%
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These figures are on the average for schools of a similar FSM band

GCSE

Overall:

Performance at A* - C range:

- Attainment is regressing in 7 A* - C (including English and Maths)

2013	90.6%
2014	87.6%
2015	83.0%

- A* - C in English

2013	96.9%
2014	98.0%
2015	93.0%

- A* - C in Maths

2013	94.8%
2014	94.1%
2015	98.2%

Performance at A* - B range:

- Attainment is regressing in 7 A* - B (including English and Maths)

2013	50%
2014	56%
2015	41%

Subject Performance:-

- No subjects were 10% above NI average.
- English Literature, French, Additional Maths, Music, Single Award Science, Spanish were 0-10% above the NI average.

- Art and Design, English Language, Mathematics, Religious Studies, PE were 0-10% below the NI average.
- Biology, Business Studies, Chemistry, Design and Technology, Geography, History, ICT, Media Studies and Physics were more than 10% below the NI average.

Strengths

- The attainment of the small number of pupils entitled to **Free School Meals / SEN** in five or more GCSE examinations at Grades A* to C including English and mathematics has improved over the last three years.
- Boys performance continues to be in line with / above NI grammar school average
- **Mathematics:** A minority of pupils study GCSE further mathematics and GCE A Level mathematics, these pupils achieve well, attaining at a level above the corresponding NI averages for selective schools

Areas for Improvement

- **GCSE:** Over the past three years, the percentage of pupils who attain seven or more GCSE examinations at grades A* to C has declined steadily below the NI grammar school average
- There is **significant variation** in the standards attained by pupils at grades A*-B in **individual subjects** at GCSE level.
- Continue to address gender imbalance in performance at GCSE level.
- **Science:** The outcomes for most of the science options at GCSE are approximately 20 points below the corresponding NI average for selective schools
- The standards attained by pupils in **mathematics** have important areas for improvement. They are consistently below the NI average for selective schools in GCSE mathematics at Grades A* to B

Strategies

- ❖ Monitoring pupil progress more regularly to inform early intervention
- ❖ Reporting to parents more frequently
- ❖ Introducing some additional courses to meet more effectively the needs, interests and abilities of the pupils.
- ❖ Review of curriculum pathways and careers advice given to pupils at end of Year 10.
- ❖ Review of entrance criteria for subjects.
- ❖ Specific training in teaching and learning pedagogies for girls
- ❖ SMT link attached to HOD in support, challenge and monitoring capacity underperformance of staff appropriately challenged
- ❖ HOY required completing half termly reviews of pupil progress to identify under and low achievement.

A Level

Attainment is regressing in 3 A*-C:

2013	65%
2014	75%
2015	66%

Subject Performance:

- Home Economics, Psychology were 10% above NI average.
- Biology, Business Studies, Chemistry, History, Mathematics, Media Studies, Music, Polish, Religious Studies, Spanish, Sport Studies were all 0 – 10% above NI average.
- English Literature, Geography, Further-Mathematics were all 0-10% below NI average.
- Economics, ICT and Physics were more than 10% below the NI average.

Strengths

- Pupil attainment in approximately two-thirds of the subjects offered are above the three-year NI grammar school average at grades A* - C

Areas for Improvement

- At GCE A Level, the percentage of pupils achieving three or more grades at A* - C has fluctuated from being in line with, to being well below, the NI average for similar selective schools
- There is **significant variation** in the standards attained by pupils at grades A*-C in **individual subjects** at A level.
- Continue to improve percentage of leavers continuing to tertiary level education

Strategies

- ❖ Monitoring pupil progress more regularly to inform early intervention
- ❖ Reporting to parents more frequently
- ❖ Introducing some additional courses to meet more effectively the needs, interests and abilities of the pupils.
- ❖ Working with SBALC to provide more flexible approach to post 16 courses and a wider curriculum offer.
- ❖ Review of curriculum pathways and careers advice given to pupils at end of Year 12 and completion of UCAS applications in Year 14.
- ❖ Review of entrance criteria for subjects.
- ❖ SMT link attached to HOD in support, challenge and monitoring capacity, underperformance of staff appropriately challenged

HOY required completing half termly reviews of pupil progress to identify under and low achievement.

5 An assessment of the Challenges and Opportunities Facing the School

The greatest challenge facing the College in the term of this School Development Plan is to ensure that the college reaches the standard of overall effectiveness as rated by the ETI as:

The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

Therefore the challenges to be addressed are the focus areas from the ETI report:

The school needs to address urgently the significant areas for improvement identified in the interest of all the learners.

- raise the standards achieved by the pupils, particularly the levels of attainment in public examinations;
- improve the quality of planning, teaching and assessment in order to promote more successful learning;
- improve the quality of the strategic leadership of the school at a senior level, including governance; and
- build the capacity of all staff to self-evaluate robustly all aspects of provision.

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

The Board of Governors delegated responsibility for the compilation of the school Development plan to the Senior Leadership team, however the Board of Governors, post inspection implementation committee were regularly acquainted of the main features of the document and asked important questions about the priorities therein.

The outcomes of the ETI report (November 2015) and subsequent survey results from staff, pupils and parents influenced the development of the consultation procedures and the priorities set within section 7 of the new plan. At the same time, the Principal continued the process of meeting with colleagues in order to give her (and the Senior Leadership Team) a greater understanding of teachers' concerns. Discussions with Senior Colleagues from other schools and the Education Authority offered insights on the aspects of strategic planning in areas such as the use of baseline data and exchange of good classroom practice.

The action planning section (section 7) has been reviewed by the ETI and DE and they stated that: *We are pleased to note from the action plans the positive responses you have made.....the (action)plans are very detailed and focus on the areas identified in the inspection report'.*

7 Arrangements for the monitoring, reviewing and evaluation of progress made against the school development plan

The Principal will give regularly reports to the Board of Governors at the full Board meeting and the Post Inspection Implementation Committee concerning the implementation and progress of the activities involved in the School Development Plan and other activities within the College.