



To Challenge, Achieve, Respect and Excel

Preface

This school development plan (SDP) reflects Carrickfergus Academy's priorities for the period 2021-2024

These priorities have been identified after analysis of a range of sources, and parents, staff, pupils and the Board of Governors (BOG), as well as educational and community partners. The BOG has delegated to the Principal the requirement to monitor, evaluate and review the SDP and report to the BOG on an annual basis through verbal and written reports from those members of the (SLT) Senior Leadership Team or Middle Leaders who are responsible for each action plan based on the success criteria.

Introduction

Carrickfergus Academy is a new school, opened as a result of amalgamation of two pre-existing schools in Carrickfergus, September 2018.

It has an enrolment of approximately 1100 pupils and a teaching staff complement of 79, full and part time.

It is situated across two campuses, approximately 1 mile apart with the Senior Campus accommodating KS4/5 pupils and the Junior Campus accommodating KS3.

1. A Statement and Evaluation of the School Ethos

Evaluation:

In its first year, the School worked with the Controlled School Support Council, Staff, BoG and Pupils to establish 5 core values - ***Aspire, Achieve, Respect, Reflect, Support*** in addition to generating a number of potential mission and vision statements. Autumn 2021 allowed full consultation with students and staff to develop and refine an agreed Ethos as follows:

To Challenge, Achieve, Respect and Excel

At Carrickfergus Academy we are a caring community committed to CHALLENGING our pupils to EXCEL and ACHIEVE their full potential in a climate of mutual RESPECT and self reflection.

Mission Statement

“We are a vibrant, welcoming and respectful school community, where everyone is valued and supported to achieve their full potential and a love for learning.”

Vision Statement

As a community whose core values are those of respect, achieve, support and aspire, we aim to develop and empower our young people to strive for individual and collective excellence through a challenging and nurturing environment built on a foundation of mutual respect for all.

A community within which high standards of leadership, personal reflection, learning, teaching and enrichment will challenge and encourage our young people to aspire to their very best and to play an active and responsible role as contributors to their communities and society.

As a school, we will strive to build strong partnerships with our parents, carers and wider community to ensure each young person is challenged to achieve, respect and excel.

2. (a) A summary and evaluation, including through the use of performance and other of the school's strategies for learning, teaching, assessment, and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT.

Learning, Teaching and Assessment Summary and Evaluation:

The KR Parental Survey June 2021 identified the following as being good / very good / area of strength: range of subjects, teaching quality, regular marking of work, celebrating and rewarding achievement, careers advice, treating all students fairly, encouraging and listening to pupils' views, tailoring child's work to their needs and ability, written reports, ensuring students do their best/make good progress, quality of feedback on student's work, appropriate level of challenge in homework, levels of homework. Parents identified developing student potential as an area for improvement.

The KR Student Survey identified areas of strength as student participation in lessons and teaching students with SEN, choice of subjects, developing potential, celebrating and rewarding achievement, regular marking of work, teaching quality, developing potential and student targets.

The Student Survey indicates the quality of feedback on work as an area for improvement as well as homework building on classwork.

The KR staff survey also identified developing student potential, targets, participation in lesson and response to feedback as areas for improvement.

Over the first three years of the School, Learning and Teaching has focused on the development of a consistent approach and shared best practice with respect to practices and planning across and within departments. A Homework Policy and draft Teaching and Learning policy have been developed in this respect.

Trusted Colleague Network has developed a culture of shared learning and support within the Academy. Staff are encouraged to 'partner up' with colleagues to observe lessons relating to whole school learning and teaching priorities, or personal development targets.

The development and use of Google Classroom as a VLE had been identified as priority from year 1; however, with remote learning in year 2, it became a priority for whole staff development. In year 1, 15 'E Champions' teaching staff disseminated training to departmental colleagues at staff training days in August.

Since the return of all schools from remote learning, Carrickfergus Academy now uses Google Classroom as an additional learning and teaching strategy through routine administration of homework across all year groups.

A school survey of parents and students in May 2020 highlighted generally high levels of satisfaction amongst both pupils (107) and parents (114) with the online provision. 76% of parents indicated they were happy with the provision; 91% stated that work was set regularly.

External examination outcomes over the past three years which covers the entirety of the school's existence, have taken the form of external examinations in 2019, Centre Assessed Grades in 2020 and Centre Determined Grades in 2021.

Outcomes from these show that a key focus remains on raising attainment in specific subject areas, attainment for 5 GCSEs A-C including English and Mathematics as well as attainment for boys and those on FSM.

Where are we now? September 2022

We have staff with whole school responsibility for Literacy and Numeracy. Our Area of focus for Literacy this year is 'subject specific language', building on the development of Oracy strategies last year. A new Numeracy coordinator, Miss Allen, is in post, and has begun linking in with a local primary school to work on transition and fostering a positive approach to mathematics at Key Stage 3. Schemes of work have been revised to include links to numeracy in all subject areas. Discreet periods for literacy and numeracy will also continue at KS3, including the use of Accelerated Reader and Maths in Year 9.

We are continuing a rolling improvement and upgrade of ICT equipment, including the upgrading of facilities in the Senior Library and Sixth Form Study, and this is part of our financial planning. Training is planned this year for staff on the use of new interactive panels, and the Microsoft tablets by all staff.

The Trusted Colleague Network established by Mr McCready has developed into a dedicated group of staff taking part in the Teacher Professional Learning Group. This core group will continue the work of the TCN, observing practice and sharing this with staff, whilst also engaging with evidence-based research through EA TPL Webinars and other related activities. We have 2 members of staff engaging in the Chartered College Certificate course and hope to be able to avail of further places to meet demand. All this practice encourages our staff to be reflective and evidenced based practitioners which will have a direct impact on the teaching and learning in classrooms and ultimately improve the attainment of pupils. The Draft Learning & Teaching Policy will be reviewed after a consultation on the use of Feedback in school has taken place. The Homework Policy will be checked and if necessary ratified by BOG following consultation with all stakeholders.

GSCE OVERVIEW

	CA 2019	NI NON-GRAMMAR	CA 2020 (CAGs)	CA 2021 (CDGs)
5 or more A*-C	57%	79.7%	arrickfergus67%	86%
5 or more A*-C excluding equivalences	43%		48%	54%
5 or more A*-C inc. English and Maths	37%	54.8%	38%	39%
7 or more A*-C	32%	57.3%	43%	70%
7 or more A*-C inc. English and Maths	25%	48.2%	33%	38%

Where are we now? September 2022

Carrickfergus Academy 2022	GCSE Results 2022	GCSE Results 2022 GIRLS	GCSE Results 2022 BOYS	GCSE Results 2022 FSME	GCSE Results 2022 FSME GIRLS	GCSE Results 2022 FSME BOYS
5+ A*-C	81%	78%	83%	67%	58%	76%
5+ A*-C inc English and Maths	47%	58%	75%	26%	26%	27%
Overall 5 A*-E	91%	92%	90%	82%	81%	83%

7+ A*-C at GCSE	62%	65%	61%	40%	37%	44%
7+ A*-C at GCSE incl Eng & Maths	47%	54%	41%	20%	23%	17%

%	Carrickfergus Academy 2019		Carrickfergus Academy 2020		Carrickfergus Academy 2021		Carrickfergus Academy 2022	
	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS
5 or more A*-C at GCSE	63	49	71	63	93	81	78%	83%
5 or more A*-C at GCSE inc. English & Maths	42	30	47	30	46	33	58%	75%
7 or more A*-C at GCSE	35	28	50	37	79	63	44%	40%
7 or more A*-C at GCSE inc. English & Maths	29	21	42	24	45	33	54%	41%

It is interesting to note that boys have outperformed girls in 2022, however, there were 114 boys and 96 girls in this cohort. There was a drop in performance from 2021 – 2022 but this was expected as we were moving from teacher assessed grades to proper examinations.

A2 OVERVIEW

	2019			2020			2021			2022		
	ALL	MALE	FEMALE	ALL	MALE	FEMALE	ALL	MALE	FEMALE	ALL	MALE	FEMALE

2 A*-C	51	23	66	79	60	85	84	77	88	64%	20%	100%
3 A*-C	22	4	32	52	40	56	60	46	68	50%	0%	67%
3 A*-E	47	23	60	77	100	68	81	73	85	45%	20%	67%
2 A*-E	75	50	89	96	100	95	98	100	98	91%	80%	100%
1 A*-E	96	96	96	98	100	98	100	100	100	100%	100%	100%

WHOLE SCHOOL ASSESSMENT

In respect to assessment, a whole school tracking system was implemented from the formation of the school that makes use of SIMs Assessment Manager. Tracking frequency was reviewed at the end of year 1 and reduced from 6 to 4 assessment opportunities (3 opportunities for Year 12 & 14). The introduction of SIMs Parent App in year 2 has extended the ability of the school to communicate the outcomes from all assessment points to parents. Year 2 also saw the implementation of a whole school ‘intervention’ strategy designed to ensure consistent identification and targeting of underachieving students for support in class and subject. The impact of COVID did not allow full bedding in of this action plan, hence, it will follow through into the new SDP.

Progress to date at KS3 has been measured using teacher set target marks based on baseline testing data (GL CATS). The nature of the tracking data used at KS3 requires refinement to allow a measure of each child’s progression across Years 8-10 as well as to facilitate both parental and student ability to compare progress within and across subjects. A review and refinement of the tracking setting at KS3 will aid a development in the following areas identified in the KR survey - The student KR survey highlights that setting of targets at KS3 as an area for development. Additionally, the parental survey identified development of potential at KS3 as areas for development.

Review of baseline assessment data at Year 8 entry over the first three years of the school highlights a wide intake in ability of Year 8 students. Review of data for the current Year 8 as of September indicated requirement to consider opportunities to stretch and challenge as well as consideration of a streaming approach to delivery of the curriculum for the year group.

We have also invested in the PIE & PIM testing for year 8 that our Maths and English departments are making use of.

STANINE	1	2	3	4	5	6	7	8	9
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Ave. population	4%	7%	12%	17%	20%	17%	12%	7%	4%
2018 MIDYIS	4%	5%	11%	22%	23%	14%	14%	6%	1%
2019CAT	3%	7%	17%	25%	25%	19%	4%	1%	
2020 CAT	4%	8%	21%	30%	24%	13%	1%		
2021 CAT	10%	7%	18%	26%	22%	7%	6%	3%	1%
2022 CAT	4%	13%	14%	24%	15%	14%	11%	3%	2%
2022 PTM	11%	13%	22%	26%	18%	7%	3%		
2022 PTE	6%	9%	21%	26%	23%	13%	2%		

Progress at KS4 is measured using target grades informed from the results of baseline testing (GL CATS). Each student is set a target grade with challenge in Sept Year 1, against which their progress is measured throughout the year. This target grade is reviewed twice a year.

Analysis of outcomes in summer 2022 indicated a positive correlation between student CAT predicted outcomes to student GCSE result. It also indicates a wide range in attainment outcomes irrespective of gender at each grade but more so for boys.

Progress at KS5 is measured according to C2k predictors or teacher predicted target grades. Validity and reliability of in-house assessment data is reduced due to the limited availability of external examination data. This could be improved through baselining student performance using an external tool such as CATs to aid in target setting and measure of value added.

Curriculum Provision Evaluation:

The school timetable operates on a weekly format with teaching periods of 30/35 minutes constructed mainly, into double or triple periods. Shorter period lengths facilitate movement of staff between campuses. Split breaks and lunch periods were introduced in year 3 to KS3 as a pastoral measure. The curriculum model including timetable was reviewed at the end of year 1 through involvement with staff as well as feedback from parents. The timetable was subsequently amended to facilitate longer registration sessions. Split breaks and lunch periods were also subsequently introduced to KS3 as a pastoral measure.

The KS3 curriculum is delivered through areas of learning, supported with discrete provision for Literacy, Numeracy, ICT Employability, Personal Development and Citizenship.

KS3 Classes across the period of the last 3-year plan have been banded in the delivery of the curriculum.

At KS3, a consistent group of teaching staff with SEN backgrounds, take responsibility for teaching of all non-practical subject to Nurture Classes in Years 8 and 9. The smaller nurture class environment allows the pace and content of the taught curriculum to be adapted to meet the needs and abilities of the young people in these classes. In Year 10, the smaller nurture class is maintained; however, the children are taught by specialist staff in preparation for GCSE mixed ability classes.

Analysis of standardised scores of the first cohort of children taught using the nurture class approach in 2018-2019 demonstrates an increase in attainment on entry to KS4 in 2021 with an 87% improvement in standardised scores. The range of standardised scores at the start of the programme was 56-87 with a mean of 73. At the end of Key Stage 3, the range was 73-90 with a mean of 81.

Individualised career's interviews take place at Year 10 with parents and pupils to ensure appropriate choice of subjects based on assessment data. The school has moved from the delivery of two to one language option (Spanish) on entry at KS3 largely due to the low uptake of the subjects at GCSE.

The curriculum at KS4 is broad and balanced and is in line with the NI Curriculum, relevant guidance and circulars. The curricular offer at KS4 which has increased since year 1 entails 31 courses including a range of academic (14) and vocational (17) options.

A number of departments run Academic and Vocational pathways that students are guided to according to aptitude and strengths these are Science: Double Award, Single Award, OCN; LLW/ Princes Trust; PE: GCSE PE and BTEC Sport and Technology: GCSE Product Design and Occupational Studies: Construction & Engineering; GCSE Food and Nutrition, GCSE Hospitality and OCN Cookery.

Courses offered which had been relaunched or rebranded include Hair and Business - Occupational Studies, ICT – BTEC and Contemporary Crafts – Craft Design & Construction.

At KS5 the in-house offer of 17 subjects is enhanced through collaboration with the Carrickfergus Learning Community. New options introduced across the last three years have included: Double Award Sport Studies, Double Award Health and Social Care and Professional Business Services, Double award Life Sciences and Psychology. The range of subjects available through the Learning Community is subject to change. Survey of all CLC pupils in March 2019 indicated positive outcomes in all aspects of teaching, learning and assessment.

An Enrichment timetable operates at Sixth Form which includes Young Enterprise, Certificated Counselling Course, Peer Mentoring OCN, Repeat GCSE English / Mathematics and Mandarin.

Extracurricular activities provide opportunities for all students to further develop key skills, attitudes, and dispositions. As of September 2021, 25 after school clubs and societies operate. In addition, in the first three years of the new school, overseas trips involving students have included Comenius to

Europe, Ski Trip and UK Parliament. Students have also benefited from visiting speakers including UCAS, Universities, Love for Life, PSNI, Youth Service for transition programmes, Assemblies etc.

Extended school funding in 2020- 21 was used to support the development of study skills for years 12 and 10 as well as a transition programme which operated in feeder primary schools to support P7 students.

Through Engage and Targeting Social Need funding in 2020-21, the school employed a specialist primary school teacher to work with KS3 students identified as underperforming in English and Mathematics. This provision will continue into the 2021-22 academic year. A similar approach was employed at KS4; however, the focus was predominantly on the support of students identified as underperforming in GCSE Mathematics.

Extended school funding in 2020- 21 was used to support the development of study skills for years 12 and 10 as well as a transition programme which operated in feeder primary schools to support P7 students.

Engage Support provides a safe place for small groups of pupils to receive more individually tailored Maths and English consolidation. These sessions are designed to provide pupils with activities and added explanation to reinforce learning from class teacher. I feel that active learning techniques and use of manipulatives can provide a multi-sensory approach to learning.

Pupils are also provided with a nurturing environment, with the vision of providing emotional support to pupils who experience anxiety connected to Maths or English. Pupils are equipped with strategies to help cope more efficiently in class and boost confidence in the normal classroom experience.

ENGAGE End of Term Report KS3

This year has been a less structured and unsettled year for Engage. We have experienced some challenges due to the continuation of Covid restrictions and eventualities.

In preparation for this year, the SENCO and I arranged that two year groups would be taken per term, to help facilitate the increased need of 1:1 appointments.

- Sept – Nov: Year 9 and 10 groups – Pupils attended small groups, from within their joint classes. Pupils attended during a non-exam lesson and focused on general maths and English skills (as identified by class teachers). There were 30 sessions across the year groups, each week.
- Nov – Jan: Year 8 and 10 groups – Pupils attended small groups and consolidated learning from their maths and English classes. Pupils were given the opportunity to come with difficulties, specific to them.

- Jan – March – Y8 & 9 groups – These groups were held as and when time was available. Pupils consolidated learning from Maths and English lessons and reviewed any difficulties identified. Groups continued but were reduced when being used for cover – approx. 15-20 groups per week
- March – June – Y8, Y9 & Y10 groups – Pupils were taken when possible, revision was completed in preparation for summer exams. This was limited time, but priority was given to Year 10 and Year 9 groups. Pupils were provided with revision booklets, outlining each topic that appeared in the maths and English exams. Groups were increasingly reduced due to majority of cover and tracking tests being completed – approx. 10 per week.
- After summer exams, each Year 10 group was taken for Study Skills session and given material to help with the transition to GCSEs.

Positive outcomes:

- Pupils engaged well in sessions, and were happy to attend. Pupil enthusiasm was encouraging.
- Pupils were forthright with their own needs, showing the areas they found challenging. Each pupil completed a learning goal to work towards.
- Pupils found sessions beneficial and often asked if they could attend Engage and expressions concerns when they were unable to have groups.
- Results of Half-Term Teacher Survey:
 - 55.6% of Teachers noticed an increase in pupil engagement within lessons
 - 44.4% of Teachers felt that there was some change in enthusiasm and engagement during lessons.
 - Teachers commented that they witnessed improvements in confidence within the subject and a significant improvement in attitude.
 - 66.7% of staff polled 10/10 on benefit of the Engage sessions, with 99.7% of staff polling over 7/10.
 - Finally, majority of staff commented that pupils were positive about attending the sessions and enjoyed this form of support.

Challenges:

- Amount of time Engage teacher was used for substitute cover. This affected the amount of time that was available for engage sessions and resulted in limited data.
- Increased amount of pupil absences affected attendance to sessions.
- With limited time and ever-changing group times, pupils lacked consistency and fluency.

Where are we now? 2022.

The majority of the information above remains unchanged however where there have been improvements or alterations I have commented below.

The timetable was further developed to incorporate a few number of 20 minute periods to enable breaks to run without overlap and timetabling in these sections of the day was to be consist mostly of double periods.

Nurture Class Approach

Analysis of standardised scores of the cohort of children taught using the nurture class approach beginning in KS3 year 8 2019 demonstrates an increase in attainment on entry to KS4 year 11 2022 with a 60% improvement in standardised scores. The range of standardised scores at the start of year 8 was 51-80 with a mean of 75. At the start of Year 11, the range was 70-94 with a mean of 80.

ENGAGE

We are fortunate, using ENGAGE funding to be able to continue to offer support for pupils at GCSE mathematics level. The maths department are targeting D/C borderline pupils for re sit maths in November 2022 then will continue to focus on improving D/C border pupils in readiness for their GCSE.

Curricular Offer

Our curricular offer has largely remained the same with some subjects, guided by pupil choice, continuing to be offered but not running. The numeracy coordinator has a link with a local primary school and intends to continue this transition work, engaging with our 6th form to help deliver interactive and fun maths activities for P7 pupils.

Evidence:

- *SOWs*
- *Minutes of Subject Department Meetings*
- *Staff, Parental and pupil questionnaires Kirkland Rowell 2021*
- *School / ETI – SEF 3-year review document*
- *Sims Tracking Data and intervention*
- *External examination data / minutes meetings with Subject Leader to review CDGs*
- *Minutes of CLC meetings and CLC pupil questionnaire responses*
- *Feedback from examination boards*
- *Annual cycle of departmental action plans and evaluations*
- *EF Audit*

- *Feedback from local primary school on Numeracy initiative*
- *Data from RE-sit pupils that have received ENGAGE targeted support*
- *Data from ENGAGE KS3 pupils showing an improvement in their Literacy.*

Areas for development: 2021/22

1. *Whole School Assessment policy that reflects statutory requirements and provides clear, sound guidance to teachers;*
2. *Following KR feedback, marking for improvement with quality feedback on work so that pupils understand and apply incisive feedback on their learning and progress, including on the development of their wider skills, dispositions and capabilities;*
3. *Embed subject area quality review cycle with focus on providing teachers and middle leaders with evaluative feedback on the quality of planning for learning, assessment etc.*
4. *The introduction of a GCSE and A level Subject Choice evenings as well individualised interviews at Year 12 to ensure that stakeholders are adequately informed and advised of subject options and their views are taken into account; This took place via online video presentation through our ALC*
5. *A review of structures for CEIAG, to include: the development of a new Careers' Social Media Platform in conjunction with CLC partner schools; and audit of CEIAG cross circularly;*
6. *Development of a whole school Learning and Teaching Policy with continued identification and embedding of best, research led practice; **Policy is still in draft form and will be consulted on and ratified by BOG***
7. *Implementation of a new Key Stage 3 tracking system with a change to measurement and reporting of progress through use of levels linked to CAT standardised scores and stanines. Common assessments in place at KS3. Students and parents are aware of potential and progress in each subject. Ability of middle and senior leaders to review outcomes in subjects and individual classes.*
8. *Implementation of PTE and PTM for measurement of outcomes in English and Mathematics at Key Stage 3 and ensure validity and rigour of current assessment systems from Year 8 -10.*
9. *Baselining at KS5 ALIS /ALPS for September 2021 cohort to allow valid measurement value added and benchmark school target setting. – **However we completed CAT not ALIS/ALPS***
10. *Quality Improvement Cycle – departmental and student progress review after each tracking event with feedback to SLT – to identify subjects, classes and pupils underperforming.*
11. *Support for underachievement forward by Engage and Targeting Social Need Action Plans as well as subject teacher strategies at KS3 and KS4.*

Areas for Development 2022/2023

VP curriculum checking A Level pathways for students who study vocational subjects at GCSE to ensure the maximum number of pupils have the opportunity to return to school post 16.

Return of face to face parents meetings for Year 12 pupils who wish to return to 6th form.

2b. The provision made for the special, additional and other individual educational needs of pupils.

Summary and Evaluation:

As of September 2021, there are 44% pupils on the SEN register with 5% statements of SEN.

The staff who have particular responsibility are the Senior Teacher for AEN and two deputy SENCOs, Learning Support Assistants, Specialist Behaviour Support Assistants and Pastoral Teams.

The AEN team liaises regularly with external agencies such as the Education Authority's Educational Psychology Service, Behaviour Support, Literacy Support, ASD Support Service and other EA services for those with visual or hearing impairment.

The SENCO in charge of Access Testing Arrangements has undertaken full recognised training.

A School Based Care Team has been established comprising Behaviour Support Service, Educational Psychology and Education Welfare Officers and school staff. . Also, attendance of CAMHS, School Nurse, Social Services and Community PSNI Officer when necessary. This meets every term.

An SEN Policy has been developed which is in line with updated guidance and legislation and has been ratified by BoG Autumn 21.

Training for staff over the course of the last three years has focused on the following:

- New school SEN procedures and policies
- Use and development of IEPs
- Refresher training for all staff on ASD and ADHD
- New Code of Practice (also training to BoG in May 2021)

Where are we now? September 2022

There are currently 12% of whole school population on the SEN code of practice

Year group	% on SEN Code of Practice
Year 8	27%
Year 9	11%
Year 10	9%
Year 11	13%
Year 12	12%
Year 13	Less than 1%
Year 14	5%

Statemented pupils make up 6% of whole school population

Year Group	% of Statemented Pupils
Year 8	10 pupils 7% of year group
Year 9	10 pupils 7% of year group
Year 10	8 pupils 5% of year group

Year 11	17 pupils 9% of year group
Year 12	11 pupils 6% of year group
Year 13	0 pupils
Year 14	4 pupils 5% of year group

Analysis of standardised scores of the cohort of children taught using the nurture class approach beginning in KS3 Year 8 2019 demonstrates and increase in attainment on entry to KS4 year 11 2022 with a 60% improvement in standardised scores the range of standardised scores at the start of year 8 was 51-80 with a mean of 75. At the start of year 11 the range was 70-94 with a mean of 80.

September 2022 sees the use of our Assistant SENCO, funded by EA, to update all of our current SEN information in line with the new legislation. Ms Fox has been provided with the equivalent across each week with 3 days of cover to enable her to focus on this work.

Staff have received their training on the new legislation and have identified pupils in their classes alongside the identified need. We continue to have a large body of LSAs in school supporting pupils 1-1 and in classrooms across the school.

Evidence:

- *Individualised IEPs and IBPs in place for all relevant pupils*
- *Access arrangements applications*
- *Transition Interviews and Annual Reviews meetings*
- *Minutes School Based Care Team meetings held each term*
- *Educational Psychology, Literacy Support, AAIS, Behaviour Support referrals as appropriate.*

Areas for development: 2021/22

- *Embed new SENDO legislation and Code of Practice*
- *Use of iPads by Learning Support Assistants to support 1-1 work with students*

- *Updated Access arrangements training for Assistant SENCO*
- *Use of SIMs to support IEP use and review by teaching staff*
- *Development of SENSE room on senior.*

Areas for Development 2022/2023

- *Embedding the new SEN Code of practice*
- *Creation and roll out of PLPs for pupils in Years 8 & 11 which include reference to Access Arrangements such as extra time.*
- *LSA training across both sites*
- *Updating SIMS from current spreadsheet information*

2c. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils

i. Health and Wellbeing Students

In 2020 the Deputy Principal Pastoral (DPP) and the senior pastoral team put together a written policy for Pastoral Care which has been consulted on by stake holders and is to be ratified by the Board of Governors in 2021-22.

Pastoral Care permeates every aspect of school. We endeavour to provide care for all pupils and an understanding of the impact for pupils (and staff) of their emotional health and wellbeing on their ability to learn and how they behave in a classroom. This has been central to the ethos of pastoral care for Carrickfergus Academy.

In 2018 the Emotional Health and Wellbeing training for staff led by the DPP was to review and assess the impact of emotional health on young people in school and to link our safeguarding, pastoral care and behaviour together.

The pastoral team led by the DPP, continue to reinforce the pastoral ethos with staff and pupils through training and by modelling in their day-to-day approach. Our new ethos is exemplified in our motto CARE - Challenge, Aspire, Respect, Excellence. The values of the school as Aspire, Achieve, Respect, Reflect & Support, along with the associated Pivotal values of Ready, Respectful and Safe are the cornerstones of our positive approach to learning and behaviour.

Pastoral spaces are earmarked for students on each campus. There is a Wellbeing Centre on both the Senior and Junior Campuses. Weekly timetables are produced for each of these spaces in consultation with external agencies.

A Focus Centre and SENSE Room operate on the Senior and Junior Campuses respectively and are overseen by the AEN and LSA teams. The SENSE room on the junior campus provides a quiet area for SEN children to take time out. The pastoral team is beginning to roll out the use of Take Ten for young people to avail of when they use the Pastoral Spaces on both campuses.

The DPP also provides an Emotional Health & Wellbeing Programme for all form classes in Years 8 – 13. This runs in form class and includes aspects of a range of pastoral topics including emotional health, academic attainment, assessment, attendance, and resilience.

Where are we now? 2022

These previously paper booklets have been reviewed at KS3 and uploaded into a Google Classroom for ease of access for pupils and staff. The Year 11-13 provision has also been scanned and uploaded to Google Classroom and a Year 14 classroom has been created.

The Wellbeing Centre on Senior site is up and running at break and lunch for the pastoral provision of both SEN and vulnerable pupils. Staffed by LSAs this provision provides a valuable quiet space for pupils and enables positive social interaction for pupils.

2022 was the required update for all staff on Safeguarding and Child Protection. Whole staff training was led by Mrs A Irvine in August 2022 and catch up sessions will be delivered by the new VP Pastoral Mr M Kidd. A new Senior Teacher Pastoral was appointed in September 2022 Mr I Andrews who will be responsible for Pastoral Care on Senior site he will also receive training as Deputy Designated Teacher for Safeguarding and Child Protection, expanding our team to 4.

A new permanent PSC supervisor was appointed for Junior Site.

We continue to be supported by local community organisations including

- Vineyard
- Downshire Church
- YMCA
- Carrick Connect

As well as by a variety of EA based supports including Youth Services, PPBS, Ed Psych AAIS to name just a few.

Areas for Development 2021/22

- *Youth Justice Training*
- *Trauma Informed Practice training – this was received but the quality of this provision was not what we assumed it would be, further training will be sought 2022/2023.*
- *Cost Analysis Review of Positive Behaviour and Attendance Rewards System – this has been completed*
- *Further Upskilling of PSC staff relative to whole school environment*
- *Further Development of PSC as a restorative space.*

ii. Child Protection and Safeguarding

A policy for Safeguarding and Child Protection is in place and is reviewed by the BoG annually. This is provided to all new parents. The policy also refers to a staff code of conduct. The Senior EA CPSS officer (Child Protection Services for Schools) met with the senior pastoral team to ensure our procedures and approach for safeguarding young people was at its optimum on formation of the school. The DPP has implemented a novel SIMs coding system to give staff knowledge of the categories in relation to pupil confidential filing thus, raising limited awareness of pastoral issues which may impact on a child's learning in their classroom.

The inclusion of ALL staff, teaching, non-teaching, administration, technical, supervisory, cleaning, peripatetic, mentoring and anyone with responsibility for interactions which young people again places us at the forefront of Safeguarding training..

A safeguarding team made up of senior pastoral staff, Chair of BOG and safeguarding representative from the BOG meet to review safeguarding procedures and policies in line with the ETI safeguarding pro forma.

The DPP completes two written reports for Governors each year.

In 2019 the School introduced Academy Text which functions as both a safeguarding and pastoral/Anti Bullying tool where parents and pupils can text the DPP with any concerns or issues. This information is shared with pupils via posters on all noticeboards and with parents via parent app, school information packs and the school website.

SECURUS is an EA software monitoring tool that ensures pupils safety whilst online in school.

Truancy Alert message has just started to go out to parents via the parent app.

Where are we now? 2022

The New VP pastoral will now deliver 'catch up' sessions for Child Protection and Safeguarding training. The new Senior Teacher Pastoral will attend safeguarding training.

Areas for Development 2021/22

- ***Safeguarding leaflet – a shortened version of the key elements of the policy for annual sharing with ALL pupils.***

- *Safeguarding Training 2022 will be our next cycle.*
- *New safeguarding team to meet Term 1 2021 to look again at the safeguarding pro forma in light of new addition of CSE information*
- *Roll out and monitoring of SECURUS.*

iii. Attendance

Deputy Pastoral Leaders (DPLs) are responsible for managing Attendance and Punctuality in line with the school Attendance Policy. Alongside Year Mentors and Form Tutors, they monitor pupil attendance and punctuality updating parents when required, raising awareness through assemblies as well as recognising and rewarding high attendance.

DPLs are also responsible for completing referrals for Educational Welfare Support for pupils with low attendance as well as referrals for EOTAS and ETA.

Through the introduction of SIMs App in year 2, parents are now able to access a dynamic overview of daily and overall attendance.

We have introduced, as a safeguarding measure, a Truancy Alert message which is sent to all parents when pupils are absent from school.

2018 – 2019 whole school attendance	2019 – 2020 whole school attendance	2020 – 2021 whole school attendance	2021-2022 whole school attendance
Target - 91%	(Remote Learning 24 March – 30 June)	(Remote Learning January 21 – April followed by phased return)	Target 91%
Actual - 89.94%	Target - 91%	Target - 91%	Actual 84.9%
	Actual -88.4%	Actual - 89.3%	

Areas for development:2021/22

- *Roll out of Punctuality Seminars;*
- *Monitoring of 85-90% pupils;*
- *Face to face intervention by DPLs with pupils on unallocated waiting lists;*
- *More information to be shared at pastoral meetings by DPLs with Year Mentors;*
- *Link attendance to Positive rewards;*
- *Use of SIMs Assessment Manager module, as a 'One Stop' monitoring form to complete cyclical attendance audits;*
- *Development of Electronic Absence form, linked to school website and sent through SIMs Parent App, to follow up on pupil absences from school;*

All of these things are coded as green for achieved in the year 2021/2022 HOWEVER they will need to also be referenced as ongoing if we are to positively influence our attendance figures.

iv. Positive Behaviour and Discipline

A key focus for the school since amalgamation has been the development of an ethos, policies and procedures to inform a consistent and shared approach by all staff from both legacy schools in relation to positive behaviour.

In 2018, a Behaviour Grid was produced that outlined procedures for all staff to address behaviour related issues, this document has been reviewed three times since the beginning of the Academy and is now supported by a full written policy for Promoting Positive Behaviour for Learning produced in association with the Education Authority (Behaviour Advisor, Post Primary Behaviour Support Advisor and Link Centre, Belfast).

In year 3, the policy was amended to set out a pathway for a new code of practice to link with the School's Special Educational Needs Policy.

The Senior Pastoral team have undertaken the Pivotal Instructor Training, May 2019. Since then, the School has rolled out Units 1, 2 & 3 of the Pivotal Programme: August 2019; October 2019; November 2020, August 2021 and February 2022.

Pivotal training has also been completed with LSAs and Supervisors.

In year 2, The HUB - a specialist centre within school that is staffed by Behaviour Support Assistants – has operated on the junior campus and on the senior in year 3. This resource provides a safe, supportive, nurturing environment where identified pupils receive early intervention to support positive behaviour. The ethos of the HUB is based on positive relationships. Staff identify each child's needs and set in place bespoke interventions to support and develop skills such as emotional management, resilience etc.

The HUB in Carrickfergus Academy is now leading the way as part of a pilot programme for the Education Authority Business Case for rollout to other schools. The HUB has expanded since inception to 3 full time behaviour support assistants.

New for 2021 is the appointment of a HUB coordinator that is a member of teaching staff who has volunteered for the role with seconded onto SLT.

Areas for Development:2021/22

- *Pivotal 5 training*
- *Trauma Informed Practice Training*
- *Roll out of Communication Log*
- *Roll out of new Pre-Code practices for Year Mentors*
- *Consideration of Level 2 Pivotal Instructor training.*
- *Expansion of HUB to 'The Den'*
- *Introduction of a new HUB coordinator*
- *Review, evaluation and report back to EA as part of a Pilot Programme*
- *CPD Secondment to SLT HUB Coordinator*

Evidence:

- *Exclusion and other behaviour data*
- *School / ETI – SEF 3-year review document*
- *Minutes of Pastoral and Safeguarding teams*
- *Minutes of BOG meetings*
- *Staff feedback from Pivotal Training*
- *Log of New Life Counselling and Mentoring referrals*
- *Training for teaching staff in SIMs Behaviour Management*
- *Log of referrals to external agencies.*
- *SDD agendas*

- *Attendance of AIE on PIVOTAL training*
- *Funding into budget from EA*
- *Appointment of PSC permanent member of staff Junior Site.*
- *Appointment of HUB coordinator*

Where are we now? 2022

We continue to review the behaviour grid and amend the behaviour policy as required. Our next task will be to set up a pathway for Consultation as to ensure that pupils reaching this high level intervention have received all the appropriate supports and have stepped up through our sanctions in line with the Promoting Positive Behaviour for Learning Policy. The behaviour grid was recently reviewed for a 4th time.

Safeguarding team meetings will continue and the safeguarding leaflet will be completed this year.

Mrs Irvine completed the final PIVOTAL training unit in Spring term of 2022. We now have the remaining 2 PIVOTAL units of Anger and Safety to roll out to staff. Our intention then is to move towards Restorative training for senior staff in the first instance with subsequent roll out to all pastoral then all staff over the incoming years.

EA followed this up with funding for Pilot schools which we received late in financial year of 2022. We advertised for a member of teaching staff, as indicated by EA) but were unable to appoint anyone to this role. The role is to be re-advertised October 2022.

We are now part of an Attendance Pilot offered by Education Authority in the hope of improving our whole school attendance figure which at the end of June 2022 was 84.9% We have had our introductory meeting and things are already in progress to identify and improve the attendance of , in the first instance, particular identified cohorts.

Appointment of a Staff attendance and wellbeing Governor and possible appointment of a wellbeing staff lead will help improve attendance of staff as well.

v. Anti-Bullying

There is a written policy for Anti Bullying in Carrickfergus Academy in line with the new Anti-Bullying Act. This received an initial review by Governors as part of their training in 2021. The DPP and ST KS3 have attended the most recent Education Authority training in respect to new Anti-Bullying Legislation.

The ST Pastoral KS3 coordinates the Anti-Bullying Roadshow on junior campus and both sites avail of Anti Bullying assemblies.

There is a grey Anti Bullying box available for pupils who wish to talk about bullying of any kind and they can also use Academy Text as a way to report bullying. This information is shared through posters in class, assemblies, website and information pack that is given to pupils.

Where are we now 2022?

- Statutory guidance has been implemented across school Anti-bullying procedures
- Staff awareness is so far limited to Pastoral staff
- Whole staff training on anti bullying procedures is necessary for full awareness of the information.

Areas for development:

- Review of recording processes, particularly using SIMS Behaviour to ensure the school is in line with new legislation
- Full consultation and awareness raising of all stakeholders on the new Anti-Bullying legislation Absence of KS3 ST prevented this from taking place.

vi. Medical

Deputy Pastoral Leaders oversee individual care plans for students on each campus. They liaise with the Health and Safety Coordinator to oversee First Aid Training as well as staff specific training in areas such as epilepsy and diabetes management.

As of June 2021, 21 staff (teaching and non-teaching) have completed up to date first aid qualifications through EA approved providers.

Procedures in respect to medical issues are detailed in the school's Medical Policy produced in conjunction with the School Nursing Team that was ratified by the BoG in June 2021.

Where are we now? 2022

22 staff have been trained in First Aid. We continue to have a 4 bells emergency alert system and hope to have AED training in place for staff this term

11 One day Basic Emergency First Aid

11 First aid at work (3 day course for PE staff etc

2d. A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

Evaluation:

As a relatively new school and the loss of face to face time through COVID for two out of our three years, audit and development of whole staff CPD is at an early stage. The focus in year 1 of the new SDP will be to continue to identify existing good practice in terms of learning, teaching, assessment and embed these.

Leadership and management training is required for all post holders including SLT. This will be a priority in year 1.

Evidence:

- *Senior Teacher acts as Teacher Tutor*
- *Staff engaged in RTU middle and senior leadership pathways programme (2 teaching staff in 2019-20 academic year)*
- *Attendance of Senior and Middle Leaders at SLT and BOG*
- *SLT and BOG links to all Senior and Middle leaders and non-teaching staff*
- *Opportunities through the re-organisation agreement for teaching staff to take on responsibility for areas of school leadership /management on a rotating basis*
- *Staff attend appropriate meetings, CPD events when taking on new specifications or as recommended by subject specific feedback from examination boards*
- *Internal INSET planned by SLT – Wednesday meeting overview*
- *External INSET for whole school and departmental level*
- *Staff involvement in strategic development*
- *SDD agendas highlighting training sessions for both teaching and non-teaching staff*
- *21 staff (teaching and non-teaching) have undertaken First Aid Training as of June 21*
- *5 staff identified for training as Mental Health First Aiders for colleagues (Summer Term 21)*
- *Middle Leaders identified areas for training Summer Term 21*
- *Middle Leaders completed training on managing difficult conversations and action planning – Learn Spark – June and August 21*
- *Circle of Resilience Training – all staff August 21*

- *Deputy Principal, Pastoral Leaders KS3 and KS4 – Pivotal Instructor Training Birmingham May 2019*
- *Principal and Deputy Principal Curriculum, CCEA internal assessment, standardisation and best practice training March - June 2021*
- *Two teaching staff (PMN and SHN) trained in use of SIMs Timetable Module years 2 and 3*
- *Two teaching staff and two non-teaching staff (SCN, RON, JBE, NDE) trained in use and set up of sheets on SIMs Assessment Manager year 2*
- *Office staff training in use of i-procurement from year 1*
- *Principal and Principal Secretary trained in use of EA Taleo*
- *Senior Teacher Learning and Teaching attended Teacher Professional Learning 'Sharing of Practice' Conference 25th October*

Areas for development: 2021/22

- *Formal record and evaluation of INSET both external and internal*
- *Staff audit of training needs both teaching and non teaching*
- *SLT, Subject and Pastoral Leader leadership and management training with EA School Development Service*

Where are we now? 2022

Mr McCready continues to lead Continued professional development by indicating courses and webinars that staff can attend. He is attending a course in London Jan 2023 and is potentially going to become involved with Chartered College becoming certified in Informed practice, this is a fantastic opportunity for our staff and for our school and has been facilitated and funded by EA.

2e. A summary and evaluation, including through the use of performance and other data, the school's strategies for managing the attendance and promoting the health and wellbeing of staff

Evaluation:

The school has adopted and maintains the EA-Northern scheme for monitoring staff attendance and appropriate welfare services are available to all. Staff are deployed within each and across both campuses in ways which meets the needs of the pupils and which utilises their expertise, interests and specialist knowledge.

A group of staff organises social events on a voluntary basis.

Evidence:

- *Staff attendance policy for both teaching and non-teaching*
- *SIMS records of Staff attendance/ absence.*
- *Voluntary Staff Committee assists with organisation of social events*
- *Referrals made to EA Health and Wellbeing*
- *Open door policy to Principal*
- *Return to work meetings*
- *Procedures for signing in and out for movement across campuses*
- *BOG and SLT links with middle leaders*
- *BOG link for non teaching staff*
- *A member of staff has taken on overview of staff wellbeing as part of a reorganisation point*
- *Training Mental Health First Aiders*
- *Circle of Resilience Training all staff August 21*

Areas for development:

- *Staff welfare working group to be created*
- *Designated BoG for attendance and wellbeing*
- *School involvement in EA Educational Psychology Service School Staff Wellbeing Pilot Project 2021-22*

Where are we now? 2022

BOG agreed that a staff wellbeing governor would be appointed at the next meeting. We have a member of staff keen to lead a group on staff wellbeing.

Mrs Irvine is meeting with all staff, teaching and non teaching on their return from any absence to ensure both a pastoral check in and accountability for their absence. I continue to present staff absence statistics to governors on a monthly basis.

I have also referred staff to Occupational Health for further support following return from long term absence and met with them to ensure we are providing a caring working environment that works well for them and us as a school.

I will be completing a 'Wellness and Recovery Action Plan' for any staff members returning from long term sick as recommended by OH.

Areas for Improvement 2022/2023

Staff wellbeing post created and appointed

Staff wellbeing committee

Governor link to wellbeing

Governor link for staff attendance

Consideration of link governor for non-teaching staff

Opportunities for CPD for all staff

Social events and wellbeing days organised.

2f. A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting links with parents of pupils at the school and the local community including, other schools, the business community and voluntary and statutory bodies

Opportunities to engage with parents has been limited across the previous three years to facilitate parental and student engagement. Two meetings of Parent Forum were facilitated in year 2 and the student voice has increased through the implementation of student council meetings and attendance of pupils at SLT meetings. A Parent Teacher and Friend Association has also been created.

The School now needs to further develop opportunities to engage and communicate with all stakeholders to embed this ethos through the outworking’s of the school development and associated action plans.

Parents form a vital part of our organisation and their support is a key part to the successful outcomes of their children. Despite the restrictions on face to face meetings we as a school invested in the school cloud system so that we could continue to engage with our parents. Attendance at the online based parent consultations seemed to suit parents who were able to access these from their home, their car, or their place of employment. Anecdotal feedback was very positive. Some who were unable to attend were contacted by telephone in the days following each year groups feedback.

Actual data shows that rather than as was our previous ‘norm’ reducing numbers of parents engaging with parent/teacher meetings our percentage attendance actually remains fairly constant. If we set our school positive attendance figure even at 75% of parents we are surpassing this which is very encouraging.

Year Group	Date	% Attended	%Absent	%Unknown
8	05/04/2022	83.5%	2.9%	13.6%
9	16/12/2021	83.4%	4.1%	12.4%
10	17/01/2022	87.0%	2.9%	10.2%
11	12/05/2022	88.0%	1.6%	10.3%
12	10/02/2022	87.7%	0.7%	11.6%
13	14/03/2022	76.6%	5.1%	18.2%

As already indicated, the KR Parental Survey June 2021 – indicates examination results, developing pupil confidence and potential as an area for development. The overall ratio of parents saying that the school outcomes are improving versus declining is very good. Students in their KR survey also recognise exam results as an area for development.

I mentioned in our pastoral section that we are also supported pastorally by a number of local community organisations and charities as well as receiving support from multiple statutory agencies. Relationships between all of these organisations and Carrickfergus Academy have remained strong despite the challenges of Amalgamation and Covid.

CEIAG member of staff will re-establish links with local businesses this year through Year 13 and Year 11 work experience.

Evidence:

- *Student Council Meeting Minutes*
- *Wednesday Staff Briefings*
- *Pastoral Care Team Meetings*
- *BOG minutes*
- *KR, Student, Parental and Staff questionnaire June 2021*
- *School / ETI – SEF 3 year review document*

Evidence:

- *A PTFA was established in year 1. Meetings and work have been impacted by COVID across the last two years. Charitable status has been applied for.*
- *A Parent Forum was established in year 2. This has stalled through COVID.*
- *At the end of Year 1, 17 links were established involving local community groups or activities led by staff. These took place in the evening or at weekends in both campuses (Youth Club, Parents and Kids Together, Vineyard Church, Barn FC, Tai Chi, Yoga, Community Netball, Carrick Rangers, Trampoline Gymnastics, Amateur Radio, Art class, Mandarin, Barn FC and Pilates, Soccer School and FIFA Soccer School, Counselling sessions). With the onset of COVID, all external use of the school buildings stopped except for EA Youth Services which resumed Summer Term 2021.*
- *Wide range of placements of pupils in work experience (almost 400 pupils placed in Year 1, in years 11, 12 and 13) and feedback from employers. This stopped with the onset of COVID,*
- *Principal attends local community forum meetings*
- *The School is part of the Carrickfergus Learning Community*

- *The School is fortunate to have the active involvement of a number of local voluntary organisations including the YMCA, Carrick Connect, The Vineyard Church, Peace Bytes for mentoring and drop in sessions with pupils on a weekly basis on each campus over the last three years. The junior campus has also availed of Pets as Therapy on a weekly basis.*
- *Sixth Form BTEC Sport students take coaching sessions in local primary schools*
- *Primary School links with Publicity Coordinator delivering assemblies with past pupils*

Areas for development: 2021/22

- **Parent Forum to be re-established**
- *Establish links with local business and community groups to support careers delivery*
- *Sharing of resources and CPD opportunities across the CLC*
- *Use of the parent forum to expand links with local business and community groups*

Where are we now? 2022

School Council is up and running again and there are now scheduled meetings with SLT on a termly basis, we also have a nominated Governor Mrs A Howlette.

Wednesday briefings are not happening currently due to the Action Short of Strike Action and our desire to focus on whole school areas of focus in these sessions Assessment & Reporting and Teaching & Learning for example. This meeting time also gives Departmental time, pastoral time and SEN. All of which we feel is more important at this time than a staff briefing. Information that would've been communicated in this briefing is done so through the use of 'Weekly Notes'.

Actions for Improvement 2022/2023

- **Work with all staff face to face to re-visit our ethos, vision and mission to ensure a 'buying in' from all staff.**
- **Re-establish the parent forum**
- **Formalise our evidence that we are supported by local organisations.**

Where are we now 2022?

- *School Cloud will be used to facilitate parents evenings and improve links with parents.*
- *PTFA has been re-established face to face and has already committed to organising a Christmas Fair.*
- *Staff member with responsibility for community links has written an action plan to move this area forward.*
- *Building supervisor hours on junior site have been re-set to pre amalgamation times in order to facilitate the opening of the building in the evenings.*
- *Youth Club continue to use our building 2 nights per week*
- *Bookings are already coming in for other areas of school*
- *CEIAG coordinator plans to link in with local businesses.*
- *Work experience for Year 13 will go ahead this December.*
- *We continue to be supported by a significant number of local organisations including Vineyard, YMCA, Downshire Church etc.*
- *Relationships between school and statutory bodies are well established with input from EA, Ed Psych, Social Services, Youth Services and PSNI*

2g. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management. SEE ALSO 3b.

Where are we now 2022?

We have staff in place as both whole school literacy and Numeracy coordinators. They lead training for whole staff on literacy and numeracy foci for the upcoming term and year.

Out literacy coordinator is focusing on 'Speak like a Geographer' to encourage the use of vocabulary and key terms that will ultimately affect their performance in examinations.

Our numeracy coordinator is linking with a local primary school to promote a positive approach to mathematics by engaging young people in fun activities.

Evidence:

- *All staff trained and competent in use of SIMs Behaviour Management Module Year 1*
- *All staff routinely use SIMs Assessment Manager to track pupil progress. Assessment Manager is also used to generate progress and annual pupil reports.*
- *All staff routinely use SIMs Lesson Monitor to monitor attendance*
- ***Implementation of SIMs Parent App year 2 to support communication with home***
- *Training of key senior staff and awareness raising of BOG in use of EA Integrated Financial Management Tool for effective management of timetable, teaching staff and curriculum delivery years 2 and 3*
- ***Review of school website and move to maintained system through Whole School year 3. Development of Facebook (3.2K followers Summer 2021 and Twitter as a means to raise publicity and celebrate success***
- *Two teaching staff members (PMN and SHN) trained in use of SIMs Timetable Module*
- *Parental, staff and pupil surveys conducted through Google Docs*
- *Two teaching staff and two non-teaching staff (SCN, RON, JBE, NDE) trained in use and set up of sheets on SIMs Assessment Manager year 2*
- *Office staff training in use of i-procurement from year 1*

- *Principal and Principal Secretary trained in use of EA Taleo*
- *Upgrade to a cloud-based printing and reprographics system across both campuses August 2021 to facilitate creation, storage and access to reprographic work*
- *Full implementation of Google Classroom year 2 to support remote learning – this was completed in year 1, can it be changed?*
- *Use of Zoom and or MS Teams to facilitate virtual staff briefings from year 2*
- *Senior Teacher training in year 2 in SIMs Intervention Module*
- *Senso implemented as a remote management application within the ICT department in year 1*
- *Teaching staff allocated Microsoft Surface Pro laptops by C2K in year 1*
- *Interactive touch panels installed in 4 classrooms in year 2*
- *AB Tutor implemented as a replacement application to Senso for remote management in year 2, training to be offered to all staff members*

Areas for development: 2021/22

- *Opportunity to use SIMs Intervention Module as part of identification of underachievement and tracking of intervention procedures already introduced*
- *Piloting of Google Classroom across identified subject areas*
- *Audit of delivery of cross curricular ICT at KS3*
- *Identification of priorities in the next three spending plan for IT hardware and software across both campuses*
- *Implementation of SchoolCloud for virtual parents' meetings 2021-22*
- *Embed use of Google Classroom as tool for independent learning homework including use for completion of homework*
- *Audit of delivery of e-safety whole school, development of an associated IT Policy.*
- *Implementation of Securus as a safeguarding tool*

Areas for development: 2022/23

- *Opportunity for more interactive touch panels on both junior and senior campus.*
- *Staff training in the use of new NovoTouch interactive touch panels.*

- *Staff training in the use of Microsoft Surface Pro 7+ laptops.*
- *Implementation of AB Tutor software for remote management of pupil workstations.*
- *Staff training in the use of AB Tutor in computer suites.*
- *Implementation of a VOIP telephone infrastructure across the whole school.*
- *Opportunity for parent training in Google Classroom.*

Areas for development: 2023/24

- *Opportunity to upgrade all remaining Neverware workstations to C2K workstations.*
- *Refresh of C2K workstations in computer suites across the school.*
- *Opportunity for more departments to embed tablets/smart technology into their curriculum for interactive learning and e-textbooks, reducing photocopying.*

3a: An assessment of the school's current financial position and the use made of its financial and other resources.

The school's current position will continue to be affected by a loss of large legacy year groups post amalgamation leaving with smaller intakes replacing these. The last of these large year groups will leave in Summer 2022. The enrolment will also be affected by a continuing drop in demographics in Mid and East Antrim due to reach it's lowest predicted intake in current forecasts for the 22/23 intake.

The dual site nature of the school adds to staffing requirements both in respect to teaching and non-teaching capacity

The school has worked with the Education Authority using their integrated financial planning tool to audit the cost of dual site provision over the last three years since the inception of the School. In the Summer 2021, the Education Authority allocated a back dated dual site payment of £750,000. The lack of appropriate funding has made it impossible to plan and invest in the appropriate educational resources, particularly teaching staff, required to support our students

Three Year Financial Plan 2021-2024

		Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-24)
Pupils & Teachers	October 2020	October 2021	October 2022	October 2023
Full Time Equivalent Enrolment	1103	1048	998 Actual (978)	998
Planned Teaching Complement	77.20	72.19	72.19	72.19
Planned Pupil/Teacher Ratio (Sept)	14.29	14.52	13.82	73.82
Planned Expenditure		Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-24)

Staff Costs			
· Teaching	£4,453,324 (77.3%)	£4,449,876 (77.3%)	£4,575,064 (77.3%)
· Non-Teaching	£681,856 (11.8%)	£688,674 (11.8%)	£695,492 (11.8%)
· Other Costs	£6,104 (0.1%)	£6,226 (0.1%)	£6,351 (0.1%)
Premises, Fixed Plant and Grounds	£104,647 (1.8%)	£106,740 (1.8%)	£108,875 (1.8%)
Operating Costs	£465,324 (8.1%)	£474,631 (8.2%)	£484,123 (8.2%)
Non Capital Purchases	£14,376 (0.2%)	£14,663 (0.3%)	£14,956 (0.3%)
Capital Expenditure	£35,000	£30,000	£30,000
Total Planned Expenditure	£5,760,631	£5,820,809	£5,914,861
Budget			

Common Formula Funding	£5,360,419	£5,145,211	£4,948,795
Opening Cumulative Surplus/(Deficit) 1 April	-£287,520	-£687,731	-£1,363,329
In Year Underspend or Overspend of Delegated Resources	-£400,211	-£675,598	-£966,066
Closing Cumulative Surplus/(Deficit)	-£687,731	-£1,363,329	-£2,329,396
% Carry over	-13.6%	-30.6%	-65.0%

Where are we now 2022?

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Three Year Financial Plan 2021-2024

		Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-24)
Pupils & Teachers	October 2020	October 2021	October 2022	October 2023
Full Time Equivalent Enrolment	1103	1048	1007	964
Planned Teaching Complement	77.20	72.19	71.60	71.60
Planned Pupil/Teacher Ratio (Sept)	14.29	14.52	14.06	13.46
Planned Expenditure		Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-24)

Staff Costs			
· Teaching	£4,453,324 (77.3%)	£4,587,427 (77.7%)	£4,667,013 (77.7%)
· Non-Teaching	£681,856 (11.8%)	£692,190 (11.8%)	£706,034 (11.8%)
· Other Costs	£6,104 (0.1%)	£6,168 (0.1%)	£6,291 (0.1%)
Premises, Fixed Plant and Grounds	£104,647 (1.8%)	£145,266 (2.5%)	£148,172 (2.5%)
Operating Costs	£465,324 (8.1%)	£456,377 (7.7%)	£465,504 (7.7%)
Non Capital Purchases	£14,376 (0.2%)	£14,099 (0.2%)	£14,381 (0.2%)
Capital Expenditure	£35,000	£30,000	£30,000
Total Planned Expenditure	£5,760,631	£5,931,527	£6,037,395
Budget			

Common Formula Funding	£5,360,419	£5,157,167	£4,983,186
Opening Cumulative Surplus/(Deficit) 1 April	-£287,519	-£128,734	-£317,711
In Year Underspend or Overspend of Delegated Resources	-£157,847	-£188,977	-£468,826
Closing Cumulative Surplus/(Deficit)	-£445,367	-£317,711	-£786,537
% Carry over	-8.4%	-5.7%	-15.1%

3b. An assessment of the planned use of the school’s projected resources during the period covered by the plan in support of actions to bring about improvements in standards.

Three Year ICT Expenditure Plan 2021-2024

Year 1 - 2021/2022				
Area Targeted	Cost	Qty	Total Costing	Rationale
Add additional data points and move benching in SB11 - Senior Campus	£1800.00	0	£0.00	Low computer capacity. Benching in middle of room is H&S concern. Would allow increase of computer capacity.
Replace Assembly Hall Projector - Junior Campus	£3600.00	1	£3600.00	Currently not working / Heavy reliance on portable projectors
Install interactive panel in HE - Junior Campus	£2400.00	1	£2400.00	No projector in room
Install interactive panel in N11 - Senior Campus	£2400.00	1	£2400.00	Projector needed replaced. Request from PDG/CAN
Additional workstations to replace neverware (Sixth Form Study - Senior Campus)	£530.00	44	£21,200	Neverware not fit for educational purpose. Sixth form would have access to curricular software Solidworks etc. (40 for Sixth form + 4 for increase in SB11)
Total Cost:			£29,600 (remaining spend used for unforeseen incidents)	
Year 2 - 2022/2023				
Area Targeted	Cost	Qty	Total Costing	Rationale

Additional workstations to replace Neverware (W12)	£543.25	20	£10,865	Part of phasing out of Neverware. W12 selected due to giving extra access to HE, Art, ICT and Technology
Fee for remaining Neverware machines to remain	£15.00	0	£0.00	Payment to keep remaining Neverware machines on network
Install interactive panels (ICT - W1, SB9) (Sci - SB5A) Geog (SB17) Eng (W5) +F9	£2460.00	6	£14,760.00	Replace ageing/poor AV facilities
Add additional data points and move benching in SB11 - Senior Campus	£2500.00	1	£2500.00	Low computer capacity. Benching in middle of room is H&S concern. Would allow increase of computer capacity
Total Cost:			£28,125 (remaining spend used for unforeseen incidents)	
Year 3 - 2023/2024				
Area Targeted	Cost	Qty	Total Costing	Rationale
Replace Remaining Neverware Machines (Lib, N11)	£556.83	40	£22,273.25	Part of phasing out of Neverware. SB12 selected due to giving extra access to PE, Geog, Hist. N11 for Health & social
Fee for Remaining Neverware Machines	£15.00	40	£600.00	Payment to keep remaining neverware machines on network (N18, A6)
Install interactive panels - locations TBC	£2,521.50	2	£5,043.00	Replace ageing/poor AV facilities
Total Cost:			£27,916.25 (remaining spend used for unforeseen incidents)	

Section 4

An Assessment of the extent to which the school has met or revised its key targets as set out in the previous School Development Plan dated:

Area of Improvement	Summary of Objectives Set	Status	Met/Not Met	Next Step

- School / ETI – SEF 3-year review document Summer 2021

<https://docs.google.com/document/d/1JNrVHWtdbuCZyMmrUn8DQ6MMSHpsA2VH/edit?usp=sharing&oid=117475836213709628614&rtpof=true&sd=true>

Section 5

An assessment of the challenges and opportunities facing (School) .

We continue to have to provide high quality education across 2 sites. This would be our biggest challenge both logistically and financially.

Non-specialist teachers are often teaching not only KS3 pupils but also at KS4 and KS5 where the need for specialist teachers is greatest. Not only this but the split site also means that classes are often shared between teachers, heightening anxiety for pupils and staff as well as diminishing the accountability that school has for the attainment of these pupils.

Although we have had our initial meeting regarding our Capital Funding we recognise that this process is lengthy and in the meantime we continue to have to maintain 2 buildings which are old and in need of repair. We further believe that the promised Technology refurbishment will now not be going ahead which leaves us in a position where equipment is not fit for purpose for delivery of junior curriculum.

Challenges	Opportunities
Dual Site and resulting challenges to curriculum, teaching and learning	Enhanced Curricular and Extracurricular offer
Ongoing maintenance of two aging campuses	Education Authority application proposals for the School for Capital Expenditure
Falling enrolment as large pre-amalgamation year groups leave school	Capacity and experience of staff
Accumulating Budget deficit	Opportunity for us to become part of Attendance Pilot Scheme
At the end of the 3-year cycle to June 2021, none of the business cases put forward by the BoG and Principal to the Education Authority at the outset of the amalgamation have been actioned. It is expected that upgrade of the Junior Technology Suite will take place during the 2021/22 academic year	Opportunities for staff to become involved in Chartered College learning.
Refurbishment of junior site technology will no longer go ahead.	Confirmed Capital Spend for Carrickfergus Academy Tranche 1

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

- *Staff survey January 2019*
<https://drive.google.com/file/d/1i1Izb4Srt4Ud4d6Kd8KqM-WbcQAR1MPq/view?usp=sharing>
- *Pupil survey May 2019*
<https://drive.google.com/drive/folders/1xrwqPJQwrZ7DxxCcmIIXr7isEDW63UuA>
- *CLC survey March 2019*
https://docs.google.com/forms/d/1nqPyEJqDS5_4ZZLle-aRcQKMNBxAxXdi1k52_DCmzrE/viewanalytics
- *Parental survey June 2019*
- *Discipline (8,9,10,11,12,13)*
- *Communication (8,9,10,11,12,13)*
- *Teaching (8,9,11,12,13)*
- *Emotional Health & Wellbeing (10,11,12,13)*

- *Parental Evaluations after Parent Afternoons 2018-19:*
YEAR 8
https://docs.google.com/forms/d/1Az0bZqpl_BwS9Lx8EyJD-amXn7f-fJT82fZVGuUjAks/viewanalytics

YEAR 9
<https://docs.google.com/forms/d/1-ka2iDxVTiG1lWweL5iKZXIBJ2EFCl4jCZxaFFss7f0/viewanalytics>

YEAR 12/14
https://docs.google.com/forms/d/1sACscS9u4KZ9-RjKfJnEUaa1wSNGD_i-NRbkuvBJ3XM/viewanalytics

YEAR 11/ 13
<https://docs.google.com/forms/d/1xwBp-IISJ0rCyVinlptJpqXSQMizXopKNckk72B8KIU/viewanalytics>

- *Staff, Parental and pupil questionnaires Kirkland Rowell May 2021*
- *School / ETI – SEF 3-year review document Summer 2021*

<https://docs.google.com/document/d/1JNrVHWtdbuCZyMmrUn8DQ6MMSHpsA2VH/edit?usp=sharing&oid=117475836213709628614&rtpof=true&sd=true>

7. School Priorities

A. High Quality Teaching Learning and Assessment

PRIORITY AREA	Year 1: 2021-22	Year 2:2022-23	Year 3: 2023-24
<p>1.Development of a whole school assessment policy</p> <p>Lead – Deputy Principal Curriculum and ST (JES)</p>	<p>Implementation of new KS3 tracking system based on levels;</p> <p>Standardisation of tracking events / dates available and communicated in school assessment calendar;</p>	<p>Development whole school assessment policy</p> <p>Review of all departmental standardised tests to ensure consistency across the school. This will be main focus for 2022/2023</p> <p>SEN info will be added to marksheets.</p> <p>Provide departments will quality feedback information from data collected.</p> <p>Pupil Mentoring (by staff) system to be rolled out by assessment team.</p> <p>Formalising KS3 examinations</p> <p>Reporting – departments will identify who is taking responsibility for each class when it comes to tracking and reporting. ST and DPL will link in with regard to assessment.</p> <p>An analysis of ‘value added’ on PIE and PIM will be undertaken.</p> <p>Continuing to look at differentiation and interventions following each assessment cycle.</p> <p>Further staff training in the use of stanines in KS3.</p>	<p>Evaluate the whole school assessment policy.</p> <p>Parent Evaluation of the whole school assessment policy.</p> <p>Continuing to look at differentiation and interventions following each assessment cycle.</p>

<p>2. Curriculum</p> <p>Ensure an ambitious and coherent annual cycle for subject dept review and sharing of best practice within and whole school</p> <p>Lead – Deputy Principal Curriculum and ST (MGN)</p>	<p>Identification of link SLT and annual calendar for review of all aspects of departmental strategic and operational areas to be reviewed.</p> <p>All teaching staff know, understand and actively contribute to subject department development review, evaluation and target setting.</p> <p>Establish a working group for vocational subjects to share best practice.</p>	<p>Review of Year 1 process - develop links through regular meetings</p> <p>Creation of vocational working group to share best practice.</p> <p>Review pathways offer</p> <p>Integrated Curriculum Financial planning will be undertaken.</p> <p>Monitoring Staff contributions through dept minutes, Action Plans and Departmental Review Documents</p> <p>Departmental best practice shared across the school as part of T&L</p> <p>Streamlining the process of admissions. Substitute teacher training facilitated through Wednesday meetings time – report writing, assessment</p> <p>Staff Audit to be completed alongside a timetable consultation.</p>	<p>Evaluate current arrangements and sharing of good practice</p>
<p>3. CEIAG</p> <p>Lead - Deputy Principal Curriculum and Subject Leader CEIAG</p>	<p>- Baseline review of whole school CEIAG; - CEIAG policy to be drafted; CEIAG Action plan to be consulted on and shared with staff; CEIAG audit with subject leaders; Virtual Careers Convention.</p>	<p>Review of resources; Career Interviews for Year 12; CEIAG audit with subject leaders Careers Convention</p>	<p>Careers Week Review Careers Provision Interview Skills;</p>
<p>4. Literacy and Numeracy</p> <p>Lead – Principal and ST (JMY)</p>	<p>Discrete period established for numeracy and literacy for Year 8</p>	<p>Discrete period established for numeracy and literacy for Year 9, including use of Accelerated English and Maths Programmes</p>	<p>Discrete period established for numeracy and literacy for Year 10</p> <p>Evaluation of Year 8 and 9 literacy and numeracy provision</p>

	<p>Accelerated English and Maths Programmes delivered through Numeracy and Literacy period in Year 8</p> <p>All departments to raise awareness of numeracy and literacy through activities in schemes of work, and classroom displays.</p>	<p>Literacy and Numeracy coordinators to monitor and assess effectiveness of activities identified in schemes of work</p> <p>Numeracy coordinator to visit local primary school to support transition from P7 to Year 8 maths</p>	<p>Literacy coordinator to visit local primary school to support transition from P7 to Year 8 literacy</p>
<p>5. Learning and Teaching</p> <p>Lead – Principal and ST (JMY)</p>	<p>Recognise and share best practice in terms of effective feedback for learning and pilot study on retrieval practice</p> <p>Establishment of TPL group</p> <p>Establish an agreed proforma based on school learning and teaching policy to inform classroom observation</p> <p>Consultation on L/T policy and quality assurance through pupil pursuit and student Council</p>	<p>Development of whole school Feedback Policy</p> <p>Review and revision of SoW in relation to feedback.</p> <p>Increased sharing of best practice across school.</p> <p>TPL group will engage with classroom observation triads.</p> <p>Monitoring of Learning and Teaching Policy through Pupil Pursuit, staff evaluation and TPL group</p> <p>Further development of Shared Practice by departments at SDD and Wednesday afternoons as indicated in school calendar</p>	<p>Review of Feedback policy through staff evaluation and Student Council</p> <p>Parent and Pupil evaluation of Learning and Teaching Policy</p> <p>Sharing of practice, including Feedback to Improve Pupil Learning , with partner schools in the CLC</p>
<p>6. Development of Options Process at Year 10 and 12</p> <p>Lead – Deputy Principal Curriculum and ST (MGN)</p>	<p>Introduction of Year 10 Parents Options Information Evening</p> <p>Review of guidance provided to students and parents in light of new KS3 tracking system to better tailor subject choices to pupils aptitudes and abilities</p>	<p>Review of Options process & access to CEIAG information to help inform choices.</p> <p>Continued development of virtual access to information, online forms, engagement with parents & presentations</p>	<p>Adopting a blended approach to Careers Fayre, both virtual & in-person engagement.</p> <p>Review of the curricular offering at KS4 & post-16 to ensure specialist staffing</p>

			capacity develops around high volume courses.
7. Engage, Targeting Social Need and Extended Schools Lead - Principal	Embed procedures and strategies employed in 2020- 21 academic year in respect to the delivery of Engage and TSN funding with use of specialist primary teacher at KS3 to address underachievement in numeracy and literacy and underachievement in GCSE Mathematics Extended schools funding to support after school homework clubs on both campuses	Ensure spend of specific funding is monitored by Bursar and Principal. Set up system in finance to monitor exact spend from each area. TSN Funding planner has been completed by AIE Liaise with SEN department re spend of TSN/ENGAGE and SEN monies. Continue to employ ENGAGE staff With the withdrawal of Extended school funds TSN will be used to support HW club	Evaluate the impact of Spending TSN funding on whole school budget when money is spent on pupil attainment and support

B. Child Centred Provision

PRIORITY AREA	Year 1: 2021-22	Year 2:2022-23	Year 3: 2023-24
1. Positive Behaviour – whole school Lead – Deputy Principal and Pastoral Leads	Pivotal Training – Recognition Boards & Above and Beyond Hands. Review of Positive Behaviour Policy in context of COVID; Cost Analysis Review of rewards Possible Pivotal Training Instructor Training. Roll out of Communication Log	Pivotal Training for staff – last 2 units Anger and Safety Awareness raising of new Anti-Bullying legislation to all stakeholders Roll out now to all pastoral staff of communication log	Restorative Practice Training for Senior Pastoral Staff

	Roll out of Pre-Code System to Year Mentors	Embedding pre code into practice and ensuring that YMs are accountable for this provision.	
2.Positive Behaviour – HUB and PSC development Lead – Deputy Principal and Pastoral Leads	Appointment of HUB Coordinator Development of HUB to include a new space ‘The Den’. Review of HUB as part of EA pilot Programme. PSC - Further Upskilling of PSC staff relative to whole school environment Further Development of PSC as a restorative space.	Improving earlier intervention in identifying behaviour needs by using pre-code procedures Discussion of HUB as permanent facility funded by Carrickfergus Academy Review of PSC coordinator role and responsibilities. Appointment of PSC permanent Supervisor	Consolidating and embedding HUB procedures and interventions embedding new roles and responsibilities for PSC coordinators
2.Special and Additional Educational Needs Lead - SENCOs and Assistant SENCOs	Updated Training on New Code of Practice for whole staff. Use of I pads for LSAs	Updated training on PLPs. Use of SIMS as an AEN tool for staff. Updated Access Refresher Training	Embedding and consolidating all learning to this point.
3.Safeguarding Lead – Deputy Principal and Pastoral Leads	Updated training and overview of all safeguarding material with BoG; New Safeguarding Leaflet Trauma Informed Practice Training Monitoring of SECURUS Update of Safeguarding posters Roll out of new Truancy Alert Message	New Training for all staff Safeguarding Leaflet New summary will go to all parents via the parent app at the beginning of every year. Trauma Informed Practice Training CONTINUED Securus monitoring Review of ETI safeguarding pro forma Review effectiveness of Truancy Alert message	Ongoing safeguarding ‘catch up’ training Review of ETI safeguarding pro forma
4.EHWB and taught personal development curriculum Lead – Deputy Principal and PD Coordinator and SL LLW	Review of delivery of taught Relationships and Sexual Education content; Development of RSE Policy Baseline Audit of existing practice in EHWB Introduction of Period Poverty Initiative (CTR)	Whole school Audit using DE EHWB audit tool. RSE policy to BOG for ratification Continued roll out of Period Dignity Project	Continue the Audit of EHWB whole school Review of whole school EHWB programme for form classes in Year 11 - 14

<p>6.Pupil Engagement in School Life</p> <p>Lead – Principal</p>	<p>Enhanced role of Student Council in all policy reviews, student wellbeing initiative (ABT)</p> <p>Enhanced role of Sixth Form Prefects – involvement in BoG, SLT, Action Planning, Peer Mentoring training, Junior Assemblies (Sixth Form Year Mentors)</p> <p>Establish Year 10 Prefect Team (Year Mentors)</p> <p>Review and relaunch post COVID all Extracurricular (PGY)</p> <p>Introduction House System Year 8 (RME)</p>	<p>ABT coordinates school council – half termly meetings of school council with SLT</p> <p>Continued offer of OCN in peer mentoring</p> <p>Reviewing Year 10 Prefects responsibilities and getting this into policy.</p> <p>Continuing the work already started on House System.</p>	
<p>7. Attendance</p>	<p>Roll out of Truancy message Alert system</p> <p>Meeting with pupils on unallocated waiting list.</p> <p>Roll out of punctuality seminars</p> <p>Roll out of targeted punctuality detentions</p> <p>Monitoring 85% - 90% 'invisible'; group of pupils.</p> <p>Roll out of electronic completion of cyclical attendance audits.</p>	<p>Review Attendance Policy</p> <p>Review Attendance Roles and Responsibilities and produce visible flow diagrams for Form Rooms</p> <p>Extend the capacity of the electronic attendance audit by introducing an 'Attendance Matters' Week for pupils</p> <p>Continue to monitor and target the 85% - 90% 'invisible' cohort</p> <p>Providing Attendance Surgeries, both in school and within the pupils' home, to improve attitudes to attendance</p> <p>Continue to promote and reward positive attendance.</p> <p>Involvement in Attendance Pilot by EA</p> <p>Continue with punctuality procedures</p>	<p>Review progress on attendance and punctuality</p> <p>Monitor and review systems in place for improving attendance and punctuality</p> <p>Continue to strengthen home-school links by embedding the Pastoral Coffee Morning in the school calendar</p> <p>Develop joint home visits with DPLs and EWOs for pupils with concerning attendance patterns</p>

		Embed the Punctuality Seminars Organise a Pastoral Coffee Morning in a 'neutral' venue, supported by Carrickfergus Academy Staff, to strengthen home-school links	
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C. Effective Leadership

PRIORITY AREA	Year 1: 2021-22	Year 2:2022-23	Year 3: 2023-24
1. Review of management structure	Review of all SLT and responsibility point allocation / roles in light of finish of re-organisation points	Review of gaps in provision considering the loss of re-organisation points Meetings with SLT to discuss job description/ roles and responsibilities.	
2.CPD staff	CPD in management practice – SLT and Middle Leaders	Chartered College opportunities for staff Attendance Pilot involvement of particular staff New Principal professional development through attendance at First Time Principals course. New Senior Teacher will access Safeguarding training to enable DDT in place on senior site	

D. A School connected to its Community

PRIORITY AREA	Year 1: 2021-22	Year 2:2022-23	Year 3: 2023-24
1.		<ul style="list-style-type: none"> - Re-establish community use of junior site - Link with Youth Services regarding use of building 	

		<ul style="list-style-type: none">- Discuss with bursar charges for use of halls etc to ensure we are covering our costs.- Re establish Open Night/Prize Night/P6 and P7 visits to re engage our community- Using Sport, Lit and Num engage with our feeder primary schools- Continue to utilise our community partners for additional pastoral support.- Christmas Fair to engage local businesses and crafts.	
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ACTION PLAN

PRIORITY AREA :

SEPTEMBER 2021-JUNE 2022

Baseline:						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
Mid-Year Review Date:			Reviewed with:			
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate.				Future Actions		
Not Achieved	Partially Achieved	Achieved				
End of Year Review Date:			Reviewed with:			
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate				Future Actions		

