



BALLYMENA ACADEMY

SCHOOL DEVELOPMENT PLAN

2017 – 2020

School Development Plan 2017-2020

Preface

This School Development Plan details the priorities of Ballymena Academy for the period 2017 – 2020. These priorities have been identified after an analysis of a range of information and consultation with parents, pupils, staff and the Board of Governors of the school.

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 Leadership Team who are responsible for each Action Plan, based on the stated success criteria. An update on aspects of the School Development Plan will be presented to the Board of Governors throughout the duration of the Plan.

Introduction

Building upon traditions established over almost two centuries, Ballymena Academy remains committed to the pursuit of excellence in a learning community which is welcoming, caring and inspiring. The school has a reputation for academic achievement and is renowned for its extensive co-curricular programme which forms a very important part of our school ethos.

Good schools, like all successful organisations, reflect carefully and regularly on their practice and on the progress made towards the achievement of their goals and the realisation of their vision. There is embedded in their culture a process of rigorous self-evaluation and review, combined with a commitment to continuous improvement and we, in Ballymena Academy, embrace that culture. We are committed to ensuring that we live up to our Mission Statement, “Ballymena Academy Cares for the Individual and Inspires Learning and Achievement”.

This School Development Plan recognises key strengths, identifies areas where improvement and development are needed and contains agreed Action Plans to improve the standard of education provided to our pupils.

There are many challenges facing our education system and schools today. Curricular changes and developments in area-based planning have been prevalent in recent years but undoubtedly the current climate of financial restraint imposes serious limits on what can be achieved. In spite of these constraints, this School Development Plan charts a path which will help us to move forward to address key priorities with the aim that our young people continue to be cared for, inspired to learn and achieve and are provided with skills and values which will support them for the rest of their lives.

1. School Ethos: A statement and evaluation of the ethos of the school

<u>Statement</u>	<u>Evaluation</u>	<u>Evidence</u>
<p>Ballymena Academy is a co-educational, interdenominational Voluntary Grammar School with a motto “Tenax Propositi” (“steadfast of purpose”). At the core of the school’s ethos is the mission statement:- ‘Ballymena Academy Cares for the Individual and Inspires Learning and Achievement.’</p> <p>The school aims to provide a caring environment in which all pupils are enabled to attain their full potential and develop personal, moral, spiritual, cultural and social attributes/qualities which will equip them for the next stage of their education and adult life.</p>	<p>High standards of pastoral care and child protection are in place. Each pupil is valued and respected as an individual and, in turn, each pupil is required to show respect to others and to the school. The caring ethos is evident in the excellent staff-pupil relationships and in the way in which parents and young people relate to their school. Teachers are committed and enthusiastic, engaging positively with their pupils.</p> <p>Pupils are motivated to learn and achieve high levels of success in examinations and through our co-curricular programme.</p>	<p>In a Kirkland Rowell Survey of 2017, 94% of parents described the care for pupils as very good/good while 92% of parents described the teaching quality as very good/good. This placed Pastoral Care and Quality of Teaching and Learning within the “Outstanding” category of parent responses.</p> <p>Pupil scores in Community Spirit and Truancy Control are defined within the “Outstanding” category in Kirkland Rowell Survey, 2017, with Control of Bullying, Developing Confidence, School Discipline, PSHE, Caring Teachers and Developing Moral Values defined as “Very Good”, e.g. 91% of pupils rated Community Spirit as very good/good.</p> <p>Ballymena Academy has “high quality and highly committed teachers and staff who consistently deliver high quality teaching and learning”, Investors in People Re-accreditation 2015.</p> <p>Examination outcomes over the past five years exceed N.I. Grammar School averages at GCSE and ‘A’ Level and other comparative data analysis, such as ALIS residuals, is positive.</p> <p>High levels of success and participation rates are evident in the Co-Curricular Programme.</p>

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

<u>Strategies</u>	<u>Evaluation</u>	<u>Evidence</u>																									
<ul style="list-style-type: none"> Improving the quality of Learning and Teaching and raising standards throughout the school have been prioritised in a significant number of ways over the last few years. SDD and PRSD processes are used to identify, share and promote best practice in the areas chosen for development, such as, in recent years: to develop assessment in promoting learning; further development of learning support strategies; classroom management strategies to further improve standards in the Sixth Form; integration of new technologies to further enhance learning and teaching. 	<ul style="list-style-type: none"> Standards of attainment are high with results for 2016-2017 being among the best ever recorded in the Academy's history and well in excess of NI Grammar School averages. At GCSE level there was a considerable increase in the % of A*/A grades. At A-level, results for 2016-2017 equalled the best ever results for the school. 	<ul style="list-style-type: none"> GCSE over 98% of grades were at grade C or better. 98% achieved 5 A*-C, 97% achieving 7 A*-C grades, including English and Mathematics. In 23 subjects the % A*-B grades exceeded NI Grammar School averages. A quarter of all GCSE entries being A*, well over 60% of the examinations sat being A* and A grades. 45 pupils achieved 9 or more A*/A grades. A further 23 pupils achieved 8 A*/A grades. At A-level, 84% of pupils attained 3 or more A*-C – well above the NI Grammar School average of 76%. Independent analysis conducted by the University of Durham shows our pupils achieve significantly better A-level results than those obtained by pupils of similar ability in other schools. 																									
<ul style="list-style-type: none"> Literacy and Numeracy Action Plans are reviewed annually and present strategies designed to raise standards in Communication and Using Mathematics. 	<ul style="list-style-type: none"> GCSE results in English Language and Mathematics have been maintained about NI Grammar School averages % A*-C and A*-B. Pupils have benefited from meeting with Numeracy mentors. Given the success of this strategy, Literacy mentors will be introduced 2017-2018. Additional strategies for further enhancing standards will be implemented in Literacy and Numeracy. 	<table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th colspan="2">% A*-C (GSNI %)</th> <th colspan="2">% A*-B (GSNI %)</th> </tr> <tr> <th></th> <th>Maths</th> <th>English</th> <th>Maths</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>100 (96)</td> <td>97.7 (97)</td> <td>92 (79)</td> <td>83.1 (79)</td> </tr> <tr> <td>2016</td> <td>99 (98)</td> <td>98 (97)</td> <td>90 (79)</td> <td>85 (79)</td> </tr> <tr> <td>2015</td> <td>99 (96)</td> <td>100 (97)</td> <td>93 (81)</td> <td>86 (82)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Literacy and Numeracy Policy and Action Plans. 		% A*-C (GSNI %)		% A*-B (GSNI %)			Maths	English	Maths	English	2017	100 (96)	97.7 (97)	92 (79)	83.1 (79)	2016	99 (98)	98 (97)	90 (79)	85 (79)	2015	99 (96)	100 (97)	93 (81)	86 (82)
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<ul style="list-style-type: none"> In order to promote the raising of standards of attainment the school has developed processes of data presentation, analysis, target setting, action planning and review at whole school and departmental level. Departmental results over three years, ALIS, MIDYIS, Yellis, Residuals and Northern Ireland Grammar School Averages are used in order to make this process meaningful. 	<ul style="list-style-type: none"> Data analysis as part of the process of self-evaluation is rigorous - governors, parents and pupils have indicated a high level of confidence in the school's self-evaluation procedures. Data analysis and self-evaluation has worked effectively in identifying strengths and areas for further development at whole school and departmental level. Analysis has flagged the attainment of boys at GCSE, A* - B, as an area of focus. 	<ul style="list-style-type: none"> See overview documents on Further Improving standards and Data analysis. Kirkland Rowell survey – rigorous Self-evaluation is carried out by teachers and whole school using objective data and leading to sustained self-improvement – rated as 'Outstanding' by parents. <table border="1"> <thead> <tr> <th colspan="4">GCSE A* -B</th> </tr> <tr> <th></th> <th>Overall</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>77.8</td> <td>63.3</td> <td>93.2</td> </tr> <tr> <td>2016</td> <td>75.7</td> <td>66.3</td> <td>85.1</td> </tr> <tr> <td>2015</td> <td>74.5</td> <td>68.6</td> <td>80.2</td> </tr> </tbody> </table> <p>Results analysis data.</p>	GCSE A* -B					Overall	Boys	Girls	2017	77.8	63.3	93.2	2016	75.7	66.3	85.1	2015	74.5	68.6	80.2
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<ul style="list-style-type: none"> Action Plans arising from the priorities in the School Development Plan place emphasis on further improving standards, teaching and learning as a key focus in all departmental Minutes, which are shared monthly with the Curriculum VP. 	<ul style="list-style-type: none"> All Departmental Action Plans contain a section on 'Further Improving Standards'. Many departmental plans are very detailed providing specifics in terms of baseline data, intended outcomes, strategies and actions. Further work needs to be done to ensure consistency of practice, particularly in relation to strategies and actions which will be tracked in the minutes of departmental meetings. 	<ul style="list-style-type: none"> Departmental Action Plans Departmental Minutes Record of meetings with Deputy Principal 																				
<ul style="list-style-type: none"> The school policy on Learning and Teaching has been formalised in Stage 0 of the Promoting Positive Behaviour Policy, which is shared with staff and reviewed annually. 	<ul style="list-style-type: none"> The content of Stage 0 defines learning and teaching best practice effectively. A survey of parents and pupils indicated that there is a very high level of confidence in the quality of learning and teaching. Excellent outcomes in terms of results confirms the quality of learning and teaching. Whilst the policy is effective in defining practice, it needs to be structured in a way which facilitates benchmarking in order to flag specific strengths and areas for further focus. A framework similar in structure to that used to audit the quality of assessment in promoting learning will be developed. 	<ul style="list-style-type: none"> Kirkland Rowell survey based on ETI indicators 'How effective is teaching in promoting learning' – rated as 'Excellent' by parents. Teaching quality was rated as 'Very good' by pupils. Promoting Positive Behaviour Policy. 																				

<ul style="list-style-type: none"> • Schemes of Work and teaching and learning resources are regularly updated in light of new action plans and revised specifications. Schemes are subject to departmental annual end-of-year review. 	<ul style="list-style-type: none"> • All departments are in the process of re-writing schemes and reviewing resource materials in accordance with revised specifications at GCSE and A-Level. Guidance has been provided on the generic content of schemes – a mechanism is to be developed in order to assure quality and consistency within the school’s self-evaluation processes. 	<ul style="list-style-type: none"> • Departmental Schemes of Work. • Guidelines on the generic content of Schemes of Work.
<ul style="list-style-type: none"> • The school has focused on developing its approaches to monitoring and evaluation. A Monitoring and Evaluation Working Group, comprising representatives from various departments, has been formed in order to develop approaches. 	<ul style="list-style-type: none"> • Work to date in this area has shown some progress:- Principles and procedures have been established which promote the identification, sharing and promotion of best practice focusing on:- <ul style="list-style-type: none"> • observation of classroom practice; • sampling of pupils’ work; • surveying pupils’ views. <p>Plans to have all departments involved in two of the above by June 2018 have been affected by industrial action. It is the school’s intention to continue its work in this area.</p>	<ul style="list-style-type: none"> • Minutes of Monitoring and Evaluation Working Group. • Monitoring and Evaluation Overview document. • Summary of Departmental M&E areas of focus.

<ul style="list-style-type: none"> • Annual curriculum planning aims to promote the raising of standards of attainment by: <ul style="list-style-type: none"> - engaging learners by addressing their interests, needs and abilities; - providing opportunities for pupils to develop a broad range of knowledge and skills - ensuring that learning is relevant and purposeful providing continuity, progression and suitable pathways to appropriate destinations; - taking account priorities outlined in the School Development Plan - impacting positively on the pupils’ learning experiences and the outcomes they attain. 	<ul style="list-style-type: none"> • The school has made progress in broadening the curriculum at Key Stage 4 and Sixth Form. Parents and pupils indicate very high levels of satisfaction with the curriculum offered. • The new Year 8 ‘Roots and Wings’ Skills Development Programme has been received very positively by pupils and parents. • The school was successful in its application to become a BTEC accredited centre. • BTEC vocational subjects have been well received and results are excellent. Pupils and parents have requested access to a broader range of vocational qualifications. This is currently being explored. 	<ul style="list-style-type: none"> • The school offers 28 courses at GCSE LEVEL (10 Applied and 18 General) and 28 courses at AS/A2 level (12 Applied and 16 General). KR survey parents’ choice of subjects curriculum provision – rated as ‘Outstanding’. • KR survey – pupils and parents rated ‘Roots and Wings’ as ‘Outstanding’. • BTEC Accreditation Report • Curriculum development discussion papers <table border="0" data-bbox="1458 590 2132 973"> <tr> <td colspan="6">BTEC Course</td> </tr> <tr> <td>Subsidiary Diploma numbers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Year 13</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Year 14</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Engineering</td> <td>8</td> <td></td> <td>17</td> <td></td> <td></td> </tr> <tr> <td>Construction</td> <td>14</td> <td></td> <td>28</td> <td></td> <td></td> </tr> <tr> <td colspan="6">Results 2017</td> </tr> <tr> <td></td> <td>No.</td> <td>A*</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>Construction</td> <td>15</td> <td>60</td> <td>87</td> <td>87</td> <td>100</td> </tr> <tr> <td>Engineering</td> <td>2</td> <td>50</td> <td>100</td> <td></td> <td></td> </tr> </table>	BTEC Course						Subsidiary Diploma numbers								Year 13						Year 14				Engineering	8		17			Construction	14		28			Results 2017							No.	A*	A	B	C	Construction	15	60	87	87	100	Engineering	2	50	100		
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<ul style="list-style-type: none"> • The school identified the need to enhance pupils’ digital skills competence. 	<ul style="list-style-type: none"> • Progress has been made in this area by introducing new courses:- <ul style="list-style-type: none"> • a discrete programme of Digital Literacy, Computer Science, and Information Technology has been developed for Year 8 and Year 9; • a GCSE in Computer Science is now offered as an alternative to the GCSE course in Digital Technology. <p>The school continues to focus on this as an area for further development.</p>	<ul style="list-style-type: none"> • Schemes of Work and resource materials for Years 8, 9 and 11. 																																																												

<ul style="list-style-type: none"> • A high priority is given to CEIAG to enable pupils to make informed choices about their learning programme, understand its relevance and, as a result, inspire learning and achievement. 	<ul style="list-style-type: none"> • Kirkland Rowell survey information indicates that parents and pupils rate Careers Advice as being very good, however, a survey carried out by the school with parents of Year 10 pupils at the point of transition indicated that parental awareness of CEIAG provision was not as expected. There is now a focus on raising parental awareness of this provision. 	<ul style="list-style-type: none"> • Kirkland Rowell Pupil and Parents' Attitudinal Surveys. • School survey summary – Year 10 parents. 																				
<ul style="list-style-type: none"> • The school has submitted an application for a Prospects Quality Award in CEIAG. 	<ul style="list-style-type: none"> • A comprehensive self-evaluation audit has been carried out in preparation for the Quality Award submission. The provisional audit rating averaged out over 70 quality indicators as 'Outstanding'. This will be subject to external verification through a quality assurance assessment visit. 	<ul style="list-style-type: none"> • Prospects Quality Award – CEIAG Audit summary. <table border="0"> <tr> <td>Standards - provisional rating</td> <td></td> </tr> <tr> <td>Policy and Management -</td> <td>Outstanding</td> </tr> <tr> <td>Review and Evaluation</td> <td>Outstanding</td> </tr> <tr> <td>Planned Programme of CE</td> <td>Outstanding</td> </tr> <tr> <td>Information</td> <td>Outstanding</td> </tr> <tr> <td>Experience of the World of Work</td> <td>Outstanding</td> </tr> <tr> <td>Guidance, personal planning and transition support</td> <td>Outstanding</td> </tr> <tr> <td>Work with parents and carers</td> <td>Outstanding</td> </tr> <tr> <td>Equality and Diversity</td> <td>Outstanding</td> </tr> <tr> <td>Learner Voice</td> <td>Good</td> </tr> </table>	Standards - provisional rating		Policy and Management -	Outstanding	Review and Evaluation	Outstanding	Planned Programme of CE	Outstanding	Information	Outstanding	Experience of the World of Work	Outstanding	Guidance, personal planning and transition support	Outstanding	Work with parents and carers	Outstanding	Equality and Diversity	Outstanding	Learner Voice	Good
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<ul style="list-style-type: none"> • The School's Assessment, Recording and Reporting Policy has been updated. Departmental policies have been developed and are consistent in reflecting whole school policy. 	<ul style="list-style-type: none"> • The policies are comprehensive and formalise agreed and expected practice. This now provides the mechanism for monitoring and further developing consistency of practice across departments. 	<ul style="list-style-type: none"> • Whole School Assessment, Recording and Reporting Policy/Departmental Assessment Recording and Reporting policy. 																				

<ul style="list-style-type: none"> • The school has focused on developing the following aspects of practice:- <ul style="list-style-type: none"> - Electronic reporting and progress updates - Common assessment tasks - Electronic tracking for all pupils, - Target setting for pupils in Years 11-14 - Assessment for Learning 	<ul style="list-style-type: none"> • An Assessment, Recording, Reporting Committee meets regularly. A comprehensive range of strategies in relation to Assessment, Recording and Reporting has been developed and are effective in promoting learning. 	<ul style="list-style-type: none"> • SIMS Assessment Manager.
<ul style="list-style-type: none"> • A self-evaluation audit tool based on ETI indicators has been developed: ‘How effective is Assessment in Promoting Learning?’ This was used to inform planning and development at departmental and whole school level. 	<ul style="list-style-type: none"> • The completed audit was effective in facilitating the benchmarking performance in this area, at departmental and whole school level. The audit indicated that the school attained an overall rating of ‘Good’ 38.8/50 where 35 -39 is ‘Good’, 40 – 45 is ‘Very Good’ and 46-50 is ‘Outstanding’. It clearly identified strengths along with areas for further development, specifically - marking and feedback (rated as ‘good’ 35.6) and pupil target setting (rated as ‘satisfactory’ 32.8). These areas will be targeted using action planning. 	<ul style="list-style-type: none"> • Audit Summary Departmental Audits and related Action Plan. • Parental response (Kirkland Rowell 2017) on ‘How effective is assessment in promoting learning?’ was rated as ‘Excellent’.
<ul style="list-style-type: none"> • Teachers use varied forms of assessment and feedback to monitor pupil progress and identify areas for further improvement. 	<ul style="list-style-type: none"> • In follow-up to the audit, a departmental survey was carried out which indicated that departments adopt a wide range of approaches to marking and feedback. It is clear that further work needs to be done in order to identify best practice and work towards more consistent practice across the school. 	<ul style="list-style-type: none"> • Departmental surveys. • Staff and pupil feedback (KR 2017) rated ‘regular marking of work’ and ‘written reports’ as ‘Excellent’.
<ul style="list-style-type: none"> • Each department tracks pupil attainment and has procedures for flagging concerns to the Head of Department who oversees the implementation of agreed learning support strategies. 	<ul style="list-style-type: none"> • A wide range of learning support strategies have been implemented across departments. Strategies have been agreed and formalised within departments. There would be benefit to be gained from sharing strategies in order to further develop best practice. 	<ul style="list-style-type: none"> • Departmental Learning Support strategy documents.

Areas of focus, as evidenced in Action Plans 2017 -2018

- The engagement, motivation and attainment of boys
- Quality assuring CEIAG and raising parental awareness of provision
- Curriculum Development – enhancing the offer of vocational courses
- Further developing opportunities for Digital Skills development
- Sharing and developing best practice in relation to:-
 - Learning support
 - Marking, feedback and pupil target setting.
 - Action planning
- Further developing monitoring and evaluation processes – including a self-evaluation framework for learning and teaching

2 (b) A summary and evaluation of the school’s strategies for providing for the special, additional or other individual educational needs of pupils

Meeting the needs of all our pupils (including those with special, additional or other individual needs) is an integral part of the caring ethos of the school. The school provides effective support for pupils with special educational needs under the direction of the Vice-Principal and the SENCo (Learning Support Coordinator).

There are currently **72** pupils on the SEN register, including **4** pupils with a statement of educational need (supported by 4 Learning/Behaviour Support Assistants) The SENCo takes the lead in the coordination of Individual Education Plans. IEPs are reviewed twice each year, supported by feedback from staff and in conjunction with the pupil and their parent to best meet their individual needs. Transition from primary school to Ballymena Academy is seen as a key part of their successful integration and ongoing educational journey, and to this end, there is close liaison prior to entry. Staff are informed of pupils with SEN issues and receive relevant whole school training to ensure best support for the young people.

The SEN policy provides clear guidelines for roles and responsibilities and the SEN handbook offers opportunity for staff to access relevant SEN information relating to specific pupil needs.

<u>Strategies</u>	<u>Evaluation</u>	<u>Evidence</u>
<ul style="list-style-type: none"> Development of an SEN Handbook for staff, providing information on the range of SEN issues affecting the school’s pupils and appropriate support strategies for classroom and pastoral interventions. 	<ul style="list-style-type: none"> Time is given towards SEN whole staff training within the Staff Development Days programme. The SENCo is given additional non-teaching time within their timetable The SENCo meets weekly with the VP to discuss related development matters Trend data is recorded for identification of SEN needs 	<ul style="list-style-type: none"> Comprehensive handbook provided for staff on iTunesU Specific staff training in support of pupils with differing needs e.g. on Austic spectrum IEP reviews show specific strategies within subject areas Departmental Minutes iTunesU Support information
<ul style="list-style-type: none"> Expertise in testing and interventions to provide additional early identification and support for pupils with specific learning needs. 	<ul style="list-style-type: none"> Time and funding allocated towards training of SEN staff and purchase of associated tests to help identification of needs process. SENCo time is protected at points in the year to support testing of pupils and associated development of appropriate IEPs 	<ul style="list-style-type: none"> SENCo has undertaken additional CCET training Contingency provision through two staff trained to meet JCQ requirements for testing An increase in referrals and testing of pupils has led to a more comprehensive identification and provision for pupils with specific needs.
<ul style="list-style-type: none"> Embedding of use of IEPs in classroom practice 	<ul style="list-style-type: none"> IEP reviews carried out with information collated and disseminated. Content and adjustment supported by staff feedback. SEN embedded in Departmental discussions 	<ul style="list-style-type: none"> Exams concession documents Departmental Minutes Use of iDoceo by staff for IEPs IEP review documents – twice yearly

Future Actions

- The new development plan will include a review of the overall SEN policy, a Newcomers policy, Gifted and Talented Policy, and implementation of IEP review software.

2 (c) A summary of the school's strategies in promoting health and wellbeing, child protection, attendance, good behaviour and discipline of pupils

The provision for pastoral care of pupils is engrained in the mission statement, ethos and structures of the school, and good practices are evidenced through all pastoral areas, being rated in the top two categories in recent Kirkland Rowell surveys e.g. community spirit, control of bullying, happiness of child, feeling safe and cared for, social and health education, school security, e-safety amongst many. The school has a comprehensive set of pastoral policies in place to safeguard its pupils and promote their health and wellbeing. The school also invests heavily in its pastoral provision through; i) appointed staff (22), who access ongoing relevant CPD and meet regularly to ensure strong lines of communication supporting pupil needs, ii) organised programmes (e.g. Tutor groups, assemblies, external guests), and iii) provision of additional support structures such as a School Nurse, First Aiders, Care Team, Mentors or counselling service. Learning organisers, noticeboards and the school website allow pupils to access information to help them make positive health and wellbeing choices e.g. iMatter

Positive and caring relationships between pupils and staff (KR Pupil Survey 2017 - 80%) help to maintain positive behaviour choices by pupils. This is supported by clear practices and procedures towards prevention, support and intervention ('Positive Behaviour Procedures' Stages 0-8). School regulations are easily accessible for pupils through learning organisers, and the emphasis in Tutor and Year assembly programmes, focuses on helping and educating pupils to understand school requirements, as well as enabling positive choices to be made both in school and in wider life issues towards personal health and wellbeing. The P.F. Martin achievement awards, use of certificates (e.g. 100% attendance), Prize Day, assembly announcements, departmental systems, noticeboards, school magazine, website and Twitter, all provide opportunity to celebrate and reward pupil achievements. Pupils are both consulted and their views heard through Student Councils.

All staff have responsibility for the Pastoral Care of pupils throughout the day, with training provided and also tutor responsibility given. The Pastoral support extends through extensive use of senior pupils, through Peer Leadership, to help other pupils and support the positive environment of the school, whether as Prefects (80), Year specific Peer Mentors (76), Learning Mentors, Pupil Self-Management Mentors, Health Team, Co-Curricular Team, Environment Team, Anti-Bullying Team, Events Team or e-Safety Team. Each Leadership area is supported by staff who oversee and give training and leadership opportunities, cascading benefits to the wider school population.

Heads of Year provide a vital support role for the pupils in each year group. This is evidenced particularly through monitoring of academic progress at key times e.g. post-examinations, specific monitoring of pupils finding greater challenges with their studies, intervention on attendance or behaviour, close liaison with parents, delivery of vital messages through assemblies and tutor programmes, liaison with staff in school, providing information for outside bodies e.g. Social Services, or weekly meetings with VP to discuss pupil matters. Pastoral Advisors support the HoY through work with individual pupils in their Learning Support, supporting interventions to reduce attendance concerns or simply providing a listening ear or shoulder to cry on for pupils facing significant life challenges. The variety of support and care aspects employed from Entrance Assessments through to the Year 8 Induction Programme, ensure a positive commencement to the new school, and lay sure foundations for future years, demonstrating the Caring ethos from even before Day 1.

Safeguarding and Child Protection are paramount within the school with Designated and Deputy Designated teachers in place, supported by a BoG representative. An extensive programme of training supports this culture amongst all staff, volunteers and BoG. Keep safe messages are delivered in a variety of mediums to pupils e.g. CEOP Internet Safety presentations, e-safety peer education, Love for Life talks. Anti-bullying week features prominently in the school calendar with associated activities such as anti-bullying workshops or assemblies taken by the anti-bullying team. Incidents are dealt with in accordance with the anti-bullying policy, however preventative approaches are supported through assemblies, tutor programmes, advice in Learning Organisers, displays and access to mentors.

Attendance rates are consistently above N.I Grammar School averages, enabled through positive choices by pupils to attend, close work with parents, timely interventions with pupils presenting concerns e.g. work with Pastoral Adviser, close monitoring of figures using SIMS data with detailed follow up approaches, monthly EWO meetings and celebration of excellent attendance. Lateness to school is closely monitored by PAs and HoYs, with discussion of attendance concerns presented at weekly meetings, monthly HoY committee, monthly EWO meeting or individuals with significant concerns through the Care Team.

Pupil health and wellbeing is additionally supported through curricular messages delivered in LLW and other subject areas, and a very extensive co-curricular programme where enjoyment, skill enhancement and the development of positive lifelong habits are all supported. Concussion education is now embedded in the school year for pupils, staff, volunteers and parents. Concussion protocols are seen as good practice by other organisations.

Recent strategies which have been developed and deployed in school, are listed below:

<u>Strategies</u>	<u>Evaluation</u>	<u>Evidence</u>
<ul style="list-style-type: none"> The health and well-being of the pupils is catered for through an extensive curricular, pastoral and co-curricular programme. A whole school review of provision for pupil health and well-being through taught LLW and pastoral programmes. 	<ul style="list-style-type: none"> Inclusion in Cohort 1 of NI Wellbeing Academy providing framework for action and materials to support programmes Actions undertaken even though positive feedback on KR surveys regarding Personal, Social Health Education (Parents 81%, Pupils 71%) 	<ul style="list-style-type: none"> Minutes of review meetings between Pastoral VP, LLW Coordinator and Health Education Coordinator Audit documents from subject areas and pastoral programmes
<ul style="list-style-type: none"> Audit of CP areas against ETI check list. Checking and training of all volunteers who support the school's extensive co-curricular programme. 	<ul style="list-style-type: none"> DT and DDT weekly meeting with discussion with DI of outcome. Developed training material, including Code of Conduct and Safeguarding information, provided at training session 	<ul style="list-style-type: none"> Audit document with extensive accompanying evidence for 32 identified areas. Training records and data base of ACCESS NI checks for volunteer coaches
<ul style="list-style-type: none"> Celebration of attendance extended from Prize day to Year assemblies through 100% attendance certificates 	<ul style="list-style-type: none"> Implementation of certificates for those with 100% and distributed through Year assemblies 	<ul style="list-style-type: none"> Attendance stands at 96.6% in 2015/16, remaining above the NI Grammar School Average. 96 pupils attained 100% attendance in 2016/2017 with 1 unbroken for 7 years
<ul style="list-style-type: none"> Use of the SIMS Behaviour Management system as a mechanism for recording and referral of behavioural concerns 	<ul style="list-style-type: none"> Phasing out of older systems of referral towards exclusive use of SIMS including SIMS app on iPads. 	<ul style="list-style-type: none"> Training presentations and SIMS active records of referrals School discipline rated very good by pupils (80%) and parents (79%) in KR Survey 2017.
<p><u>Future Actions</u></p> <p>Ongoing review and implementation of Health and Wellbeing provision for pupils through taught LLW and pastoral programmes</p> <p>Anti-bullying policy associated practices and recording mechanism reviewed</p> <p>First day response to absence through enhanced use of parent mail</p> <p>Child Protection review based on new DENI 'Safeguarding and Child Protection in Schools' documentation</p> <p>Development of rewards system for subjects to enhance celebration of pupil success and help promote positive behaviour</p>		

2 (d) 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.

<u>Strategies</u>	<u>Evaluation</u>	<u>Evidence</u>
<ul style="list-style-type: none"> • Staff are able to avail of a range of appropriate professional development activities, both inside and outside school. • Each Staff Development Day is planned and organised by SLT in line with the School Development Plan and with guidance provided by DENI. • Professional development needs of Staff are identified through PRSD, discussions at management meetings, outcomes of surveys, outcomes of annual data analysis and Communication Group feedback. • Courses suitable and available to Staff, from other providers, are forwarded as appropriate. • CPD records are updated annually and forwarded to the SLT member responsible for Staff development. 	<ul style="list-style-type: none"> • INSET days for Staff are well-received and viewed as effective by Staff. • Effective professional development has been carried out in a number of areas, including "Introduction of New Technologies", Child Protection and Data Analysis. • PRSD Programme is well established with the objectives linking to School Development Plan priorities. • Thorough CPD records are retained for each member of Staff. 	<ul style="list-style-type: none"> • 93% of feedback from Departments indicated that objectives had been met regarding the content and delivery of INSET days in internal surveys. • "All Staff (30 interviewed) were universally positive about how the school introduced iPads", (IIP Review 2015). • School has an "excellent approach to CPD which is aligned, resourced, blended, varied and impressively effective", (IIP Review 2015). • Staff responses to "delivery of PRSD" was defined as "outstanding" in comparison to the NI schools (with a weighted score of 79% - Kirkland Rowell Survey, 2017). • 80% of Teaching Staff have availed of training outside school through a variety of providers, including EA, DENI, CCEA and BLT during 2016/17

<ul style="list-style-type: none"> • Staff are given opportunities to share in the leadership of the school through promoted posts, membership of committees etc. • An Induction and EPD Programme is provided for members of Staff, as appropriate. • The school maintains close links with the teacher training institutions through its contribution to the PGCE programme. 	<ul style="list-style-type: none"> • A wide variety of opportunities is available to Staff through membership of various committees and promoted posts. • All new members of Staff receive appropriate induction training. • PGCE student placements are encouraged with the school and such students speak positively of their experience within Ballymena Academy. • QUB School of Education has established close links with the school in order to disseminate good practice to Physics PGCE students. 	<ul style="list-style-type: none"> • 79% of teaching staff are in promoted posts and/or hold membership of committees. • Staff responses to “induction of new Staff” were overwhelmingly positive and defined as “outstanding” in comparison with other NI schools (with a weighted score of 88% - Kirkland Rowell Survey 2017). • All members of Teaching Staff, from 2016/17, have completed BT and EPD within expected time frames. • Comments from PGCE students 2017. 100% PGCE students found the school induction programme in Ballymena Academy, Year 8 observation and documentation from HOD to be useful. “I enjoyed the positive ethos of the school, as the pupils have good relationships with their teachers and I was able to learn a variety of new strategies” • QUB School of Education uses Ballymena Academy to prepare all Physics PGCE students for placement (with particular emphasis on practical activities).
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Future Actions Review of Staff Development Policy. Continue to provide access to training linked to SDP (including dissemination of good practice). Provide opportunities for Middle/Senior leadership development.

<p>2 (e) A summary and evaluation, including, through the use of performance and other data, of the school’s strategies for managing the attendance and promoting the health and well-being of Staff.</p>		
<p><u>Strategies</u></p>	<p><u>Evaluation</u></p>	<p><u>Evidence</u></p>
<ul style="list-style-type: none"> • Implementation of the “Managing Attendance at Work” policy in line with guidance. • Staff absence is reported at meeting of the Board of Governors. 	<ul style="list-style-type: none"> • There are high levels of attendance and punctuality within the school staff. 	<ul style="list-style-type: none"> • The staff attendance figures regularly exceed the NI staff attendance average; the number of absence days being considerably lower than across other NI schools. (2 days B.A., 5 days NIGS average).

<ul style="list-style-type: none"> • A Health and Well-Being Working Group has been established. • The school is a participant in the NI Well Being Academy, being operated through Ballyclare High School. • An externally sourced, independent confidential counselling service is available to all staff. 	<ul style="list-style-type: none"> • The promotion of staff health and well-being is prioritised within the school. • The school works effectively with appropriate outside agencies to support the care and welfare of staff. 	<ul style="list-style-type: none"> • “In belief terms all staff did believe they made a difference, they did believe their contribution is valued and they did believe Ballymena Academy is a great school to work and be part of” (Investors in People Re-accreditation 2015). • Staff scores for staff morale, and job satisfaction were described as “very good” in comparison to NI schools with weighted scores in excess of 60%.
<ul style="list-style-type: none"> • The Principal, Deputy Principals and Vice-Principal are available to staff, on an “open door” basis. • Members of staff are encouraged to discuss any issues of concern with their line managers or SLT. • The School Nurse provides a “drop-in centre” for advice and treatment for staff. • Healthy eating is promoted through the school Dining Hall. • The school supports and encourages the work of BASA in its organisation of staff events. • Fitness sessions are made available to staff ‘free of charge’. 	<ul style="list-style-type: none"> • Relationships are characterised by mutual respect, openness and trust. • Almost all members of the school staff are committed and enthusiastic, engaging positively with their pupils and colleagues. • Concerns about staff workload have been noted and are being addressed, through the Health and Well-Being Working Group. 	<ul style="list-style-type: none"> • In a Kirkland Rowell survey of 2017, staff responses for communication between SLT and staff, sensitivity in handling staff personal issues, opportunity for staff to offer ideas and appreciation of staff achievement/contribution were defined as “outstanding” in comparison to NI schools with weighted scores in excess of 70%. • “Staff workload” has been identified as an area for attention in the Kirkland Rowell survey 2017. • 25 members of staff (FTE 76) have participated in staff fitness sessions provided by the school.

Future Actions

Having taken into account staff responses within the Kirkland Rowell Survey 2017 and comments made through Communication Groups, staff workload will be addressed in the new School Development Plan.

2 (f) 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.

<u>Strategies</u>	<u>Evaluation</u>	<u>Evidence</u>
<ul style="list-style-type: none"> • The School maintains links with parents through various publications and events, including Parents’ Information Booklets, Subject Choice Booklets, School Policy Information, a termly Principal’s letter, Parent Mail, Parents’ Information and Consultation Evenings and through less formal opportunities. • Three Parent Representatives are members of the Board of Governors and play an active part in its various Committees. • Through biennial Kirkland Rowell surveys, the school elicits opinion from parents on all aspects of its work. 	<ul style="list-style-type: none"> • The School works effectively with parents to support the education of their children. Parents value the work of the school. • Parents receive clear information about the aims, organisation and day-to-day life and work of the school. There are good opportunities for parents and staff to share information relevant to the pupils’ development and learning. The parents are provided with information about their children’s progress and achievements and about the school’s Curriculum. Steps are taken to involve pupils actively in relevant aspects of school life. • The views of the parents are sought systemically and are taken into account when the school reviews its provision and School Development Plan. • School events and Parents’ Consultations are well attended. 	<ul style="list-style-type: none"> • In a Kirkland Rowell survey of 2017, parents gave an “excellent” overall performance score of 84%. • Parents considered delivery of the following areas to be “outstanding”:- Community Spirit, Caring Teachers and School Communication.

<ul style="list-style-type: none"> • The School has established positive links with other schools as part of Ballymena Learning Together and engages with the Northern Regional College to collaboratively deliver Construction at GCSE and post-16. • The School uses its involvement in programmes, such as the Literacy and Numeracy programme, to strengthen links with local Primary Schools. • Members of the Senior Leadership Team carry out annual visits to local Primary Schools to meet with the Principal and prospective pupils. • Pupils from local Primary Schools are invited to musical productions and “Taster Days”. 	<ul style="list-style-type: none"> • The School continues to develop links with other schools through Ballymena Learning Together and its programme of engagement with feeder Primary Schools. 	<ul style="list-style-type: none"> • The School plays an active part in Ballymena Learning Together with staff involved in each of its sub-groups and a member of SLT acting as Chairman of the Curriculum Co-ordinations Group. <ul style="list-style-type: none"> - P6 pupils participated in P6 “Taster Days” in June 2017. - Principals from local feeder Primary Schools have visited the school to participate in a range of projects including a STEM afternoon and the Literacy and Numeracy Transition Project. • The systematic exchange of information between schools ensures smooth transition from Primary to Post-Primary education. This is evidenced with Kirkland Rowell where 23% of Year 8 parents said that the school was better than they expected it to be versus 1% who felt that the school had not lived up to expectations.
<p><u>Strategies</u></p>	<p><u>Evaluation</u></p>	<p><u>Evidence</u></p>
<ul style="list-style-type: none"> • The School links with a wide range of voluntary and statutory bodies and with the business community, for example in the areas of work experience, ‘mock’ interviews and STEM activities. • The School seeks opportunities to improve links with local Sports Clubs. • The School seeks to support charities within the community, both financially and through the Millennium Volunteers’ Programme. • The Board of Governors includes representatives from the business community and from the Mid and East Antrim Borough Council. 	<ul style="list-style-type: none"> • The pupils are involved with the local community through cultural, charitable, musical and recreational activities. • Through the hire of its facilities, the school has enhanced its relationship with local and provincial Sports Clubs. 	<ul style="list-style-type: none"> • Links with Wrightbus have enabled pupils to achieve significant success in STEM activities and competitions. • School sports facilities are regularly used by various Sports Clubs, including Ulster Rugby, Ulster Hockey, Antrim GAA, Randalstown Rugby Football Club, Ballymena Hockey Club and Ballymena Cricket Club. • Pupils have received Millennium Volunteer Awards for volunteering within the local community.

Future Actions

The School will seek to enhance its website and further implement the use of Parent Mail to aid communication with parents.

Links with Primary Schools are to be further developed.

3. School Finances and other Resources.

(a) An assessment of the school's current financial position and the use made of its financial and other resources:-

The school is independently audited by D.T. Carson & Co. with the most recent report in 2017, giving substantial assurance that our systems safeguard and protect public funds. An annual budget is prepared each year in the context of a 3-year Financial Plan (See attached – Appendix 1). Financial reports aimed at tracking spending, are made at regular intervals throughout the year to the Audit, Finance and General Purposes Committee and the full Board of Governors.

The school uses its funds to:-

- deliver the Curriculum
- deliver Pastoral Care
- provide suitable accommodation
- implement the School Development Plan
- meet staff costs
- communicate with parents
- provide Continuous Professional Development for Staff
- provide a comprehensive co-curricular programme (including implementation of the Co-Curricular Physical Recreation Strategy)

In recent years the school has not accrued an overspend despite reductions in its delegated grant. In order to achieve this, pro-active measures have been made to reduce recurrent costing including:-

- a reduction in the Teaching Staff complement, including a Voluntary Redundancy, with a reduction in the full-time equivalent teachers employed from 80.1 in 2013/2014 to 76.1 in 2016/2017.
- reductions amongst non-teaching staff through natural wastage and review of cleaning
- reduction in transport costs for co-curricular and curricular activities

In addition to the budget share allocation the school has benefitted from income from other recurrent grants and other sources, including parental contributions.

In relation to capital expenditure, the school seeks to enhance its facilities with a planned refurbishment programme.

(b) 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 improvement in standards.

In straitened financial time it is imperative that all resources available to the school are deployed efficiently and effectively and that value for money is given. To that end, the school will:-

- maintain the accommodation to the highest standards
- seek to improve the accommodation, where possible
- audit curriculum delivery and structures, identifying savings where appropriate
- ensure careful stewardship of all resources
- explore provision of enhanced facilities in partnership with DENI
- develop strategies to increase revenue other than the delegated budget share

Planned expenditure for the period covered by the Plan in support of actions to bring about improvements in standards is shown in the Action Plan but will continue to be reviewed in the light of budgetary constraints.

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any School Development Plan which is being superseded or revised.

<u>Key Targets</u>	<u>Assessment</u>
<p><u>Pastoral Care</u></p> <p>(i) Promote and develop health and well-being of pupils and staff through the Co-Curricular Recreation Strategy and our Pastoral Care Programme</p> <p>(ii) Evaluate and review procedures for celebrating achievement as a means to enhance pupil motivation.</p> <p>(iii) Evaluate and review pastoral policies and procedures</p>	<ul style="list-style-type: none"> • Co-Curricular Physical Recreation Strategy implemented and monitored. • Review of “taught pastoral programme” under way. • Staff Health and Well-Being group established with activities planned for 2017/2018 • Well-established means of recognising achievement continue to work well. • Procedures to celebrate achievement, thus far not officially recognised, to be progressed. • Review of policies and procedures is taking place. • Adoption of some revised policies by Board of Governors with further policies to be adopted in 2017/2018.

<p><u>Integrating New Technologies</u></p> <p>(i) Develop the vision for integration of iPad technology to further enhance learning and teaching.</p> <p>(ii) Develop CPD framework to increase staff capacity in use of new technologies.</p> <p>(iii) Evaluate and review the policies relating to E-Safety.</p>	<ul style="list-style-type: none"> • Vision established and use of iPad technology integrated into learning and teaching strategies. • Staff capacity in use of new technologies has been significantly enhanced. • Regular CPD opportunities were provided. • “Top up” activities planned for future development of Staff. • New policy in place but will require continual review to meet new challenges.
<p><u>Communication and Marketing</u></p> <p>(i) Implement Communication and Marketing Strategy.</p> <p>(ii) Evaluate and review appropriate School Policies.</p>	<ul style="list-style-type: none"> • Communication and Marketing Strategy implemented and reviewed. • Website reconstruction under way. • Parent Mail introduced. • On-going review of school policies with 14 policies adopted by Board of Governors in 2016/2017.
<p><u>Key Targets</u></p>	<p><u>Assessment</u></p>
<p><u>Developing Community</u></p> <p>(i) Explore opportunities for use of premises to enhance links with Community.</p> <p>(ii) Maintain and develop links with other schools and businesses</p> <p>(iii) Development of the former Pupils’ network.</p>	<ul style="list-style-type: none"> • School sports facilities are now regularly used by various Sports Clubs. • The school plays an active part in Ballymena Learning Together. • Links with feeder Primary Schools have been enhanced. • Links with local businesses have supported Careers activities and enable pupils to achieve significant success in STEM competition. • Database of former pupils being compiled. • O.P.A./School working closely together for mutual benefit.
<p><u>Careers CEIAG</u></p> <p>(i) Undertake an audit to review provision and implement a Strategic Plan to address findings.</p>	<ul style="list-style-type: none"> • A comprehensive audit of provision has been completed, providing the basis for an application for national accreditation as a high quality service provider.

<p><u>Facilities</u></p> <p>(i) Engage with DENI re. provision of new build and/or significant upgrade of facilities.</p>	<ul style="list-style-type: none"> • Fire Alarm System installed. • Refurbishment of Toilets and installation of Single-Glazed Windows planned for 2017/2018. • Bid completed in respect of SEP funding for classroom refurbishment. • Development of new ICT Suite planned for Summer 2017.
<p><u>Curriculum/Learning and Teaching</u></p> <p>(i) Provision of a Curriculum to meet needs and interests of our pupils taking consideration of the Entitlement Framework.</p>	<ul style="list-style-type: none"> • Entitlement Framework fully met. • On-going review of Curriculum to best meet pupils' needs
<p>(ii) Prepare for the introduction of new GCSE, 'AS' and A2 specifications.</p>	<ul style="list-style-type: none"> • Schemes of Work for 'AS' in place for 2016/2017. • Schemes of Work for GCSE and A2 in place for 2017/2018.
<p>(iii) Enhance structures to address SEN issues and to promote Literacy and Numeracy</p>	<ul style="list-style-type: none"> • Revised Literacy and Numeracy policies being implemented. • Successful participation in Transition project with Groggan P.S. and Ballymena P.S. • On-going review of SEN support provision.
<p>(iv) Monitor and evaluate classroom practice</p>	<ul style="list-style-type: none"> • Working Group established • Areas of focus identified by departments. • Progress limited by Union action, particularly with reference to Classroom Observation.
<p><u>Key Targets</u></p>	<p><u>Assessment</u></p>
<p>(v) Evaluate and review Assessment and Reporting procedures, including use of appropriate data for tracking and target setting.</p> <p>(vi) Promote high levels of pupil achievement.</p>	<ul style="list-style-type: none"> • Whole school evaluation of assessment was undertaken. • Revised Assessment and Reporting policy being implemented. • Tracking procedures reviewed. • On-going review of data analysis procedures. • Performance in GCSE and A-level examinations continues to exceed N.I. Grammar School averages (see attached summary). • Pupils annually receive N.I. placings at GCSE and 'A' Level.

4. Student Attainment in Public Examinations 2015 to 2017

<u>'A' Level Outcomes 2015-2017</u>	2014 – 2015	2015 – 2016	2016 – 2017
% 3+ A* - C grades	84	79	84
% 2+ A* - E grades	100	100	100
% of all grades A* and A	43	37	45
% of all grades A* - C	93	91	94
FSM % 3+ A* - C grades	57*	64	59

* less than 5 pupils

<u>Year 14 students by DENI's FSM Band</u>	% 3+ A* - C grades	% 2+ A* - E grades
Grammar School FSM Band (0.00 – 9.99)	77.1	99.6

<u>GCSE Outcomes 2015 - 2017</u>	2014 – 2015	2015 – 2016	2016 – 2017
% 7+ A* - B grades (including English and Mathematics)	75	76	78
% 7+ A* - C grades (including English and Mathematics)	98	96	97
% 7+ A* - C grades	99	96	97
% 5+ A* - C grades (including English and Mathematics)	99	97	98
% 5+ A* - C grades	99	98	98
% of all grades A* and A	60	58	62

% of all grades A* - B	87	86	87
FSM % 7+ A* - C (including English and Mathematics)	100	89	90
FSM % 5+ A* - C grades (including English and Mathematics)	99	97	90

<u>Year 12 students by DENI's FSM Band</u>	% 5+ A* - C grades	% 5+ A* - C grades (including English and Mathematics)	% 7+ A* - C grades (including English and Mathematics)
Grammar School FSM Band (0.00 – 9.99)	97.9	96.2	93.8

5. An assessment of the challenges and opportunities facing the school.

The school has a reputation as a high-achieving academic institution with an emphasis on Pastoral Care and a wide-ranging co-curricular programme. Maintaining high standards in the face of reduced funding remains a fundamental and pervasive challenge. The measures which the school has already taken to reduce costs have led to a reduction in staffing and there is no guarantee that further cuts will not be necessary. Such further cuts may have a consequent effect on the educational service provided to pupils of this school.

The principal challenges and opportunities deriving from such a context are shown below.

Challenges

- Building upon existing standards while operating with a substantially reduced budget and fewer teachers.
- Addressing issues of staff workload.
- Addressing issues of pupil and staff health and well-being
- Improving and maintaining our school facilities
- Revision of the GCSE and GCE Specifications
- Improving the quality of Learning and Teaching
- Addressing low and under-achievement, especially among boys
- Further embedding of a culture of self-evaluation
- Addressing uncertainty with the Area Planning process
- Integrating E-learning provision
- Providing appropriate staff development to meet these challenges
- Maintaining an extensive co-curricular provision.

Opportunities

- Review of Ballymena Academy Curriculum structure
- Enhance students' experiences through provision of new subjects
- Development of deeper relationships with other schools and the wider community
- Potential refurbishment of school building
- Creation of Staff Health and Well-Being group
- Reduction of administrative burden through increased use of ICT
- Possible Development Proposal as part of Area-Planning Process
- Continuous Professional Development for staff
- Increase in post-primary population for 2019

During this time, the focused effort will be to:-

- Build upon and improve the added value which this school gives to its pupils
- Sustain its high standards and its caring ethos at a time of change and uncertainty
- Develop a Curriculum which best suits the needs and abilities of our pupils whilst meeting statutory responsibilities
- Improve all aspects of the educational service provided for young people, including the buildings
- Secure Ballymena Academy's reputation as a high-achieving school

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.

In preparing the School Development Plan, the Board of Governors requires that consultation takes place with all stakeholders of which one major element is the Kirkland Rowell Survey (2017) of parents, pupils and staff. The School Development Plan reflects and synthesises issues for development which have been raised not only through that survey but also by Governors; School Councils; Head of Department Committee; Head of Year Committee; Assessment Recording and Reporting Committee; Curriculum Development Advisory Committee; Staff Working Groups and Staff Communication Groups. It also reflects some concerns raised by individuals.

The School Development Plan also take consideration of the Department of Education's Key policies for schooling including:-

- Every School a Good School – a policy for school improvement
- Inspection and Self-Evaluation Framework – a policy for self-evaluation
- Target Setting and Benchmarking
- Statutory Curriculum and Assessment arrangements
- Entitlement Framework
- Literacy and Numeracy Strategy
- The Way Forward for Special Educational Needs and Inclusion
- Child Protection and Pastoral Care (including Health and Well Being)
- Professional Development of the School Work Force

The content and the identified priorities of the School Development Plan have emerged from a robust self-evaluation process which includes other independent and school-generated surveys of various school audiences and by data analysis, including 'value added measures' as well as comparison of examination outcomes against N.I. Grammar School norms in subject specific and whole-school terms. The information gathered in the process is a substantive component of the evidence through which the SDP evolves year on year and on the basis of which new plans are formulated.

7. (a) Identification of the areas for development which shall be informed by the school's self-evaluation, including the school's key priorities for the period of the Plan, based on the Department's priorities for education.	
Child Centred Provision (Pastoral Care)	<ul style="list-style-type: none"> • To promote and develop health and well-being of pupils (including implementation of Co-Curricular Physical Recreation Strategy) • To enhance structures to address SEN issues (including the implementation of a "Gifted and Talented" programme). • To motivate students, and boys in particular, so as to raise academic standards and behaviour. • To explore and review pastoral policies and procedures (including Child Protection), ensuring their compliance with legislation and relevance to the needs of pupils.
High Quality Teaching and Learning	<ul style="list-style-type: none"> • To promote high standards of literacy and numeracy. • To review the quality of curricular provision, particularly at Sixth Form, to meet needs and interests of pupils in a changing society. • To further develop the acquisition of pupil skills in the use of ICT. • To develop, share and promote good classroom practice among all staff through monitoring and evaluation, including peer observation. • To continue the roll-out of new specifications. • To evaluate and review Assessment and Reporting procedures, including the appropriate use of data. • To continue to enhance Careers Provision and infuse it across the school.
Effective Leadership	<ul style="list-style-type: none"> • To raise the standards of pupil attainment • To review the structure of Senior Leadership and implement any changes required to ensure effective distributed leadership. • To develop leadership capacity and training opportunities through our staff development programme. • To continue to develop and implement staff well-being strategies. • To seek to achieve optimum use of resources in order to provide a high quality educational experience. • To engage with DENI re. upgrade of facilities.
A School connected to its local community	<ul style="list-style-type: none"> • To implement Communication and Marketing Strategy (including development of the past pupils' network). • To investigate how to engage parents further in the school community. • To maintain and develop links with other schools and businesses • To explore opportunities for use of premises to enhance links with community.

Acronyms used in the School Development Plan

AfL	Assessment for Learning	KR	Kirkland Rowell Survey of Parents, Staff and Students
ALIS	'A' Level Information Service	LLW	Learning for Life and Work
BASA	Ballymena Academy Staff Association	PD	Personal Development
BLT	Ballymena Learning Together	PE	Physical Education
C2K	Classroom 2000 – NI Schools' IT Network	POCVA	Protection of Children and Young Adults
CCEA	Council for Curriculum, Examinations and Assessment	PQH	Professional Qualification for Headship
CDAC	Curriculum Development Advisory Committee	PRSD	Performance Review and Staff Development
CEIAG	Careers Education, Information, Advice and Guidance	PSHE	Personal, Social and Health Education
CPD	Continuous Professional Development	RSE	Relationship and Sexuality Education
DDT	Deputy Designated Teacher for Child Protection	RTU	Regional Training Unit
DENI	Depart of Education (NI)	SDP	School Development Plan
DT	Designated Teacher for Child Protection	SEN	Special Education Needs
EA	Education Authority	SENCo	Special Education Needs Co-ordinator
EF	Entitlement Framework	SEP	School Enhancement Programme
EPD	Early Professional Development	SIMS	School Information Management System
ETI	Education and Training Inspectorate	SLT	Senior Leadership Team
GCSE	General Certificate of Secondary Education	SoW	Scheme of Work
HoD	Head of Department	STEM	Science, Technology, Engineering and Mathematics
HOY	Head of Year	TSPC	Thinking Skills and Personal Capabilities
HWB	Health and Well-Being	VP	Vice-Principal
ICT	Information Communication and Technology		
IEP	Individual Education Plan		
iIP	Investors in People		
INSET	In-Service Training		