Methodist College Development Plan

2017-20

and

Action Plans

2017-18

Methodist College Development Plan 2017-20 AIMS and VALUES

Opportunity, Diversity, Excellence

At Methodist College we seek to:
- challenge, inspire and support our pupils as individuals to grow intellectually, personally and spiritually, and to achieve their potential;
- promote high academic standards and the development of diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- encourage a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- encourage creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while promoting the concept of service to all communities, national and international;
- encourage environmental awareness, recognising our responsibility for the welfare of the planet;
- prepare our pupils to be responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and to counter prejudice and intolerance by encouraging mutual respect and understanding;
- provide opportunities for pupils to work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom.

The ethos of the college is very strong and well-embedded. We will continue to build on this. **The 2017-20 plan will be founded on the premise that wellbeing is the bedrock of achievement.** The plan will be structured according to the 5 measurable elements that count towards wellbeing:
- **P**ositive emotion
- **E**ngagement
- **R**elationships
- **M**eaning
- **A**chievement
  (PERMA)

Let Methody Flourish: Improving Outcomes For All in a Changing Educational and Employment Landscape.

Methodist College Development Plan 2017-20
Let Methody Flourish: Improving Outcomes For All in a Changing Educational and Employment Landscape

PERMA	PRIORITY	Y1 2017-18	Y2 2018-19	Y3 2019-20
P Positive Emotions	**Well-being: Pupils**	Developing Coping strategies Review Healthy Eating	Developing Coping strategies	Developing Coping strategies
	Well-being: Staff	Review of practices and procedures CPD	Review of practices and procedures CPD	Review of practices and procedures CPD
E Engagement. Finding the Flow.	**Raising standards of core academic skills**	Literacy	Literacy	
		ICT and Digital Skills	ICT and Digital Skills	ICT and Digital Skills
			Numeracy	Numeracy
		Study Skills	Independent Learning	Independent Learning
				Homework
	Raising achievement by meeting the needs of all learners	SEN and Learning Support review	SEN and Learning Support review	SEN review Learning Support
		Curriculum Provision	Curriculum Provision	Curriculum Provision
			Differentiation	
	Improving the learning environment	Capital Development	Capital Development	Capital Development
		Classrooms, corridors and community spaces	Classrooms, corridors and community spaces	Classrooms, corridors and community spaces
R Relationships. Authentic connections.	**Parental Engagement**	Website		
			Reporting: Written and verbal	
		Message and means	Message and means	Message and means
	Character Development	Positive behaviour	Positive behaviour	Positive behaviour
		Respect	Inclusion and equality	Anti-bullying
M Meaning. PurposefuL existence.	**Life Skills: defining and developing**	L6 Tutorial programme	LLW	LLW
		CEIaG	Global Citizenship	Global Citizenship
			Community Engagement	Enrichment
A Achievement. Sense of accomplishment.	**Academic Outcomes**	Subject Reform	Subject Reform	
	Self-Awareness	Assessment	Tracking and data	Target setting
			Mentoring	
				Review of self-evaluation
	Extra-curricular	Provision		
		Involvement	Involvement	Involvement

Action Plans 2017-18

Key performance indicators (in blue) are taken from the ETI Inspection and Self-Evaluation Framework (ISEF): Effective Practice and Self-Evaluation Questions for Post Primary (January 2017).

All documentation relating to the 2017-20 Development Plan, including the ISEF document with MCB numbering of the indicators, is available on Staff/ Staff Resources/College Development Plan/ 2017-20.

Action Plan 2017- 18

Positive Emotions	Priority	Action	Lead	ISEF KPI	Success Criteria
Well-being: Pupils	Pupils develop coping strategies	Identify the key issues that pupils find challenging (KS3 survey, School Council, KR survey)	AC/MJD	CW3	All pupils are supported effectively to overcome barriers to learning and to realise their potential. Issues identified and prioritised.
		Baseline 5th Form using Seligman Grit Test.		OP4	The pupils are developing well as self-reliant and resilient pupils. Analysed baseline data to determine usefulness of GRIT test.
		Ensure that the PD programme responds to pupils needs and interests. Audit and rationalise current programme to improve the resilience of pupils.		CW4	The effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils. Programme amended and second generation pilot PD programme ready for delivery 2018-19. Existing activities are mapped and connected.
	Pupils develop healthy eating habits	Review healthy eating policy, with reference to latest guidance.		PGS3	The taught personal and social curriculum is effectively planned to meet the needs of the pupils and supports well their holistic development. Pupils aware of what constitutes a healthy diet. School policies and practices comply with guidance.

Well-being: Staff	Review of practices and procedures	Revisit TNC 2011/4 to inform school practices Review of HR policies.	HC	LMSL5	The senior leaders consult effectively with the school community on policies and procedures. HR policies updated.
	CPD	Target CPD to enhance staff confidence and competence to respond to the changing educational landscape. Staff offered training and information sessions to enhance wellbeing Promote staff wellbeing activities		LMSL4	There is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity. Targeted training delivered and evaluated Staff feel supported both inside and outside the classroom

Engagement. Finding the flow.	Priority	Action	Lead	ISEF KPI	Success Criteria
Raising standards of core academic skills	ICT and Digital Skills (KS3)to be the main focus of departmental development and whole school self-evaluation	Training provided for staff on how to develop and enhance pupils' ICT skills. Investigate the external accreditation of ICT delivery in the College Each department will choose one area of digital skills linked to exchange of work or creativity or presentation/research and ensure all pupils across a year group are engaged in this.	PDK	PQC2 OSA3	The cross-curricular skills of literacy, numeracy and information and communication technology (ICT), are integrated to good effect across the curriculum. ICT skills to be mapped to inform the development of a detailed Digital Skills policy. KS3 pupils to have common experience of more advanced ICT skills across their curriculum. Decision taken as to suitability of course for MCB. Through high quality learning and teaching the pupils are able to achieve and apply very good standards in literacy, numeracy and information and communication technology (ICT) within and across the curriculum. Pupils to have experience of using ICT to share and exchange work with their peers and teachers Pupils to be able to use cloud storage via C2K/One Drive to manage their work

				LMSE2	Pupils to be able to build a portfolio of digital skills and evidence of higher order skills being achieved for statutory reporting at KS3. The identified priorities and associated action plans focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent and measurable way. Whole school self-evaluation to show evidence of improvement in the delivery of digital skills and ICT. Progress demonstrated at department review May 2018.
	Literacy	Departmental development plans to continue to focus on literacy improvement across the curriculum Each department to continue to mark for literacy improvement and follow the school literacy policy - they are to choose ONE area of extension with particular focus on extended writing.		LMM2	A culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement. Whole school self-evaluation to show evidence of improvement in the consistency of marking for literacy. KS3 targets met. (See Appendix 1)

	Study skills	Allocation of SPAG marks at KS3 examination to be reviewed.			
		Rationalise the programme of study skills provided to MCB pupils at KS4 Support for Heads of Department and linked staff in embedding study skills into the teaching in their subject areas.	PDK/CWF	PPTA5	The teachers use a range of effective approaches that: provide open-ended activities and challenges; focus on explicit thinking; encourage children's questioning; enable collaborative learning; promote independent learning; and make meaningful connections beyond the classroom. Rationalised and logical programme of support for study skills at KS4 Support materials readily available to each pupil group. Positive feedback from pupils and parents.
		Source external support in helping pupils learn better, manage their time, cope with examinations and use emerging technologies to develop learning.		PGS4	The pupils take responsibility for their own learning and they are able to work independently and co-operatively. Evidence of greater independence in MCB pupils' learning. Oakland University, Learning to Learn MOOC trialled with U6 pilot group.

Raising achievement by meeting the needs of all learners	SEN and Learning Support Review	Consider models for the provision of learning support for disapplied pupils at KS4.	MJD	PGS6	The needs of individual pupils, including those on the special educational needs register, inform the development and effective implementation of individualised educational programmes.
		Consult pupils affected.		PGS5	Research carried out into best practice. Appropriate model identified and costed. The pupils' views on aspects of school life are sought, valued and are acted upon.
	Curriculum Provision	Preparation for the implementation of: • Life Sciences • Professional Business Services • Alternative ICT qualification to replace Digital Technology	MJD	PQC1	The curriculum reflects the statutory curricular requirements, providing pupils with access to a broad, balanced and flexible range of academic and vocational options matched well to their needs and interests, providing relevant pathways to appropriate destinations. New subjects offered to pupils.
		Investigate the suitability of BTEC courses	MJD	PQC5	There is regular review of the curriculum, at all levels, to meet the needs and interests of the current cohorts of pupils, in order to enable them to realise their potential. Decision made regarding suitability of these courses.
		Monitor GCSE Engineering and Manufacturing			Ongoing evaluation of subject.

		Review of the delivery of LLW at KS4	MJD/ AC		Increased opportunities for LLW activities identified and mapped.
		Review KS3 Curriculum to promote the delivery of digital literacy skills.	MJD		Review completed with recommendations for new curriculum.
Improving the Learning Environment	Capital Development.	McArthur Hall completed and ready for use by March 2018. School House decant completed and refurbishment commenced April 2018. Planning approval for Pirrie Park Hockey pitches passed. Funds secured to proceed with project in summer 2018. Fundraising to support projects has progressed. Minor works applications submitted for remaining toilet refurbishment, roof repairs and classroom refurbishment.	SN/JR	LMSL10	There is effective financial stewardship ensuring that finances are well managed, are used appropriately for long- and short-term priorities.
	Classrooms, corridors and community spaces	Continue efforts to utilise space to benefit the pupils. Involvement of school council.	AC/SN	LMSL8	The resources, including accommodation, are well organised, sufficient, accessible, up-to-date and managed in a sustainable way and the use of resources is monitored to evaluate the impact on the outcomes for the pupils.
		.		PGS5	The pupils' views on aspects of school life are sought, valued and are acted upon. Evidence of improved environment.

Relationships. Authentic connections.	Priority	Action	Lead	ISEF KPI	Success Criteria
Parental Engagement	Website	Refresh the College website	SN	LMSL8	The resources, including accommodation, are well organised, sufficient, accessible, up-to-date and managed in a sustainable way and the use of resources is monitored to evaluate the impact on the outcomes for the pupils.
	Message and means	Improve the College's use of digital media to enhance communication with stakeholders.			Website up-to-date and easier to navigate
					Communications strategy developed.
					Pilot of live streaming of presentations completed and evaluated.
Character development	Positive Behaviour	Review sanctions model	AC	CW6	Good behaviour is promoted positively and consistently. New model devised, implemented, and bedded in. Training for all staff and clarity given to pupils & parents re procedures & expectations.
			AC	S5	The school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/safeguarding, anti-bullying and positive behaviour management.
		Use Tom Bennett's '12 commonly found features' to review all aspects of behaviour management (3 year process)			3/4 areas identified and progress evidenced according to areas chosen.
	Respect			CW2	Relationships for learning are characterised by mutual respect, openness and trust.

| | | Raise profile of respect amongst pupil, staff and staff body. Engage with School Council and address in Assemblies.

Review Positive behaviour policy to ensure Respect central to it. | | OSA8 | The pupils' levels of attendance are high and suspension and expulsion rates are low.

Reduced number of incidents/ detentions recorded.

 Positive Behaviour Policy revised.

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Meaning. Purposeful existence.	Priority	Action	Lead	ISEF KPI	Success Criteria
Life Skills: Defining and Developing.	L6th Tutorial Programme	L6 Tutorial programme devised and implemented to include Careers presentations & external speakers on issues relevant to age of students	AC	CW9 PGS5	Full programme delivered and evaluated in consultation with students (via Student Council). Relationships with the wider community, including employers, support the holistic development of the pupils. The pupils' views on aspects of school life are sought, valued and are acted upon.
	CEIaG	Develop a programme of career planning for all pupils in KS3 based on 2015-16 pilot programme. Plan for new bi-annual Careers Convention to take place in September 2018 and to be held on MCB in conjunction with Banbridge Academy. Review Employability programme at KS3 and KS4 to ensure all activities are useful and helpful to pupils as they explore Career opportunities and pathways beyond school.	MJD/ALS	PGS7 OP9 PPTA4	The provision for careers education is characterised by well-informed, impartial careers education, information, advice and guidance and relevant, well-planned and challenging workplace experiences for pupils which enhance their employability and effectively informs career planning. The pupils progress successfully to further and higher education, training or employment. There is progressive development of employability skills.

Achievement. Sense of accomplishment	Priority	Action	Lead	ISEF KPI	Success Criteria
Academic Outcomes	Subject Reform	HODs to revise SOW to reflect requirements of the new GCSE and A level examinations.	RJC	LMM1	Middle leaders demonstrate clear and effective strategic and pastoral leadership within their areas of responsibility, informed by professional knowledge and expertise.

SOW for GCSE, AS and A level reflect the new Specifications. |
| | | HODs to create an introduction to A2 course for L6 pupils returning to school after study leave. | HC

HC | PPTA1 | Departmental planning takes account of school policies and priorities outlined in the School Development Plan and impacts positively on the pupils' learning experiences and the outcomes they attain. Pupils commencing A2 courses in September 2018 are better prepared for the demands of the new specification A levels. |
| | | HODs in subjects which do not offer an AS examination to create a robust assessment for L6th pupils to be taken prior to study leave and the outcome reported to parents. | HC | | Pupils without an AS result have a clear understanding of their standard of attainment at the end of the first year of the A level course. |
| | | Implement new arrangements for Winter examinations. | | | Winter examinations for Forms 4-U6 reflect the requirements of the new |

					specifications and the data on attainment is used to identify low or underachievement and inform intervention strategies.
				LMM4	Middle leaders analyse and use accurate data effectively to track the pupils' progress, and intervene as necessary.
Self Awareness	Assessment	Review HoD results analysis form.		LMM2	A culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement.

		Enable HoDs to have access to Aspire Analytics data.			HODs demonstrate clear understanding of specific areas for development and strategies to address these
		Individual pupil progress monitored at departmental and form level and suitable intervention strategies implemented.		LMSE5	Low and underperformance are identified and addressed.
				LMM4	Middle leaders analyse and use accurate data effectively to track the pupils' progress, and intervene as necessary.
		HODs to meet with SIT link November and February to identify those at risk of underachieving (Forms 5-U6) and to implement suitable intervention strategies.		OSA1	The school has raised attainment and/or maintained consistently high standards of attainment for pupils.
				OSA2	Attainment trends compare well when benchmarked against similar schools.
					School as a whole and majority of individual subjects to meet or exceed the NI Grammar school averages.
					MCB targets for GCSE and A level met (See Appendix 1).
		Review Assessment policy.		PPTA6	The school assessment policy reflects statutory requirements and whole school understanding about the purpose of effective assessment, the methods to be used, the range and type of evidence to be retained, and the uses made of the assessment information.
		Develop a data management strategy			Strategy developed.
Extra-curricular	Provision	Audit the extra-curricular and extra-mural opportunities	RJC	PQC3	The pupils have access to a wide range of enrichment and extra-curricular activities which are inclusive and are valued by the

	Involvement	Raise pupil awareness of the benefits of engagement.		OSD7	pupils. The following quantified: • Pupil engagement • Staff engagement • Cost of activities The following qualified: • Skills and dispositions developed • Quality of provision Encourage every pupil to be involved in at least one activity. The pupils develop personally and socially and have participated in a range of activities outside of the classroom, such as sport, drama, enterprise and music. Pupils able to articulate the benefits of engagement.

MCB Targets 2017-8

Targets for pupil performance in the year 2017-18 are as follows:

Key Stage 3

Percentage of pupils achieving Level 5 or above in Communication   100%

Percentage of pupils achieving Level 6 or above in Communication   92%

Percentage of pupils achieving Level 5 or above in Using Mathematics 100%

Percentage of pupils achieving Level 6 or above in Using Mathematics 95%

Percentage of pupils achieving Level 5 or above in Using ICT   100%

Key Stage 4 GCSE

5+ A*- C	98%
5 A*- C including English and Mathematics	94%
5 A*-C FSME including English and Mathematics	80%
7 A*-C	96%
7 A*-C including English and Mathematics	94%
7 A*-C FSME including English and Mathematics	80%

Key Stage 5 GCE A level

2+ A*- E	100%
2+ A*-E FSME	100%
3+A*- C	72%
3+A*- C FSME	80%