



BANGOR GRAMMAR SCHOOL

**SCHOOL DEVELOPMENT
PLAN**

2007 - 2010

September 2009

School Development Plan

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1. Ethos and Vision of the School

Bangor Grammar School is an academic school which seeks first to enable pupils, whatever their abilities, to achieve their full intellectual potential and provide the opportunities for personal, spiritual and emotional growth through the values of mutual respect and trust, tolerance and loyalty communicated, fostered and expressed in activities in and out of the classroom. It is an all-boys' school and is proud of that tradition. Within a close pastoral system, the academic and wider welfare of each boy is carefully supervised and a close and mutually supportive partnership with parents is maintained. In an environment which values diversity, boys are encouraged to maintain high standards of self-discipline and supported to become independent learners and citizens equipped to make moral, social, personal and professional choices in an increasingly complex society.

The primary value in which the School believes and which informs every aspect of its life, is that each pupil is of inestimable human and spiritual worth. The School asks every boy to strive for the best of which he is capable so that he may wholly fulfil himself. That is why achievements in the classroom, in public examinations, on the sports field, in the community, in the rehearsal room and in the mountains are applauded almost every day in Assembly and rewarded in prizes and awards of special ties and blazers. Taking pride in each other's achievements develops and deepens the sense of community which is a distinguishing and centrally important characteristic of the school.

One of the main thrusts in the developing curriculums at Key Stages 3 and 4 and in the Sixth Form is the development of learning, not just for life, but also for work. The School has as its central task the responsibility to produce boys who are, in the fullest sense of the whole person, educated, and who have alert, responsive, independent minds which they may apply to the needs of society. The School will continue to develop a curriculum which marries the best of its tradition to the demands of an exponentially changing world.

Bangor Grammar School is a local school, which serves its local community. It draws from a limited number of primary schools (about 36 in all), whom it knows well and with whom it sustains close links. Its situation close to the heart of the town of Bangor reinforces this strong sense of local identity. The School is proud of its ethos as a voluntary grammar school providing an academic curriculum and fostering a range of skills, talents and enthusiasms within its extensive extra-curricular provision. Traditionally, it has always maintained close links with Glenlola Collegiate School, with whom it shares activities in the CCF, Scripture Union and extra-curricular drama, and with whom, within its Year 8 admissions criteria it has a reciprocal arrangement, which properly expresses the close educational and personal family ties between the two schools. The School is seeking to meet the demands of the Entitlement Framework by extending the range of applied subjects to which its pupils may have access. It is achieving this by means, first, of the Bangor Learning Partnership; there is now close co-operation with Bangor Academy and Sixth Form College and St Columbanus's College, as well as with Glenlola, in the joint provision of Sixth Form courses. The School is also involved in the North Down and Ards Area Learning Community, within which the Bangor Learning Partnership (BLP) is subsumed, and is actively engaged in developing policy and structures to allow for further collaborative opportunities. The School believes that the partnership is the instrument which will significantly increase the range of educational opportunities for all Bangor post-primary pupils and it regards future developments with optimism and enthusiasm.

However, the state of its facilities, the limitations of its site, its location within a highly residential community and the distance from its own playing fields has led it, after close consultation with the Department of Education, to the conclusion that, to ensure its development and its ability to provide an education fit for purpose in the twenty first century, a move to a new, purpose-built school on a new site, big enough to allow for the provision of both recreational space and curricular and extra-curricular games space, is essential. In March 2006, the Department of Education announced that funding was available to allow a new Bangor Grammar School to be built on a new site, until recently the Clanmorris campus of Bangor Academy and Sixth Form College on the Gransha Road. In June 2006, it was confirmed that the procurement route would be conventional 'Design and Build'. The planning process has now been resumed after a delay caused by the need to resolve complex technical issues and the School looks forward with confidence to entering the doors of its new building in the summer of 2012.

The new building needs to accommodate and facilitate the radical changes which are likely to occur within the next five years and beyond. It also wants to reflect the long and proud tradition of the school and its connections with the community of Bangor. The building will 'quote' from its present incarnation and in some way commemorate its past. Aware of its place within Bangor, it is intended that the building should have a civic impact and be something in which the whole community may take pride. It is intended to give the community evening and weekend access to the facilities which the new building will have and this aspiration has been reflected in the design.

Its local nature perhaps carries with it some risk of falling rolls within the context of the general demographic downturn. So far, however, its intake has not suffered noticeably and within the North Down Borough area, its long-term projection remains healthy. The Long Term Enrolment (LTE) number is set, for the moment, at 850 in the grammar school, and the school is optimistic that it can sustain that number or even increase it. A major challenge for the school will be to hold the trust of the community so that it remains a first choice school for a very significant number of post-primary boys within the borough.

Bangor Grammar School recognises that the educational future of Northern Ireland is uncertain. In this context of uncertainty, the school is resolved to retain its academic ethos by continuing to select its pupils by means of an academic test. Nevertheless, it is looking positively at the requirements of the new curriculums, and the increased flexibility they offer, and is actively examining ways of making its curricular provision sensitive to the needs and abilities of its pupils now and in the future.

2. Critical Review

2.1 Introduction

To ensure that the School's Development Plan is a working document, with which the whole staff is familiar and which has a real impact on the day-to-day life of the community, there needs to be in place a fully integrated system of monitoring and evaluation, by means of which its effectiveness may be judged. It is, therefore, always provisional and 'work in progress'. Every version should include an evaluation of what has been achieved, the progress gained and a review of its present position.

The School has for a number of years produced detailed Development Plans and sought to identify areas for improvement. Recent priorities have included the learning experiences of the pupils, the development of ICT, the Northern Ireland Curriculum, benchmarking and target setting, the development of the new school, the enrichment of pupils' experience in the classroom and improvement of results.

All academic departments are asked to produce yearly development plans and to become more self-evaluative when undertaking their yearly review. Numeracy and Literacy policies together with a Teaching and Learning policy have been introduced and a strong emphasis has also been placed on the integration of ICT into the teaching and learning schemes of both departments and individual staff.

In 2003 a very detailed study was carried out to establish the classroom learning experiences and attitudes of Y9 pupils and in 2004 a full review was undertaken of homeworks and marking policies in Y10. The results from both of these surveys did not indicate any major areas for concern.

The School on three occasions prior to 2007 underwent an invasive yet worthwhile evaluation by questionnaire called SETAQ (Self-Evaluation Through Attitude Questionnaires). Operated by an outside agency and funded by the SEELB, the process involved seeking the opinions of staff, pupils and parents on a variety of school issues. The results of these surveys have been used to identify areas of priority in past development plans as well as allowing the school to compare its findings against other similar schools. Following this experience, in 2006 the School developed a third, 'customised' SETAQ survey for Years 11 and 12, designed to identify areas of strength and weakness and to provide evidence for the main objectives in the School Development Plan. This was in turn amended and developed and used in Years 11 and 12 in May 2007.

A further substantial internal review of pupil motivation in the Junior School was begun in the academic year 2007 / 2008. Its findings, published in the summer term of 2009 have further informed the thinking in the formulation of the current Development Plan.

2.2 Review and assessment of the School's current position, strengths and weaknesses.

2.2.1 The Quality of Learning and Teaching

Academic performance in the Middle School has lain at the heart of the School Development Plan for some years, following deep concerns registered at the repeated poor performances of pupils in GCSE examinations. The Headmaster and the SMT have always recognised that a two stranded approach is necessary. The first remains necessarily short-term and urgent, with an emphasis upon improving the performance of boys in Year 12. The second is longer-term and involves changing the culture of learning, so that academic success is something to be desired and regarded as 'cool'.

The short-term objective and associated targets were successfully met in 2006 in that performance at GCSE markedly improved. The proportion of pupils achieving seven or more GCSE passes at grade C or above increased to just over 90%. The improvement was pleasing, but was not sustained in 2007, when the proportion fell to 80%. In 2008, there was some improvement to an overall figure of 83%, but there was concern at the number of academic departments whose performance fell below the average for boys in grammar schools. The School continued to place at the centre of the 2008 / 2009 Development Plan an action plan designed to drive an immediate overall improvement by increasing the overall pass rate as well as the proportion in each subject of A* and A grades. This achieved encouraging success in 2009 as measured in an improvement of 8% to 91% in the number of boys who achieved seven GCSE passes at grade C and above, a similarly significant rise in the percentage of A* and A grades and a parallel and consequent improvement in the performance of most academic departments.

Nevertheless, the second strand, that of changing the culture, is one which will continue over years and is more to do with pupils' attitudes not only to academic success, but also to school itself. The School seeks to reduce the number of pupils entering Year 12, who are disengaged and disaffected. Although small, they affect the atmosphere of their classes and depress the overall achievement, even among the most academically gifted. The need to raise boys' expectations of themselves, to increase their motivation and reduce the number who underachieve, needs to continue in some form to be at the heart of the Development Plan. The focus needs to remain on the middle school, but cognisance needs to be taken of the quality of learning in the Junior School and a means found to sustain the enthusiasm and desire to please exhibited so obviously in Years 8 and 9, through Year 10 and into the Middle School. In order to do this, a baseline testing system for pupils in Years 8 and 11 was introduced, to provide a basis for future value added analysis of performance and allow the School to track the progress of the boys throughout the key stage. There have been problems in applying the outcomes of this testing, most especially in Year 8 with MIDYIS, but work in this area is continuing.

In parallel, work also began in the academic year 2007 / 2008 to undertake a comprehensive review of pupil motivation in the Junior School to achieve a greater understanding of the most efficient and effective styles of learning and teaching to sustain enthusiasm and pre-empt disaffection. A working group was set up, which consulted pupils in Years 9 and 10, staff and all parents of boys in those year groups, surveyed and analysed their opinions and attitudes and reported back to senior management and staff in the summer term of 2009. This was, without doubt, the most substantial piece of internal research undertaken by the School and has informed the work in the formulation of the current Development Plan. The attempt to develop

the whole learning environment in the junior and middle schools may be evidenced throughout the Plan, restoring the balance after a period of sustained attention to Year 12 and the immediate improvement of results.

Academic performance in the Sixth Form and at A2 level has been much closer to what might be considered consistently satisfactory. In 2007, the School's performance at A2 placed us in the top thirty grammar schools and in the top three boys' grammar schools with 75% of the pupils gaining three passes at grade C or above. In 2008, the figure went down to 70%, very slightly below the average for boys in NI grammar schools, but in 2009 rose to a more pleasing 80%. At AS level, however, Year 13 boys consistently under-perform and it is possible that with a stronger result foundation in Year 13, academic performance in Year 14 might improve still further. It is a logical step, after a sustained concentration upon GCSE, for the School in its programme of development to focus upon the Advanced Level results, with particular attention devoted to AS Level.

The School values all its pupils and endeavours to ensure that they fulfil their potential. It encourages all boys to do their best by working hard; effort is highly praised. Improvement at any level is recognised and, where appropriate and possible, is publicly noted and lauded. Academic achievement at the highest level is primarily rewarded by prizes given out at the school's Speech Night, but it has been included in the School's structure of honours awards so that boys may know how much it is valued and how it lies at the centre of all the school does. It is a means of encouragement of the whole school community and this is the primary rationale for its introduction.

Pupils who have not won prizes, but who come in the top ten pupils in any one or more subjects, are rewarded by special certificates during an internal school ceremony. A special guest is invited to encourage the boys and to underline the importance of hard work and academic achievement.

The SETAQ process has been one means of tracking and quantifying attitudes to school and has been instrumental in the thinking behind the School's teaching and learning strategies, as has the internal review of motivation. Within the Performance Review and Staff Development (PRSD) process, objectives in support of the School Development Plan have involved departments in a rigorous evaluation of their pedagogies and recognition of the need to adopt new, more flexible strategies to facilitate more effective independent learning. This year the need to develop the ability of the staff to reflect upon, evaluate and share good practice both within and between academic departments has been identified as a priority.

The parents of each year group are invited to an annual consultation meeting. Their active involvement in their sons' progress is encouraged, first through the channel of the Homework Diary, which they are required to examine weekly and sign. Where pupils are struggling, it is usual for the Head of Year to ask to meet the parents to discuss an appropriate way forward. Parents play an important role in the Chrysalis programme in the junior school. The concept of partnership and its centrality in the learning process is constantly reiterated by the Headmaster. Year 8 parents have a special information evening, entitled 'New Beginnings' early in the academic year where they are informed about the pastoral system, the learning environment, the Library, the mentoring scheme, the Learning for Life and Work programme and how they may become involved in the wider life of the school through the Parents' Association.

2.2.2 Staffing

The School tries to foster a desire in all staff to seek high standards for themselves and a wish to develop their professional careers. Staff continue to be encouraged, and where possible supported, to undertake external courses aimed at improving the quality of learning, teaching, pastoral care and management in the school. The PRSD process has been successfully introduced and embedded within the routine of the School. Its purpose is to enable staff to develop their expertise and skills and to evaluate their own performance with the help of a reviewer. It also forwards the objectives of the School Development Plan. On the basis of the documentation which has been produced, it is proving successful both in the development of new pedagogic approaches and in developing a culture of openness and the sharing of ideas and strategies.

Where possible, other opportunities for personal and professional development have been provided by the School, all designed to equip staff to work at a more senior level. One example has been that of members of the teaching staff being given the opportunity of obtaining management experience through secondment to the SMT for an academic year. This is an area which needs further work. The scheme has not been regularly implemented. In general, not enough opportunities for development exist either for senior staff or for those at an early stage in their careers. In the small environment of a school, this is very difficult to manage and will require further thought and attention.

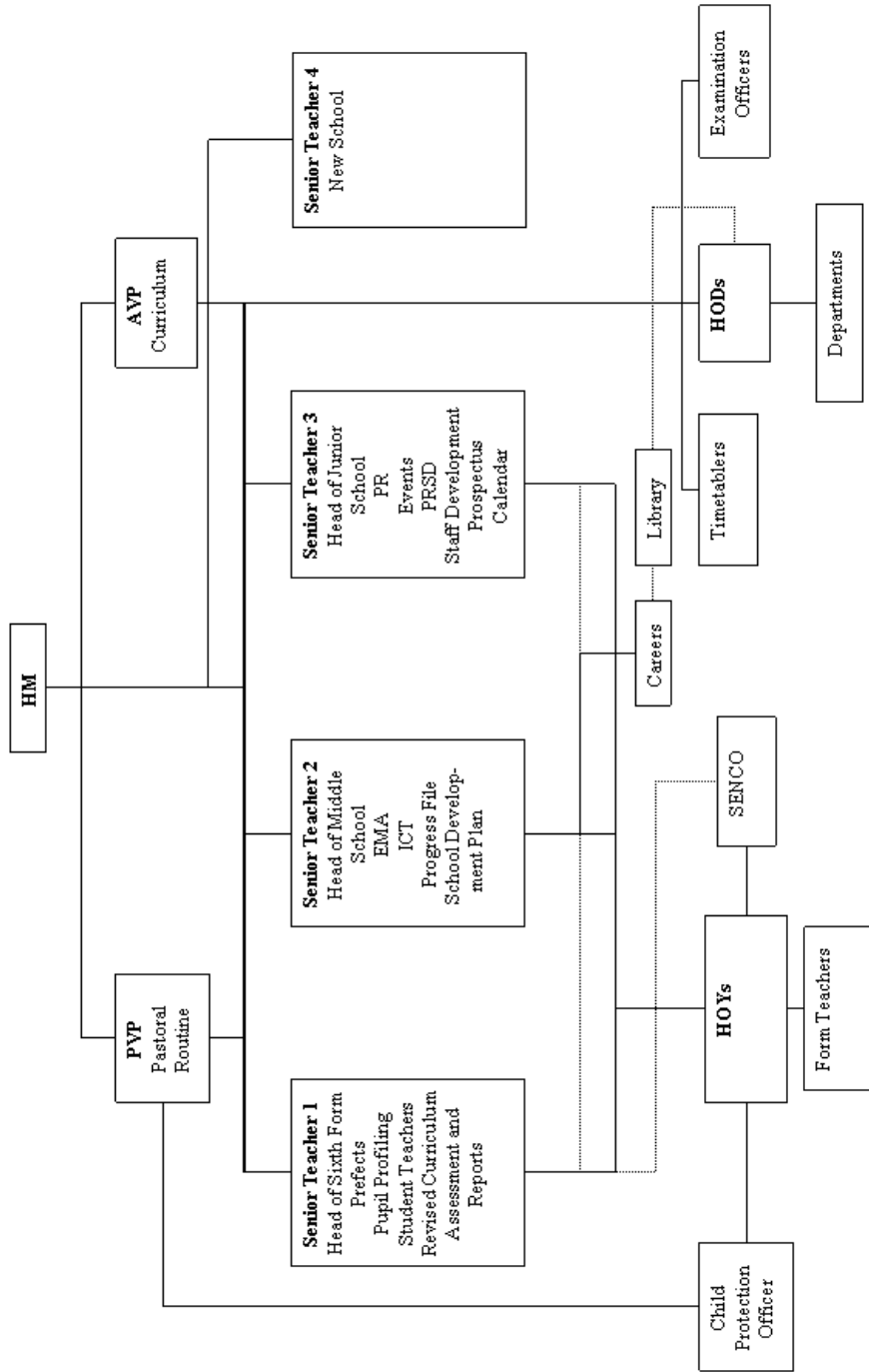
The School has continued to avail itself of the valuable expertise of the SEELB officers who have delivered a number of training sessions to both Heads of Department and the Senior Management of the school. The School has also been successful in obtaining funds allowing the SMT to take part over the last eight years in three strategic development training programmes organised by the Regional Training Unit. Teachers are also involved in the preparations for the revised curriculum and are playing a full part in the courses organized by the SEELB to help schools plan for its implementation.

The School strives to attract and retain the highest calibre of staff. All permanent and long-term temporary posts are advertised. The recruitment process, monitored and approved by the new HR Committee of the Board of Governors, involving Governors on appropriate appointment panels and complying with current government employment and Child Protection legislation, is one which has developed over time. All short-listed applicants are now required to teach a class in front of the interview panel as well as submit themselves to formal interview.

The management structure of the School is shown on the next page. The planning for the building of the new school has begun to involve the examination of the way in which the school works and a root and branch audit of our systems is in process. A key area that will require particular attention is the leadership and management structure and its fitness for purpose as we look ahead to the new school. New models of management have been tabled and are being examined and discussed. Following the retirement of a number of much valued senior staff, the Senior Management Team has been re-structured to a limited extent, but it will be much engaged throughout the year 2009 – 10 in devising a new agreed management structure to take us forward to the new school in 2012, which may allow more effective engagement with teaching and learning at the senior level and better management of the

relationship between pastoral provision and support on the one hand and curricular delivery on the other.

It is clear, too, that there has not yet been enough done to monitor and support teachers who may be struggling with aspects of their classroom practice and whose pupils, as a result, have not fulfilled their potential. It is recognised that Heads of Department need to be more aware of their accountability for the performance of their departments and the improvement of the learning environment as a whole.



2.2.3 Revised Curriculum

Preparation for the Northern Ireland Curriculum must be at the heart of the School's Development Plan. Teaching and Learning is the *raison d'être* of the School and staff need to be prepared to accommodate the changes. Much work has already been completed in the implementation of Learning for Life and Work including the appointment of a Head of Learning for Life and Work. Preparation is supported from outside the School, through the SEELB, and sustained inside through the days of exceptional closure and staff twilight sessions when those leading the implementation are enabled to cascade their expertise. The adaptation to the new curriculum is incremental and phased, rather than radical and revolutionary and will necessarily feature within the School's development plans for some years. Curriculum Leaders have received their third session of training and departments have had two days of subject specific training. The cross curricular skills of Communication, Use of Mathematics and ICT, are to be formally assessed and Curriculum Leaders have attended phase one of training for this. Whole staff training on the assessment of these skills formed part of the training day in November 2008. Heads of Mathematics and English, who will lead in Use of Mathematics and Use of English respectively, have been trained. Heads of Department received training in August 2008 from the SEELB on thinking skills and personal capabilities. The formal assessment of ICT has been delayed to 2011/12. The School has purchased and is using curriculum mapping software to assist departments in revising their scheme of work and to enable management to map the delivery of the key components of the curriculum across departments. Year 8 and Year 9 schemes of work have been updated and work on Year 10 continues. The School Library is involved in a self evaluation project designed to improve the learning of pupils in the school. *Assessment for Learning* has been the focus of PRSD for all departments and appropriate training has been provided. The Academic Vice-Principal and Senior Teacher recently attended a conference at SEELB where a number of schools shared good practice in relation to the Northern Ireland Curriculum.

2.2.4 Collaboration and the Delivery of the Entitlement Framework

The 'Entitlement Framework' is the name given to the Government's desire to give pupils throughout N. Ireland, no matter what their school and its size, equal access to a wide range of GCSE and Advanced Level courses, both academic and vocational. Schools will be expected to provide their pupils with access to at least 24 subjects at GCSE, one third of which must be 'general' (i.e. academic) and one third 'applied' (i.e. vocational). Similarly, at Advanced Level, pupils should have access to 27 subjects, at least one third of which should be general and one third applied. For most schools, and, at the moment this includes Bangor Grammar School, the only way access can be provided is through collaboration.

To that end, the four post-primary schools in Bangor, Bangor Academy and Sixth Form College, St Columbanus's College, Glenlola Collegiate School and BGS, formed the Bangor Learning Partnership (BLP). Each school appointed a member of staff designated a Curriculum Links Facilitator, who, with the Academic Vice-Principal and the senior Timetabler, has had the responsibility of liaising with partner schools to plan and 'build capacity' for the introduction of additional post 16 (level 3) courses, accessible to all Year 13 pupils in the four schools. Teaching of the first AS courses began in September 2008. The number of pupils so far involved has been small, but progress has proved encouraging. An exhaustive review will take place at the end of the first full A2 cohort in June 2010.

The BLP is now subsumed within the North Down and Ards Area Learning Community (NDAALC), which, in addition to enabling the BLP to collaborate effectively, also has the potential to facilitate other, perhaps smaller scale, collaborations between the School and other schools outside Bangor.

2.2.5 Assessment

Assessment for Learning is a formal part of the new curriculum and SMT has specific responsibility for its integration into the work schemes of the various departments. It is recognition that assessment is not just, not even primarily, a summative judgement on a pupil's work, it is an integral part of the learning and teaching process, designed to encourage and develop skills and competencies. The School acknowledges that assessment in this sense vitally contributes to the motivation of students. It is the School's intention that formative assessment should become a natural, organic part of all teaching.

2.2.6 Literacy and Numeracy

The School has developed and implemented literacy and numeracy policies which are integrated into departmental work schemes. As Key Stage 3 Assessments come on line, we will need to ensure that all staff are trained to assess Literacy and Numeracy as Cross Curricular Skills.

2.2.7 ICT

The effective use of ICT can enhance both teaching and learning. For this to happen, staff need to be comfortable with their own levels of competence and have ready access to the equipment that they require. Some staff lacked confidence in their use of ICT and others had no regular access to a computer. Areas, such as these, where obvious improvement was required were identified and addressed by means of an action plan in the School Development Plan in 2008/2009. The successful implementation of the action plan has resulted in ICT becoming measurably more integrated into the daily life of the School. However, the nature of ICT is such that change continues ceaselessly, especially in the provision of increasingly complex software and more efficient hardware; staff development in these areas needs to remain a priority.

2.2.8 Library

The Library is staffed by a full-time qualified Librarian and is located in the centre of the School. It is central to learning and teaching and to the delivery of the Curriculum. It is a constant hive of activity from the time of its daily opening just before 8.00 am, through short break and lunch-time, to the period after school. It is regarded as a key factor in the raising of achievement and in the promotion of each pupil's personal development. To this end the library has subscribed to a comprehensive electronic information database aimed specifically at Sixth Form pupils, thus helping to create successful learners, confident individuals, responsible citizens and effective contributors to the economy and society. A few departments have introduced strategies to make structured use of the Library's resources within their own schemes of work. Reader development activities, including national and international reading initiatives, are regularly planned to support the full range of learners' needs and to reflect whole-school priorities. A computerised library management system is in place and holds a database of all stock. It is networked around the School and is available to all pupils and staff.

It provides a range of information such as websites and genre lists. The Library is also a core element of the school's website. A lively extra-curricular culture of reading clubs has developed and numerous projects and events are undertaken. The Library also is the focus for special days such as Holocaust Memorial Day, for which it organises speakers and meetings.

Some measure of the increasing engagement of pupils within the Library may be judged from the improvement in borrowing rates. From a low base-line in 2003- 2004, the average monthly borrow was 163.7 in 2004-2005, 228.5 in 2005-2006 and now stands at 370.5 in this current year. The Librarian is widening the range of the material available and continuously developing its resources. There are now 6830 books in stock as opposed to 5,867 books last year, still some way below desirable stock level of 10 books per pupil.

The Library has a number of medium- and long-term objectives. There is a need to ensure that these are understood and implemented by all teachers and classroom assistants and that there is a programme of self-evaluation to judge its impact on the life of the school and the quality of its provision, which is part of the whole-school process of self-evaluation. The Library was allocated a place in a self-evaluation project run by the Belfast and South Eastern Schools Library Service. The Librarian and a member of the Senior Management Team have participated in this scheme during the school year (2008/2009). The self-evaluation project in 2008 / 2009 focused on Reader Development and resulted in the installation of the Accelerated Reader Programme. The acquisition of this programme as mentioned in last year's development plan has now been finalised. This is designed to raise literacy levels in the Junior School and to date has proved effective. Extra stock has been purchased to accommodate the programme but this has raised the issue of a lack of adequate shelving. This has been identified by the Librarian as an area of some concern and will be addressed during the coming year.

The self-evaluation project will continue into the next academic year and will follow the Information Literacy strand. It is hoped that, as a result of this, Library staff will be involved with academic departments in the planning for its structured use so that there is a co-ordinated and progressive cross-curricular approach to the development of information skills and information literacy. Managing Information is an important strand in the Northern Ireland Curriculum and, as such, an increased demand upon both the library resources and the Librarian is to be expected. In the future it may be necessary to explore the possibility of employing another staff member. The Librarian should attend appropriate curriculum meetings at departmental and whole school levels and work closely with the literacy co-ordinator.

Whilst funding is always going to be an issue there has been an increase in the Library budget this year and this is greatly appreciated. This year's funding from SEELB has failed to materialise because school libraries now fall under the remit of ESA (Education Skills Authority), which does not come into existence until January 2010. The increase in funds granted by the School will help to cover this shortfall.

2.2.9 New School

Announcement of the funding for the new building on a new site has allowed the School to put in place an internal project management structure at senior level to facilitate liaison between the 'school side', including the Board of Governors, academic, support and ancillary staff, and the external project management and design consultants. This internal structure will be kept under review so that it remains sufficiently flexible and authoritative to respond effectively to the project's demands in time and decision making.

A considerable amount of work has been achieved and progress made over the last year. All preliminary design work has now been finalised, stages Stage C and D completed and both approved by the Department of Education.

The School has started work on the detailed planning and documentation required to allow the scheme to be put out to tender before the end of the year.

It is hoped that any further delays will not prevent the construction from commencing in the summer of 2010 to allow the achievement of the projected completion date of May 2012.

2.2.10 Pastoral

The quality of the pastoral care provided by the School has always been considered as vitally important and often praised by parents and past pupils. This has come about by a slow and methodical analysis of the operation and support required of all the staff charged with this task, together with regular review and amendment of the School's pastoral policies, including that of Child Protection, under the general oversight of the Pastoral Vice-Principal. A full review of the present pastoral structure will be carried out as preparation for the move to the new school. The pastoral needs of the pupils have been an important factor in the design process.

The Pastoral Vice-Principal has overall responsibility for the pastoral systems in school. She is supported by three Senior Teachers who have respective responsibility for the Sixth Form, the Middle School and the Junior School and seven Heads of Year. Each Head of Year remains with his or her cohort of pupils as they rise through the School, enabling them to get to know their pupils better than any other single teacher. The School is examining ways of developing their role and enabling it to become more pro-active in terms of encouraging and supporting boys' learning, alongside developing the skills required to be an effective middle/senior manager within the area of Pastoral Care.

On admission to the School, each boy is allocated on a more or less random basis to a form class. He will be part of that group until the end of Year 12, when entry to the Sixth Form inevitably involves some reconfiguration of the groups. The form group is the class in which he is taught for most of his subjects in the Junior School and within which he attends registration. It is also in this group that, in the Junior and Middle School, he is taught *Learning for Life and Work*. His Form Teacher is his primary point of contact each day and it is possible that pastoral issues will be referred by the Form Teacher to the Head of Year. Where possible, it is envisaged that each Form Teacher will remain with the same form class throughout their first six years at Bangor Grammar School.

The School's Pastoral Policy outlines the pastoral system. There is a stringent Child Protection policy, which is regularly reviewed and updated. Staff are regularly trained in child protection issues, generally at the start of every academic year, but also when the need arises. The designated teacher and his deputy have also trained the Board of Governors in child protection issues and outlined its roles and responsibilities. The Headmaster reports to the Board on child protection at every meeting.

All other Pastoral Care documents have been extensively updated in 2008/2009 and will be reviewed on an annual basis. In particular, the School's Discipline Policy has been

substantially amended to incorporate a new emphasis on rewarding positive behaviour and academic success. In recognition of this shift in emphasis, its name has been changed to that of the *Promoting Positive Behaviour Policy*. It now has, as an appendix, a code of conduct for all boys and an outline of the behaviour which is expected by the School. This is an important document in the expression and outworking of the School's ethos. Academic achievement will be recognised through a merit system operated by all departments in diverse but individually appropriate ways and boys and form groups accumulating the highest number of merits will be rewarded. To encourage and develop a greater consistency of approach on the part of all staff to the management of behaviour, varieties of misconduct have now been grouped in a hierarchy of four levels, with a taxonomy of response and a clear chain of staff responsibility. The Behaviour Management Module of SIMS will be used to record all information.

A mentoring initiative was begun in September 2005, giving Sixth Form pupils the opportunity to work closely with Junior pupils, leading them in a range of activities, helping them to settle in the school and acting, where necessary, as advisers. This has proved very successful both for the Junior pupils mentored and also for the mentors. The scheme began in Year 8 and has now been extended to encompass Years 8 and 9 and is overseen by a designated member of staff. It is envisaged that the scope of this initiative will be broadened over the next couple of years to include peer coaching at all levels throughout the school.

A new counselling scheme is now in place, provided by the *Family Works Counselling Service* under the auspices of the Department of Education. A professional counsellor is in school one morning a week to work in the strictest confidence with pupils who are referred to her by their parents or by themselves.

2.2.11 Special Educational Needs

The school has a Special Educational Needs Co-ordinator (SENCo), whose remit includes statemented children and those pupils who are referred by either their primary schools or by staff and who, after testing, are judged to have a special need. She oversees the work of the Support Assistants and liaises with staff in the development of individual education plans. She briefs staff about all pupils with special needs and advises on appropriate teaching methodologies. Her timetable includes the time necessary for the administration of special needs provision. SENCo is closely involved in the assessment of statemented pupils who apply for a place in Year 8 and advises the Headmaster on their ability to cope with the academic curriculum. She also attends the interviews with these pupils in June of each year, follows up with preparatory sessions in August prior to the Year 8 induction days and briefs relevant staff about the pupils in the staff days before the beginning of the autumn term.

A feature which the School is now statutorily required to address is its responsibilities and obligations as a result of the enactment of the Special Educational Needs Disability Order (SENDO). The purpose of the order is to render the School inclusive, not only in its plant, but in every aspect of its life. Its implementation has been part of the School Development Plan from 2007 to 2009.

2.2.12 Attendance

Pupil attendance is regularly monitored by Heads of Year in conjunction with the school General Office. All parents are required to explain reasons for pupils' absence and where this is not forthcoming a system of checking is begun. All unauthorised absences are followed up in

the first instance by Form Teachers and further support is offered by Heads of Year. Where individual attendance falls below 85%, the Pastoral Vice-Principal is informed and she may make the decision to refer a pupil to the link Education and Welfare Officer, with whom regular meetings are normally held.

The overall attendance rate for the School stands at 95.8%, a 0.3% increase on last year, a figure comfortably in the upper quartile for grammar schools of our size and within the same Free School Meals Band, according to the Department's latest bench marking data. Pupils with full attendance in any year are rewarded in the end-of-year assembly by attendance certificates.

2.2.13 Intake

Until 2006, a gradual, undramatic, but significant, improvement in the quality of the Y8 intake in terms of transfer procedure grades had been noted. This was possibly a consequence of the School's attempt to foster closer personal and working links with our feeder primary schools. Another contributing factor might have been our well-organised open evening in January. However, a wider academic profile was admitted in September 2006. A straw poll of our feeder primary schools suggested that the pattern of choice among boys had changed as a result of the post-primary review, the proposed changes in the admissions criteria and the consequent anxiety of parents to place younger sisters after the new proposals were intended by the Department to take effect. The over-subscription in co-educational grammar schools at the time and since tends to support that view. In addition, the demographic downturn might have had an effect.

In response an amendment of the School's admissions criteria was approved by the Board of Governors, following consultation with Glenlola Collegiate School, in which, in a reciprocal arrangement, each school places the possession of a sibling at the other school as a criterion high in the priority list. Its intention is that parents who live in Bangor, who wish to support their local schools and who prefer a single sex environment for their children, may not feel significantly disadvantaged in any future applications process.

The effect of the new admissions criterion has been hard to judge. The number of A grades in the 2007 applications procedure declined, although the school's percentage of As within its feeder primary school cohort was sustained. Overall, the academic profile of the entry indicated a slightly narrower range of ability, once upgrades on the grounds of 'special circumstances' are taken into account.

Until 2008, the School's enrolment figure was 950. In truth, this had never been a realistic figure. The School's site and buildings could not comfortably accommodate so many pupils, especially in the Sixth Form given the paucity of resources. Within the constraints of the site, a figure of 900 was more realistic. In fact, year on year, the School's numbers in Years 8 – 14 sit between 880 and 900, which is about right in terms of present accommodation.

In 2008, as the first step in a process of phased reduction, the enrolment number of the School was lowered to 910 and the admissions number to 125. This reduction was, of course, the consequence of the demographic downturn, but occurred rather earlier than the School might have expected since its intake was holding up satisfactorily. It was necessitated, however, by the development of a new school, the capacity of which had to be determined in the light of its long term enrolment figure. The phased figures of 910 and 900, for entry in 2009, do not present problems for the reasons already adumbrated. The realistic, if perhaps slightly

discouraging, target figure for 2012 and entry into the new school building, was reluctantly agreed by the School to be 850. The School is of the view that the Department has not taken account of other factors which are likely to impact upon application and admissions numbers, such as the perceived benefits of the new school building, residential development in the North Down Borough and even the birth rate which has recently risen. In the transfer summer of 2008, for example, a significant number of Bangor children did not gain places in Bangor schools and these included applicants to BGS, who, within an admissions number of 136, would have been admitted.

In 2009, the number of applicants dropped considerably and the reasons for this await a more rigorous analysis. The extent of the reduction in applications was not expected. A number of factors may be relevant, among which may be a decline in the rate of applications over all and the poor state of the School's present accommodation which does not provide the best or most encouraging environment to persuade boys in P7 to place the School as their first choice. The prospect of a new school should help, particularly now that the intake for 2009 will be able to look forward to being among the first pupils to enter the new school building in 2012.

A table showing our pattern of Year 8 admissions is appended.

APPLICATIONS AND ADMISSIONS

	Applications			Admissions		
	2007	2008	2009	2007	2008	2009
Grade A	70	75	65	69	74	65
Grade B1	30	25	22	29	25	22
Grade B2	26	19	29	26	19	29
Grade C1	23	23	13	8*	3*	7*
Grade C2	17	17	4	1*	0*	0
Grade D	10	9	3	3*	2*	1*
Others	2	3	1	2	3*	1*
Total	178	170	137	138	126	125

* Includes applicants re-graded to C1 grade or higher as a result of requests for consideration on the grounds of Special Circumstances/Special Provision or admitted on the grounds of an appeal.

2.2.14 Co-curricular activities

The school has a wide range of co-curricular activities in which all boys are encouraged to participate. They are an essential part of the School's identity and ethos. Although the school has traditionally been associated with sport, all co-curricular activities are accorded equal status. They develop transferable skills, such as leadership, teamwork, self-discipline, communication, problem-solving, and organization, foster human qualities such as humility,

magnanimity, concern for others, loyalty, tolerance, self-respect and self-confidence and, more generally, enable the boys to take up enthusiasms and pursuits which they may enjoy in adult life. They are publicly acknowledged in the system of honours awards of ties and blazers, so valued by the boys. All achievements are announced in assembly, whether they are those of individuals or of teams. Boys who have won trophies present them to the school at Assembly and, where it is appropriate, the Headmaster makes presentations to boys of prizes they have won in inter-school competition. The honours awards are presented in whole-school assemblies held in the Clarke Hall during which the centrality of the co-curricular activities is stressed and reinforced.

The school believes that success in a co-curricular activity breeds success academically as boys grow in confidence and self-esteem.

2.2.15 House Competition

Inter-house competition encourages group loyalty and competition. The four houses, Crosby, Dufferin, School and Ward, participate in a range of competitions across all school sports, as well as in music, drama and quizzes for both boys and staff. Academic commendations also contribute to house points. The enthusiasm engendered in such competition adds greatly to the spirit of collegiality in the school community as a whole.

The profile of the houses seems to have diminished over the past few years. This will be an important area of development in the short- to mid-term

2.2.16 Communication, Reporting and Consultation

The School communicates regularly and routinely with parents by means of letter. However, the School as a priority, which has been reflected in its last ICT action plan, is seeking to improve its electronic communication. A database of parents' email addresses has been compiled, but this has not yet been used effectively because there is a significant minority of parents who do not have, or will not declare, an email address. The website has been much improved during 2008/2009 and news is now regularly published and updated. There remain many pages, particularly departmental pages with academic and curricular information, which have fallen out-of-date and which urgently require amendment and it also needs to be used more regularly for the publication of routine information. In general, however, it has developed positively and it has facilitated contact with old boys and interested parties from all over the world.

The School magazine *The Gryphon* is published every Christmas and provides a comprehensive survey of its life. It will, in future, be published both on paper and on the website. In June 2009, a glossy magazine, *BGS News*, was sent out to all parents replacing the more pedestrian Headmaster's letter and was enthusiastically received.

Parents' opinions have been engaged usefully on a number of occasions over the last six years: in three SETAQ surveys and one substantial piece of internal research into pupil motivation in the Junior School, which solicited their attitudes to a range of school issues. Annual parental consultations are conducted for each year group. Year 8 parents are invited to attend an evening in September called *New Beginnings*, designed to introduce them to the School, its pastoral system, its academic expectations and their sons' curriculum. In 2008, they were encouraged to fill in an evaluation sheet of this meeting, which has informed the present

structure and content. Two reports for Years 8 to 11 go out in the year in December and June and once for Years 12 to 14 in February.

Staff have participated in SETAQ surveys and were also consulted in internal research into pupil motivation in the Junior School in 2007-2009.

The views of pupils are currently canvassed through the Sixth Form School Council, which meets the Head of Section. Concerns and preoccupations are reported to the SMT, who make an effort to respond in an appropriate way. It envisaged that over the next couple of years we shall introduce Junior and Middle School Councils to improve the communication and consultation processes for all pupils.

The views of parents, pupils and staff are taken into account in the formulation of the School Development Plan and are engaged in the design process for the new school.

The School and the community exist in a close symbiotic relationship and every effort is made to bring the School's successes and achievements to public attention. Regular appearances of photographs in the *Spectator* remind the community of the School and its involvement within greater Bangor.

The School reaches out to the community through such things as the Community Action Team, the Careers department's work experience programme, pupils' involvement in *Aspects*, the Bangor Literary Festival, the CCF's participation in Remembrance Sunday and the Headmaster's involvement with the local Rotary Club. The community comes into the School through local businesses' involvement in Careers advice, the development of interview skills and business insight days. The school also has a close link with H.M.S. Bangor.

2.2.17 International School Status

The International School Award is an accreditation scheme for curriculum-based international work in schools. The scheme provides recognition for teachers and their schools working to instil a global dimension into the learning experience of all children and young people. Last year we started on the process of applying for International School Status.

The application to the British Council was made in June 2009 and we are waiting to discover if our Action Plan has been approved.

If approved, we will need to submit evidence in July 2010 that will be assessed against the Action Plan, to determine our eligibility for the ISA.

Our planned activities involve schools in the Czech Republic, France, Germany, Kenya, New Zealand, Norway, Poland, Republic of Ireland, Spain, Sweden and the USA.

The subject areas involved include Business Studies, English, European Studies, French, Geography, German, History, HE, Journalism, LLW, Mathematics, Spanish and Politics.

2.3

REVIEW OF ACADEMIC RESULTS 2009

The following summary of results for certificate examinations sat in 2009 shows last year's figures in brackets.

	7 or more grades A* - C	5 or more grades A* - C
GCSE	91.7 % (81%)	96.3% (91.8%)

	3 or more grades A - C	2 or more grades A - E
AS	64 % (62%)	97.2% (97.2%)

	3 or more grades A-C	2 or more grades A - E
A2	80.1% (70%)	100% (100%)

The results attained by GCSE candidates in the summer of 2009 were markedly better than those of the previous year's candidature. The percentage of pupils gaining 7 or more grades A* - C rose from 81% to 91.7%, a performance that takes the school out of the bottom band of grammar schools with similar levels of free school meal provision in DENI rankings and places us comfortably in the middle band. There was also a significant rise in the percentage of pupils achieving A* and A grades, from 32% to 40%. 6 boys gained 10 grades at A*/A and a further 10 gained 9. When measured against provisional data for boys in grammar schools in Northern Ireland in 21 subjects, 10 subjects were ahead of the Northern Ireland average at A*/A, 10 at A*/B and 14 at A*/C.

These results are pleasing and reflect much sensitive and dedicated work by teachers and steady endeavour by the boys themselves, after a rather complacent approach to academic work by many up until the mock examinations. The school would now wish to maintain these standards at GCSE by supplementing sound teaching with similar strategies to those used last year towards motivating pupils – target-setting interviews, departmental action plans, mentoring of the weakest students. It is also important to strive for even better results from our best students by raising the percentage of A* - A grades.

AS results were similar to last year's, with only a 2% rise in the percentage of students with 3 A – C grades or better. While 19 boys achieved 3 A grades or better, the overall percentage of grades A – C was only 68.4, a dip of 6% on last year's figure. These raw figures mask some outstanding performances by individuals, not least by some boys whose school experience had previously been unsettled and whose academic achievement had been low. Nevertheless, they indicate again a prevalent sense that AS examinations are only a dry run, a conceptual gap between GCSE standards and Advanced Level standards that many find tough and in some cases a significant difference between good or satisfactory performance in 2 or 3 subjects and poor performance in the other. In the light of this, it is fitting that improvement in A Level performance is an area for development in the coming year.

A2 results were encouraging. The overall percentage of A- C grades awarded was 90.6 %, and the percentage of pupils with 3 grades A – C grades was 80.1%, an increase of over 10% on the year before. This performance places the school at the lower end of the upper band of schools with similar levels of free school meals provision in DENI rankings. 14 out of 19 subjects record percentages of A – C grades ahead of benchmark figures for boys in grammar schools. 14 boys achieved 3 A grades or better and one of them gained 5 A grades. Most gained their first choice university offer.

This all represents a marked improvement upon the AS results gained by this year group in 2008. The results reflect sound teaching and steady work by most in the year group and are due in no small measure to an ethos that combined academic pressure with the forging of a strong community identity amongst the boys, generated by the excellent work of their Year Head. It is hoped that these standards will be maintained in 2010.

Section 3

Review

Three Year Overview 2007 - 2010

BANGOR GRAMMAR SCHOOL

13 College Avenue
Bangor, BT20 5HJ

3.1



2007 – 08	2008 – 09	2009 -10
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Pupil attitude to learning and motivation • Implementation of the New Curriculum • GCSE results • Delivery of the Entitlement Framework <p>SENDO</p> <p>New School Development</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Improvement of GCSE results • Implementation of the Revised Curriculum. • Bench Marking and Target Setting. <p>ICT</p> <p>New School Development</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Pupil Attainment at AS • Implementation of the NI (Revised) Curriculum: Assessment and Reporting • Pupil Motivation • Promoting Positive Behaviour <p>New School Development</p>

Target	Baseline	Evidence of Progress	Evaluation	Further Action
Significantly improve achievement of Year 12 pupils in GCSE examinations.	In August 2008, 83% of pupils achieved A* – C grades in 7 or more subjects. This resulted in BGS being in the bottom quartile for NI Grammar Schools. 32.6% of grades achieved at GCSE were at the A*/A level. Our target for 2009 was set at 89%.	In August 2009 91% of pupils achieved A* - C grades in 7 or more subjects.	Target met.	
Identify those who underachieved in the Year 11 June examinations and provide support.	Prior to this year boys who failed examinations at the end of Year 11 were made to resit these or equivalent examinations. Little was done to support these pupils in Year 12.	Boys who failed four or more examinations in Year 11 identified and attached to a member of staff as their mentor. Year 12 mock examinations results analysed and discussed with pupils.	Pupils responded positively. 8 out of the 16 mentored pupils achieved 7A* - C passes or better.	Mentoring to continue.
Identifying those pupils on the A*/A borderline.	Prior to this year this was not done systematically or communicated outside departments.	Pupils identified within departments and to AVP. Mock examination results analysed and discussed with AVP. Departmental Action Plan reviewed by AVP.	Targets met. Most Action Plans were thorough and imaginative.	Action Plans to be written and reviewed annually.
Identification of subjects in which pupils are on the C/D borderline.	Prior to this year this was not done systematically or communicated outside departments.	Pupils identified within departments and to AVP. Mock examination results analysed and discussed with AVP. Departmental Action Plan reviewed by AVP.		
Ensuring that each pupil reaches their full GCSE potential.	Prior to this year this was not done systematically.	All Year 12 pupils assigned to a member of staff to discuss performance and targets after the mock examinations.	Target met. There was a generally positive response from pupils.	Standard interview sheet to used in all future interviews.
The performance of each class monitored and assessed against the overall school performance using the School's MIS.	Prior to this year, data of this form was not available. Monitoring of class performance was done in a more subjective fashion and in a less coordinated way.	The School's Management Information System indicated that the results of two members of staff were a cause for concern.	There was improvement in examination performance of pupils taught by both teachers.	Continued use of MIS

				to track residual performance of pupils taught by teachers of all Year 12 pupils. HoDs alerted to excellent performance as well as cause for concern.
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BANGOR GRAMMAR SCHOOL
Revised Curriculum

Target	Baseline	Evidence of Progress	Evaluation	Further Action
<p>Year 8 and 9 Schemes Of Work to be entered on the Curriculum Mapping Software</p> <p>AfL and Active Learning strategies fully implemented into Department schemes and practice.</p> <p>All staff informed about statutory assessment requirements and arrangements. Relevant departments contributing to the development of cross curricular skills. Selected departments contributing to the assessment of cross curricular skills.</p>	<p>Year 8 Schemes Of Work input Summer 2008 Year 9 Schemes Of Work commenced Summer 2008</p> <p>Assessment conducted on traditional lines. No coherent whole school system in place to help pupils improve.</p> <p>Year 9 Survey indicated that teaching tended to be very traditional.</p> <p>School Report was of a very traditional style and was incompatible with the Northern Ireland Curriculum.</p>	<p>All Year 8 Schemes Of Work input on time. All Year 9 Schemes Of Work input on time.</p> <p>Whole School Training conducted January 2009. AfL was a whole school objective in the PRSD process. PRSD observations confirmed the effective implementation of AfL Year 8 and 9 Pupil Survey confirmed that AfL is embedded in the day to day experience of boys.</p> <p>Heads of Department have compiled a booklet of Active Learning Strategies highlighting approaches that have been effective in BGS, and have cascaded this to all staff.</p> <p>Year 8 and 9 reports have been redesigned to include comments on Use of ICT, Use of Mathematics and Communication. Subject reports now include comments on Thinking Skills and Personal Capabilities. Work has been done on assessment at Key Stage 3. However, we await information from the Department of Education before we can move on.</p>	<p>Target met.</p> <p>Target met.</p> <p>Target partly met.</p>	<p>Review of Schemes Of Work (September 2009) Year 10 Schemes Of Work to be input by Summer 2010.</p> <p>Schemes of Work need to be reviewed to ensure that good practice continues.</p> <p>Monitor and review. SMT to continue to observe lessons to ensure that new approaches are being shared and embedded into normal classroom practice across all departments.</p> <p>Design of reports needs to be generally reviewed. Year 10 Reports will need to be redesigned. (January 2010) Feedback will be sought from parents regarding new reports. (September 2009) Further work on assessment will be required to consolidate practice.</p>

Target	Baseline	Evidence of Progress	Evaluation	Further Action
<p>To use Midyis and other internally collected data to set reliable evidence-based individual pupil targets in each subject for Summer Examination 2009 performance in Years 8 and 9.</p> <p>To evaluate pupil performance against targets for each pupil in each subject</p> <p>To use pupil residuals by subject to identify target groups: high performers and low performers for recognition, extension work and remedial work in class.</p> <p>To use Yellis and other internally collected data to set reliable individual pupil targets in each subject for Summer Examination 2009 performance in Years 11 and their subsequent GCSE examinations.</p> <p>To evaluate pupil performance against targets for each pupil in each subject</p> <p>To establish a baseline to measure Departmental and Whole School performance in June 2010 GCSEs.</p>	<p>There had been no utilisation of pupil performance information in the school. Computer Adaptive Baseline Testing (Midyis) was applied to last year's Year 8. The school recognised that the CABT data will permit the immediate identification of gifted and talented pupils, the early identification of pupils with potential learning difficulties, prediction of GCSE performance, as well as the measurement of individual performance against a range of metrics.</p> <p>Having experimented with Midyis, the school decided to extend testing to the middle school. Yellis data could provide the baseline data to set targets for GCSE performance in 2010.</p> <p>GCSE targets were based on the school's internal data, rather than more objective externally calculated data</p>	<p>Midyis test conducted. Gifted and Talented pupils identified. Pupils with potential learning difficulties identified. Data shared with Heads of Year and SENCO.</p> <p>Alternative method devised to facilitate internal comparison of grades between the Christmas and Summer series of internal examinations, based on analysis of grade movement in all subjects.</p> <p>Yellis test conducted. Target grades shared with Heads of Department and class teachers. Pupils informed of target grades. Gifted and Talented pupils identified. Pupils with potential learning difficulties identified. Predicted grades set for all pupils. Analysis of performance in Year 11 examinations against target grade carried out. Underperforming pupils identified and interviewed</p> <p>Baseline set. Each department has a target for performance in June 2010. This feeds into overall school target.</p>	<p>School found difficulty in translating the data into meaningful school based targets. Alternative internal system was devised and substituted to achieve the same end.</p> <p>In general, this has been a success. Minimum Target grades for GCSE performance have been set by all subjects for all boys and shared with boys and their parents. Our most able have been identified and encouraged by staff. Our less able have been identified and supported.</p> <p>The baseline has been set and agreed by staff. However this will have no value unless progress towards the target is monitored.</p>	<p>School's internal system to be continued. The use of Midyis in Year 8 will continue to build up reliable comparative base-line data over time, but its value will be reviewed from year to year.</p> <p>(SS/AVP)</p> <p>Further analysis will be required following the Year 12 Mock Examination in February 2010 and GCSE Examinations in June 2010.</p> <p>(SS/AVP)</p> <p>Progress towards the target monitored.</p> <p>(SS/AVP)</p>

BANGOR GRAMMAR SCHOOL
ICT in School

Target	Baseline	Evidence of Progress	Evaluation	Further Action
<p>To raise the profile of ICT and encourage its use at all levels throughout the school. To Increase the use of ICT in the management and operation of the school.</p>	<p>ICT has not been used as effectively as it might. Electronic communication was used inconsistently which made in ineffective. Records were kept in paper form. The Management Information Software (SIMS) was not used as effectively as it could have been.</p>	<p>Increased use of email to facilitate effective communication. Trialling and introduction of electronic registration. Trialling of use of SIMS Behaviour Module to record incidents. Use of wireless network during Parents Consultations to allow use of computer based records. Increased use of SIMS to monitor student performance. Setting up of parental email database.</p>	<p>Target met. Use of ICT is more thoroughly embedded throughout the school.</p>	<p>Monitor and review. Liaise with C2K with regard to future changes in SIMS Applications.</p>
<p>To foster in staff a greater awareness of the potential use of ICT in the delivery of their subject</p>	<p>Whilst many departments have included ICT tasks in their Schemes of Work, this has not been properly co-ordinated and has not covered all areas in Using ICT.</p>	<p>Audit of Key Stage 3 ICT carried out. Departments targeted and supported. Using ICT commented on in Year 8 and 9 Reports. Audit of departmental resources and requirements carried out resources purchased in line with requests. Training provided. Time made available for ICT support in June ECD.</p>	<p>Target met. Use of ICT is improving. More support required for departments over the next few years.</p>	<p>Review management structure of ICT throughout school to ensure that ICT is delivered in a more consistent and coherent fashion.</p>
<p>To prepare staff for the requirement of reporting on levels for attainment in ICT attainment in the summer of 2010.</p>	<p>Under the Northern Ireland Curriculum we will have a requirement to report levels of attainment in Key Stage 3. The levels are not yet set, and so reporting on ICT has been put back until 2011 at the earliest.</p>	<p>Year 8 pupils have created a web page to allow easy access to all ICT projects. Audit of Key Stage 3 ICT carried out. Using ICT commented on in Year 8 and 9 Reports. Departments that might share responsibility for assigning levels identified.</p>	<p>Target partly met. Preliminary work carried out</p>	<p>Once levels are agreed we will need to progress our plans. The introduction of KS 3 Accreditation remains a priority.</p>



3.2 Review of 2008 – 09

**BANGOR GRAMMAR SCHOOL
New School**

**13 College Avenue
Bangor, BT20 5HJ**

Area to be addressed in 2008-09	Expected Outcome	Outcome	Ongoing or Future work
<p>DE approval of Stage D, agreement on the valuation of Clanmorris site and the process for the disposal of College Ave.</p> <p>Complete all design and tender documentation to enable contractor on site by the end of the academic year. Finalisation of all design issues.</p> <p>Planning approval obtained by Nov 2008</p> <p>Detailed discussions with outside agencies on potential funding or income</p>	<p>All legal and land transfer details completed and site purchased by May 2009</p> <p>Completion of all tender documentation and approval of DE by 1st Dec 2008. Approval by BOG and DE of selected contractor by 16th March 2009 Detailed design completed by contractor by 6th April 2009 BOG approval by April 2009 to proceed to tender and appoint contractor Extra school funded items included in final design by 6th April 2009. Contractor on site by 15th June 2009.</p> <p>Enabling contract granted by DE for demolition and site clearance by Nov 2008. Detailed design work completed and planning application lodged.</p> <p>Additional capital funding and or partnership secured with local community groups Nov 09</p>	<p>New site not purchased but proceedings started with Templeton Robinson for the sale of College Avenue. Agreement reached with the DE on the method of disposal of College Ave and payment of new school. Allocation of 1.62 acres for CH</p> <p>Stage D approved by DE and school given authorisation to proceed to the pre-tender stage in March 09. Delay in receiving the revised site valuation, unresolved funding issues and protracted negotiations with DE further delayed the project. Board of Governor’s approval to proceed with project given on the 28th May 09 and pre-tender detailed design work started in June.</p> <p>Demolition of old school has been completed and full planning approval received in April 09</p> <p>Negotiations still continuing with interested parties.</p>	<p>Continue and monitor the Sale of College Avenue and complete purchase of new site. Satisfactorily resolve any continuing funding issues.</p> <p>Complete pre-tender stage by Dec 09 and tender stage by March 10 Continue to monitor funding availability and if required include prioritised accommodation</p> <p>Focus of further discussion and prioritisation.</p> <p>None required Decision on additional school funded items still to be finalised.</p> <p>Continue to explore the possibilities of funding. Further discussion and decisions required by Board of Governors.</p>

Section 4

Targets for Examination Performance

Targets for Examination Performance 2009 10

Key Stage 3

	English	Mathematics
Percentage of pupils achieving Level 5 or above.	100% (100%)	100% (100%)
Percentage of pupils achieving Level 6 or above.	96% (95%)	96% (95%)

GCSE

Percentage of Year 12 pupils achieving 5 or more GCSEs at grades A* - C	96% (95%)
Percentage of Year 12 pupils achieving 7 or more GCSEs at grades A* - C	92% (89%)

A Level

Percentage of Year 14 pupils achieving 2 or more GCE A Levels at grades A - E	100% (100%)
Percentage of Year 14 pupils achieving 3 or more GCE A Levels at grades A - C	80% (75%)

Figures in brackets refer to 2009 Targets

Section 5
Key Areas of Priority
2009 – 2010



Issue: Promoting Motivated and Enthusiastic Learning and Teaching

Baseline Statement	Target	How	Success Criteria	Monitoring Method	Who	Financial Implications
<p>A substantial internal review of pupil motivation in the Junior School was begun in the academic year 2007 / 2008. Its findings were published in the summer term of 2009. As its key finding, the Review stated that pupils consistently saw their teacher as the main source of their motivation, or lack of it, in class. They stated that they learned best when their teacher was enthusiastic. The teacher was the key resource in the learning cycle. Motivation to learn followed motivated teaching. In addition the pupil body affirmed the key teaching methodologies of the Northern Ireland Curriculum, including practical lessons, whole class</p>	<p>To develop the experience of beginning teachers and those in EPD through a system of observation of other teachers.</p>	<p>A programme of observation of colleagues to be agreed and organised by HoDs and overseen and co-ordinated by PVP.</p>	<p>Programme in place for beginning teachers and those in EPD.</p>	<p>Pro-forma observation sheets completed and returned to HoDs and PVP.</p>	<p>HoDs PVP</p>	<p>Cover costs (TBC)</p>
			<p>Teaching methods and approaches regularly discussed and evaluated in departments.</p>	<p>Departmental meeting minutes.</p>	<p>All staff</p>	
	<p>Beginning Teachers and those in EPD absorbing the principles of methods and approaches observed.</p>	<p>SMT observations.</p>	<p>SMT</p>			
	<p>Development of a reflective and self-critical culture in which the discussion of Teaching and Learning is routine.</p>	<p>Departmental and SDP tracking teams meeting minutes.</p>				
	<p>Planned programme for SDDs in place.</p>	<p>SDD programme.</p>	<p>SMT All staff</p>			
	<p>Active participation of pupils in class.</p>	<p>Learning logs completed by selected pupils in second term.</p>	<p>SMT</p>			
<p>Staff to be asked to volunteer to allow teachers, particularly beginning teachers, from other departments to observe a lesson. Teaching and Learning to be a regular agenda item at all Heads of Departments meetings.</p>	<p>To create opportunities for departments to reflect upon their own effective teaching and learning.</p>	<p>Teaching and Learning to be an agenda item in all departmental meetings.</p>	<p>Development of a reflective and self-critical culture in which the discussion of Teaching and Learning is routine.</p>	<p>Departmental and SDP tracking teams meeting minutes.</p>		
<p>To begin to develop a structure within which departments may be enabled to share examples of good practice with each other.</p>	<p>Teaching and Learning to be a focus of School Development Days.</p>	<p>Departments to encourage and embed the key methodologies of the NI Curriculum in lessons.</p>	<p>Planned programme for SDDs in place.</p>	<p>SDD programme.</p>	<p>SMT All staff</p>	
	<p>Active participation of pupils in class.</p>	<p>Departments to encourage and embed the key methodologies of the NI Curriculum in lessons.</p>	<p>Active participation of pupils in class.</p>	<p>Learning logs completed by selected pupils in second term.</p>	<p>SMT</p>	
	<p>Staff to be asked to volunteer to allow teachers, particularly beginning teachers, from other departments to observe a lesson. Teaching and Learning to be a regular agenda item at all Heads of Departments meetings.</p>	<p>Staff to be asked to volunteer to allow teachers, particularly beginning teachers, from other departments to observe a lesson. Teaching and Learning to be a regular agenda item at all Heads of Departments meetings.</p>	<p>Staff becoming more ready to try new approaches and techniques.</p>	<p>Departmental meeting minutes.</p>	<p>HoDs All staff</p>	
			<p>Departments reflecting on their own approach to teaching.</p>	<p>Departmental meeting minutes.</p>	<p>HoDs All staff</p>	

discussions and debates, formative assessment, interactive work, group-work, the encouragement of their imagination and the use of ICT.	To develop the motivation of underachieving pupils through identifying them at as early a stage as possible and positively supporting and encouraging them.	Pupils identified by the use of MIDYIS in Year 8, analysis of end of year examination results (Years 9 and 10) and YELLIS (Year 11). Pupils identified supported through interviews with Form Teacher, HoD, HoY or HoS and appropriate target setting.	Pupils identified by early to mid November and reported to appropriate HoD, HoY or HoS. Interviews to set appropriate targets conducted by end of November.	Lists circulated to appropriate staff and SMT. Written reports of interviews sent to appropriate HoS and discussed by SMT	SS HoDs HoYs HoSs SMT	£1300
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Issue: Implementing the Promoting Positive Behaviour Policy

Baseline Statement	Target	How	Success Criteria	Monitoring Method	Who	Financial Implications
<p>In September 2008 a Discipline Review Committee (DRC) was set up to review the School Discipline Policy. After wide consultation with pupils, parents and staff, the Committee proposed a new whole-school approach to the management of behaviour which laid more stress on reward, praise and encouragement than upon sanction. This led, as a consequence, to the review and amendment of the Discipline Policy, which was 'rebranded' as the <i>Promoting Positive Behaviour Policy</i>. It also seeks to ensure that poor or disruptive behaviours are recorded more systematically. In addition all teaching staff are being encouraged to take more responsibility for behaviour, good and</p>	<p>To ensure that all staff understand the rationale behind the new policy and have received the required training in the use of the appropriate SIMS module.</p>	<p>Training for new staff and those staff who have not been trained on Staff Training Days in August.</p>	<p>Training Conducted. New staff using SIMS to record merits and poor behaviour.</p>	<p>Monitoring of SIMS.</p>	<p>PVP/ HoS/ DRC</p>	<p>Nil.</p>
	<p>Policy implemented and embedded in the practice of all staff.</p>	<p>Members of the Discipline Review Committee to meet HoDs regularly to ensure that system is being used and to assess its effectiveness. Implementation of the Promoting Positive Behaviour Policy as the whole school objective in the PRSD process.</p>	<p>All staff using SIMS to record merits and record poor behaviour. HoDs more involved in promoting positive behaviour.</p> <p>Successful completion of the PRSD process.</p>	<p>Monitoring of SIMS. Notes of meetings with HoDs.</p> <p>PRSD paperwork.</p>	<p>PVP/ HoS</p> <p>HM</p>	<p>Nil</p>
	<p>To promote and reward positive behaviour.</p>	<p>Form Teachers and Pastoral Team to be regularly updated on merit totals. Departmental merit descriptors published in rooms. Merit league tables to be published regularly. Merit badges and other age appropriate rewards, both individual and group, to be awarded.</p>	<p>Improved behaviour in and out of the classroom. An improving attitude to learning.</p>	<p>Electronic records kept and reviewed regularly by HM and SMT. Merit charts published. Badges awarded. Prizes awarded.</p>	<p>School Office</p> <p>All Staff</p>	<p>c. £60</p>

<p>bad, in their classroom and Heads of Department to take more responsibility for behaviour in their Department. All records will be recorded and stored electronically on SIMS, the school's Management Information Software.</p> <p>From 2007 to 2009, a substantial internal review of pupil motivation in the Junior School was undertaken. Its findings, published in the summer term of 2009 have further informed the thinking in the formulation of this Action Plan</p>	<p>To clarify chain of responsibility, monitor behaviour and effort in a more efficient fashion and improve the level of consistency across all staff in the management of behaviour..</p>	<p>Levels of Misconduct and Chain of Responsibility published in all classrooms. Regular printouts of behavioural issues for the Pastoral Team to allow for earlier intervention for students who are disrupting at a low level or who are not completing homework regularly.</p>	<p>Numbers of pupils subject to sanction, especially in Friday, Saturday and subject detentions, reduced over time. The Pastoral Team able to identify issues more quickly. HM and SMT possess accurate overview of behaviour across all year groups.</p>	<p>Electronic records kept and reviewed regularly by HM and SMT.</p>	<p>School Office All Staff HM/ SMT</p>	<p>Nil</p>
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Issue: Assessment and Reporting

Baseline Statement	Target	How	Success Criteria	Monitoring Method	Who	Financial Implications
<p>Year 8 and 9 Summer 2009 Reports provided evidence of Cross Curricular Skills and Themes as will be required under the Northern Ireland Curriculum. The School will be required to report on levels of attainment in the three Cross Curricular Skills by 2011 (2012 for ICT)</p> <p>A substantial internal review of pupil motivation in the Junior School was begun in the academic year 2007 / 2008. Its findings, published in the summer term of 2009, indicated the motivational impact of formative assessment and creative, meaningful homeworks, promptly marked and returned with constructive and supportive feedback.</p>	<p>Compliance with the requirements of the NI Curriculum in assessment and reporting.</p>	<p>Introduce common cross-curriculum projects to allow for connected and collaborative learning and allow meaningful reporting on cross curricular skills and themes.</p> <p>Draw up a plan to ensure that responsibilities for the reporting of cross-curricular skills and themes are allocated appropriately to, and shared by, specific academic departments.</p> <p>Review Summer 2009 reports.</p>	<p>An e-portfolio built by pupils to form part of the Key Stage 3 assessment system.</p> <p>Common Curriculum Days.</p> <p>New style of reports if review indicates that this is appropriate.</p>	<p>e-Portfolio produced.</p> <p>School Calendar.</p> <p>New reporting style in line with requirements of Northern Ireland Curriculum</p>	<p>MG SR</p> <p>AVP JW</p>	<p>Nil</p> <p>Nil</p>
	<p>To implement ALTA testing in Year 8 to improve assessment of and provide a more pupil centred teaching approach to Mathematics at Key Stage 3.</p>	<p>Year 8 pupils to use ALTA half-termly. Results from ALTA assessments analysed and used to inform teaching. Results from ALTA to feed into Key Stage 3 Assessments.</p>	<p>ALTA Records.</p> <p>Analysis of ALTA completed and communicated to departments.</p> <p>Assessment Levels published and reviewed by departments.</p>	<p>HoD review.</p> <p>Minutes of departmental meetings.</p>	<p>KQ MG</p>	<p>Nil</p>
	<p>To introduce Key Stage 3 ICT accreditation across Years 8 – 10</p>	<p>Departments to select a task from a CCEA bank for each year group. An e-Portfolio, built by pupils, to form part of the ICT Accreditation. Training and support needs identified and training provided (internal and external).</p>	<p>Key Stage 3 ICT Accreditation in place.</p> <p>An e-portfolio built by pupils to form part of the Key Stage 3 assessment system.</p> <p>Training delivered.</p>	<p>ePortfolio</p> <p>Schemes of Work.</p>	<p>MG SR</p>	<p>£300 for Accreditation</p> <p>Training budget</p>
	<p>To investigate how homework can be used more effectively in the light of the Pupil Motivation Report.</p>	<p>Review of School Homework Policy.</p> <p>Audit of pupils' current homework experience.</p>	<p>Revised Homework Policy agreed and adopted by all departments.</p>	<p>Approved by SMT.</p> <p>Minutes of departmental minutes.</p>	<p>SMT HoDs</p>	

**Issue: Improving Academic Performance at A Level**

Baseline Statement	Target	How	Success Criteria	Monitoring Method	Who	Financial Implications
<p>Improving results at GCSE has, correctly, been a major focus of the School Development Plan over the last few years. During these years there have been a number of changes to A Level Specifications. AS results over these years have been less good than the school might have reasonably expected and, in addition, it has been noted that work in Study is not always as focused or useful as it should be. The view of many members of staff, as expressed during the review of the SDP in May 2009, was that if we wished to improve AS and then A Level results that we should highlight this in the SDP for 2009 – 10.</p>	<p>To raise AS performance to a level where 70% of AS students are achieving 3 A-C passes or better.</p>	<p>HM and AVP to meet HoDs to discuss and analyse 2009 results. Departmental Action Plan written in light of 2009 AS and GCSE results.</p>	<p>HM and AVP to agree with HoDs the areas that need to addressed. Departmental Action Plans written and approved by end of November 2009.</p>	<p>Review of Action Plans.</p>	<p>HM AVP HoDs</p>	<p>Nil</p>
		<p>HoDs to provide predicted grades, based on external data, to HM/AVP by Christmas 2009. These figures to provide a basis for target setting for all students in Year 13.</p>	<p>Target for each student agreed and recorded.</p>	<p>SMT / HoY interviews.</p>	<p>HoDs</p>	<p>Nil</p>
		<p>To investigate the possibility of introducing a Computer Adaptive Baseline Test to provide benchmarking data.</p>	<p>Merits of competing packages discussed and a decision made.</p>	<p>SMT minutes</p>	<p>SMT SS</p>	<p>Nil</p>
		<p>To identify and support pupils at risk of underachieving at AS level. To use internal assessment procedures to identify pupils who will need support to adapt to the requirements of A Level study</p>	<p>Teachers and Study Supervisor to identify pupils who are struggling by end of October 2009. HoY/AVP to interview students and set targets.</p>	<p>Students taking the curriculum that is best suited to their abilities.</p>	<p>Pupil interview notes on file.</p>	<p>HM AVP HoS</p>

	<p>To identify and support our more able pupils to ensure that they reach their full potential.</p> <p>To ensure that all pupils reach their full potential.</p> <p>To improve A Level teaching.</p>	<p>Identify our more able students by analysing GCSE results, setting high targets and challenging them to reach them. Provide appropriate extension activities and reading lists and encourage links with other schools and with universities.</p> <p>Encourage independent learning and improve study skills, setting weekly targets for study. Improve library resources and encourage library usage.</p> <p>Ensure that new A Level specifications are embedded in Schemes of Work. Teachers to provide clear guidance of what pupils should be doing in study. Encourage departmental time to be spent discussing teaching. HoD subgroups to discuss effective learning strategies for A Level students. Provide time for teachers to observe one another's teaching.</p>	<p>More pupils achieving at the highest level.</p> <p>Pupils attending meetings/courses with outside speakers.</p> <p>Improved AS and A level results.</p> <p>A Level Schemes of Work reviewed by departments.</p> <p>Study being used more productively.</p> <p>Discussions minuted.</p> <p>Observations occurring.</p>	<p>Review of examination results.</p> <p>School Calendar.</p> <p>Review of examination results.</p> <p>Review of Schemes of Work by AVP</p> <p>Study Supervisor reports</p> <p>Review of minutes of meetings.</p>	<p>AVP</p> <p>HoDs</p> <p>All Staff</p> <p>HoDs</p> <p>All Staff</p> <p>AVP HoDs</p>	<p>Nil</p> <p>From departmental budgets if identified as a priority by HoD</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil, if cover provided internally.</p>
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6 Board Of Governors Review

The Headmaster will, with the help of his senior staff, regularly monitor, review and evaluate the progress of the Plan and will report regularly to the Education Committee of the Board of Governors. At the last Board meeting of the year or the first full Board meeting of the new academic year, whichever is the more appropriate, the Chairman of the Education Committee will present a report in which there will be a full evaluation of the plan's effectiveness and an indication of the priorities chosen for the incoming academic year.