

Carrickfergus Academy School Development Plan



2024 – 2027

Preface

This School Development Plan (SDP) reflects Carrickfergus Academy's priorities for the period 2024-2027

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

Introduction

Carrickfergus Academy is an amalgamation (in 2018) of 2 Post Primary Schools in the town of Carrickfergus. We are part of the Controlled Secondary Sector meaning that our pupils are not academically selected at transition to Post Primary School. We currently have an enrolment of 951 pupils having fallen away over the preceding years from 1100. In September 2023 our pupil intake increased to 183. We are aware of a drop in the birth rate in this area which will impact our pupil numbers for the academic year 2024 and beyond.

We have a complement of 75 full and part time Teaching Staff and approximately 98 Non-teaching Staff, 63 of whom provide Learning Support Assistance in classrooms.

Our school is situated across two Campuses approximately 1 mile apart with the Senior Campus accommodating KS4/5 pupils and the Junior Campus accommodating KS3. Our school buildings are old and in need of repair and we have been promised a new building. Just this year the Department of Education has begun again the procedures to fulfil this promise.

We also have a significant number of pupils (33%) entitled to Free School Meals and we have more than 19% of our total school population on the SEN Register. A significant number of our pupils have SBEW issues.

We are also now a Specialist Provision in Mainstream Schools provider with approval for 2 such classes that cater for pupils with a statement of Special Educational Needs with an ASD diagnosis. Our first class is called CARE (Centre for Autism, Resilience and Empowerment) - this was deliberately chosen to mirror our school Ethos of

Challenge, Achieve, Respect and Excel

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

1. A Statement and Evaluation of the School Ethos

Our core values of Achieve, Respect, Excel, Safety & Support as well as our Pivotal Statements Ready, Respectful, Safe underpin our ethos and help us to ensure that young people are at the centre of what we are doing and support our ethos of CARE.

As part of our ongoing self-evaluative processes we engaged all staff (Teaching and Non-teaching), parents and pupils in a Centre for Successful Schools Evaluation. These are some of the statistics that support the assertion that our Ethos is becoming embedded into every day school life. The EXCEL part of our ethos will be evidenced through our results on Page 10/11.

- 88% (of teachers) think teachers expect pupils to work hard (CHALLENGE)
- 66% (of parents) believe teaching standards are high (ACHIEVE)
- 86% (of parents) feel their child is well cared for (CARE)
- 81% (of pupils say they) work as hard as they can (ACHIEVE/RESPECT)
- 67% (of pupils) believe they are getting a good education (ACHIEVE)
- 56% (of pupils) say Carrickfergus Academy is a good school - ACHIEVE

Mission Statement

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

Vision Statement

Our vision for Carrickfergus Academy is that we will endeavour to become the school of choice in the local area as we believe that our pupils have the ability to achieve excellence, no matter their starting point, and that we can uniquely offer the widest curriculum pathways for pupils of all abilities.

Our school is at the heart of its community and community is at the heart of our school. We welcome the support that we receive from community organisations who, alongside school, prioritise the needs of the young people of Carrickfergus both pastorally and academically. As a community with core values of Achieve, Respect, Excel, Safety & Support we aim to develop and empower our young people to strive for individual and collective excellence through a challenging and nurturing environment built on a foundation of mutual respect for all.

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

The school’s performance in 2023 was the highest we had achieved since amalgamation in 2018. Covid, with its Centre Determined Grades and Teacher Assessed Grades affected all

results across Northern Ireland and so we were delighted to improve our 5 A* - C grades by 15% in 2022 in comparison to the pre-covid figures. We are however still below the Northern Ireland average for Non-Grammar Schools across the country and we are endeavouring to raise outcomes for pupils by concentrating on both our teaching and learning strategies, focusing on retrieval practices in the incoming years of the School Development Plan whilst at the same time improving the accuracy of our internal tracking and assessment systems to enable us to have a reliable predicted outcome by which to measure ourselves and facilitate earlier intervention where necessary to support pupils in achieving their targeted results. In our recent self-evaluation:

- 89% of teachers believe that we give every pupil the chance to realise their potential.
- 88% of parents think teachers expect pupils to work hard
- 66% of parents believe teaching standards are high.

Learning, Teaching and Assessment Summary and Evaluation:

A review of the Learning and Teaching Policy in March 2024 indicated there is not always a consistent approach to the use of metacognitive techniques in Departments or across Departments. An audit of staff TPL requirements identified retrieval practice as an area for development - only 55% of pupils stated in the TL survey that retrieval practice was used effectively in the classroom to improve learning. During the period of the previous SDP sharing best practice amongst staff was highlighted as a Learning and Teaching priority. Progress was made through presentations on SDD, TCN and the TPL group, however industrial action placed limits upon this. Due to ASOS this was on a voluntary basis and moving forward all Departments will continue to be involved in SGD from 2024. The Keele Survey also identified the promotion of positive behaviour for learning as an area for development - 69% of staff indicated that they are generally satisfied with classroom behaviour and a consistent approach to this still needs to be embedded across the school.

- 95% of teachers agree that pupils are praised and encouraged in their work
- 91% of teachers agree that pupils receive feedback on their work
- 89% of teachers believe that we give every pupil the chance to realise their potential
- 84% of Non-teaching Staff say teaching standards are high
- 88% of parents think teachers expect pupils to work hard
- 66% of parents believe teaching standards are high

Whole School Assessment Summary and Evaluation:-

In respect to assessment, a whole school tracking system has now been embedded to 3 cycles for KS3-5 making use of SIMs Assessment Manager. COVID is still having an impact on pupils learning with lost learning therefore impacting on pupils' outcomes.

Progress to date at KS3 has been measured using teacher set target marks based on baseline testing data (GL CATS). The nature of the tracking data used at KS3 now allows a measure of each child's progression across Yrs 8-10 as well as to facilitate both parental and student ability to compare progress within and across subjects.

Review of baseline assessment data at Yr 8 entry over the last three years of the school highlights a wider intake in ability of Yr 8 students, which has widened more over the lifetime of the Academy. In September 2023 the introduction of all pupils completing the exact same exam has been a success with stanines becoming more accurate and a better measurement of pupils' ability and progress. These assessments also gave the opportunities for more stretch and challenge for the pupils throughout.

STANINE	1	2	3	4	5	6	7	8	9
Ave. population	4%	7%	12%	17%	20%	17%	12%	7%	4%
2019CAT	3%	7%	17%	25%	25%	19%	4%	1%	
2020 CAT	4%	8%	21%	30%	24%	13%	1%		
2021 CAT	0.7%	9%	18%	23%	26%	12%	8%	2%	
2022 CAT	4%	13%	12%	24%	25%	16.5%	4%	1.5%	
2023 CAT	3%	8%	14%	33%	28%	11%	2%	0.5%	0.5%
2024 CAT	2.5%	11.5%	16%	30%	23%	10.7%	3.3%	2.3%	0.7%

Progress at KS4 is measured using target grades informed from the results of baseline testing (GL CATS). Analysis of outcomes in summer 2024 indicates a positive correlation between stanine at entry to GCSE and GCSE point score; however, it also indicates a wide range in attainment outcomes irrespective of gender at each stanine but more so for boys. Each student is set a target grade and a CAT target grade with challenge against which their progress is measured throughout the year.

Progress at KS5 is measured using target grades informed from results of baseline testing (GL CATS). Analysis of outcomes in summer 2024 indicates some positive correlation between grades and outcomes but some deviation with CCEA bringing results back in line with 2019 levels.

A review with parents of the Academy Assessment System in March 2024 indicated 96.5% were happy. An audit of the Assessment System in June 2024 with staff indicated that assessment had stabilised and the correct model has been found which worked best for pupils to achieve the best possible results.

Evidence

GCSE results 2024 73% Carrickfergus Academy, NI average 87.3%

Parent Results

- 82% of parents find the information on reports useful
- 93% of parents felt that the Exam Timetable for each tracking with subject dates was VERY important
- 95% of parents felt that revision material for each subject felt it was essential so they can help
- 80.4% of parents wanted more help with revision techniques to help their children
- 92% of parents happy with 3 cycles of tracking
- 96.5% of parents felt that the Google Classroom was excellent to keep up to date with exam information to support pupils at home

Staff Results

- 97.6% of staff agree that 3 cycles for assessment is the best options for pupils
- 88.8% of staff are happy with the timing of the 3 cycles for assessment
- 90.5% of staff are happy with full report Yr 10 Christmas and Yrs 8 & 9 June
- Attendance at revision sessions low Yr 12 - 34% and Yr 13/14 - 21%, 88% staff for Yr 12 and 81% for Yrs 13 & 14 want these to continue

Areas for Development 2024-2025

- Value added to pupil – analysis of data
- GCSE A*-C % outcomes
- Further development of revision material (Knowledge Organisers) for KS3/4 assessments
- Revision Session attendance

Actions to bring about improvements in 2024-2025

- Development of the analysis of assessment data by Teachers / Subject Leaders / Year Mentors / SLT
- Interventions to take place starting September 2024 - Teachers / Subject Leaders / Year Mentors / SLT

- Yr 12 and 14 Students identified in September 2024 who have not achieved their potential in Yrs 11 and 13
- Pupil mentoring – pupils identified and Staff and LSAs support via mentoring
- KS3 Knowledge Organisers to be created for all 3 assessments cycles
- Revision Session for Summer 2025 to be reviewed and alternative options trialled.

Curriculum Provision Evaluation:

The school timetable operates on a weekly format with teaching periods of 20/30/35 minutes constructed mainly into double or triple periods. Shorter period lengths facilitate movement of staff between Campuses and separate break time and lunch time provision which supports positive behaviour management.

The KS3 curriculum is delivered through areas of learning with discrete provision for Literacy, Numeracy, ICT, Employability, Personal Development and Citizenship as well as now including Emotional Health and Wellbeing Classes for Yr 8 pupils. KS3 pupils are banded in the delivery of the curriculum.

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

Individual career interviews take place at Yr 10 with parents and pupils to ensure appropriate choice of subject based on assessment data and pupil preference.

KS3, KS4 and KS5 curriculum meeting statutory requirements. A pathway of subjects has been established at KS4 to allow pupils to choose subjects suitable for the ability level - this is determined by their stanine outcome as well as CAT Assessment at the beginning of Yr 11.

The curriculum at KS4 is broad and balanced and is in line with the NI Curriculum, relevant guidance and circulars. The curricular offer at KS4 entails 26 courses including a range of applied (17) and general (9) options.

A number of Departments run academic and vocational pathways that students are guided to according to aptitude and strengths; these are Science: Double Award, Single Award, OCN; LLW/Princes Trust; Technology: GCSE Product Design and Occupational Studies: Construction & Engineering; GCSE Food and Nutrition, GCSE Hospitality and OCN Diet & Food.

Courses offered which had been relaunched or rebranded include: Hair & Business – Occupational Studies, ICT B Tech.

At KS5 the in-house offer of 17 subjects is enhanced through collaboration with the Carrickfergus Learning Community. The range of subjects available through the Learning

Community is subject to change. Survey of all CLC pupils indicated positive outcomes in all aspects of teaching, learning and assessment.

- 76.4% of CLC pupils indicate that they are making good progress in their CLC subject
- 69.1% of pupils indicate that they are achieving at least as well in their CLC subject as in their home school subjects
- 67.3% say they would recommend studying as part of CLC to their friends.

An enrichment timetable operates at 6th form which includes Young Enterprise, Certified Counselling Course, COPE, repeat English and Mathematics GCSEs and Mandarin.

Extra-curricular activities provide opportunities for all students to further develop key skills, attitudes and dispositions. 15 after school clubs and societies are in operation in school. In addition, overseas trips involving students have included History Trips, Ski Trips, Government and Politics Trips and a Confucius Trip to China. Students have also benefitted from visiting speakers including UCAS, Universities, Belfast Met, Love for Life, PSNI, Youth Service for Transition Programmes, Assemblies etc.

SLT Department links are established to support Departments, review Action Plans and results for analysis – regular meetings are part of the Staff Professional Development Programme. SLT links also match PRSD links.

A Vocational Working Group, established in 2022/2023 to support vocational subjects, share knowledge, share good practice and develop expertise has been well received by staff that are part of it and it has resulted in improved outcomes for Pupils and Departments in vocational qualifications. The further workings of the VWG will become part of the Vocational Coordinators' remit going forward with Vice Principal overview and consultation where necessary to support the Senior Teacher in charge.

SPiMS/CARE Class was introduced in Yr 8 in 2023, a teacher and 2 LSAs were appointed and the room was refurbished to support this bespoke learning environment. A second class beginning in September 2024 has recently been agreed, approved and staff have been appointed. We would hope to continue to expand this provision so that pupils of all levels of ability and need in the Carrickfergus area and beyond will be able to avail of an educational experience that suits their needs and provides appropriate pathways for their futures.

Evidence:

- SOW
- Minutes of SL Department Meetings
- Keele Survey Responses, staff, parents and pupils
- SIMS Tracking and Assessment Data
- External Examination Data
- Minutes of meetings with SL (SLT links)
- Minutes of CLC meetings
- Feedback from Examination Boards
- Annual cycle of Departmental Action Plans and Evaluations.

- EF Audit.

Areas for Development 2024-2025

- Offer a curriculum that will equip students with the qualifications, skills and experiences required to progress onto a wide range of opportunities at Post 16
- Provide pathways of subjects to allow pupils the opportunity to be successful.

Actions to bring about improvement in 2024-2025

- Review current curriculum offer at KS4 to ensure it meets the needs of all pupils
- Audit pupils, parents and staff of Yrs 11, 12 and 13 on their experiences of the current process.
- Research alternative qualifications
- Upskill staff to prepare for teaching new subjects
- Develop Vocational Working Group
- Link pathways with pupil achievement at KS3 to ensure clarity of understanding of pathways and their outcomes.
- Review current curriculum offer at KS5 based on pupil uptake and pupil achievement
- Data collated from Curriculum Plan Analysis
- Financial calculations using school budget

Percentage	2024	2025	2026	2027	Northern Ireland AVERAGE (non-grammar)
% of Year 12 pupils achieving 5+ A*-C GCSE or equivalents.	73%				87.3% (benchmarking data non-grammar 2022/2023)
% of Year 12 pupils achieving 5+ A*-G	87%				97.7%
% of year 12 pupils achieving 5 A*-C GCSE or equivalents including Eng & Maths	34%				64.7% (benchmarking data non-grammar 2022/2023)

Percentage	2024	2025	2026	2027
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% of Year 12 pupils achieving 5+ A*-C GCSE or equivalents.	Boys 62%	Girls 57%	Boys	Girls	Boys	Girls	Boys	Girls
% of Year 12 pupils achieving 5+ A*-G	Boys 84%	Girls 89%						
5 of year 12 pupils achieving 5 A*-C GCSE or equivalents including Eng & Maths	Boys 32%	Girls 35%						

Percentage				NI average FSME
% of Year 12 pupils achieving 5+ A*-C GCSE or equivalents.	60%			84.1%
% of Year 12 pupils achieving 5+ A*-G	95%			96.9%
5 of year 12 pupils achieving 5 A*-C GCSE or equivalents including Eng & Maths	29%			60.6%

GCE A Level Table

Percentage	2024	2025	2026	2027	Northern Ireland AVERAGE (non-grammar)
% of Year 14 pupils achieving 2+ A*-E GCE or equivalents.	96%				97.2%
% of Year 14 pupils achieving 3 A*-E	65.4%				86.6%
% of Year 14 pupils achieving 2+ A*-C	65%				83.4%
% of year 14 pupils achieving 3+ A*-C	27%				59.4%

SEN & AEN Provision

As of September 2024, there are 19% pupils on the SEN register, i.e. on the Code of Practice, with 8% awarded Statements of Educational Need. The staff with particular responsibility are the Senior Teacher for Learning Support, Assistant Learning Support Co-ordinators for KS3/KS4/KS5, Learning Support Assistants, Specialist Behaviour Assistants and Pastoral Teams.

We also have two SPiMS Classes, one in Yr 8 and Yr 9 each supported by a Specialist Teacher and two Learning Support Assistants.

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

The Assistant LSC with responsibility for Access Arrangements has undertaken full recognised training and assesses pupils' needs for supportive provision, particularly for examinations.

A School Based Care Team is well established and comprises of Post Primary Behaviour Support, Educational Psychology, Education Welfare Officers and Middle and Senior Pastoral School Representatives. Attendance of CAMHS, School Nurse, Social Services and Community PSNI Officer, as and when necessary. The SBCT meets termly and this is a multi-disciplinary meeting to determine the needs and pathways for provision and support for young people across school.

A SEN Policy has been created which is in line with updated guidance and legislation and has been ratified by Governors (Autumn 2021). Newcomer Pupil numbers are rising and work has begun through our connections with our local YMCA to provide support for pupils new to Carrickfergus Academy and indeed to the local area.

Training for staff over the last 3 years has focused on the following:

- New school SEN Procedures and Policies
- Use and development of IEPs – soon to become PLPs
- Refresher training for all staff on ASD, ADHD and Dyslexia
- EA certified training on ASD
- New Code of Practice (also training for BOG in May 2021)

In September 2024 19% of the whole school population were on the SEN register, stages 1-3 of the Code of Practice.

This translates to 180 pupils out of a population of 962.

Percentage of pupils by Year Group

Year Groups	Percentage
Year 8	40%
Year 9	20%
Year 10	16%
Year 11	17%
Year 12	16%
Year 13	1%
Year 14	8%

Number of pupils on each stage of the Code of Practice

Stage of the Code of Practice	No. of Pupils
Stage 1	69
Stage 2	30
Stage 3	81 Statement of Ed. Need and Adult Assistance

Percentage of pupils in their Primary Category of Need:

Primary Category of Need	Percentage of pupils
Cognition & Learning – language, literacy, Maths, numeracy. (incl. Dyslexia/ SpLD, Dyscalculia/SpLD, MLD, SLD or PMLD)	36%
Social, Behavioural, Emotional Wellbeing. (incl. social & behavioural difficulties, emotional & wellbeing difficulties, or severe challenging behaviour with SLD and or PMLD)	51%
Speech, Language & Communication – (incl. Development Language Disorder, language associated with a differentiating/biomedical condition or communication and social Interaction difficulties)	10%
Sensory (incl. blind, partially sighted or have severe or profound hearing impairment)	1%
Physical Needs	2%

In addition, pupil information that indicates an additional need is 29% of the whole school population.

Statemented Pupils (81) make up 8% of the whole school population.

Statemented Pupil by Year Group

Year Group	No and % of Statemented Pupils
Year 8	17 pupils 13% of Year Group
Year 9	21 pupils 11% of Year Group
Year 10	13 pupils 8% of Year Group
Year 11	17 pupils 10% of Year Group
Year 12	8 pupils 4% of Year Group
Year 13	1 pupil 1% of Year Group
Year 14	4 pupils 7% of Year Group

In September 2023 our Assistant LSC KS4 had funded time from EA to update all of our current SEN information in line with the new legislation. This was an invaluable resource and has meant that we are ready to roll out PLP training as soon as updated Bromcom information is available to schools for the move across from SIMS.

Staff have received their training on the new legislation and have identified pupils in their classes alongside the identified need. We continue to have a large body of LSAs in school, currently over 60 in total, supporting pupils 1-1 and in classrooms across the school.

Areas for Development in 2024/2025

- Embedding the new SEN Code of Practice
- Consolidating whole school awareness of collective and collaborative care in relation to SEN
- Updated Bromcom training for new PLP implementation
- Updating SIMS from current spreadsheet information and rebranding of current spreadsheet of needs information.
- LSA training across both sites – specifically ASD/Zones of Regulation/ Developing a Calm Plan
- Focus on Neurodiversity Training for all staff (ASD and ADHD)
- Refresher training on Access Arrangement Requirements
- Delivery of Access Arrangements
- Language support for Newcomer Pupils
- Continuation of SPiMS provision in Yr 9
- Roll out of 2nd SPiMS class for Yr 8

Actions to bring about these Improvements

- Staff training on the new Code of Practice and what is Whole School Provision and SEN provision
- Departmental SEN links, keeping SEN high profile across school
- Raising the profile of Neurodiversity in School Assemblies such as Autism Awareness Month
- Yr 10 pupils complete AUSOME Peer Training
- Parental engagement in relation to SEN training: AAIS online training available
- Introduction of SEN Prefects

- Staff training on the new Bromcom PLP format, once available to schools
- Weekly Meetings
- Scheduled Wednesday afternoon training
- Time for data transfer
- Identify pupils
- Implement changes into the application of AA
- Meeting between SEN Team and Exam Team to formalise provision
- Staff to identify pupils who need extra time
- Engagement with the EA Intercultural Education Service to provide training and support to school staff
- SPiMS allocation and provision meetings

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

i. Health and Wellbeing Students

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

The Department of Education and Department of Health jointly published the Children & Young People's Emotional Health and Wellbeing in Education Framework and this was launched on 26 February 2021. The main emphasis of the Framework is to support educational settings to promote emotional health and wellbeing at a universal level, through a holistic, multi-disciplinary approach, building resilience to enable our children and young people to cope with challenges they may face in life and providing early and enhanced support for those who may be at risk or showing signs of needing further help. At Carrickfergus Academy our focus is to continue to build upon this Framework by working with the EHWP team 2024-25 to develop resources for staff to use over these next three years, to effectively train staff and parents and to encourage our young people to adopt the language of Take 5 embedding it into our everyday practice as a school and using the young people's skills as student leaders to be ambassadors for health and wellbeing in school.

Our ethos is exemplified in our motto CARE - Challenge, Aspire, Respect, Excellence. The values of the school as Aspire, Achieve, Respect, Reflect & Support, along with the associated Pivotal Values of Ready, Respectful and Safe are the cornerstones of our positive behaviour for learning approach. The Pastoral Team, led by the Vice Principal Pastoral, will continue to reinforce the pastoral ethos with staff and pupils through training and by modelling in their day-to-day approach. Over the course of this School Development Plan the Pastoral Team and the Curriculum Team, led by the Vice Principal Curriculum, will focus on our ethos, values and pivotal practice to create a culture for engagement and learning to prepare all our young people for adulthood.

There is a Wellbeing Centre/Sense Room on both the Senior and Junior Campuses. These are earmarked as pastoral spaces for young people to use as their safe spaces during their unstructured parts of the school day. These centres are supervised by the AEN and LSA Teams. The school also has a successful HUB which operates as another area for young people who are struggling with behavioural concerns to use as a safe space throughout the school day. This room is supervised by two BSAs on a permanent basis who work with us as a school to breakdown and remove some of the barriers to learning that our young people have.

The Senior Teacher KS3 provides an Emotional Health & Wellbeing Programme for all form classes in Yr 8. This programme covers a range of pastoral topics including emotional health, academic attainment, assessment, attendance, and resilience. In September 2024 we are being assigned a practitioner for Emotional Health and Wellbeing who will work closely with our ST KS3, PD Coordinator and LLW Coordinator on Senior Campus to develop resources, signpost and work with small groups on 'dealing with feelings'. This will be launched with Yr 8, 11 and 13 parents on their testing days to encourage parents to promote positive wellbeing and help our young people to develop their resilience.

- 86% of parents feel their child is well cared for
- 77% of parents think the school is a safe and secure environment
- 77% of parents know who to contact about their child
- 65% say their child enjoys school and is happy

Where are we now? 2024

The Wellbeing Centre (Senior) and Sense Room (Junior) operate at break and lunch for the pastoral provision of both SEN and vulnerable pupils. Staffed by LSAs this provision provides a valuable quiet space for pupils and enables positive social interaction for pupils. The HUB operates at full capacity each term and also supports many young people and staff on a daily basis.

2024 is the required update for all staff on Safeguarding and Child Protection. Whole staff training was delivered by Mrs E Beckett in August 2024 and catch up sessions will be delivered throughout the school term and an accurate register will be maintained within the Safeguarding Proforma File. We have 1 Designated Teacher and 4 Deputy Designated Teachers for Safeguarding and Child Protection in Carrickfergus Academy. The Safeguarding Team including Governors responsible for Safeguarding meet throughout the school year to review the Safeguarding Proforma and ensure all relevant training is up to date. Safeguarding and reported incidents of bullying updates are provided as a standing agenda item for Board of Governors meetings with regular updates being provided by the Designated Teacher.

The Pupil Support Centre continues to run on both sites as a means of reducing the number of pupil suspensions. This space provides an onsite supervised independent study area for young people to reflect on their behaviour and to complete some post incident learning work with the supervisors. Over the course of this School Development Plan a new focus on a more

restorative approach will be developed into this time to allow for enrichment opportunities for our young people to focus on how they can give back to their school community so they can be responsible citizens.

We continue to be supported by local community organisations including

- Vineyard
- Downshire Church
- YMCA
- CHILL
- HOPE Counselling
- Alternatives

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

Areas for Development 2024/25

- Introduction of the EHWP Team for the school year
- Obtaining Level 2 Take 5 School Award
- Developing student leaders – Take 5 Ambassadors & Restorative Practitioners
- Development of PSC as a restorative space
- Introduction of the new Addressing Bullying in Schools Policy and Procedures

ii. Child Protection and Safeguarding

A policy for Safeguarding and Child Protection is in place and is reviewed by the BoG annually. This is provided to all new parents. The Policy also refers to a Staff Code of Conduct which has been signed by all staff and kept in the Safeguarding Proforma File. The Senior EA CPSS Officer (Child Protection Services for Schools) met with the Senior Pastoral Team to ensure our procedures and approach for safeguarding young people was at its optimum on formation of the school. A SIMs coding system has been put in place to give staff knowledge of the categories in relation to pupil confidential filing thus, raising limited awareness of pastoral issues which may create barriers to a child's learning in a Teacher's Classroom.

ALL staff, teaching, non-teaching, administration, technical, supervisory, cleaning, peripatetic, mentoring and anyone with responsibility for interactions with young people must complete school safeguarding training and have signed the register of attendance to be filed by the Designated Teacher in the Safeguarding Proforma Folder.

A Safeguarding Team made up of Senior Pastoral Staff, Chair of BOG and Safeguarding Representative from the BOG meet to review safeguarding procedures and policies in line with the ETI safeguarding proforma. This folder is updated each year and the Governors are provided with a regular update on safeguarding as a standing item on the Board of Governors

agenda. The Vice Principal Pastoral completes two written reports to present at Governors each year.

Academy Text is offered to all as a safeguarding and pastoral/addressing bullying tool where parents and pupils can text to raise any concerns or issues. This information is shared with pupils via posters on all noticeboards and with parents via parent app, school information packs and the school website.

Starting September 2024 all pupils will have access to report, via their C2k account, any incidents of bullying. A new QR code has been set up and will be trialled where pupils can report incidents that should cover all the necessary detail as required for the BCAF. This will allow staff to have the accurate details stored and reduce their time spent on paperwork and allow more time to deal with the issues. Under the guidance of the EA ABSIT team, Mrs Beckett completed 7 sessions of training to develop our new policy for addressing bullying in schools January – June 2024.

SECURUS is an EA software monitoring tool that ensures pupils safety whilst online in school. Pupils are made aware of the SECURUS system in assemblies early in the year and the Vice Principal Pastoral monitors the system on a regular basis.

Truancy Alert message is sent to all parents via the parent app. In 2024 the Senior Leadership Team with the support of the Board of Governors developed a new internal Truancy Policy to address the issue of safeguarding young people who are disengaged with their learning and choosing to miss lessons throughout the school day. This School Development Plan will continue to build on this new policy and ensure that Carrickfergus Academy is delivering highly reliable operational procedures to account for all young people in lessons at all times, or empower staff to report any absence and involve parents as an early intervention so pupils can take a responsible, restorative approach to invest in their own future and pay back this lost learning time.

Where are we now? 2024

Mrs Beckett delivered full safeguarding training to all staff in September 2024. Throughout the year, in January and April two catch up sessions will be provided to ensure all staff are trained in line with expectations.

ICT Department will be required to complete an audit of their Departmental Schemes to ensure they are providing a regular safeguarding online safety message throughout the course of the school year to all KS3 classes on a more regular basis. Evidence will need to be provided for the Safeguarding Proforma Folder. An audit of the whole school was completed in May 2024 so each Department could identify the key areas covered within their lessons so the online safety message is not limited to the ICT Department but delivered as a continuous message.

Carrickfergus Academy will introduce the use of the 'Safer School's' App to provide advice, support and signposting for all staff, parents and pupils.

Areas for Development 2024/25

- Safeguarding Training 2024 will be our next cycle.
- Safeguarding Team to meet Term 1 2024 to complete the ETI Safeguarding Proforma 2024/25
- ICT Department to complete training and audit the ICT online safety lessons delivered across all of KS3
- Senior Teacher to assist with the personalisation of the Safer School App
- Internal Truancy Policy will continue to be implemented with parents being involved from an early stage
- Detailed list of expectations of staff roles to be created – SL, YM, FT
- Monitoring of SECURUS

iii. Positive Behaviour and Discipline

A key focus for the school is building on our ethos, policies and procedures to inform a consistent and shared approach by all staff to create a learning environment that will build, maintain and repair relationships.

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

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

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

Pivotal Training has also been completed with LSAs and Supervisors.

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

This School Development Plan will see an emphasis on developing a restorative approach as a school at Carrickfergus Academy. The focus will be on relationship building among all staff and students. In order to develop a restorative school the attention must be on building and maintaining the relationship between staff and students first then, the focus on learning will come next. Over half of the pupils identified on a Keele Survey 2024 stated that 'they get on well with the majority of teachers and that most teachers listen to what they have to say'. This School Development Plan will develop the use of positive language through praise and

reward and create a culture where all staff feel empowered to take responsibility for the learning in their classroom and the climate across the school will be to stop and help when there is a situation developing. This restorative approach should see the young people invested as partners in their learning with their teachers so that their past experiences do not limit their opportunities while they attend Carrickfergus Academy. Staff completed Level One Trauma Informed Training on ACES Sept 2023 so have the basic understanding of stressors that can create barriers to learning for pupils. Further opportunities to be provided with Wednesday sessions on Solihull free online workshops and SBNI free online training. A session was also delivered by an EHWP Practitioner to parents, pupils and staff. The expectation will be on all staff to engage and explain our approach to all parents and to expect them to support us as a school as we work together to support their young people to be prepared for adulthood.

The focus on a restorative approach is to ensure that every child is a priority in every classroom and to ensure that as a school we are doing the best we can to guarantee that our young people will become positive influences and role models within society. The key to this approach is to make sure that relationships are at the centre of everything from the outset, to begin to reduce student barriers to learning. This will set the conditions for learning and developing strong relationships in our school.

Areas for Development:2024/25, 2025/56, 2026/27

- Embed positive restorative language in our approach – ‘catch up time’ for lost learning (detentions), ‘independent learning’ (homework)
- Relationship building – every child in every classroom
- Staff to mirror behaviour
- Support and guidance from Senior Teacher for Teaching and Learning
- Support from HOD on pivotal reminders to all new staff termly/yearly if required and recorded in Departmental Meetings to ensure engagement/relationships first then learning in all classrooms
- Learning Relationship Agreements made with each class at the start of each year and revisited daily to remind everyone of expectations
- Develop scripted conversations to help empower staff
- Implementation of positive behaviour rewards trips, good news cards, positive phone calls home (ALL -Teacher, HOD, YM, ST, VP, Principal)
- Embed a trauma informed approach through – safety, routine, comfort and predictability
- Continue to embed the use of the SIMS Communication Log
- Roll out of new Pre-Code Practices for Year Mentors on Senior Site
- Completion/update of new policies -Addressing Bullying in Schools, Positive Behaviour for Learning

Evidence:

- Exclusion and other behaviour data
- School / ETI – SEF 3-year review document
- Minutes of Pastoral and Safeguarding Teams
- Minutes of BOG meetings
- Staff feedback from Pivotal Training
- Log of ICSS Counselling and Mentoring Referrals
- Training for teaching staff in SIMs Behaviour Management
- Log of referrals to external agencies.
- SDD agendas
- Pastoral Panel meetings
- Pre-consultation meetings
- Funding into budget from EA
- Pupil evaluations
- Pupils Voice – Student Council feedback

Where are we now? 2024

We continue to review the Behaviour Grid and amend the Behaviour Policy as required. A Pathway for Consultation has been implemented on the Junior Site to ensure that pupils reaching this high-level intervention have received all the appropriate supports and have stepped up through our sanctions in line with the Promoting Positive Behaviour for Learning Policy. In 2024 our plan is to ensure this practice is being implemented on the Senior Site by Year Mentors.

Safeguarding Team Meetings will continue and the Safeguarding Leaflet will be updated this year.

Pastoral Targets for 2024/25 from Pastoral VP & KS3/KS4 Senior Teachers

Pastoral

Targets for 2024/2025

- To extend analysis of sims data to focus on ‘types’ of behaviour resulting in suspension in Yrs 8-10 with a view to reducing the total number of suspensions by 5%
- Improve school overall attendance %
- Implementation of pre-code for Code of Practice on Senior Site by Year Mentors
- All staff and new staff reminded to use the communication log on a regular basis

Actions to bring about these improvements

- Use of sims behaviour manager as a preventative tool
- Monthly analysis of sims data

- Identify behaviour hot spots for individual or groups of pupils
- Internal Truancy Policy implemented.
- Engage parents on regular basis, explain our approaches and expect support from parents
- Monthly meetings with YMs to share findings of data and plan for individual or group pupil focus
- KMN/MKD to give a monthly assembly on both sites with focus on pupil behaviour and behaviour trends – positive and unacceptable with action taken where appropriate
- Use of pre-code cycles and code of practice procedures
- Liaison with VP Pastoral , SENCO and Principal
- Liaison with external agencies /HUB / SBCT
- Pastoral Panel/ Pre Consultation Meetings
- Sharing of relevant information with staff and BOG
- Post incident learning in Pupil Support Centre
- Restorative approach to provide enrichment opportunities
- Liaison with parents
- EA pilot
- Identify 85-90% pupils in each form class in monthly meet
- Face to face intervention by DPL with pupils on unallocated waiting lists – pupils identified in each form class
- Meet with YM (behaviour) monthly to monitor pupil behaviour across KS4
- YM provides overview at half term of pupils on pre-code
- Identify strategies with YM to reduce behaviour incidents and link To IEPs

iv. Anti-Bullying

A new policy for addressing bullying in schools will be introduced in Carrickfergus Academy in line with the new Anti-Bullying Act. In 2024 the Vice Principal Pastoral completed 7 sessions delivered by the Addressing Bullying in Schools Team in EA to support with the writing of this new school policy. This School Development Plan will see the introduction to the new procedures to all staff in line with legislation and the new EDIS system to record incidents of bullying accurately and digitally.

Addressing bullying in schools will not be viewed as a stand-alone item within the school curriculum and over the course of this School Development Plan staff will be asked to audit their schemes to provide evidence and opportunities to promote our approach to be a 'Tell All' school, where pupils will feel confident to seek support from any member of staff when incidents of pupils displaying bullying behaviour or socially unacceptable behaviour are displayed. Staff will be provided with scripted conversations to build confidence to deal with these issues and to support them when having discussions with parents. The approach will be in line with the legislation and be free from blame in line with our restorative approach and encourage all young people to be held accountable for their actions and behaviour.

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

Where are we now 2024?

- VP Pastoral has completed training with the ABSIT team in EA
- Staff awareness is so far limited to only VP
- Whole staff training on addressing bullying procedures is necessary for full awareness of the information.

Areas for development:

- Review of recording processes particularly using SIMS Behaviour to ensure the school is in line with new legislation
- All stakeholders to be involved in review of new policy
- New policy to be ratified by BoG
- Key pastoral staff to be trained in use of recording
- All staff to be trained in use of language to be used
- Scripted conversations to be developed to support staff

Where are we now 2024?

Help sheet to be given to all Year Mentors to support them with procedures for recording BCAF. New posters have been created to show pupils more clearly what happens when they report a bullying concern, these are to be displayed on all noticeboards around school.

Targets for 2024-25,25-26

- New policy ratified and shared – clear procedures agreed by all (can seminar be hosted in PSC for pupils?)
- EA ABSIT Team to deliver staff session to all staff
- Addressing bullying in schools to be part of all lessons across the school
- ST KS3 and KS4 to be support for Year Mentors when investigating incidents
- Evidence of these lessons to be visible in Departmental Schemes so this is a constant conversation and not one week in the year
- Use of positive no ‘blame language’ to be embedded across the school
- Year Mentors will have a better understanding of not only the new legislation but also the in-school procedures.

- New Year Mentors will be mentored themselves by Senior Pastoral Team members when it comes to addressing bullying concerns
- All staff to be supported when investigating incidents where bullying behaviour or socially unacceptable behaviour has been displayed
- Positive Behaviour for Learning Policy updated to be in line with the Addressing Bullying in School Policy
- New policies and updates – Uniform, Drugs, MP, Safeguarding.

v. **Medical**

Deputy Pastoral Leaders oversee individual care plans for students on each Campus. They liaise with the Health and Safety Coordinator to oversee First Aid Training. 30 staff have received specific training in areas such as epilepsy, anaphylaxis and diabetes management. As of September 2024, 30 staff (teaching and Non-teaching) have completed up to date first aid qualifications through EA approved providers. Procedures in respect to medical issues are detailed in the school's Medical Policy produced in conjunction with the School Nursing Team that was ratified by the BoG in June 2021.

Where are we now? 2024

- 9 staff have Emergency First Aid at Work (full course) and AED Training
- 14 have the First Aid at Work - 3 day course for PE staff
- 30 staff have been trained in epilepsy, anaphylaxis and diabetes management
- We continue to have a 4 bells emergency alert system

vi **Attendance**

Targets for 2024-2025:

- Whole school attendance of 86%.
- Reduce the number of Tier 1B 'At Risk' absenteeism cases (students with 5% - 9.9% absence, 1-2 days per month) by **10%**.
- Reduce the number of Tier 2 'Chronic' absenteeism cases (students missing 10% - 19.9% of enrolled days, 2-3 days per month) by **5%**.

Actions to bring about improvement:

- **Identify reasons for absence:** Conduct a whole school survey to better understand why students miss school.

- **Improve communication:** Clearly communicate attendance expectations, policies and procedures to students and parents. Utilise multiple channels including the school website, social media platforms and Sims Parent App.
- **Promote a culture of well-being within school:** Promote the uptake of the flu vaccination offered by the School Nursing Team to reduce the number of pupil absences linked to the flu/illness.
- **Increase the capacity of the Attendance Audit:** Review Pastoral Roles and Responsibilities pertaining to managing attendance emphasising the need for a whole-school approach to improving attendance.
- **Early attendance interventions:** Implement tiered interventions for Tier 1B (At Risk) and Tier 2 (Chronic). This will include:

Tier 1B

Form Tutors/Year Mentors – Phone calls home, attendance awareness letters sent through Sims Parent App and 1:1 discussion with students by the Pastoral Team.

Tier 2

- DPLS/YMS/EWS – Home Visits.
- DPLS/VP Pastoral – Attendance Surgeries.

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

At the Academy we have weekly scheduled meetings for Departments and teams that run from 2.30 – 3.25 every Wednesday. On top of this we have the ability to schedule more in-depth training over a 2 hour period on Wednesdays and this is part of our directed time. We also use our Staff Development Days throughout the year to keep on top of identified training needs or whole school training that is ongoing, for example the SEN training that the full staff have been engaging in.

- 88% agree that the CPD they receive is of high or very high quality
- 87% of staff agree that the time given for training and preparation on Baker Days is enough or more than enough.

We also have a TPL group of staff who have been engaging in this process willingly and in their own time. They are then able to share good practice with the whole staff where appropriate.

In 2023/2024 we had 4 staff members who participated in the Senior Leadership Pathways Programme. They completed the course, finding it valuable and being able to cite and measure the impact on pupils. 2 of these staff have then been invited to mentor the next cohort of Senior Pathways Teachers.

We also have a number of staff engaging in Middle Management Training and they too have found this invaluable.

Mr McCready, as Teacher Tutor also provides support and guidance to our newly qualified staff and guides them through the process of Early Professional Development. This year we have 2 staff registered for Senior Leadership Pathways and 4 for Steps to Leadership. This reflects our commitment to staff improvement and continuing professional development.

- 88% agree that the CPD that they receive is of high or very high quality

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

Evaluation:

Health & Wellbeing of Staff

To reflect our commitment to staff health and wellbeing we appointed a member of staff as Wellbeing Coordinator. This role is already beginning to have a positive impact on staff morale which has improved in recent years. A Wellbeing Governor has also been nominated to link in with staff and provide support. Further to this we are availing of Dignity at Work Training for our whole staff which will be completed in the first academic year of the plan.

Staff Wellbeing (CAN)

Where are we now?

A staff Wellbeing Lead (CAN) and staff Wellbeing Governor (J Graham) have been identified. Staff Wellbeing has been identified as an area for development in the School Development Plan. In a staff survey (82 responses) the respondents gave an average score of 3.26 out of 5 to the question "Overall, how would you rate school's commitment to staff wellbeing?". This is an area for improvement through a range of strategies, some of which are outlined below.

Objectives:

- To improve staff opinions on our commitment to wellbeing. This will be evidenced in an increase to the figure above.
- Both teaching and non- teaching staff identified areas of wellbeing at work which could be improved – figures of less than 4/5. Targets:
 - Teaching Staff:
 - Job Conditions: 2.89
 - Work-life Balance: 3.16
 - Non- teaching staff:
 - Job Conditions: 3.66
 - Competence and Development: 3.06

Success Criteria:

- When asked the question again, the average answer to “*Overall, how would you rate school’s commitment to staff wellbeing?*” will be **3.8 or greater by August 2025**.
- Areas of wellbeing at work for both teaching and non- teaching staff identified above will increase by 0.3 each by August 2025.
- Reduced staff absence due to improved wellbeing.

Targeted Actions to bring about Improvement

- Formation of a Staff Wellbeing Committee composed of teaching and non- teaching staff, and involvement of BoG – September 2024
- Establish a Staff Wellbeing Fund – October 2024
- Staff Wellbeing Training for CAN, AIE and any other relevant members of staff (year round as dates come up)
- Actions to be agreed to address the issues identified above for teaching and non-teaching staff
- Staff Wellbeing Afternoons (3 per year) - to be agreed with AIE and BoG
- Take 5 training and resources – August 2024 and beyond
- Use of an “open-door” policy among staff – all year
- Staff Wellbeing resources available to staff via Staff Documents – August 2024
- Information displayed regarding Inspire e.g. in staff rooms and staff toilets – October 2024

Review success and new actions to be agreed August 2025.

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

Links with our parents are vital to the success of our young people and we actively encourage parents to connect with us. We use SIMS Parent App to communicate with parents as well as holding Parent/Teacher Consultations to share academic progress. We also hold information evenings for example on how our assessment system works and parents have indicated that these sessions are useful. We also hold a Transition Open Afternoon for parents and pupils from Yr 10 to facilitate a smooth transition to our Senior Site.

Reports are also communicated via SIMS Parent App and 82% of parents indicate that they find the information on reports useful and 73% Year 10 transition event is a good opportunity for parents and pupils. We also have a PTFA which meets regularly in school arranging events such as the Christmas Fair and supporting school and young people.

As a community school parents are also invited to participate in the evening clubs that are run in our school building such as Archery, Clubbersize, Art Club and Mandarin. We believe that a school is the heart of the community and we want everyone to feel welcome and comfortable in our buildings. Our building also houses the Downshire Youth Club which

provides important opportunities for young people in the local area to access not only fun activities but a place of safety and support in the evenings and during the holidays.

As indicated above, we are very fortunate to be supported by our local community in terms of pastoral support. We work very closely together with Youth Services, YMCA, CHILL counselling, Communities in Transition, Vineyard Church and others to provide support and mentoring for young people. The Principal also sits on the Castlemara Hub – a local organisation that works together with schools, PSNI, YMCA and other organisations to provide the best possible opportunities for young people in the Carrickfergus Area.

We also have close link to Social Services, Educational Psychology, AAIS and other statutory bodies including Examination Boards for which a number of our staff mark or are members of the top team for their subject area.

Carrickfergus Academy is also part of the Carrickfergus Learning Community and ALC of 3 schools in the town:

- Carrickfergus Academy
- Carrickfergus Grammar School
- Ulidia Intergrated College

This has been running successfully for a significant period of time and offers pupils the opportunity to study subjects that their home school does not offer, as well as the opportunity to experience different learning environments.

They are regularly consulted by CLC on their thoughts and opinions and recent consultation results show a very positive experience for pupils and encouraging academic progress and results.

- 73% enjoy their CLC subject.
- 76% say they are making good progress.
- 69% say they are achieving just as well in their CLC subject as other courses in their home school.
- 78% say teaching staff in their CLC school give regular and useful feedback
- 87% say CLC staff are approachable
- 67% say that they would recommend studying through the CLC
- 93% say that travelling between schools is easy
- 95% say that the induction process was effective.

We also have significant links with local businesses, not only as they provide the valuable work experience for pupils but also through the Careers Fair that is facilitated through CLC. Each year pupils from the 3 schools are provided with an array of further education, apprenticeship and training organisations that they can link in with at their visit.

Our Primary Schools are another vital link in our community and we have forged strong long lasting relationships with them. The Principal visits every Christmas and talks to pupils in all Feeder Primary Schools; we hold an Open Evening for P6 and P7 pupils; we have P6 Taster Days and we then hold a Primary Principals Coffee Morning early in Term 1 of Year 8.

CEIAG

All students in Yrs 8 – 14 have discreet CEIAG provision built into the timetable. In KS3 this falls under the Employability Programme and in KS4 and 5 it is under the Careers Programme. To fully meet the aims and objectives of a high quality careers provision, Carrickfergus Academy's Careers Programme includes careers education, information, advice and guidance as well as work related learning and the development of employability skills.

All Yr 12 students receive an individual guidance interview from a DEL Careers Adviser and an individual action plan is completed for each student.

Yr 13 and 14 students can self-refer for a guidance interview.

Yr 10 students receive individual guidance interviews to help with their GCSE Options Choices. This is coordinated by the Head of Careers.

A CEIAG Policy will be created in the 2024-25 academic year and this will be reviewed by the Board of Governors and SLT.

Yr 13 students take part in work experience for one week. This offers students the opportunity to gain experience in the world of work, which allows them to make informed decisions about their personal career plans and set targets for learning.

Community Use

- 89% say we are committed to involving parents in the education of their children

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

Where are we now in 2024?

In the 2023-24 academic year, Microsoft Surface SE laptops have been used in classrooms in the school. These have allowed classes to benefit from completing computer-based tasks without leaving their normal classroom and have been a very popular alternative throughout the year.

In May 2024 older workstations received an internal upgrade which was purchased from the Carrickfergus Academy budget. The workstations that received the upgrade used a hybrid hard drive which was resulting in a much slower and frustrating experience for the users (both staff and pupils). To resolve this issue, new SSD (Solid State Drive) hard drives were

installed which have greatly improved the overall speed of these older workstations. This has helped to extend their lifespan, and the upgrade has provided staff and pupils with a much more efficient experience.

Remaining analogue telephones across the school were upgraded in July/August 2024 to digital VOIP devices. Calls in school are now more secure, clearer quality and costs lowered in comparison to the old copper analogue network.

In September 2024, we received 47 new workstations via a Capita refresh which has allowed for one computer suite on the Senior Campus to be upgraded providing the pupils with more reliable and efficient machines. In addition to the one computer suite being upgraded from the C2K refresh, 16 staff workstations have been upgraded on the Senior Campus, and 7 staff workstations on the Junior Campus.

From October 2024 an additional new interactive panel will be installed in the Junior Campus in the new CARE classroom. This will provide a much more interactive teaching and learning experience for the teacher and pupils.

All subjects use Google Classroom as a virtual learning environment providing pupils with class resources and a digital method of setting and collecting homework and coursework. This provides pupils with an extended learning experience beyond the classroom and allows parents to monitor learning and help support pupils to meet deadlines.

Areas for development (2024-25):

- Neverware workstations to be replaced in favour of C2K workstations.
- Review of the school AUP for digital devices, to include AI (Artificial Intelligence).
- Replacement of older classroom projectors.
- Review of internet safety topics taught within the ICT Department at KS3.
- Potential for another C2K refresh to update more workstations.

Leadership & Management

Our SLT is growing and changing and we have had some significant changes this year. Newly appointed Senior Teacher for Curriculum and Options, newly appointed Senior Teacher as Learning Support Coordinator. The SLT continues to be a vibrant group of dedicated individuals, experts in their own fields, who work collaboratively for the pupils of Carrickfergus Academy to ensure their wellbeing, progression and outcomes are all that they can be. We have a shared strategic vision to be the school of choice for pupils of all ability levels in the area and believe that Carrickfergus Academy provides not only high quality teaching and learning but has the wrap around care and support of the highest quality.

- 87% of teachers believe that the school has a distinct mission and ethos.

- 85% of teachers say SMT have good relationships with staff.
- 75% of teachers say SMT have clear vision for the school.
- 71% of teachers agree that the SMT are visible and approachable.

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

The school has managed its budget well within the currently challenging financial climate. The school was anticipated to have a deficit of over £900,000 in 2023 but in fact our end position was a deficit of £547,000 a saving of over £360,000. This saving reflects the commitment of all staff in managing their individual budgets and to the ongoing whole school financial management. The school has submitted a three-year financial projection to the Department of Education which reflects the challenges faced by all schools due to the current cost of living crisis and rising costs.

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

Our 3 year financial plan reflects the potentially static numbers due to a fall in the birth rate in this area. We are committed to managing our resources to improve our financial position but yet we do not want to compromise on educational experiences for your young people; we therefore prioritise educational or enrichment opportunities when it comes to giving additional funding within our budget management.

We plan to continue to 'tighten our belts' with regard to prudent financial spending by continuing with the approach over the last 2 years of managing carefully the resources that we are given, reducing photocopying costs by utilising more technological resources, upgrading rather than replacing computers and making other savings in terms of examination fees and waste recycling.

Section 5

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

- Financial Constraints
- Split site
- Effective deployment of staff across a split site ensuring subject specialists are used as often as possible.
- Maintenance of buildings and environment
- Upgrading ICT equipment
- Drop in the birth rate in the local area
- Transition to Post Primary and transition to Senior Site

- Developing our pupils' willingness to embrace education
- Ensuring Tracking and Assessment are accurately reflecting our academic position
- Quality assuring assessment across all subjects
- Developing good communication self-evaluation with our key partners.
- Maintaining and improving pupil attendance
- Raising standards of attainment through high quality teaching and learning.

Opportunities

- Development of CPD with links to chartered Institute of Teaching
- Developing Middle and Senior Leaders through the Leadership Programmes at EA
- Focus on a small number of pedagogical aspects with impact such as retrieval practice.
- Greater use of data to provide intervention opportunities to prevent pupils falling outside of the minimum standard of % A*-C GCSE grades.
- Maintaining links between Governors, Subject Leaders and Postholders and interaction between Board of Governors and Staff
- Actively sourcing funding from other areas
- Technology and Art refurbishment
- 2nd CARE Class and expanding our SPiMS provisions.
- New build
- Continuation of Yr 14 enrichment programmes
- Extra-curricular offer
- Re vamp of House System
- EWTS team in school to provide training and support for wellbeing of staff and pupils. Opportunity to build upon the School's improving reputation in the community

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

Governors approved the use of Centre for Successful Schools Whole School Evaluation to take place in March 2023. This has provided useful data as a baseline for our ongoing plans for improvement.

229 parents responded to this survey with 526 pupils, 150 staff. This was a significant improvement of engagement from all stakeholders in comparison to the last whole school survey that was undertaken in 2019.

Regular consultation takes place with parents via google forms and staff are regularly consulted in the same manner.

7. School Priorities

- Improving results for pupils in all Year Groups
- Improving the quality of Teaching & Learning through Retrieval Practice
- Improving the accuracy of Assessment Tracking
- Improving our Curricular Pathways for all pupils
- Restorative Practice/Staff Wellbeing/Take 5
- Improving collective and collaborative care for all pupils with additional educational needs

Baseline: 77% of parents know who to contact about their child, 65% say their child enjoys school and is happy

School Development Plan – Emotional Health and Wellbeing should see the young people invested as partners in their wellbeing and taking steps to ensure they are looking after themselves and are fully aware of the 5 steps to wellbeing.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
<p>Delivery of the Take 5 message to all</p> <p>Training opportunities for staff via Solihull, SBNI (Trauma Informed practice)</p> <p>Training for pupil leadership opportunities</p> <p>Develop understanding of emotional literacy</p>	<p>Fewer high level behaviour incidents</p> <p>Fewer suspensions</p> <p>Improved class attendance (Internal Truancy)</p> <p>All staff aware of the new procedures</p>	<ul style="list-style-type: none"> • Introduction of the EHWB Team for the school year. Staff, parent, pupil opportunities • Meet the targets to embed Take 5 and achieve next levels. Policy development • Obtaining Level 2 and Level 3 Take 5 school award • Developing student leaders – Take 5 Ambassadors • Develop the role of the students in many aspects of the school • Raise student self awareness to increase accountability for actions and behaviours. • Creation of positive relationships between staff and students, peaceful learning environments, successful learners, respectful citizens and confident individuals. • Safeguarding Training 2024 will be our next cycle. 	<p>Planning time for EBT to produce SDD notes, ppt and evaluation questionnaire.</p> <p>Time spent training Pupil Leadership Teams</p> <p>EHWB practitioner to support staff to develop resources</p> <p>Support 1 to 1 work or small groups</p>	<p>AIE EBT</p> <p>EBT</p> <p>EBT,KS3/4 ST, YM EHWB practitoner</p> <p>EBT/ ST KS3&4, Year Mentors</p> <p>ICT dept</p> <p>AIE/EBT and a</p>	<p>Session delivered SDD</p> <p>Term 1 Sept – Dec</p> <p>Term 1-3</p> <p>Terms 1-3 2025-26</p>	<p>All staff and pupils to complete evaluation questionnaire</p> <p>Report back to SLT</p> <p>Staff voice and feedback - evaluation</p> <p>Pupil voice for pupils leadership teams</p> <p>EBT to monitor Behaviour reports on SIMS</p> <p>KS3/4 ST to provide monthly data on behaviour</p>

<p>for staff and students</p> <p>Safeguarding Training and Addressing Bullying in School Training for all staff</p>		<ul style="list-style-type: none"> • Safeguarding Team to meet Term 1 2024 to complete the ETI safeguarding pro forma 2024/25 • ICT Department to complete training and audit the ICT online safety lessons delivered across all KS 3 • Senior Teacher to assist with the personalisation of the Safer School App • Internal Truancy Policy will continue to be implemented with parents being involved from an early stage • Introduction of the new Addressing Bullying in Schools Policy and Procedures • Whole staff training on addressing bullying procedures is necessary for full awareness of the information. • Review of recording processes, particularly using SIMS Behaviour to ensure the school is in line with new legislation • All stakeholders to be involved in review of new policy • New policy to be ratified by BoG • Key pastoral staff to be trained in use of recording • All staff to be trained in use of language to be used • Scripted conversations to be developed to support staff • Pupils to be trained to support each other in the reporting of incidents of Bullying type behaviour 	<p>Time to organise and plan trip for pupils</p> <p>Pupils reward trip for good behaviour</p> <p>Cover for staff to support taking pupils away</p>	<p>teacher with responsibility? Supported by KS3/4 ST?</p> <p>EBT to enlist the help of ABT to design</p> <p>EBT/ ST KS3&4, Year Mentors</p>	<p>Term 1 Sept 2024</p>	<p>incident to governors</p>
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Mid-Year Review Date:		Reviewed with:				
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate. <ol style="list-style-type: none"> 1. Complete a Sims report of total behaviour incidents for year 2023-24 2. Repeat at the end of year 2024-25 should be a marked improvement of fewer behaviours recorded as each teacher implements restorative conversations. 3. Results from Keele Survey Staff and Pupil 2023-24 4. Seek pupils and staff voice to evaluate impact and improvement 					Future Actions	
Not Achieved	Partially Achieved	Achieved				
End of Year Review Date:		Reviewed with:				
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate					Future Actions	

ACTION PLAN - PASTORAL

PRIORITY AREA: Restorative Relational Approach September 24 – June 27

Baseline: 40% of pupils believe that most teachers are respected by pupils, 36% of pupils think that the school rules are fair and reasonable, 42% of pupils could rarely go to a teacher with a problem, 24% of pupils encourage others to miss lessons, 54% of pupils say they feel safe at school.

School Development Plan – Restorative approach should see the young people invested as partners in their learning with their teachers so that their past experiences do not limit their opportunities while they attend Carrickfergus Academy. Engage, Explain Expect – Preparation for adulthood.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
<p>Delivery of New SDP approach by EBT Restorative Relationships</p> <p>Training opportunities for staff via Solihull, SBNI (Trauma Informed practice)</p>	<p>Fewer high level behaviour incidents</p> <p>Fewer suspensions</p> <p>Improved class attendance</p>	<p>Restorative Approach</p> <ul style="list-style-type: none"> Staff to focus on building relationships with all pupils – restorative relationships Pupils to be accountable citizens in school Pupil leadership opportunities increased -Take 5 ambassadors, Anti-Bullying Ambassadors, Yr 10 Prefects, Senior Prefects. Staff to be empowered to create predictable classroom routines and deal with discipline issues quickly and effectively to maintain order and control and prevent escalation. Staff to create Learning Relationship Agreements so all pupils can buy into their learning. 	<p>Planning time for EBT to produce SDD notes, ppt and evaluation questionnaire.</p> <p>Support for staff to gain confidence in classroom practice. (Wed training)</p>	<p>AIE EBT</p> <p>EBT</p> <p>Alternative training</p>	<p>Session delivered SDD</p> <p>Term 1 Sept – Dec</p> <p>Term 1-3</p>	<p>All staff and pupils to complete evaluation questionnaire</p> <p>Report back to SLT</p> <p>Staff voice and feedback - evaluation</p>

<p>Training for pupil leadership opportunities</p> <p>Develop Restorative Conversation Cards for ALL staff and Pupil Ambassadors to use to challenge behaviour</p> <p>Praise and reward for young people</p>	<p>(Internal Truancy)</p> <p>Celebration calls/emails to home</p> <p>Pupil reward trips</p>	<ul style="list-style-type: none"> • Senior Leaders, Pastoral Staff, Year Mentors, in conversations with parents to establish buy in to our expectations to create young people who are prepared for adult life. • All staff to have high expectations of all pupils regardless of ability. (Keele 23-24 identified 60% of staff have high expectations of all pupils) • All staff to have a pocket card in their ID holder, Pupil leaders to have pocket card so they can also develop restorative conversations. • All staff to receive a pocket card that has restorative conversation starters to give them confidence to address the behaviour with the pupils and bring about repair • Staff to share positive messages regularly so everyone can focus on praise, 'catch them being good' moments • Positive messages shared across school in Assembly -ST's, YM 	<p>Assemblies of to share expectations to young people</p> <p>Time spent training pupil leadership teams</p> <p>Alternatives support 1 to 1 work or small groups</p> <p>Creation of one to one conversation question cards. Time for EBT and ABT to design cards</p> <p>EBT to get cards printed and cut for all staff</p> <p>Pupils reward trip for good behaviour</p>	<p>EA training and support</p> <p>EBT,KS3/4 ST, YM</p> <p>EBT/ ST KS3&4, Year Mentors</p> <p>AIE/EBT and a teacher with responsibility? Supported by KS3/4 ST? Alternatives to help train staff and pupils</p> <p>EBT to enlist the help of ABT to design</p>	<p>Term 1 and Term 3</p>	<p>Pupil voice for pupils leadership teams</p> <p>EBT to monitor Behaviour reports on SIMS</p> <p>KS3/4 ST to provide monthly data on behaviour incident to governors</p>
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				EBT/ ST KS3&4, Year Mentors		
Mid-Year Review Date:			Reviewed with:			
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate. 5. Complete a Sims report of total behaviour incidents for year 2023-24 6. Repeat at the end of year 2024-25 should be a marked improvement of fewer behaviours recorded as each teacher implements Restorative conversations. 7. Results from Keele Survey Staff and Pupil 2023-24 8. Seek pupils and staff voice to evaluate impact and improvement				Future Actions		
Not Achieved	Partially Achieved	Achieved				
End of Year Review Date:			Reviewed with:			
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate				Future Actions		

ACTION PLAN

PRIORITY AREA : Pastoral Roles and Responsibilities

SEPTEMBER 24– June 27

Baseline: Create accountability among all staff within their roles in the school so everyone is working as a team.						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
Clear outline of job roles and responsibilities within pastoral framework	Staff Handbook created to include a breakdown of expectations.	Staff have a handbook that identifies expectations from SLT and BOG for their various roles within the school.	Create plans for staff Review with AIE to consider job roles	JMY EBT AIE	<i>Discussions with staff</i>	<i>Staff feedback</i>
Production of a Staff Handbook		Handbook to provide clear communication to all staff and to assist new staff and substitute teachers				
Production of a pupil Code of Conduct	Expectations of all pupils within Carrickfergus Academy	Outline the expectation of all pupils within Carrickfergus academy	3-4 hours planning and production	JMY	Term 2	<i>Draft document reviewed by AIE and BOG (if required)</i>
			Time spent preparing and liaising with various staff/SLT/	EBT	Term 2	Pupil and staff voice – evaluations and feedback.

			Student council as Required			
Mid-Year Review Date:		Reviewed with:				
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate.				Future Actions		
Not Achieved	Partially Achieved	Achieved				
End of Year Review Date:		Reviewed with:				
Evidence base / Impact Give examples of strategies you have used to monitor and evaluate				Future Actions		

School Priorities

High Quality Teaching Learning and Assessment

PRIORITY AREA	Year 1: 2024-25	Year 2:2025-26	Year 3: 2026-27
<p>Providing quality feedback which will be used to improve pupil outcomes for all KSs</p> <p>Pupil mentoring</p> <p>Interventions</p> <p>Lead – Deputy Principal Curriculum and ST (JES)</p>	<p>Implement any assessment improvements identified from Parent /Staff / Pupil Evaluation June 2024.</p> <p>Introduce providing Departments with quality feedback information from data collected – SLT / Subject / Pastoral / DPL levels. Staff make informed decisions about targeting pupils for improvement – Yr 12/14 targeted – accountable to SLT links.</p> <p>Pupil Mentoring (SL / Teachers / LSA’s / Form Teachers) System to be rolled out from Sept 24 for Yr 12 pupils based on their Yr 11 GCSE results.</p> <p>Reintroducing interventions strategies by re-educating staff and targeting Yr 12.</p>	<p>An analysis of ‘value added’ undertaken from Yr 8 CAT – Yr 11 CAT – GCSE Results – Yr 13 CAT – GCE Results.</p> <p>Develop quality feedback which has been introduced in Year 1 – Yrs 11-14 targeted.</p> <p>Develop pupil mentoring by introducing for Yrs 11/ 13/ 14 along with Yr 12.</p> <p>Developing interventions strategies Yrs 11 -14.</p>	<p>Whole school evaluation complete the SDP cycle 24-27 – Teacher / Pupil / Parent.</p> <p>Embedding quality feedback to include Yrs 8 – 14.</p> <p>Embedding pupil mentoring to include Yrs 8 – 14.</p> <p>Embedding interventions strategies Yrs 8 -14.</p>

School Priorities

SEN

PRIORITY AREA	Year 1: 2024-25	Year 2:2025-26	Year 3: 2026-27
Staff training	Revised CoP Training and implementation. Whole School Provision and Special Education Provision Training. Neurodiversity Training. LSAs: Zones of Regulation Training LSAs: Development of a Calm Plan	Deliver PLP Training Develop SBEW Training	EA CYPS training
Consolidate whole school awareness of collective, collaborative care	Introduction of Departmental Links Streamlining of referral pathways towards SEN: Class Teacher/YMs/DPLs/LSCs/ SLT	Departmental SEN Mapping	Audit and review of Whole School Provision Mapping
Update PLPs to new system	SENCo Training on the new Bromcom System	Roll out Yr 8, Yr 11 and Yr 13 PLPs	Roll out Yr 8-14 PLPs
Language support for Newcomers	Identify pupil need and explore funding provision Further links with EA Intercultural Education Service IES training in school for LSAs Inclusion Prefects appointed	Develop Departmental EAL Folders Designated staff complete training in teaching EAL Develop EAL teaching in school Inclusion Prefects developed	Embed Departmental EAL folders Embed EAL teaching in school Inclusion Prefects embedded
SPiMS	Roll out of second SPiMS class, Yr 8 & Yr 9	Roll out of third SPiMS class, Yr 8, Yr 9 and Yr 10	Roll out of fourth SPiMS class, Yr 8, Yr 9, Yr 10 and Yr 11

7. School Priorities

A. High Quality Teaching Learning and Assessment

PRIORITY AREA	Year 1: 2024-25	Year 2:2025-26	Year 3: 2026-27
<p>Curriculum:</p> <p>Offer a curriculum which will equip students with the qualifications, skills and experiences required to progress onto a wide range of opportunities at Post 16</p> <p>Provide pathways of subjects to allow pupils the opportunity to succeed</p>	<p>Review current curriculum offer at KS4 to ensure it needs the needs of all pupils</p> <p>Audit pupils, parents and staff of years Yrs 11, 12 and 13 on their experiences of the current process</p> <p>Research alternative qualifications</p> <p>Upskill staff to prepare for teaching new subjects</p> <p>Develop Vocational Working Group</p> <p>Link pathways with pupil achievement at KS3 to clearly</p> <p>Review current curriculum offer at KS5 based on pupil uptake and pupil achievement</p>	<p>Introduce alternative qualifications – contact Exam Boards, register for qualifications, develop schemes of work</p> <p>Staff training on new qualifications</p> <p>Pupil pathways reviewed and shared with staff, pupils and parents at KS3</p> <p>Share teaching knowledge and expertise across Departments</p> <p>Analyse data from Yr11 examination results</p>	<p>Review pathways offer to ensure it meets the needs of pupils</p> <p>Introduce a further selection of alternative qualifications if required</p> <p>Analyse data from Yr12 examination results</p>
<p>CEIAG:</p> <p>Pupils will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.</p>	<p>CEIAG Policy to be amended and updated</p> <p>CEIAG Action Plan to be developed</p> <p>Careers Convention through CLC</p>	<p>Review of resources</p> <p>Career interviews for Yr 12</p>	<p>Review careers provision</p> <p>interview skills;</p>

<p>Timetable & Options:</p> <p>Develop the options process to support Pupil Pathways</p>	<p>Work with Assessment Team to establish guidelines for pupil pathways in the KS3 options process</p> <p>Review options guidance materials and subject information provided to students</p> <p>Review of the options process at KS4 & post-16</p> <p>Vocational Working Group to help research and establish new subjects</p>	<p>Review of options process & access to CEIAG information to help inform choices.</p> <p>Update options information to include new qualifications and Pupil Pathways</p>	<p>Integrate further qualifications with current options process</p>
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Baseline Statement

Curriculum Provision Evaluation:

The school timetable operates on a weekly format with teaching periods of 20/30/35 minutes constructed mainly into double or triple periods. Shorter period lengths facilitate movement of staff between Campuses. Each Year Group at KS3 has their own split breaks and split lunch.

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

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

Individualised careers interviews take place at Yr 10 with parents and pupils to ensure appropriate choice of subjects based on assessment data.

KS3, KS4 and KS5 curriculum meeting statutory requirements. A pathway of subjects has been established at KS4 to allow pupils to choose subjects suitable to their ability/stanine level.

The curriculum at KS4 is broad and balanced and is in line with the NI Curriculum relevant guidance and circulars. The curricular offer at KS4 entails 26 courses including a range of applied (17) and general (9) options.

A number of Departments run academic and vocational pathways that students are guided to according to aptitude and strengths these are Science: Double Award, Single Award, OCN; LLW/ Princes Trust; Technology: GCSE Product Design and Occupational Studies: Construction & Engineering; GCSE Food and Nutrition, GCSE Hospitality and OCN Diet & Food.

Courses offered which had been relaunched or rebranded include Hair and Business - Occupational Studies, ICT – BTEC.

At KS5 the in-house offer of 17 subjects is enhanced through collaboration with the Carrickfergus Learning Community. The range of subjects available through the Learning Community is subject to change. Survey of all CLC pupils indicated positive outcomes in all aspects of teaching, learning and assessment.

An enrichment timetable operates at Sixth Form which includes Young Enterprise, Certificated Counselling Course, Certificate of Personal Effectiveness, Young Enterprise, repeat GCSE English / Mathematics and Mandarin.

Extracurricular activities provide opportunities for all students to further develop key skills, attitudes, and dispositions. 15 after school clubs and societies operate. In addition overseas trips involving students have included History trips, Ski Trips, Government & Politics trips and a Confucius trip to China. Students have also benefited from visiting speakers including UCAS, Universities, Love for Life, PSNI, Youth Service for transition programmes, Assemblies etc.

SLT Department Links are established to support Departments, review Action Plans and for Results Analysis – regular meetings are part of the Staff Professional Development Programme. SLT Links also match PRSD links.

Vocational Working Group established in 2022/2023 to support vocational subjects, share knowledge, share good practice and develop expertise. The further workings of the VWG will become part of the Vocational Coordinators remit.

SPiMS/CARE class introduced in Yr 8, teacher appointed and room refurbished to support learning. Second SPiMS class to begin in September 2024.

Evidence:

- SOWs
- Minutes of Subject Department Meetings
- Staff, parent and pupil questionnaires Keele Survey
- Sims Tracking Data and intervention
- External examination data / minutes of meetings with Subject Leaders
- Minutes of CLC meetings
- Feedback from Examination Boards
- Annual cycle of Departmental Action Plans and Evaluations
- EF Audit

Areas for Development 2024-2025

- Offer a curriculum which will equip students with the qualifications, skills and experiences required to progress onto a wide range of opportunities at Post 16
- Provide pathways of subjects to allow pupils the opportunity to succeed

Actions to bring about improvement 2024 – 2025

- Review current curriculum offer at KS4 to ensure it meets the needs of all pupils
- Audit pupils, parents and staff of years Yrs 11, 12 and 13 on their experiences of the current process
- Research alternative qualifications
- Upskill staff to prepare for teaching new subjects
- Develop Vocational Working Group
- Link pathways with pupil achievement at KS3 to clearly
- Review current curriculum offer at KS5 based on pupil uptake and pupil achievement
- Data collated from Curriculum Plan analysis
- Financial calculations using school budget

Baseline

A review of the Learning and Teaching Policy in March 2024 indicated there is not always a consistent approach to the use of metacognitive techniques in Departments or across Departments. An audit of staff TPL requirements identified retrieval practice as an area for development, only 55% of pupils stated in the TL survey that retrieval practice was used effectively in the classroom to improve learning. During the period of the previous SDP sharing best practice amongst staff was highlighted as a Learning and Teaching priority. Progress was made through presentations on SDD, TCN and the TPL group, however industrial action placed limits upon this. Due to ASOS this was on a voluntary basis and moving forward all Departments will continue to be involved in SGD from 2024. The Keele Survey also identified the promotion of positive behaviour for learning as an area for development (69% of staff indicated that they are generally satisfied with classroom behaviour) and a consistent approach to this still needs to be embedded across the school.

Priority Area	Year 1 2024/25	Year 2 2025/26	Year 3 26/27
<p>5. Learning and Teaching</p> <p>Lead JMY</p>	<p>Develop a consistent approach to Learning and Teaching in all classrooms through the 'Academy Way' Behaviour for Learning</p> <p>Staff and student training on Retrieval Practice and the use of Knowledge Organisers</p> <p>Knowledge Organisers produced by all Departments for KS3</p> <p>Sharing good Practice though SDD, TCN and ALC</p> <p>Staff training on research informed practice</p>	<p>Knowledge Organisers produced for KS4 and KS5</p> <p>Schemes of Work reviewed and amended to include retrieval practice activities.</p> <p>Sharing good Practice though SDD, TCN and ALC</p> <p>Staff training on effective questioning</p>	<p>Sharing Good Practice though SDD, TCN and ALC</p> <p>Evaluation of use of retrieval practice and knowledge organisers</p> <p>Staff training on further metacognitive techniques such as modelling and scaffolding to support independent learning</p>

Priority Area	Year 1 2024/25	Year 2 2025/26	Year 3 26/27
Literacy Lead GHY	Training for New Literacy Coordinator Review of Accelerated Reader and booklets used in literacy classes Revision of literacy booklets for Yr 8 to include greater use of subject specific language and key exam vocabulary Audit of existing provision by new coordinator Embed confident use of specialist language and the development of exam vocabulary and command words	Updating of literacy booklets for Yr 9 to embed confident use of specialist language and the development of exam vocabulary and command words Revision of KS 3 schemes to include use of specialist language and the development of exam vocabulary and command words Implement necessary changes to Accelerated Reader in light of review in Year 1	Revision of literacy booklets for Yr 10 to include greater use of subject specific language and key exam vocabulary Revision of KS 4 schemes to include use of specialist language and the development of exam vocabulary and command words

Priority Area	Year 1 2024/25	Year 2 2025/26	Year 3 26/27
<p>Numeracy</p> <p>Lead JAN</p>	<p>To search for a more cost effective and appropriate online numeracy programme for Yr 8 numeracy classes</p> <p>Support Departments in the delivery of numeracy through bespoke numeracy lessons which map skills development in individual subjects (beginning with Yr 10)</p> <p>Develop resources to support lower ability pupils in Yr 9 with regards to their knowledge foundations through additional support in numeracy class</p>	<p>Introduction of new online numeracy programme</p> <p>Support Departments in the delivery of numeracy through bespoke numeracy lessons which map skills development in individual subjects (Yr 9)</p> <p>Develop resources to Support lower ability pupils in Yr 8 with regards to their knowledge foundations through additional support in numeracy class</p>	<p>Review of new online numeracy programme</p> <p>Support Departments in the delivery of numeracy through bespoke numeracy lessons which map skills development in individual subjects (Yr 8)</p> <p>Develop resources to support lower ability pupils in Yr 10 with regards to their knowledge foundations through additional support in numeracy class</p>

SCHOOL FINANCIAL PLAN 2024 - 2027



POST FINAL BUDGET - THREE YEAR FINANCIAL PLAN

SCHOOL: Carrickfergus Academy

Cost Centre: 21685

EA LOCALITY: North

Only complete cells in yellow

A Pupils and Teachers		Year 1		Year 2		Year 3	
		(2024-2025) October 2024		(2025-2026) October 2025		(2026-2027) October 2026	
	October 2023						
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	977	963	919	919		
2	Planned Teaching Complement <i>(after amendment to Variables as below)</i>	70.80	68.60	63.60	63.60		
3	Planned Pupil/Teacher Ratio (September)	13.80	14.04	14.45	14.45		
B Changes in Teaching Staff		Year 1 Change in Staff		Year 2 Change in Staff		Year 3 Change in Staff	
4	Increase in Teachers						
5	Decrease in Teachers (enter as positive figure)			5.00			
C Planned Expenditure		Year 1		Year 2		Year 3	
		(2024-2025) £ %		(2025-2026) £ %		(2026-2027) £ %	
6	Staff Costs - Teaching	5,028,987	74.1%	4,992,953	73.8%	4,992,953	73.7%
7	Staff Costs - Non Teaching	786,406	11.6%	786,406	11.6%	786,406	11.6%
8	Staff Costs - Other	5,300	0.1%	5,300	0.1%	5,300	0.1%
9	Premises, Fixed Plant and Grounds	228,164	3.4%	230,445	3.4%	232,750	3.4%
10	Operating Costs	717,809	10.6%	724,987	10.7%	732,237	10.8%
11	Non Capital Purchases	23,500	0.3%	23,735	0.4%	23,972	0.4%
12	Capital Expenditure		0.0%				
13	Less Income (enter as negative figure)						
14	Total Planned Expenditure	6,790,166		6,763,826		6,773,618	
15	Estimated Savings (enter as a negative figure)						
16	Reduction in Teaching Staff (as per Variables)						
17	Please specify			-183,000		-315,096	

	<i>Please specify</i>			
	Estimated Additional Expenditure (enter as a positive figure)			
18	Increase in Teaching Staff (as per Variables)			
19				
20	<i>Please specify</i>			
	<i>Please specify</i>			
21	Total Planned Expenditure after Savings and Additional Expenditure	6,790,166	6,580,826	6,458,522
D	Budget			
22	Common Formula Funding (CFF)	5,586,569	5,569,507	5,385,056
23	<i>Other Funding (please specify):</i>			
24				
25	<i>Other Funding (please specify):</i>			
26				
	<i>Split Site Schools ONLY</i>	735,857	735,857	735,857
	Total Budget	6,322,426	6,305,364	6,120,913
E	In Year Movement			
		-467,740	-275,463	-337,609
27	In Year Underspend or Overspend of Delegated Resources			
F	Cumulative Surplus / Deficit			
		-521,053	-988,793	-1,264,256
28	Opening Cumulative Surplus/-Deficit	-467,740	-275,463	-337,609
29	In Year Underspend / -Overspend of delegated resources			
30	Closing Cumulative Surplus/-Deficit 31 March	-988,793	-1,264,256	-1,601,865
31	<i>% Carry Over</i>	-17.0%	-23.8%	-33.0%
G	CATEGORY	Category 1b		

SCHOOL FINANCIAL PLAN 2024 - 2027



POST FINAL BUDGET - THREE YEAR FINANCIAL PLAN

SCHOOL:

Cost Centre:

EA LOCALITY:

Only complete cells in yellow

H Financial Plan 2024-2027 Declaration

Boards of Governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the budget delegated to them. Boards of governors cannot spend more than they receive without the advance approval of the EA as Funding Authority, and they must not plan to do so.
 The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly.

The Board of Governors understand the financial and management responsibilities in relation to the delegated budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools".
 The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one member has under taken appropriate financial training provided by EA (or appropriate).

The information contained within this Three Year Financial Plan reflects the Board of Governors agreed plan, which has been based on reasonable assumptions. We are aware of our duty to report any significant variance as soon as it arises.

School Comment:

**THIS DOCUMENT IS NOT INTENDED FOR DISTRIBUTION.
 PLEASE CONTACT THE SCHOOLS OPERATIONS TEAM IN THE EVENT OF ANY REQUEST FOR ACCESS TO THIS DOCUMENT BY ANY THIRD PARTY.**

Authorised by:

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Chairman of the Board of Governors Date

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Principal Date

Note: The Three Year Financial Plan will not be considered for approval if:

- they are not signed by the Principal and Chairperson,
- any of the three years of the Financial Plan are incomplete,
- estimates of expenditure are considered by EA to be unrealistic

LMS Comment: KE met with Principal, Amanda Irvine, LMS Officer, Nadine Davison and Governor Alan Winsby in Ballee Office on 21-05-2024. Glenn Walsh, HOS School Improvement was also present. It was noted that PTR of 14 is low in Post Primary Sector. Principal advised that PTR of 14 is a necessity given the complexities of working on a split site school. All costs reviewed in detail. Split site costs examined in detail and deemed necessary. Staff complement reducing with staff not being replaced. Plan shows potential reduction of 5 FTE staff 2025-2026 owing to drop in enrolment. Glenn Walsh in agreement that all costs calculated are reasonable.

Reduction in Staff @ Sept 25	Yes	5.00	
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