



Belong | Aspire | Achieve

Dear Member of Banbridge Academy Community

Thank you for your continued support and engagement over the past year. Your contributions have been vital in helping us collectively develop the strategic vision for the School and our associated 3-year School Development Plan (SDP). Our vision encapsulates the Academy's ethos, committing to a high-quality, inclusive education that enables every pupil to Belong, Aspire and Achieve.

The enclosed Strategic Overview of the SDP provides a concise summary of the priorities that will guide our work from 2025–2028. The School Development Plan was developed, in conjunction with the Board of Governors, through rigorous self-evaluation, consultation with pupils, parents, and staff, and guidance from the Education Authority and Department of Education. By sharing this overview, we aim to keep our entire community informed of the key themes and goals that will shape our development over the next three years

At Banbridge Academy, we believe education is much more than academic success; it is about creating a safe, caring, and ambitious community where pupils feel valued, inspired, and prepared for life beyond school. Our ethos is rooted in respect, integrity, and inclusion—principles that underpin every decision we make.

Our Vision

- Belong – To create a community by nurturing a sense of belonging and identity through a diverse extra and co-curricular programme.
- Aspire – To create an inclusive and tolerant community where pupils can achieve personal fulfilment, happiness, physical and spiritual well-being and make a valuable contribution to wider society.
- Achieve – To create a community of pupils who aspire to achieve their full potential and attain academic success.

We will review progress annually, listen to feedback, and adapt where necessary. Together, we aim to create a school where every pupil feels they belong, is inspired to aspire, and is supported to achieve.

Kind regards

R S McLoughlin OBE
Principal



Belong

To create a community by nurturing a sense of belonging and identity through a diverse extra and co-curricular programme.

Core Areas: [Health, Wellbeing, and Keeping Safe](#), [Equity, Diversity, and Inclusion](#), [Collaborative Networks](#)

Priorities	What this means for students	How we will know
→ Embed a whole school approach to well-being and happiness.	Pupils will benefit from a renewed whole-school approach to well-being, including emotional health support, wellness activities, and a positive school culture.	Well-being surveys show increased levels of student happiness, safety, and knowledge of school support systems.
→ Further advance Anti-Bullying policies and practices.	Anti-bullying policies will be strengthened, with clearer reporting systems and pupil-led initiatives to promote kindness and respect.	Anti-bullying reports show increased usage of new reporting systems and discussions illustrate positive feedback on initiatives.
→ Strengthen support for students facing educational and social disadvantage.	Pupils with special educational needs or learning barriers will receive tailored support through individual plans and regular reviews.	Feedback from pupils with SEN indicates satisfaction with tailored support and regular review processes.
→ Promote racial harmony and behaviour that reflects the positive ethos of the school.	Pupils will take part and lead activities that promote harmony and inclusion.	Initiatives promoting kindness and harmony are active and visible across the school.
→ Review the whole school approach to promoting well-being and happiness.	The school will review its well-being strategy and introduce new initiatives based on feedback.	Pupils' well-being will be evident through improved survey results, reduced need for individual support, reduced behavioural issues, and positive feedback from the school community.



Aspire

To create an inclusive and tolerant community where pupils can achieve personal fulfilment, happiness, physical and spiritual well-being and make a valuable contribution to wider society.

Core Areas: [Curriculum for All](#), [Learner Participation](#), [Environment, Society, and](#)

[Economy](#)

Priorities	What this means for students	How we will know
→ Advance the shared language of learning to support cohesive and effective teaching practices.	Pupils will benefit from consistent teaching approaches across subjects, supported by a shared language of learning that helps them understand how they learn best.	Lesson observations confirm use of shared language of learning across subjects.
→ Empower learners to become active citizens by fostering engagement in sustainability and participation in school decision-making.	Pupils will engage in sustainability and citizenship projects to make a positive community impact while having a greater voice in school decisions through student councils and other forums.	Sustainability and community projects are well-attended, while student voice mechanisms exhibit high engagement and are used to influence school decisions.
→ Drive curriculum reform and review core literacy and numeracy skills.	The curriculum will be updated to align with system wide changes and to strengthen essential skills like literacy, numeracy, and digital competence.	Curriculum audits confirm integration of updated literacy, numeracy, and digital skills.
→ Enhance CEIAG and work-related learning opportunities.	Careers education will be enhanced with work-related learning, job shadowing, and guidance to help pupils plan for life beyond school.	CEIAG tracking shows increased participation in work-related learning and positive feedback on career guidance.



Achieve




To create a community of pupils who aspire to achieve their full potential and attain academic success.

Core Areas: [Digital Skills](#), [Planning, Teaching, and Assessment for Successful Learning](#), [Staff Professional Learning](#)

Priorities	What this means for students	How we will know
→ Expand access to digital technologies for teaching and learning.	Teachers use digital technologies effectively to enhance learning for pupils.	Lesson observations and the sharing of practice between teaching colleagues demonstrate effective use of digital technologies to enhance learning.
→ Strengthen staff collaboration through a Trusted Teacher Network.	Teachers will improve classroom experiences by sharing best practices through a Trusted Teacher Network built on shared pedagogical principles.	Staff collaboration records (e.g. Trusted Teacher Network outputs) demonstrate shared pedagogical practices.
→ Implement robust systems for tracking progress and timely intervention.	The school will track pupil progress more effectively, ensuring timely support when needed. Teachers will continue to develop their skills to deliver high-quality lessons and homeworks.	Progress tracking systems identify and address learning gaps promptly, with evidence of improved outcomes.
→ Promote effective pedagogy and continuous professional development.	Teachers will continue research-informed professional development to improve teaching quality and pupil outcomes.	Professional development logs show high participation in research-informed CPD and its impact on teaching quality.
→ Ensure holistic development of digital skills across key stages.	Pupils will become competent in the use of digital skills across a range of contexts relevant to their key stage.	The curriculum will reflect a coherent and steady progression in the development of pupils' digital skills.

School Action Plan - Timescales

Action plans often span multiple years. The table below shows when each action plan will be reviewed—during Term 3 of each academic year—to monitor progress, evaluate impact, and guide improvements.

	Priority	2025-2026	2026-2027	2027-2028
	→ Embed a whole school approach to well-being and happiness.	Review		
	→ Further advance Anti-Bullying policies and practices.	Review		
	→ Strengthen support for students facing educational and social disadvantage.		Review	
	→ Promote racial harmony and behaviour that reflects the positive ethos of the school.		Review	
	→ Review the whole school approach to promoting well-being and happiness.			Review
	→ Advance the shared language of learning to support cohesive and effective teaching practices.	Review		
	→ Empower learners to become active citizens by fostering engagement in sustainability and participation in school decision-making.		Review	
	→ Drive curriculum reform and review core literacy and numeracy skills.		Review	
	→ Enhance CEIAG and work-related learning opportunities.			Review
	→ Expand access to digital technologies for teaching and learning.	Review		
	→ Strengthen staff collaboration through a Trusted Teacher Network.	Review		
	→ Implement robust systems for tracking progress and timely intervention.		Review	
	→ Promote effective pedagogy and continuous professional development.			Review

	Priority	2025-2026	2026-2027	2027-2028
	→ Ensure holistic development of digital skills across key stages.			Review