

Bangor Academy and Sixth Form College

School Development Plan 2024-2027

Key areas:

1. How do we create and develop our Learning Community?

2. Integration (Separate Plan: Appendix 1)

- ethos and culture of the school
- its unique context
- its vision and values

All contextual information is contained within the Case for Change document prepared for the integration process. This is available separately and includes feedback from the most recent ETI visits prior to May 2024 inspection.

<https://www.eani.org.uk/school-management/area-planning/development-proposals/bangor-academy-and-sixth-form-college>

- Appendix 2: SLT Data overview
- Appendix 3: Bangor Academy SLT Presentation to ETI May 2024 cross referencing previous inspection outcomes with new ETI framework.
- Appendix 4: ETI Inspection Report from May 2024

1. How do we create and develop our Learning Community?

Main points to consider?

Academic excellence: Teaching and learning: *Specific focus on KS4 and KS5*

In addition to our existing tracking and assessment system, how can we develop an internal system to support the progress of all learners?

How can we ensure our expectations and standards at KS4 and KS5 are high for every student?

How do we make sure that every student reaches their potential?

Following Covid, has there been any impact on outcomes linked to attendance and if so, are there any clear patterns?

Academic excellence: Teaching and learning: *KS3 curriculum, progression, and moderation*

Is there appropriate progression from Y8-Y10? How can this be demonstrated?

How can we develop our internal procedures to support departmental marking and moderation at KS3?

Do we have high enough expectations and standards at KS3?

How effective are our numeracy and literacy strategies?

How can we further develop our 'Careers Week' strategy at KS3?

Academic excellence: Teaching and learning: *Attention to detail*

Does every student know what is expected of them at all stages?

How do we know that every student has all required curriculum knowledge and information?

How can we improve our exam entry/remark strategies in light of an ever increasing number of exams?

How can we develop our home school communication to further encourage and engage parents in the learning process?

Academic excellence: Teaching and learning: *Professional learning*

How do we build on the successful foundations of the Great Teaching Toolkit?

Develop and embed the role of the new Pastoral Support Coordinator

How can we continue to build capacity within our staff?

As the roles within SLT have become increasingly specialised, how can we develop a succession plan strategy to ensure continuity of high quality leadership throughout Bangor Academy?

Academic excellence: Teaching and learning: *Curriculum developments and staffing requirements*

Does our curriculum from KS3-KS5 meet the needs of our current students and can we develop even more pathways to address the needs of different groups identified through our internal and external tracking systems?

Are there opportunities to further develop our Community/Shared curriculum?

What does school look like post covid/union action? Next five/ten years? Operational changes?

The new EDIS system

How do we maintain and develop our reputation in all areas?

Falling Year 8 numbers in the community

How we maintain 6th form numbers (our own and external students) in light of falling student numbers.

Future of Shared Education?

Update of key policies (ongoing)

School visits process. How can we make it more straightforward?

Indoor Entertainment Licence

How do we make sure that all policies support and enhance our commitment to integration and the UN Convention of Children's Rights?

Continued growth of SEN requirement and complexity in schools

How can we meet the needs of our current students with SEN?

How can we further support the community with the increasing complexity and number of students with SEN?

Additional staffing requirements?

Training requirements for all staff?

Rooming requirements?

Independent Review of Education

What are the main areas that will have the most significant implications for Bangor Academy?

How will we make sure that our School Development Plan has a positive impact?

- All staff will understand the details of the overall SDP.
- All Departments will produce their own simplified plan using the same format and questions.
- All Departments will include elements of the new SDP within the annual PRSD process.
- All post holders will produce plans using the most relevant and appropriate areas from the overall SDP.
- Parents and students will be made aware of new plan.

How do we create and develop our Learning Community?

Academic excellence: Teaching and learning: *Specific focus on KS4 and KS5*

Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
In addition to our existing tracking and assessment system, how can we develop an internal system to support the progress of all learners?	New intervention weeks identified in calendar. Y12 and Y14 parental consultations introduced in August following Y11 and Y13 outcomes. Tracking system developed to support identification of value added across all students. Internal system enhanced to allow for greater understanding of students' progress. New roles of additional DHoY and Pastoral Support Officer embedded to support attendance. KS4 and KS5 document produced giving an overview of all key learning points for each subject to provide maximum clarity and support for students and families.	Departmental action plans Departmental minutes and self-evaluation exercises. Attendance data Parental engagement with new parental consultations Line Management meetings Feedback from student learning panels.	Staff are confident in aims of enhanced tracking system. Tracking system builds up evidence of accuracy and impact. KS4 and KS5 learning documents are in place for every subject.
How can we ensure our expectations and standards at KS4 and KS5 are high for every student?			
How do we make sure that every student reaches their potential?			
Following Covid, has there been any impact on outcomes linked to attendance and if so, are there any clear patterns?			

Academic excellence: Teaching and learning: *KS3 curriculum, progression, and moderation*

Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
Is there appropriate progression from Y8-Y10? How can this be demonstrated?	• Re launch our KS3 assessment and moderation model • This includes departmental self-review and evaluation of key pieces of work and assessments. • Revisit CCEA Curriculum information for each subject and review current SoW in relation to requirements. • Following outcomes of Departmental self-evaluations and new moderation programme, consider where and how we can improve.	Departmental moderation and self-evaluation feedback. Literacy and numeracy strategies Departmental self-evaluations and action planning documentation.	Areas identified for improvement alongside actions. Careers week is embedded. Clear evidence of progression from Y8-Y10. .
How can we develop our internal procedures to support departmental marking and moderation at KS3?			
Do we have high enough expectations and standards at KS3?			

How effective are our numeracy and literacy strategies?	- Evaluate our existing literacy and numeracy and develop any areas that are identified. (In line with new EA guidance) - Work with the new HoD for Careers and Careers team, further embed the idea of ‘Careers Week’ in all curriculum areas for all year groups at KS3.		
How can we further develop our ‘Careers Week’ strategy at KS3?			
Academic excellence: Teaching and learning: <i>Attention to detail</i>			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
Does every student know what is expected of them?	Review current provision of academic expectations from each department. (October 2024)		
How do we know that every student has all required curriculum knowledge and information?			
How can we improve our exam entry/remark strategies in light of an ever-increasing number of exams?			
How can we develop our home school communication to further encourage and engage parents in the learning process?			
Academic excellence: Teaching and learning: <i>Professional learning</i>			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
How do we build on the successful foundations of the Great Teaching Toolkit?	Consider developing a bespoke inhouse leadership programme to identify potential future senior leaders within Bangor Academy staff.		
Develop and embed the role of the new Pastoral Support Coordinator			

How can we continue to build capacity within our staff?			
As the roles within SLT have become increasingly specialised, how can we develop a succession plan strategy to ensure continuity of high-quality leadership throughout Bangor Academy?			
What does school look like post covid/union action? Next five/ten years? Operational changes? How do we maintain and develop our reputation in all areas?			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
Falling Year 8 numbers in the community. How do we maintain 6 th form numbers (our own and external students) in light of falling student numbers.			
Are there elements of our ethos/culture that need to be developed further? (Areas not covered in the transformation plan)			
Role of the form tutor			
Future of Shared Education?			
What does school look like post covid/union action? Next five/ten years? Operational changes? Update of key policies (ongoing)			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
School visits process. How can we make it more straightforward? Convention of Children’s Rights?	Volunteers have been recruited to work on key policy documents. Working with all stakeholders they will provide updated guidance and suggestions for new and updated policies.		
Indoor Entertainment Licence			
How do we make sure that all policies support and enhance our	Ongoing policy development will include references to UNCHR and integration where appropriate and relevant.		

commitment to integration and the UNCHR?			
What does school look like post covid/union action? Next five/ten years? Operational changes? Continued growth of SEN requirement and complexity in schools			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
How can we meet the needs of our current students with SEN? Additional staffing requirements? Training requirements for all staff? Rooming requirements?			
How can we further support the community with the increasing complexity and number of students with SEN? Additional staffing requirements? Training requirements for all staff? Rooming requirements?			
What does school look like post covid/union action? Next five/ten years? Operational changes? Independent Review of Education <i>What are the main areas that will have the most significant implications for Bangor Academy?</i> ETI Inspection May 2024 <i>What are the key points to consider?</i>			
Points to consider	Actions	Monitoring & Evaluation including impact on wellbeing	Success Criteria (Quantitative & Qualitative) Opportunities for development of integration
Use of AI	AI working group established AI draft policy produced		
Curriculum review outcomes	Staff from different areas have started working on different elements of AI in school.		
Assessment Review outcomes	Use of AI assembly delivered to 6 th form students.		

Review of LMS funding system			
Teacher Workload outcomes			
New uniform policy			

Bangor Academy 2025-2026		Actions already undertaken/being considered:
Key actions from original three-year integrated transformation action plan that need to be developed revisited/started		
High Quality Teaching & Learning	To provide opportunities for ALL pupils to experience and celebrate activities/events from a different community background to their own.	New Bangor Academy integrated education group to be established Nov/Dec 2025 Bangor Academy took part in a GAA initiative with St Columbanus to develop a shared Gaelic Sports' team. The team represented Bangor City in London in July 2025 and were recognised in an event by the Mayor. The team and staff are visiting Croke Park at the start of December 2025. School has offered its facilities for the 2026 Belfast Fleadh building on links developed we hosted it twice previously.
	Develop pupil knowledge about Integration through specific lessons. Curriculum Development where appropriate	Work to be completed during summer term 2026 to review SoW etc for September 2026. This will be required following the ongoing DE curriculum/assessment etc reviews.
	Embed the Rights Respecting Schools programme and work towards the Gold Award in conjunction with other Shared Education partnership Schools. Establishment/links with current school council groups.	Ending Violence Against Girls and Women school campaign. New school council established Sept 2025 with focus on Gold Award. School to re visit greater visibility of different elements of the UNCHRC around the school January 2026. School to explore possibility of taking part in MCB's mock United Nations programme. November 2025.

		Sixth Form Leadership students took part in the annual leadership conference at Slemish College (Autumn 2025)
	Anti-bias training and development staff and 6th form leadership teams.	Jenny Irvine has completed the course All staff experienced training during 2024-2025 academic year. Considering ways to develop this with other staff and 6 th form students as part of their induction.
	Revise and update current policies to reflect the Integrated status and ethos. All ratified by Board of Governors and will include references to UN Convention and Integrated Education where appropriate.	Significant policies have been updated: • Behaviour for Learning • Bereavement • Attendance and punctuality • Uniform (December 2025) • Anti bullying Ongoing process
	Review our RE policy to ensure it is reflective of integrated status and ethos. (Pause on this until updated guidance from DE following Supreme Court ruling November 2025)	Ongoing in light of Supreme Court ruling Nov 2025
	Ensure planning at all Key Stages demonstrates an understanding of the core values of integrated education.	One of the main priorities of the new working group. All work to be started during summer term 2026.
Effective Leadership	School Leaders will consider ways to promote the school despite the decision and pending any legal challenge.	Establishment of new 'Future of Integrated Education at Bangor Academy' working group Nov 2025
	Key members of staff will engage with the various Integrated Teacher Bodies.	The school will continue to engage with NICIE and IEF.
Community Connections	Work collaboratively with other schools and further develop and strengthen links with other Integrated schools.	School has engaged with project linking schools from North and South. Shared Education for positive innovation. Peace plus EU/UK sponsored. School redesignated with International School Award. Summer 2025.

		Two new school exchange partners in France and Italy to support ongoing work with activities around St Columbanus and his links to Bangor. Student and staff have visited schools in Italy and France connected with St Columbanus and we have hosted those schools as part of this cultural connection.
	Cultural Day to celebrate diversity within the school.	To be planned for Summer term 2026
	Further establish new connections with other sporting bodies, charities, and clubs.	Combined Gaelic team with St Columbanus. Invited to London for finals and recognised by the Mayor. Group to visit Croke Park in December 2025. School to include Holywood GAA Club when negotiating for possible new pitch on the site of Bangor Central after they move to new site. Link already established.

Appendix 1: Three-year Transformation Action Plan.

	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026
Learner Centred	1. All pupils will be provided with the opportunity to learn more about integration and the process of transformation. 2. Start to identify where we can recognise and celebrate diversity.	1. To provide opportunities for ALL pupils to experience and celebrate activities/events from a different community background to their own.	1. TBC in line with the monitoring and evaluation of Year 1 and 2 outcomes. 2. All actions will depend upon progress made in Y1 and Y2.

	3. Start to develop both staff and students' understanding of the Integrated ethos and Integrated Education Act 2022 and how it will support us as we transform. 4. Continue to embed the Rights Respecting Schools Award. 5. School Council to develop a new welcome information booklet for new pupils to Bangor Academy (Year 8 and Year 13)	2. Develop pupil knowledge about Integration through specific lessons. 3. Embed the Rights Respecting Schools programme and work towards the Gold Award in conjunction with other Shared Education partnership Schools. 4. Anti-bias training and development staff and 6th form leadership teams. 5. As part of the policy review, develop students' experience of restorative practice in line with Integrated Education.	3. If successful, the start of the year will reflect the new integrated status of Bangor Academy including staff training and student induction days.
High Quality Teaching & Learning	1. Whole staff training including preparation for transformation. 2. Departments to review current curriculum to identify areas that already reflect integrated education and look for opportunities to further support integration. 3. Visits to other integrated schools. 4. Begin an audit of key areas and policies such as RE, RSE, LLW, Behaviour policy and procedures.	1. Revise and update current policies to reflect the Integrated status and ethos. 2. Review our RE policy to ensure it is reflective of integrated status and ethos. 3. Ensure planning at all Key Stages demonstrates an understanding of the core values of integrated education.	1. TBC in line with the monitoring and evaluation of Year 1 and 2 outcomes. 2. All actions will depend upon progress made in Y1 and Y2. 3. If successful, the start of the year will reflect the new integrated status of Bangor Academy including staff training and student induction days.
Effective Leadership	1. The leadership team will consider an ethos and vision for the school reflective of the NICIE statement of principles and promote this. 2. Senior Leadership Team will receive support from existing Integrated Schools on the effective leadership of integrated schools. 3. Explore the introduction of an Integrated Education Co-ordinator. 4. Bangor Academy will establish a Transformation Action Group (TAG) 5. School Principal and SLT integrated coordinator to avail of NICIE/IEF/EA support and training.	1. School Leaders will consider ways to promote the school to reflect its transformation to integrated status. 2. The 2024 School Development Plan will include a focus on transformation. 3. A plan for the reconstitution of the Board of Governors will be devised. 4. Key members of staff will engage with the various Integrated Teacher Bodies.	1. TBC in line with the monitoring and evaluation of Year 1 and 2 outcomes. 2. All actions will depend upon progress made in Y1 and Y2. 3. If successful, the start of the year will reflect the new integrated status of Bangor Academy including staff training and student induction days.

	6. All school documentation such as application forms to be reviewed to support the transformation process and ensure they are welcoming and supportive of children from all cultures.		
Community Connections	1. The school will market and promote its transformation to the wider community in collaboration with NICIE, IEF and EA. 2. Principal and selected core TAG members to arrange opportunities for wider stakeholders to engage with the process. 3. Further strengthen links with primary schools in the area to assist with transition, particularly in relation to any potential changes to our admissions criteria. 4. To evaluate the full range of cultures and backgrounds amongst staff and students at Bangor Academy.	1. Work collaboratively with other schools and further develop and strengthen links with other Integrated schools. 2. Cultural Day to celebrate diversity within the school. 3. Further establish new connections with other sporting bodies, charities, and clubs.	1. TBC in line with the monitoring and evaluation of Year 1 and 2 outcomes. 2. All actions will depend upon progress made in Y1 and Y2. 3. If successful, the start of the year will reflect the new integrated status of Bangor Academy including staff training and student induction days.

Bangor Academy Overview May 2024

	2014	2017	2018	2019	2022	2023	Difference 2017-2023
5 A*-C KS4 inc English & Maths	27% (51)	36% (74)	43% (86)	38% (87)	58% (137)	55% (153)	+19% (+79)
English A*-C GCSE	44% (93)	62% (126)	65% (129)	60% (138)	82% (195)	71% (198)	+9% (+72)

Maths A*-C GCSE	31% (66)	44% (91)	48% (96)	44% (100)	61% (146)	63% (178)	+19% (+87)
3 A*-C Post 16	36%	40%	46%	58%	53%	54%	+14%
2 A*-C Post 16		68%	73%	79%	82%	81%	+13%

Enrolment	Y8	Y9	Y10	Y11	Y12	Y13	Y14	
2015/16	249	243	211	220	236	184	129	1,483
2023/24	291	307	291	296	302	195	160	1847

2015/16 SEN Stage 5/Stage 3	2022/23 SEN Stage 5/Stage 3	2023/2024 SEN Stage 5/Stage 3
29	100	122 (26 applied for Y8 2024/2025)

Staffing		
	2015-2016	2023-2024
Teaching Staff	99 (25% have left)	115 (29 P/T)
Classroom Assistants	9	65

Budget May 23	2018/19	2019/20	2020/21	2021/22	2022/23	2023/2024*	2025/2026*
+/-	-£628,129	-£664,714	-£658,285	-£359,947	-£191,498	+£226,457*	+£900,000*

	2021-2022	2022-2023	2023-2024
Average size of Year 8 class	21	21	21
Average size of GCSE examination class:	18	18	19
Average size of A Level examination class:	14	14	14
Average size of KS3 SEN class:	16	17	17

Entitlement Framework information 2023-2024					
	Total	KS4 Applied	KS4 General	KS5 Applied	KS5 General
Y11	36	27	9		
Y12	35	26	9		
Y13	25			17	8
Y14	24			17	7

Integration Ballot 6th June 2023

Yes	79.4%
Number of eligible voters	2656

Bangor Academy Attendance data benchmarked against DENI FSM band data

FSM Band	% Present	% Regular	% At Risk	% Chronic	% Severe
20.00 - 29.99	88.6%	32.1%	27.0%	24.3%	16.6%
Bangor Academy	86.17%	30.12%	24.19%	24.68%	20.91%

Key Stage 5 Pathways: We offer wide range of over 30 courses. We admit between 40-60 students from other schools. We honour the commitment to a two-year course. We do not deselect at the end of Year 13. We encourage and celebrate all pathways equally including university, apprenticeships, foundation degrees and work.

Business Studies (Single)	Health and Social (Double A Level)	Art	Health and Social (Double A Level)	Geography
BTEC Science (Single)	History	Geography	Business Studies (Single)	Health and Social (Single A Level)
English Literature	ICT (Single)	Politics	Music	Travel and Tourism (Single)
Religious Studies	Moving Image Arts	ICT (Single)	Religious Studies	Engineering*Construction
Life and Health Science	Design and Tech	Child Play, Learning and Development	Sport (Single Award)	BTEC Science (Double)
ICT (Single)	Travel and Tourism (Double)	Maths	Travel and Tourism (Double)	Performing Arts
BTEC Science (Double)	Sport (Double Award)		Sport (Double Award)	Uniformed Public Service*
Biology A Level			Hospitality	Event Management*

KS4 Pathways 2023-2024

Art and Design	Business Studies	Learning for Life and Work
CCEA GCSE Art and Design OCN Level 2 Certificate in Craft	Pearson BTEC Level 2 First Award Business CCEA GCSE Business and Communication Systems OCN Level 2 Certificate Skills for Business	CCEA GCSE Learning for Life and Work
Drama	Construction	Music

CCEA GCSE Drama	Pearson BTEC Level 2 First Award Construction and the Built Environment	CCEA GCSE Music
English	Engineering	Moving Image Arts
CCEA GCSE English Language CCEA GCSE English Literature	Pearson BTEC Level 2 First Award Engineering	CCEA GCSE Moving Image Arts
Film Studies	Geography	Motor Vehicle Studies
GCSE WJEC Eduqas Film Studies	CCEA GCSE Geography	CCEA GCSE Motor Vehicle and Road User Studies
Health and Social Care	History	Sport
CCEA GCSE Health and Social Care	CCEA GCSE History	Pearson BTEC Level 2 First Award Sport
Science	Home Economics and Child Development	Occupational Studies
CCEA GCSE Double Award Science CCEA GCSE Single Award Science BTEC Level 2 First Principles of Applied Science OCN Level 2 Certificate Applied Science	CCEA GCSE Food and Nutrition CCEA GCSE Child Development CCEA GCSE Hospitality OCN Level 2 Certificate Vocational Skills OCN Level 2 Certificate Early Years Learning, Care and Development	CCEA OS Business and Services CCEA OS Construction CCEA OS Design and Creativity CCEA OS Engineering and Engineering Services CCEA OS Environment and Society CCEA OS Technology and Innovation
Maths	Information Technology	Technology
CCEA GCSE Mathematics CCEA GCSE Further Mathematics	Pearson BTEC Level 2 Tech Award Digital Information Technology OCN Level 2 Certificate Information Technology Applications	AQA Design and Technology CCEA GCSE Construction and the Built Environment OCN Level 2 Certificate Construction
Modern Languages	Travel and Tourism	Religious Studies
CCEA GCSE French (Spanish)	Pearson BTEC Level 2 First Award Travel and Tourism	CCEA GCSE Religious Studies OCN Level 2 Certificate Religious Studies

Distribution of Key Stage 3 form classes to demonstrate our internal SEN 'nurture' strategy													
Form Class	1	2	3	4	5	6	7	8	9	10	11	12	13

Year 8	26	27	26	25	24	23	26	24	22	22	19	13	15
Year 9	26	24	25	26	26	28	23	24	24	24	15	20	17
Year 10	23	25	25	24	23	23	23	24	24	20	19	20	19

Year 8 Clubs 2023-2024 (Some clubs start later eg Duke of Edinburgh starts in Year 10)				
Music Theory club	Pet Club	Junior Choir	Rugby (mixed)	Chess club
Football (girls)	Netball (mixed)	Gardening club	Novice Trampolining	Garage Band Club
Haven	Art Club	Ukelele Club	Dev Trampolining	Animation Club
Tabletop Games	Technology Club	Impact (SU)	Wind Band	Homework Club
Basketball	History Club	Hockey (mixed)	Elite Trampolining	Cricket (mixed)
Football (Boys)	Young Philosophers	Dungeons Dragons	Ju-Jitsu	

School trips/visits 2023-2024		
Italy ski trip	Portugal Rugby Tour	Football in Manchester
6 th Form New York Business Studies	Europe (Nice)	Full sports' fixtures
Duke of Edinburgh all levels	Cooperation Ireland shared visit	Y13 overnight induction at Corrymeela
Full range of curriculum enrichment eg Art/LLW/Politics	London House of Commons	
Planning underway for 2024-2025		
Ski Trip	Portugal Rugby Tours	Football in Manchester
Bobbio (St Columbanus Way) exchange programme	Europe	Science Visit to London
6 th Form New York Business Studies	Duke of Edinburgh all levels	Full sports' fixtures
Y13 overnight induction at Corrymeela	Full range of curriculum enrichment eg Art/LLW/Politics	Florence (Art and Technology)

Languages spoken at Bangor Academy (Additional support provided)							
Afrikaans	Arabic	Bengali	Greek	Hungarian	Yoruba	Ukrainian	Other
Italian	Kurdish	Lithuanian	Malay	Ndebele	English	Slovak	

Romanian	Pashto	Persian	Polish	Portuguese	Russian	Shona	
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Interesting Year 8 Admissions information for Bangor Schools 2023-2024						
Year	Admissions Number	Overall Applications				Final Admissions number (Inc Temporary Variation)
		School	1 st Choice applications		Overall applications	
2023	242	Bangor Academy	259		319	272+SEN
	135	Bangor Grammar	138	259 combined	149	135
	157	Glenlola	121		146	146
	125	St Columbanus	148		170	125

	Electric	Gas	Cleaning	Paper	Tech Dept	Total
2019-2020	81,305	53,139	187,615	19,913	7,313	349,285
2022-2023	120,762	108,202	240,907	33,002	9,468	512,341
Difference	+39,475	+55,063	+53,292	+13,089	+2,155	+163,056
	+48.6%	+103.6%	+28.4%	+65.7%	+29.5%	+46.7%

Recent developments at Bangor Academy	
Appointment of our own Social Worker	This followed the successful pilot of a cross year Pastoral Support coordinator. The pilot clearly highlighted the importance of this role in different areas such as attendance and bereavement.
Appointment of additional Deputy Heads of Year in each year group	To support attendance procedures following the pandemic.
Appointment of a Sustainability Coordinator	This role brings together many different strands: Forest Schools, Outdoor Classroom, Raised beds Any bids eg pollinator grant for wildflower meadow and sunflowers. Supporting curriculum areas eg willow making in Art. Green Flag
Cubbie	We were the first post primary school in NI to receive a sensory Cubbie to support our provision.
New Staff	Vice Principal, HoDs in History and Technology and Careers. Full time permanent Exams' Officer Full time permanent Sports' Technician Dedicated CA/Languages support for Ukrainian students (Appointment of teacher from Ukraine)
Additional 'nurture' teacher to create 8C4 as well as 8C1-3.	Worked closely with EA SEN to use CA/Additional hours more effectively (26 Stage 3 applications. Additional applications still being received 15/5)
New modular builds	Significant contractual issues ongoing but the funding is still available.
'Normalisation' process	Admissions number moved permanently from 242-262 following DE approval. (+1 TV 15/5)
Integration	Process ongoing. The three consultation phases have now closed and we are awaiting Ministerial decision (5-7 months suggested)
Rights Respecting Schools Award	As part of the integration process, we have started to consider how we move from a 'silver' school to a 'gold' school.
Use of technology to support and enhance existing processes including Careers and UCAS	AI in new UCAS procedures Online forms to capture better data Pre enrolment at Post 16 (Similar to a conditional offer) 90 students from other schools have applied already this year. 'Peoplehawk' Careers strategy for Post 16 students Use of 'Peoplehawk' for 6 th form leadership positions to mirror online job/University/Apprenticeship application process
Sixth Form	Growth in number of students applying from other schools (90+ for 2024 See above) Corrymeela induction for all Y13 students Wednesday afternoon enrichment embedded across Y13 and Y14 including Careers/Apprenticeship/wellbeing/UCAS and fun eg survival cookery.

Recruitment is more challenging	Technology, ICT and Maths
Positive lessons from Covid	We still allow students to wear PE kit on PE days. This has been particularly important for girls' participation rates. Decision made not to reintroduce bells. This has made a really positive impact on transitions between lessons. Decision made to maintain split break and lunchtimes which has had been extremely positive for school supervision and management. Online parental consultations.
Union action	All staff have been extremely supportive and positive despite the additional challenges. You can see from the number of clubs and activities listed that staff continued to provide many different enrichment opportunities for all students. There has been very little change following the end of the Union Action other than the reintroduction of weekly meeting when appropriate.
Exams	Exams are no longer a once or twice a year event. Significant additional burden placed on schools in terms of curriculum time and logistics. We sometimes have over 300+ students sitting one exam. Significant amount of additional support required in terms of staffing and rooming.
Shared Education	Has lost momentum in this area
Approval for dedicated hygiene room funding c£90,000	One bathroom to be converted into dedicated hygiene room with walk in shower and ceiling hoist etc to support students in wheelchairs. To be converted Summer 2024 Significant work already completed to further support staff and students with wheelchairs.

Appendix 3: Bangor Academy SLT Presentation to ETI May 2024 cross referencing previous inspection outcomes with new ETI framework.

2016	Address the variation in the standards attained by the pupils		Raise the standards in English, and the overall provision in mathematics and design and technology		Disseminate the most effective practice in learning and teaching in order to provide the pupils with learning experiences across the curriculum which are matched more closely to their needs, abilities and aspirations.	
Five Core questions of Empowering Improvement	What is the school’s vision and what informs it.	How is the school setting about achieving the vision within its own context?	How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?	How does the school, celebrate and embed success for all learners?	How is the school creating the right conditions for the growth and development of a community of learning?	
2016-2024 and beyond...	Values and Vision statement ‘Success is Daily’ at Bangor Academy					
	Academic performance at all levels since 2016 (See BA Overview document)					
	Great Teaching Toolkit (More information available) ‘Guided Professional Autonomy and pathways					
	SEN provision					
	Towards Integration (Equity, Diversity, Inclusion) Parental ballot Staff information sessions Community information sessions Brave decision by Board of Governors demonstrating their lack of complacency Case for Change and 3 Year Integration action Plan. RRS Silver Award		New Development Plan being prepared for 2024-2027	Growth of social media coverage	Positive financial position	
	Curriculum provision and EF					
	Admissions trends Significant number of additional pupils admitted to support community. Significant community need and support for school. Modular Classrooms			Class sizes		
	PTFA established	School trips/visits/extra-curricular provision throughout Covid and ASOS	Enrolment data	Young Enterprise overall NI winners 2023 and 3 rd in UK.		

		Attendance data Appointment of own Social worker Appointment of additional Deputy Head of Year for all year groups		Appointment of sustainability coordinator
	Careers provision to promote and celebrate different pathways Wednesday afternoon enrichment Careers Week and Careers Conventions. Leadership, growth and evolution of Sixth Form team			
		Key Pastoral data eg suspensions and expulsions.	Opportunities for staff leadership positions EA 'Steps' programme. Funding support for teachers who wish to study MA etc. Encouragement of teachers to remain 'learners'	
	BA+ Bronze, Silver, Gold and Platinum			
		6 th form provision Growth in numbers (90+ have applied from other schools for a September 2024 start) Flexible and independent learning 'Peoplehawk' careers programme Y13 Induction at Corrymeela (funded by school)		
		Accessibility building adaptations New wet room Summer 2024		
Significant evidence of impact of financial pressures in community/society. Free period products, we fund the breakfast club for all pupils, hygiene packs given out free with support from local chemists and PTFA, Pre loved uniform given out free/donations operated by PTFA, more realistic approach to student uniform compliance, Carol McKee fund in memory of member of staff who died earlier this academic year.				
Positive lessons and messages from Covid			Positive lessons and messages and ASOS	
PE uniform (participation and financial benefits) Outdoor classrooms No bells The 'no transfer test' year when the world didn't end! Split break and lunchtimes Online parental consultations sessions Online learning and use of Google Classroom Online staff briefing sessions/updates in August to replace hours sitting in assembly hall. Reinforced that our pre-existing school culture/ethos is genuine and effective. Our school works through effective relationships			Very little impact from ASOS demonstrating we have created a positive culture and working conditions. (See the list of clubs, activities and trips that still took place) Only change since ASOS ending has been the reintroduction of appropriate and relevant meetings when necessary (and ETI visits!) Reinforced that our pre-existing school culture/ethos is genuine and effective. Our school works through effective relationships	

If the plan is successful, we will see the following:

1	The school remains true to its core values and principles.
2	GCSE performance will be in line with school baselined expectations.
3	A2 results will be in line with the school's expectations.
4	School will continue to prioritise the well-being of students and staff in all areas
5	Attendance strategies will continue to ensure we have the highest possible attendance.
6	The reporting and assessment system will provide an effective system for a range of interventions.
7	Safeguarding will continue to demonstrate a co-ordinated approach across all areas.
8	Communication with parents will be seen as an effective area to include: SIMs Parent App, Truancy Call and social media, self-evaluation activities.
9	The student leadership team will be integral in all areas of school improvement.
10	The school will continue the journey to becoming a part of the 'Rights Respecting Schools' network and consider working towards the Gold Award.
11	All staff will see the potential of Bangor Academy's new Professional Learning Strategy
12	Bangor Academy will be recognised and acknowledged as an effective integrated school that has gone through a successful transformation.