

Bandon Grammar School

School Improvement Plan 2026 – 27

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Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Teaching & Learning					
Consolidate and review Senior Cycle Computer Science and Politics & Society	Review uptake data and student feedback. Support subject planning and CPD. Continue TY taster modules.	SLT, Subject Teachers, TY Coordinator	Sustained or increased uptake for both subjects. Positive student feedback. Subjects timetabled as stable Senior Cycle option		
Strengthen use of Athena data to inform teaching and learning	Agree whole-school protocols for reviewing Athena data. Use data at Year Head and department level to inform interventions.	SLT, Year Heads, Tutors, Teachers	Regular data reviews take place. Targeted supports implemented and monitored. Evidence of improved student engagement or outcomes.		
Develop subject specific reflective assessment practices across departments to include a template/bank of tools	Agree shared expectations for assessment reflection. Integrate Reflective Assessment Practices into classroom assessments.	SSE T&L Team, Department Coordinators, Teachers	Reflective Assessment Practices evident in most classrooms. Positive feedback from teachers and students on learning conversations.		
Research Ed participation and learning to enhance strategies for teaching and learning in BGS.	Rollout of Research Ed at BGS. Promotion of specific workshops/themes to reflect future T&L developments or initiatives in BGS. For example, checking for understanding. SSE T&L Team will trial one strategy from ResearchEd workshops and report on impact at the end of term.	BGS Research Ed Team, Teachers, SLT	Staff attendance at Research Ed Distribution of one-pager T&L strategy, for example: checking for understanding Department feedback on strategy. At least one strategy trialled by Core Team members and impact on Teaching and Learning evaluated.		
Wellbeing					
Improve Student Awareness and Access to Wellbeing Supports	Continue promotion of supports through: Assemblies, SPHE, group mentoring for juniors and tutor time. Develop role of mentor with more visibility for tutorials and lunch-times. Reintroduce idea of ‘One Good Adult’ and students	Wellbeing Co-ordinator, SSE Wellbeing Team, Chaplain, Year Heads	Increased percentage of students who can accurately identify at least one support person who they would be comfortable seeking help from. Reduction in “unsure” responses in survey questions. Improvement in “Very much		

	being clear on one adult in the school they would be comfortable talking to.		so" responses (not just overall positive). Increase positive responses to 80–90% in: "I know who to go to". Reduce negative responses to below 5%.		
Consolidate and extend Respect Programme across the school	Continue Phase 2 implementation. Review impact at Junior and Senior Cycle. Provide staff sharing opportunities.	RP Leaders, SLT, RP Team, Teachers	Increased staff participation. Positive student feedback. Respect Programme embedded in school culture.		
Improve Student Experience of the Mobile Phone Policy	Improve communication of: Purpose and benefits of the policy	School Leadership, Wellbeing Coordinator, Teaching Staff, Student Council	Increase student positive responses from 65% to 80%+. Reduce student negative responses from 35% to below 15%. Reduction in phone confiscations		
Re-integrate 5th Year–1st Year mentoring programme within the school's tutorial system.	Smaller, committed group of 5th Year students to act as mentors. Integrate mentoring sessions into the existing tutorial system. Organise scheduled group meetings with mentors throughout the year. Introduce a trial lunchtime support system, where mentors are available at designated times for informal check-ins with 1st Year students.	Wellbeing Co-ordinator, 1st Year Tutors, 1st Year Head, Teachers	Increased satisfaction among 1st Year students, measured through surveys with specific improvements in responses indicating that mentoring is: "More useful" "More consistent and regular" "improved transition experience". Higher levels of engagement between mentors and 1st Years via tutorials. Positive feedback from mentors regarding clarity of their role and confidence in carrying it out.		
AEN					
Standardise and embed Student Support Files (SSF) across year groups	Develop shared SSF template. Ensure collaboration between Key Teachers and subject teachers. Review targets regularly.	SENCO, SET Team, Key Teachers, Teachers	SSFs in active use. Clear, shared targets evident. Improved consistency of classroom supports.		

Strengthen student voice in AEN planning and review	Introduce structured student feedback at review points. Include student goals in SSFs where appropriate.	SENCO, SET Team, Key Teachers,	Students can articulate supports and targets. Student feedback informs planning.		
Continue targeted assessment to support early identification and progression tracking	Continue WRAT V and PPADE testing. Use results to inform supports and monitor progress.	SENCO, SET Team, Teachers	Assessment data used effectively. Clear evidence of progress tracking and intervention planning.		
Streamline shared digital access to AEN files and strategies for staff.	Update the centralised digital folder on the BGS Staff Teams with updated strategies; train staff on access and use.	SENCO, SET Team, Key Teachers, Teachers	All teachers can access AEN strategies; usage monitored through SENCO check-ins.		
Digital Learning					
Review and refine TY Digital Portfolio (Sway) programme	Review portfolio structure and assessment approach. Align with TY Statement of Learning.	TY Coordinator, Digital Learning Lead, TY Tutors	Improved quality and consistency of TY Digital Portfolio (Sway). Positive student feedback. Clear assessment criteria.		
Develop a revised IT / digital skills programme incorporating AI literacy.	Redesign IT skills modules. Module to include Word, Excel Basics, PowerPoint, AI use, referencing for Senior Cycle projects. Include AI ethics, safe use, and academic integrity in module content.	Digital Learning Lead, SLT, Digital Portfolio Teachers	Programme delivered to Transition Year groups. Students demonstrate improved digital competence. Students demonstrate understanding of safe and appropriate AI use in assessments.		
Continue evaluation of BYOD and AUP implementation	Survey Senior Cycle students and staff. Review classroom practice and impact on learning.	Digital Learning Lead, SLT	Clear evidence of effective BYOD use. AUP reviewed and updated as needed.		