

INTEGRITY
INCLUSIVITY
PROGRESSIVE
DYNAMIC
SUCCESSFUL

BELFAST ROYAL ACADEMY

2023-2024 PROSPECTUS



01
PRINCIPAL'S
WELCOME



03
AIMS &
VALUES



07
PASTORAL
CARE



05
PUPIL
PROFILES



13
UNIFORM



15
CAREERS
EDUCATION

11
SCHOOL
LIFE



09
HISTORY



17
CURRICULUM



24
ACADEMY
'TIL I DIE



25
BE
VISIONARY



14
DAILY
LIFE



21
LOVE
WHAT
YOU DO





WELCOME

FROM THE PRINCIPAL **MRS H WOODS**

B.SC, B.ED, PQH (N.I.)



BELFAST ROYAL ACADEMY

is the oldest school in the city and was founded by Rev Dr James Crombie in 1785 as Belfast Academy, in Academy Street. Dr Crombie was clearly a man of vision who set the ambitious target of establishing a new school “..to provide an education of high standard”. For over 230

years, the school has remained true to this principle of its founding father and continues to enjoy a reputation of academic excellence alongside notable sporting and music achievements. The Academy looks forward to a dynamic and progressive future at the forefront of education in Northern Ireland.

Whilst we are proud of our rich heritage serving the community of Belfast and much further afield over the centuries, we are equally proud of the inclusive and diverse community that makes the Academy such a unique and special place. We are an academic school. However, our priority is the stimulation of

INDEPENDENT ENQUIRY & INTELLECTUAL CURIOSITY

to equip all pupils to be successful and independent learners and future leaders.



We try to maintain a positive balance between study and a wide range of extra-curricular opportunities, and we value cultural and sporting achievement equally. Within our pupils, we seek to develop

SKILFUL, CONFIDENT & RESILIENT

learners with a vibrant curiosity for the world around them.

We are an ambitious school and our aim is that pupils will leave the Academy having acquired a wide range of knowledge and experience, a group of life-long friends and a variety of interests that will remain with them in the years ahead.

I hope this prospectus will give you a sense of our vibrant and caring school and the wealth of opportunities available. I would encourage you to visit **BELFAST ROYAL ACADEMY** first hand and experience all that we have to offer.



AIMS & VALUES

The School's ethos, which has evolved over many years, values pupils as individuals with unique qualities and talents and seeks to develop the potential of pupils and members of staff in a humane, supportive environment.

The School exists to serve the interests of its pupils and therefore seeks:



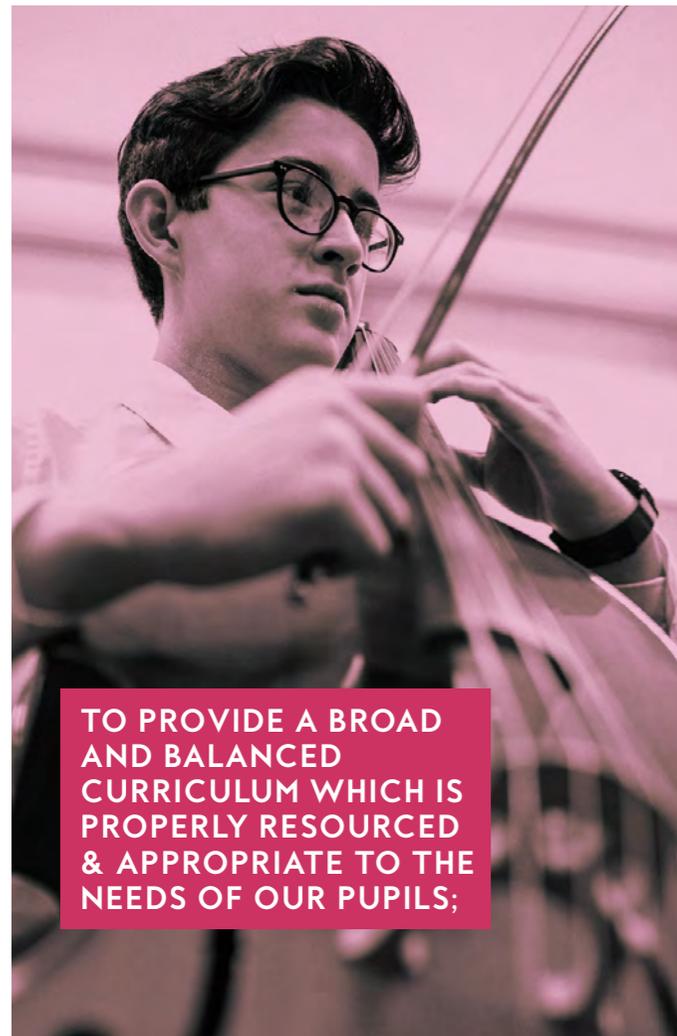
TO ENABLE ALL PUPILS TO DEVELOP THEIR ACADEMIC POTENTIAL & INTERESTS TO THE FULLEST EXTENT;



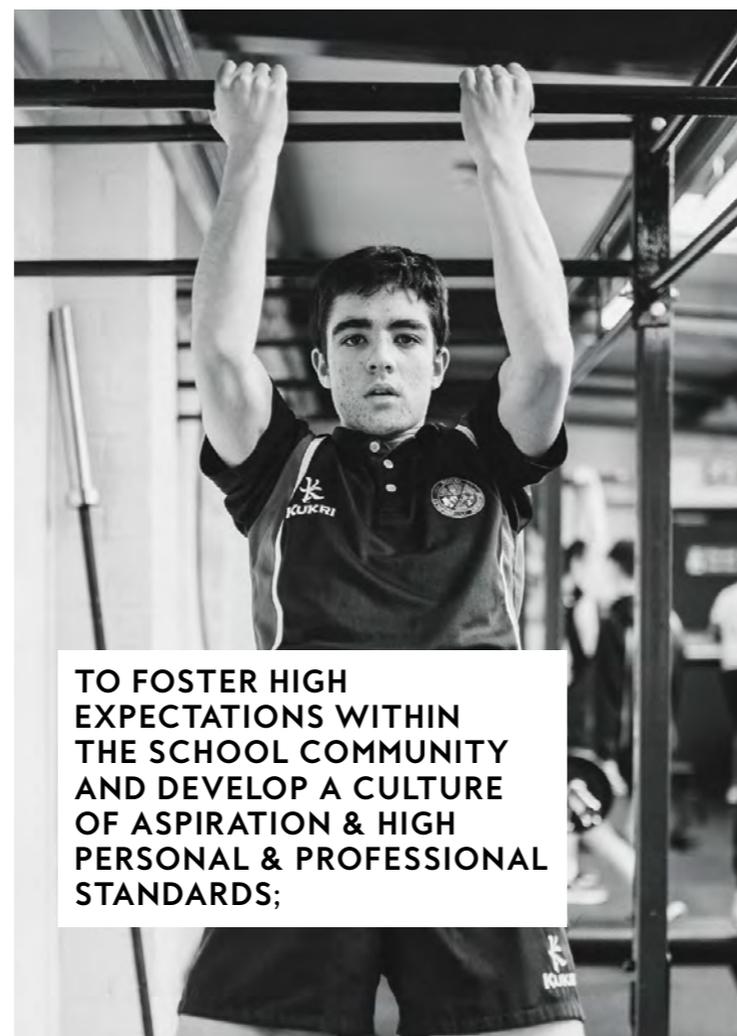
TO DEVELOP A SENSE OF SELF-WORTH WITHIN PUPILS & RESPECT FOR OTHER PEOPLE & FOR OUR ENVIRONMENT;



TO OFFER PUPILS A STIMULATING RANGE OF EXTRA-CURRICULAR OPPORTUNITIES THROUGH WHICH THEY CAN DEVELOP INDEPENDENCE, CONFIDENCE & A RANGE OF SKILLS, WHILE MAKING NEW FRIENDS;



TO PROVIDE A BROAD AND BALANCED CURRICULUM WHICH IS PROPERLY RESOURCED & APPROPRIATE TO THE NEEDS OF OUR PUPILS;



TO FOSTER HIGH EXPECTATIONS WITHIN THE SCHOOL COMMUNITY AND DEVELOP A CULTURE OF ASPIRATION & HIGH PERSONAL & PROFESSIONAL STANDARDS;



TO PROVIDE STRONG PASTORAL SUPPORT FOR ALL MEMBERS OF THE SCHOOL COMMUNITY IN AN ENVIRONMENT WITHIN WHICH INDIVIDUALS CAN FEEL SAFE, SECURE & HAPPY;



TO PREPARE PUPILS TO MEET THE CHALLENGES OF LIFE BEYOND SCHOOL IN A CONSTRUCTIVE & RESPONSIBLE WAY;



TO DEVELOP A SENSE OF COMMON PURPOSE WITHIN THE WHOLE SCHOOL COMMUNITY & AN AWARENESS OF THE CONTRIBUTION WHICH WE CAN MAKE TO OTHER COMMUNITIES.



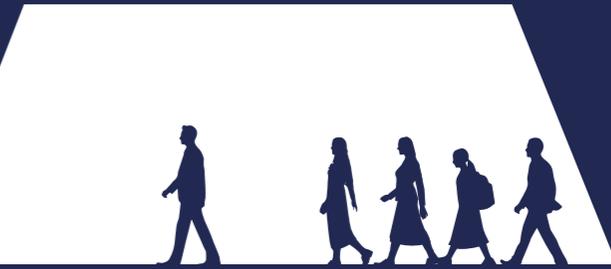
BELFAST



ROYAL



ACADEMY



BETH CALLAGHAN

Current KS3 Pupil
Carnmoney Primary School

So far, I have enjoyed my time at B.R.A, although at first it was a bit daunting as it's a big move. After a short time, you get to know your way around - I did get lost a few times in the first week! However, older pupils were always very helpful and directed me where to go.

I have been involved in many different activities/clubs since I started. The best one being that I am involved in the hockey teams. It is really good fun and a great way to make new friends.

I have also achieved my Bronze and Silver and am working towards my Gold badge in Lifesaving. This is something I have never done before and decided to give it a go. I have learnt many new skills in doing so. I am also a member of the junior choir, recently performing in the Spring Concert at the Ulster Hall. There are lots and lots of different things for everyone to do. My favourite subjects are the sciences because I really love doing the practical experiments. They are completely different to anything I have done before.

Overall, it is very exciting and there are lots of new things to do and learn.

JACOB BRADY

Former Head Boy

My past 7 years at **BELFAST ROYAL ACADEMY** are almost beyond description; the things I have learnt both academically and personally, the opportunities I have been given and the inspiration I have received are beyond compare.

The dedication of the staff, all of the staff from the principal to the cleaning staff, has been unwavering and inspiring in both an academic and pastoral sense. For me, B.R.A epitomises what an excellent school should be: highly driven, highly supportive and very familial.

Leaving the Academy will be a big step - leaving the safe environment that I have spent the last 7 years in. But B.R.A has prepared me for the future and shown me what I would like to be, who I would like to be and how I am going to get there.

RHYS POLLARD

Current KS3 Pupil
Whitehead Primary School

On my first day I was nervous. I expected us to do lots of work but, instead, our teachers prioritised welcoming us and settling us in. After the first week I knew I had made the right decision in coming to B.R.A.

I listened to teachers' advice about trying extra-curricular activities and have so far tried; chess club, code club, swimming, water polo, drama, game club and book club. Some subjects have surprised

me- I didn't think I would enjoy some things but the teachers make the lessons interesting with debates, games, quizzes and group work.

In June, I am looking forward to the Hadrian's Wall trip for Latin. I have made many new friends of all ages - in the beginning a few senior boys helped to support me both in school and on the journey to and from school.

The A-Z of extra-curricular activities is one of the best parts of B.R.A!



PASTORAL CARE

BELFAST ROYAL ACADEMY is a school where pupils feel valued and respected for who they are and, consequently, a school where they are open to learning. It is the place where children will spend some of the most important years of their lives. We seek to ensure that our pupils experience an engaging, inspiring and enjoyable time at school in the pursuit of academic and personal development.

The Principal, Senior Leadership Team, Heads of Year and Class Tutors work closely together to ensure that the welfare of the pupils is our first consideration.

- The Head of Year will fulfil this role with the same year group as they progress through school, maintaining continuity and enabling positive relationships to develop.
- The Key Stage Leader oversees both the academic and pastoral progress of the pupils in their care. They act as a link between Heads of Year and Subject Leaders.
- The Class Tutors are a daily point of contact for each pupil. They oversee the academic and social development of each pupil during weekly Tutorial sessions. Class Tutors help with problems and take an active interest in the members of their tutor group. They work closely with the Head of Year to support and mentor pupils.
- The Heads of Year take responsibility for the welfare and progress of pupils in their year groups and are the principal point of contact with parents. Each Head of Year aims to inspire pupils to experience and enjoy all aspects of school life; supporting pupils in their academic work and also encouraging them in their extra-curricular life.
- The Heads of Year are supported by the designated Teacher for Child Protection when appropriate.

- We recognise that as pupils progress through the school their pastoral needs change. In accordance with this, the members of the Careers Department become more prominent in their advisory roles to support pupils in their choices for the future.
- In addition to the roles of our teaching staff we have a Matron on site each day. She is a registered nurse who supervises our sick room – she administers to pupils who are ill and will also provide help, support and guidance. We also have a trained counsellor on site once a week to provide confidential on-to-one sessions.

ULTIMATELY WE AIM TO PROVIDE A SUPPORTIVE ENVIRONMENT FOR ALL PUPILS AT EACH STAGE OF THEIR EDUCATION AT THE ACADEMY.



COMMUNICATION WITH PARENTS

Parents and guardians form a crucially important link in ensuring that we realise our aims to meet individual pupils' needs. We wish to ensure that parents work with us in a mutually beneficial partnership supporting their child.

- In September, there is an induction meeting for pupils and parents at the beginning of each Key Stage.
- Reports are written on all pupils following the Winter examinations. Progress reports are sent home for pupils in Forms 4 - M6 at three key points in the year following Tracking Assessments. There is a parent/teacher consultation for each year group once a year. Parents are invited to talk to Heads of

Year, Key Stage Leaders, Class Tutors or subject teachers if they have any concerns which need to be addressed promptly. The Principal and Vice Principals are always available to discuss a pupil's progress and pastoral well-being.

- The weekly email of pupil notes, keeps parents abreast of events and developments at the school.
- The School's Magazine, The Owl, is published each autumn term and the school's website and Facebook page reflect current news including pupils' achievements.
- A number of social and sporting events are arranged every year, often with the support of the Friends of the Academy, to enable staff, pupils and parents to meet less formally.

SPECIAL EDUCATIONAL NEEDS

The school works to promote the inclusion of all pupils with Special Educational Needs (SEN) through its policies and practice.

The Special Educational Needs Co-ordinator (SENCo) supports pupils with particular learning difficulties and is responsible for leading the team of Classroom Assistants who, in addition to working with individual pupils, provide an additional layer of pastoral support throughout the school. Every pupil on the SEN register is monitored carefully and information about their needs shared with their teachers. Individual Education Plans (IEPs) are written annually for Statemented pupils to ensure appropriate targets are set.

Staff also pass referrals regarding any pupils causing concern to the SENCo.

The SEN team is based in a purpose built Learning Resource Unit to facilitate small group or individual work with a Classroom Assistant both during and after school hours. Our Learning Support Suite enables pupils to develop their learning, independence, self-esteem and well-being.

WE SEEK TO ENSURE THAT OUR PUPILS EXPERIENCE AN ENGAGING, INSPIRING & ENJOYABLE TIME AT SCHOOL.



BELFAST ROYAL ACADEMY SCHOOL HISTORY

The Belfast Academy was founded in 1785 and is the oldest remaining school in the city. Originally situated near St. Anne's Cathedral,

in what is now Academy Street, it was transferred to the Cliftonville Road in 1880, when the present building was erected. As soon as the Academy was in operation, the Patrons drew up a list of rules.

Students were to apply themselves diligently to their books. They were to arrive in the classrooms with their hands and faces washed, and their hair combed. Buying, selling, quarrelling and fighting were absolutely forbidden. Lying, swearing and improper language would be severely punished and no excuse allowed. Students were not to have dogs or guns without the Principal's permission!



1785



For more than a century the school was named The Belfast Academy. In 1888 Queen Victoria granted permission for the school to style itself **BELFAST ROYAL ACADEMY**. The School crest comprises the rose, the thistle and the shamrock, along with the Royal Arms, the Arms of the City of Belfast and those of the Province of Ulster.

1888

THE THREE SIGNIFICANT DATES MARK THE FOUNDATION OF THE SCHOOL IN 1785, THE TRANSFER TO THE PRESENT SITE IN 1880 AND THE APPROVAL BY QUEEN VICTORIA OF THE DESIGNATION BELFAST ROYAL ACADEMY IN 1888.



In 1900, girls who were pupils in the preparatory department were permitted to continue their education through to the higher classes of the Academy - although the Board of Governors at the time stipulated that no communication whatsoever should take place between boys and girls within the school!



1888

BELFAST ROYAL ACADEMY is a voluntary grammar school and its management is vested in a Board of Governors on which parents and teachers are represented, along with Governors elected by Members of the Academy and nominees of the Minister of Education.



SCHOOL LIFE

EXTRA-CURRICULAR ACTIVITIES



WITH EXTENSIVE EXTRA-CURRICULAR ACTIVITIES, A TRADITIONAL HOUSE SYSTEM, A PROGRAMME OF COMPETITIONS AND A RANGE OF PUPIL LEADERSHIP OPPORTUNITIES, LIFE AT THE ACADEMY IS FULL OF EXCITEMENT AND VARIETY FOR ALL MEMBERS OF OUR SCHOOL COMMUNITY.

It is our priority that pupils enjoy and experience learning opportunities outside the classroom. Our extensive extra-curricular programme is a key aspect of life within the Academy. It enables pupils to build on existing skills and relationships with peers and staff. Pupils are helped to meet new people, try new things and to develop our strong sense of community by investing in school life. Extra-curricular activities are an important way of laying the foundations for well involved, dedicated young people who can go into the world understanding what it means to be important and respected members of a team.

Every day of the week and at weekends, pupils can choose from a huge range of activities covering expressive arts (including music, sports and drama), sport, academic enrichment (including science clubs, debating, chess and bridge), outdoor education (including the Duke of Edinburgh's Award scheme, karting) and many others.



HOUSE SYSTEM

The house system at **BELFAST ROYAL ACADEMY** allows our pupils to become more active in school life and to develop further as learners and young people. The central themes of the house system are:

PUPIL VOICE & PUPIL LEADERSHIP.



The **HOUSE SYSTEM** complements and is in addition to the pastoral care structures within the school: Heads of Year remain responsible for their whole year group and weekly assemblies are held for each year group. House Assemblies are held once a month and Inter-House competitions and activities provide greater opportunities for pupils to:

- **GET INVOLVED IN ALL ASPECTS OF OUR SCHOOL**
- **HELP OUT IN THE SCHOOL AND WIDER COMMUNITIES**
- **TAKE ON LEADERSHIP ROLES IN SCHOOL**



ALL PUPILS ARE ASSIGNED TO ONE OF THE FOUR HOUSES, AND THE COLOURED STRIPE ON THEIR TIE INDICATES THE HOUSE. THE HOUSE FLAG FLIES ON THE CROMBIE TOWER FOR THE WINNING HOUSE AT THE END OF EACH TERM.

SHAW CURRIE
CAIRNS POTTINGER



UNIFORM



DAILY LIFE



GIRLS

1. A single-breasted navy-blue B.R.A. blazer (or a Sixth Form blazer).
2. A B.R.A. tie.
3. A long-sleeved regulation white blouse, buttoning to the neck. In the summer term a regulation white blouse with open neck and short sleeves may be worn.
4. (a) Forms I, II and III:
 - (i) A regulation navy-blue skirt (mid-calf length);
 - (ii) A regulation navy-blue V-neck pullover with stripe;
 - (iii) During September and in the summer term, plain white ankle socks may be worn. Between the end of September and Easter, plain black heavy-weight tights should replace these socks.
 (b) Forms IV, V, LVI and MVI:
 - (i) A regulation grey skirt (mid-calf length);
 - (ii) A mid-grey V-neck school pullover, stripe optional or a plain mid-grey V-neck school cardigan;
 - (iii) Plain black tights.
5. Plain, black, sturdy leather shoes (not boots), flat or with stable heels no higher than 6 cm (measured at the back of the heel). High-heeled court shoes are not considered suitable.

BOYS

1. A single-breasted navy-blue B.R.A. blazer (or a Sixth Form blazer).
2. A B.R.A. tie.
3. A white shirt.
4. Charcoal grey or black flannel trousers. (Any exaggerated styles are unacceptable.)
5. Plain black or brown leather shoes. Exaggerated styles are disapproved, and boots should not be worn.
6. Socks should be plain, and subdued in colour.
7. (a) Forms I, II and III:

A regulation mid-grey V-neck pullover with stripe.

 (b) Forms IV, V, LVI and MVI:

A mid-grey V-neck school pullover, stripe optional or a plain mid-grey V-neck school cardigan.

GAMES KIT

Kukri are the suppliers of all Belfast Royal Academy sporting apparel. All regulation kit (e.g. rugby jerseys, socks, shirts, tracksuits and smock tops) should be purchased from Podium 4 Sport or online via the School website. B.R.A. swimming caps are available to buy in school.

Our school day begins officially at **8.40 a.m.** However, the majority of pupils and staff are in before this time. On arrival at school, pupils should go to either the Sixth Form centre, the dining hall or the library until the bell signifying the beginning of the school day. With the exception of Tuesday, each period is of one-hour duration.



MONDAY, WEDNESDAY - FRIDAY

8.40 a.m.	Start of the school day
8.45 - 8.55 a.m.	Registration
8.55 - 10.00 a.m.	Period 1
10.00 - 11.05 a.m.	Period 2
11.05 - 11.20 a.m.	Break
11.20 a.m. - 12.25 p.m.	Period 3
12.25 - 1.05 p.m.	Lunch
1.05 - 2.05 p.m.	Period 4
2.05 - 3.10 p.m.	Period 5

TUESDAY

8.40 - 9.10 a.m.	Reg A/Assembly
9.10 - 9.40 a.m.	Reg B/Assembly
9.40 - 10.35 a.m.	Period 1
10.35 - 10.50 a.m.	Break
10.50 a.m. - 11.45 a.m.	Period 2
11.45 a.m. - 12.40 p.m.	Period 3
12.40 - 1.20 p.m.	Lunch
1.20 - 2.15 p.m.	Period 4
2.15 - 3.30 p.m.	Study Support



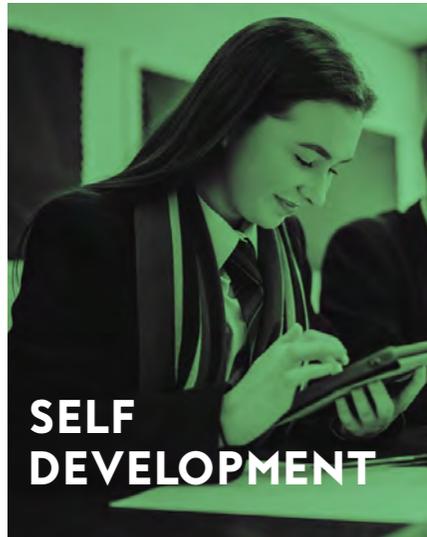
CAREERS EDUCATION

Good quality careers education will raise the aspirations of all young people. It will increase motivation by linking activities in school with preparation for life post 16 and post 18.

At **BELFAST ROYAL ACADEMY** we provide a comprehensive careers education programme to pupils in every key stage and this includes aspects of work related learning, enterprise education and option choices. Sixth Form pupils are very well supported as they make their applications to university, apply for Higher Level Apprenticeships or other non-university post 18 pathways.

Most people spend many years of their lives in a working environment and it is important to equip our pupils with the necessary skills for them to career plan and know how and where to access impartial and unbiased information. Developing key enterprise and employability skills are important and we place a strong emphasis on pupils building their profile through academic achievements and interpersonal skills developed inside and outside the classroom.

The Careers programme is developed in line with the Department of Education guidelines and kept under constant review. Three key areas are:



SELF DEVELOPMENT

through careers, employability and enterprise education



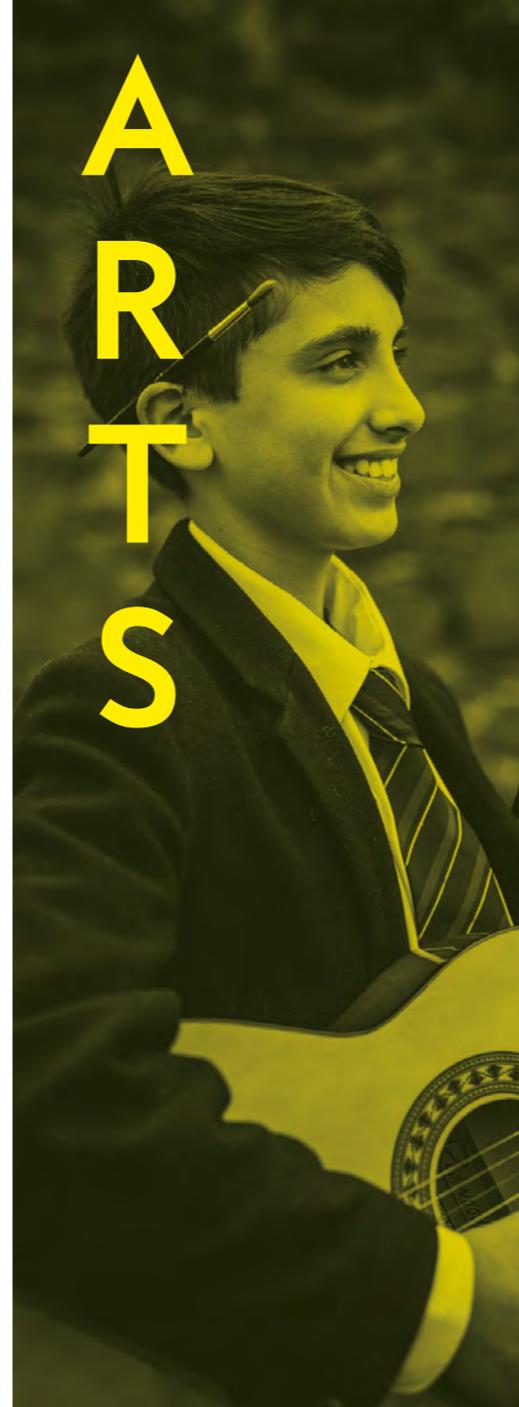
CAREERS EXPLORATION

learning about careers and the world of work



CAREER MANAGEMENT

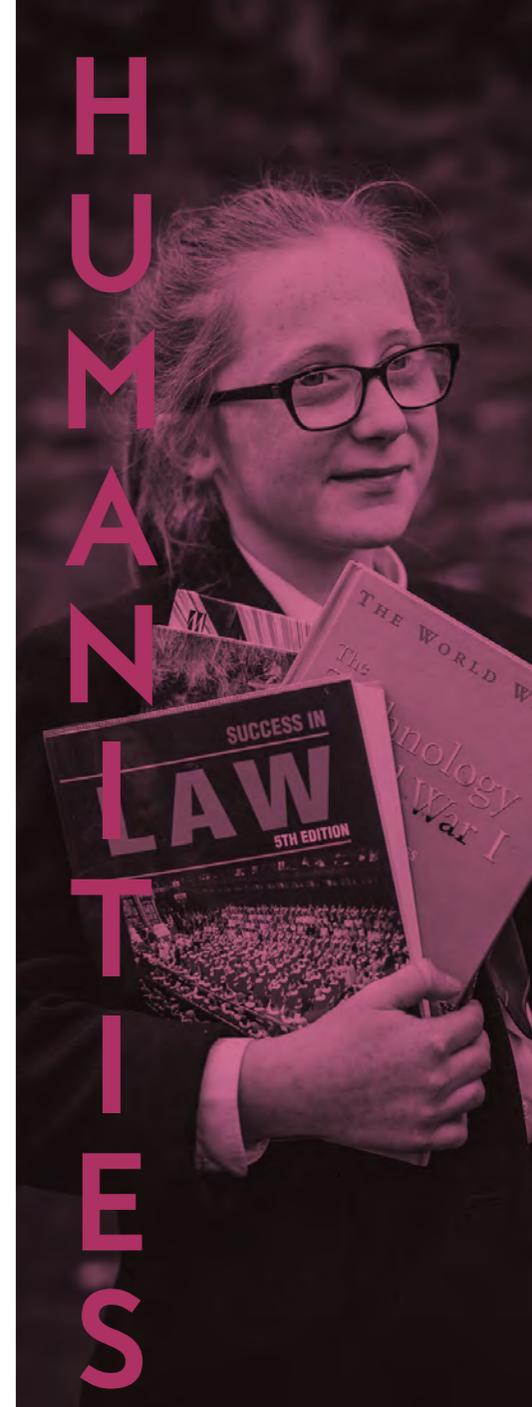
learning how to develop career management and employability skills



A
R
T
S



S
T
E
M



H
U
M
A
N
I
T
I
E
S

WORK EXPERIENCE in Sixth Form is an invaluable opportunity, providing the chance to develop employability skills and sample the world of work.

Careers education is on-going throughout the academic year and is delivered through PSHE lessons, collapsed timetable events and is enhanced by working with local businesses, colleges and universities.



CURRICULUM

BELFAST ROYAL ACADEMY aims to give its pupils a broad, balanced and relevant education. In the Junior School we seek to give equal opportunities to all pupils and the emphasis is on discovery and enjoyment. In these early years, we seek to instil in pupils good study skills and habits which will equip them for GCSE level and beyond. It is the School's aim that the timetable should be constructed to meet the needs of its pupils. To that end, as much freedom of choice as possible is offered to pupils at KS3, GCSE, AS and A2 levels. We endeavour to evaluate the curriculum, continually introducing new subjects which in our view serve the needs and aspirations of our pupils.



KEY STAGE FOUR CURRICULUM

- Pupils in Key Stage 4 (Forms 4 and 5) follow a common core curriculum and then choose from a range of subject options. Pupils take a minimum of eight and a maximum of ten subjects at GCSE. All pupils take GCSEs in English, Mathematics, and RE. Approximately 85% of pupils take English Literature and approximately 33% take Further Mathematics.
- All pupils take at least one science subject at Triple Award standard or Single Award Science. In addition, pupils have four other GCSE choices.
- Most pupils study at least one modern or classical language chosen from: French, German, Latin and Spanish. A small number of pupils follow a Business and Communications Systems course.
- Non-GCSE subjects taken by all pupils are PE and Games, and Learning for Life and Work which includes the three strands: Personal Development, Citizenship and Employability.
- Pupils in Form 5 have a dedicated Careers period.

KEY STAGE THREE CURRICULUM

- Pupils in Key Stage Three (Forms I-III) follow a broad common curriculum developing knowledge and skills across a wide range of subjects:
- In Forms I and II classes are un-streamed. Pupils are divided into seven classes and are taught in this arrangement for non-practical subjects. The practical subjects; Art and Design, Home Economics, Technology and Design, Information Technology, Music and Science and are taught in smaller groups.
- In all Forms the three Science subjects; Biology, Chemistry and Physics, are taught separately by subject specialists.
- Pupils also choose an additional main optional subject from: Technology, German, Spanish, Drama and Home Economics. Pupils who choose Technology study Business Studies as a subsidiary option; all other pupils have Technology as their subsidiary subject.
- During all Key Stage Three years, pupils follow a course in Learning for Life and Work which involves the three strands: Personal Development, Citizenship and Employability. All pupils have a dedicated Tutorial period each week. Year 10 pupils also have one dedicated Careers period per fortnight.



SIXTH FORM CURRICULUM

- All pupils in Lower Sixth study three or four subjects to AS level and most continue with three subjects in Middle Sixth to the full Advanced Level qualification. A number of pupils continue with four subjects to A2 Level. About fifteen pupils complete their GCE Mathematics in one year, and a small number of these pupils may complete five A Levels by the end of the Sixth Form.
- In their Lower Sixth year, pupils have the option of enrichment courses, including work experience in local primary schools. In addition, all pupils have a Tutorial period once a week which includes elements of Religious Education and UCAS preparation.
- Games are optional for pupils in the Sixth Form.
- Eight Middle Sixth pupils were successful in their application to Oxford or Cambridge universities to study a diverse range of disciplines from Fine Art to Physics in 2017/18.

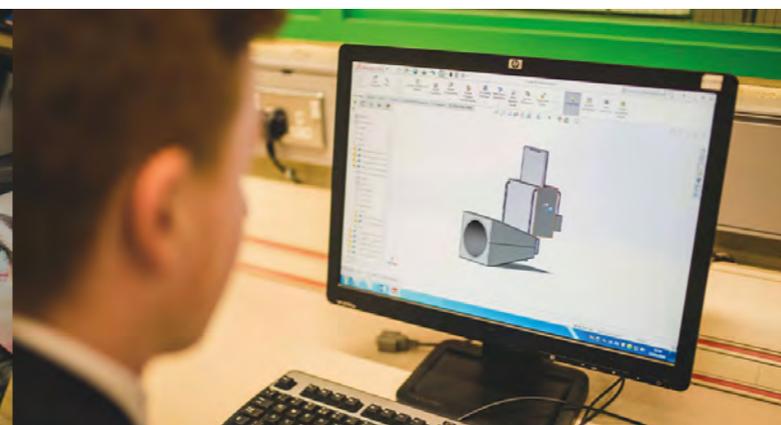
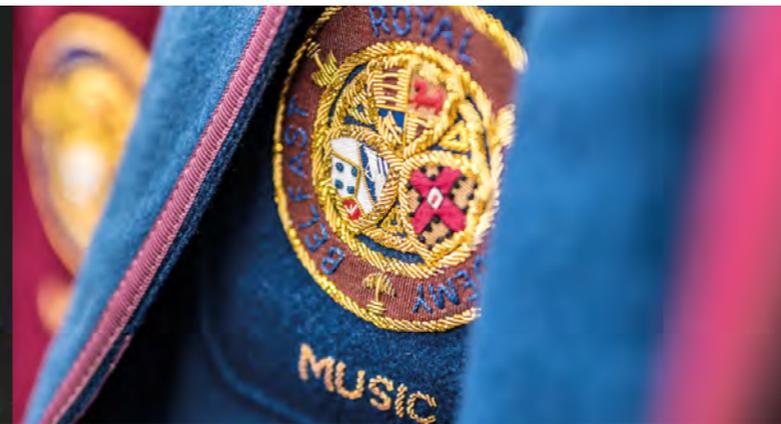




CURRICULUM

The table below gives the full list of the twenty-six subjects currently offered at GCSE.

SUBJECT	AWARDING BODY
ART AND DESIGN	CCEA
BIOLOGY	CCEA
BUSINESS AND COMMUNICATION SYSTEMS	CCEA
BUSINESS STUDIES	CCEA
CHEMISTRY	CCEA
COMPUTER SCIENCE	OCR
DRAMA	AQA
ECONOMICS	CCEA
ENGLISH	CCEA
ENGLISH LITERATURE	AQA
FRENCH	CCEA
FURTHER MATHEMATICS	CCEA
GEOGRAPHY	CCEA
GERMAN	CCEA
HISTORY	CCEA
HOME ECONOMICS	CCEA
INFORMATION TECHNOLOGY	CCEA
LATIN	WJEC
MATHEMATICS	CCEA
MUSIC	CCEA
PHYSICAL EDUCATION	CCEA
PHYSICS	CCEA
RELIGIOUS EDUCATION	AQA
SINGLE AWARD SCIENCE	CCEA
SPANISH	CCEA
TECHNOLOGY AND DESIGN	CCEA



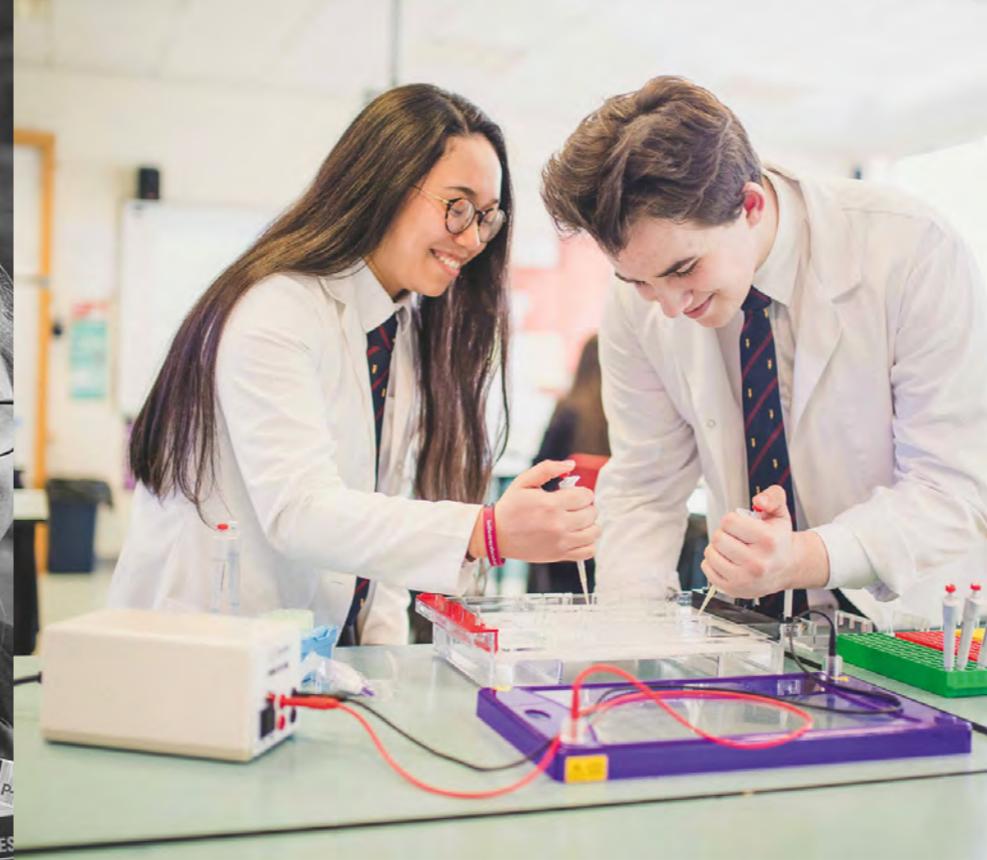
The table below gives the full list of the twenty-nine subjects currently offered at AS and A2.

SUBJECT	AWARDING BODY
ART AND DESIGN	CCEA
BIOLOGY	CCEA
BUSINESS STUDIES	CCEA
CHEMISTRY	CCEA
COMPUTER SCIENCE	CCEA
DRAMA	AQA
ECONOMICS	CCEA
ENGLISH	AQA
ENGLISH LITERATURE	CCEA
FRENCH	CCEA
FURTHER MATHEMATICS	CCEA
GEOGRAPHY	CCEA
GERMAN	CCEA
GOVERNMENT AND POLITICS	CCEA
HEALTH AND SOCIAL CARE	CCEA
HISTORY	CCEA
HOME ECONOMICS	CCEA
ICT	CCEA
LATIN	OCR
LIFE AND HEALTH SCIENCES	CCEA
MATHEMATICS	CCEA
MOVING IMAGE ARTS*	CCEA
MUSIC	CCEA
PHYSICAL EDUCATION	PEARSON
PHYSICS	CCEA
RELIGIOUS STUDIES	CCEA
SOCIOLOGY	WJEC
SPANISH	CCEA
TECHNOLOGY AND DESIGN	CCEA

*Offered at St. Malachy's College as part of the North Belfast Area Learning Community



LOVE WHAT YOU DO



**THERE IS
SOMETHING FOR
EVERYONE IN
THE ACADEMY
BOTH AT
INDIVIDUAL AND
TEAM LEVEL.**

**BELFAST ROYAL ACADEMY IS A
PLACE TO LEARN AND GROW
AS A PERSON AND IT HAS
BEEN FULFILLING THIS ROLE
SUCCESSFULLY SINCE 1785.**

**IT IS EASY TO FIND SOMETHING
THAT YOU WILL LOVE TO DO
AS THERE IS A HUGE RANGE OF
OPPORTUNITIES TO EXPLORE,
WHETHER THAT IS SUBJECTS
TO STUDY, CLUBS TO JOIN OR
ACTIVITIES TO PARTICIPATE IN.**





Once you become a pupil in **BELFAST ROYAL ACADEMY** you will become part of a long list of pupils across four centuries who have embraced the principles, values, ethos and character of a great Belfast institution. In recent years, pupils coined the catch phrase - ATID "Academy 'Til I Die" which recognises the fact that once you become a pupil or member of staff of the Academy, you will always be part of the school community.

The school's alumni community is diverse, active, accomplished and vibrant. From famous alumni such as Sir Henry Pottinger, first Governor of Hong Kong to award winning author Tony McAuley and MP Kate Hoey, our alumni have made and continue to make their mark in many different arenas throughout the world including medicine, sport, art and law.

Our various social events and reunions enable alumni to renew friendships, foster new ones and provide an ongoing insight into the life of an exciting and ever-changing school that honours tradition and its long history.

IT'S TIME TO MAKE YOUR CONTRIBUTION TO THE HISTORY OF BELFAST ROYAL ACADEMY.

IT'S TIME TO LEAVE YOUR LEGACY.



BE VISIONARY

BELFAST ROYAL ACADEMY has, for more than 230 years, been a leading school in the province and we are constantly looking ahead to plan how the school should develop. Education now is very different from what it was in 1785 when the Academy began, yet we have evolved and changed with the times and we continue to be dynamic and forward-thinking. We embrace innovation and new opportunities in order to provide the best possible educational experience for our pupils.

We look with anticipation to the future and at the heart of our plans is the fact that the future of each pupil is important to us. When pupils enter our doors in September of Form One they become Academy pupils: they wear their blazers with the Academy crest and belong to something special. They are valued individuals and we seek to provide them with the best possible academic and extra-curricular opportunities. We review their development frequently and support them in every aspect of their educational journey.

At **B.R.A** we develop pupils' strengths and support them in any areas of difficulty, and introduce them to new interests and experiences. We aim to ensure that, by the time a pupil leaves The Academy, he or she is an erudite, confident, articulate and caring individual, well-equipped to cope with the challenges of life at university and the world of work.

WE HOPE THAT THEY LEAVE WITH A STRONG SENSE OF COMMUNITY AND THAT THEY WILL CARRY WITH THEM HAPPY MEMORIES.



