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LARNE GRAMMAR SCHOOL

**ANNUAL REPORT
2015-2016**

LARNE GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2015 - 2016

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1. CHAIRMAN'S STATEMENT

Dear Parents/Guardians/Members of this school community,

It is my pleasure to introduce the Annual Report of Larne Grammar School for the academic year 2015-16. Once again we have witnessed an incomparable year in the school, with our best ever GCE A Level results and very pleasing GCSE outcomes too. Further proof that we are doing something right, if proof were indeed needed, came with our highest ever applications, under the present system, for admission to Year 8; we had 156 applications for our 110 first year places; this demonstrates the esteem the school is held in locally and beyond, plus the confidence in us of parents and guardians who choose to send their young people to Larne Grammar.

These and all other successes in Larne Grammar School are the result of working together – as Governors, school leaders, teachers, support staff and parents, to ensure a bright future for our learners.

And I wish to pay tribute to each of these elements of the school community:-

- Firstly, our Governors for their unstinting loyalty and dedication to the school and to ensuring it remains progressive and, most of all, solvent in these difficult financial times. The many hours of meetings Governors attend voluntarily are rewarded when results and other successes are witnessed or reported to them.
- Secondly our school leaders – our Principal and Vice-Principals, our Senior Teachers, and the other members of our Senior Leadership Team. Their task is to translate the vision of the Board of Governors into reality, and this they do effortlessly and seamlessly. Our school leaders inspire commitment, earn trust and generate energy and enthusiasm throughout the school.
- The third element of our school community is our teaching staff, and I cannot praise them highly enough for the fantastic job they do here in LGS. They not only teach our pupils – they nurture them and allow them to grow and mature. They are more than just teachers – they are coaches, facilitators, encouragers, team-builders and instructors, who provide a sense of purpose for our learners.
- Next the support staff, very ably led by our Bursar. It is they who toil away in the background completing all the administrative tasks, the property and grounds related matters, looking after our finances, our canteen and, most importantly, ensuring a safe and healthy environment for our young people.
- And finally I pay tribute to the families of our pupils – their support, not only to the pupils but also to the School, is much appreciated by us all.

It is a collective effort ensuring our school remains one of the foremost in Northern Ireland for learning and for succeeding. Here at Larne Grammar School we are all about the attitudes, skills and knowledge of our young people. We help to cultivate in our pupils the right attitudes to succeed – not only in learning but in their subsequent life pathways. We arm our learners with the skills that our post-industrial, technology-driven economy and society demands. And we imbue in all our pupils a love of knowledge and the pursuit of knowledge.

This collective pact we have made as governors, staff and parents ensures that we always strive for the best possible outcomes for all our pupils during their time with us.

I take this opportunity to pay tribute also to the staff that left the school during the year, Miss McKinney, Miss Alexander and Mrs Mulvenna to take up posts elsewhere. Also to Mr McMurtry who has taken a two-year career break and Mrs Bennett who retired after an amazing 42 years' service in our support staff. We wish them all well in their new challenges.

It gives me great pleasure to commend this report to not only our school community but also the wider locale of East Antrim and beyond. As I have said on many occasions, Larne Grammar School is a great place to be; so let us continue to foster this greatness and celebrate this greatness in the years ahead.

R G Logan BA MA DipEd DASE, Chair of Governors

2. BOARD OF GOVERNORS' DISCHARGE OF FUNCTIONS IN RELATION TO LARNE GRAMMAR SCHOOL

The 1989 Education Reform Order gives governors responsibility for the overall management of the school. The following is a brief summary of the duties of the Governors.

1. Establishing aims and objectives for the School.
2. Managing the School's finances as allocated by DE.
3. Ensuring that the teachers in the School have the facilities necessary to provide a curriculum which meets the requirements of the 1989 Education Reform Order and for producing a policy in relation to the curriculum.
4. Ensuring that appropriate arrangements are put in place for the admission of pupils to the School and for drawing up criteria which will be used to select pupils, should it happen that the number of pupils seeking to be enrolled exceeds the number of places available.
5. Selecting staff, making promotions and undertaking other personnel responsibilities.
6. Providing parents with information about the School, through the issue of a prospectus and annual report.

3. MEMBERSHIP OF THE BOARD OF GOVERNORS OF LARNE GRAMMAR SCHOOL

BOARD OF GOVERNORS

Chairman

Mr R G Logan BA MA DipEd DASE

Trustee Governors

Mrs G C Anderson BA (Hons) FRSA

Mr J R Beggs MBE

Mr R Craig BEd

Mr R T Ferris OBE BBS CMI

Mr R G Logan BA MA DipEd DASE

Rev Dr C D McClure BSc BD MSc

Rev Dr P I Reid BD

Mr C W Tweed OBE FRAGS

Representative Governors

Department of Education

Mrs Nicola Hunter BSc (Hons) MSc

Miss Eileen Miller BA PGCE

Education Authority

Mr R Guy

Mr G A Knox LLB

Parents

Mrs A Beggs

Mr G McCluskey BEd (Hons) MEd PQH (NI)

Teachers

Mr B Kirkpatrick BSc (Hons) PGCE MEd PQH (NI)

Mrs N Herron BEd (Hons)

The Board of Governors commends this report to parents.

4. HISTORY, ETHOS AND VISION OF LARNE GRAMMAR SCHOOL

Larne Grammar School is a co-educational Voluntary Grammar School. It was founded in 1886 by Sir Edward Coey and Mr John Crawford whose portraits are in the library. Originally, the school was a boarding and day school for boys; however, in 1937 it amalgamated with the old Intermediate School in the town and became a day school for girls and boys.

From its foundations Larne Grammar School has established itself as one of the leading grammar schools in Ulster. Its influence has been out of all proportion to its size, and it has produced men and women who have upheld its high reputation in all professions and in every part of the world.

Ethos

“Larne Grammar School promotes positive moral values in a climate of high expectations and achievement among all the individuals and groups based on mutual respect. Pupils exhibit self control, personal responsibility and self worth, developed in the classroom and through a wide range of extra curricular activities. Pupils learn, grow and succeed in an atmosphere of praise and encouragement which promotes a sense of belonging and enjoyment for everyone.”

Vision for Larne Grammar School

“Larne Grammar School will strive to be a community-based centre of excellence whereby high quality teaching and learning will serve to enhance the lives of all, enabling pupils to achieve their potential in a spirit of mutual respect and support.”

SECURITY

- The school operates a visitor pass system for all visitors during office hours. All visitors must, therefore, report to reception on arrival at school.
- CCTV is operational throughout the school premises and grounds.

ACCESS

- Access throughout the school is assisted by a number of lifts.

School Policies are available on request, during office hours, from the School Office.

The **safety and welfare** of visitors are important to us. All visitors have a legal responsibility for their own and others' safety and welfare and all incidents and accidents must be reported immediately to Reception.

5. ENROLMENT AND ADMISSIONS

The enrolment number in September 2015 was 735 and the Admissions Number was 110. The applications and admissions for Year 8 for the past three years were as follows:

Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2013/14	110	135	110
2014/15	110	125	110
2015/16	110	156	110

This table does not include children who were admitted to the school with a statement of special educational needs.

6. PUPIL ATTENDANCE

The average attendance during the 2015-2016 school year was 95.8%.

7. SCHOOL DEVELOPMENT DAYS 2015-16

Date	Key Focus
Friday 23 rd October	Literacy & Numeracy E-Learning Departmental Meetings – literacy, numeracy and e-learning strategies
Wednesday 27 th January	Teaching & Learning Policy Literacy/Numeracy Strategies Departmental Self-Evaluation Audits
Thursday 18 th February	Departmental Meetings – KS4 Self-Evaluation & Literacy/Numeracy strategies
Friday 19 th February	E-Learning
Tuesday 3 rd May	Departmental Meetings – KS4 Self-Evaluation, Literacy & Numeracy, E-Learning

8. STAFF

2015-16 brought further changes to staffing. Mrs Jacqueline Mulvenna left to take up a part-time role in Larne High School after providing administrative support, guidance, encouragement and advice to two grateful Principals in Larne Grammar and Mrs Bennett retired from the cleaning staff after 42 years' service. Two temporary teachers, Miss McKinney and Miss Alexander left us at the end of the year.

This year we have welcomed Miss Avril McCabe to the Art Department, Mr Aaron Keenan to Modern Languages, Miss Hannah McMullan to teach Mathematics and Miss Louise McCracken to teach Physical Education. Mr Hunter and Mrs McKay were appointed to permanent positions within the Modern Languages and English Departments and Mrs McGarel replaced Mrs Mulvenna as Principal's Secretary.

Mrs Campbell was promoted to the position of Head of Modern Languages and Mrs Willis became Teacher-in-Charge of Girls Sport.

9. SCHOOL ACTIVITIES

Sport & Games

The School continues to encourage all the pupils to be aware of the benefits of sport and sporting activities in terms of promoting healthy lifestyles and physical well-being. To this end pupils can experience a range of sports and sports activities as part of the national curriculum for Physical Education, during Games periods and as extra-curricular activities. Involvement in sport not only develops individual sports skills but creates an awareness of the benefits of team work.

The sports and games available to pupils are:

Athletics	Hockey
Badminton	Netball
Cricket	Rugby
Chess	Swimming
Cross Country	Table Tennis
Dance	Tennis
Golf	Volleyball

Sporting achievements of teams and of individuals

Our thirteen-strong **Sailing** squad regained the Schools Cup at the annual Youth Championships held at Royal North Yacht Club in September. Peter Shannon, Emily Hill, Ellen McCarlie, Jenna McCarlie, Taylor Black, Lucy Kane, Hannah Liddle, Kelly Patterson, Hannah Todd, Rory Williamson, Abby Williamson, Nadia Taylor and Ashleigh Brennan ensured that the trophy came back to Larne for the second time in three years. Jenna McCarlie won the U14 Irish Topper Championship and Rory Williamson won the U12 title. Lucy Kane, Hannah Liddle and Ellen McCarlie were placed in the top three in their respective categories. Emily, Ellen, Abby, Lucy, Jenna and Rory were selected for various provincial and national sailing squads and Ellen was honoured at the Mid and East Antrim Sports Awards ceremony, winning Junior Sportsperson of the Year.

Sarah Bailie, Charlotte Greer and Katie-Lee Houston competed in the NI Interschools' **Showjumping** League, achieving some notable results. The Senior Aerobics Team won the **Ulster Fitness and Dance Championships** and the Intermediate Team finished second. Rhys and Conliane Devlin won the Senior Hip Hop Duet competition.

Cameron Turley was the **Ulster Moto Cross** Champion and finished sixth in his class in the British Championships. Morganne Beggs was selected for the **Northern Ireland Women's Under 17 Football Squad** and played in the qualifiers for the European Championships. Curtis Crawford and Matthew Henry were members of the **Northern Ireland Schoolboy International U18 squad**.

The U14 **Hockey** team reached the semi-finals of the Junior Plate and travelled to Dublin in March for their end-of-season tour. Ellen Heggan and Jenna McCarlie were part of the U15 Area Board Hockey Team and along with Chloe McKay, Jenna was also selected for the U15 Area Regional Development **Netball Squad**. Year 9 pupil, Amy Campbell was selected for the U13 Squad. The Junior Netball Team once again competed in the Northern Ireland League and a **Junior Girls' Tag Rugby** team took the field for the first time. **Tennis** underwent a revival in 2016 and over 30 pupils participated in the twice weekly practice sessions. Four boys' teams and one team of girls competed in league and cup competitions.

In **rugby**, the highlight of the 1st XV season was derby victory against Carrickfergus Grammar in the quarter-final of the Schools Trophy. John Hyndman was selected for the Ulster U19 Schools Squad and Micah Stevenson progressed to the Ulster U18 Squad. The Medallion XV reached the Third Round of the Medallion Shield.

Athletics rivalled Sailing in terms of sporting success. Thirty-seven pupils qualified through the heats for the NEBSSA Finals and over eighty Grammar pupils competed in the District Athletics Championships. At the Ulster Finals, Jonathan Topping claimed his third Ulster walking title with Liam Slaughter and Reece Steele securing a clean sweep of the medals in that event. Craig Newell completed a special double in winning both the Senior 100 and 200m events and then anchored the Senior 4x100m Relay Team to second place. Cameron Martin, John Hyndman and Matt le Roux were the other members of the silver medal-winning quartet. Matthew Hill finished 3rd in the Minor 100m final and Caelan Campbell and Owen Johnston won silver and bronze respectively in the Junior High Jump. Finally Caelan, Owen and Matthew were joined by Sam Lyle in securing silver in the Junior sprint relay. The season finished with eight pupils competing in the Irish Championships in Tullamore at the beginning of June. The 4x100m Junior Boys' Relay Team won bronze, setting a new Ulster record in the process, Matthew Hill was 4th in the Junior 100m, Craig Newell was 4th in the Senior 200m and 5th in the 100m and the Senior Boys' Relay Team also finished 5th.

Two **former pupils** achieved significant sporting success. Gareth MacAuley played a pivotal role in Northern Ireland's success in reaching Euro 2016 and did us proud in France, and Jonathan Rea was crowned World Superbike Champion.

Societies and Other Activities

A team of six Sixth Form Business Studies students - Scott Davison, Ellie Carmichael, Kiera McKay, Holly Campbell, Scott Weatherhead and BJ McFaul - won the Northern Ireland heat of the **BASE National Business and Accounting Competition** and travelled to Birmingham at the end of June to compete in the UK finals.

In the **UK Schools Mathematical Challenges**, Bence Tisnadi, Joshua Houston and Avianne Porter were awarded Gold Certificates while Silver Certificates were obtained by Rhys Devlin, Luke McKay, Isaac Holst, Cameron McGregor and Daniel Vasey. A further sixteen students gained Bronze awards.

Natasha McGowan was placed third in the regional heat of the **Soroptomist Public Speaking Competition**.

The **Art Department** showcased the talents of our pupils in an exhibition of GCSE and 'A' Level

artwork in May. Pupil work was also on display at an exhibition in Larne Museum and Arts Centre during the month of August. Photographs taken by Year 11 pupils on a visit to Ballylumford Power Station were displayed in the Long Gallery in Stormont and in the Ulster Museum in an exhibition entitled “From the Power Station to the Light Switch”. ‘A’ Level student Amy McDowell was a finalist in the Junk Kouture competition and had one of her paintings auctioned at the Response Business Awards in the Waterfront Hall, raising £5,000 for charity.

Members of the **Conservation Society** planted trees in the Town Park during National Tree Week, participated in the Eco Speak Competition, with Isaac Holst winning the local heat, and ended the year with an enjoyable fieldtrip to the Copeland Islands.

Under the enthusiastic leadership of Miss Savory, the **Duke of Edinburgh’s Award Scheme** has been revived and during the course of the year fifteen pupils worked towards gaining their bronze and silver awards with expeditions taking place in the Antrim Hills.

As well as the customary eclectic menu of **Library** events, the Reading Challenge really captured the imagination of Key Stage 3 pupils and resulted in a five-fold increase in book borrowing. World Book Day was celebrated with a number of events. The Library also hosted the Roddensvale School Leavers group every Friday morning.

At the end of June the school organised a “**Learning Beyond the Classroom**” initiative. For two days normal timetabled classes were suspended and pupils in Years 8-11 participated in a series of planned activities, “beyond the classroom” organised and led by staff. Pupils from across the four year groups had the opportunity to work together, enjoy educational experiences outside their normal environment and gain an insight into some of the non-academic interests of their teachers.

Finally, we were delighted to see the establishment of the “**Friends of Larne Grammar**” in May of this year, an organisation which will bring together parents, family members, former pupils and staff with the purpose of working together to benefit current and future Grammarians.

Charity and Community Work

The generosity of our pupils was also shown by the amount of money raised for the various charities nominated by each of the Year Groups.

Asialink	40.00
RNLI	1,147.89
IRFU Charitable Trust	150.00
NI Kidney Research	1217.22
Macmillan Cancer Support	546.24
NIAMH Wellbeing	20.00
MENCAP	230.00
NI Children’s Hospice	661.06
Cancer Research UK	424.10
St. John’s Ambulance	280.00
Total Donated	4,716.51

School Trips

Forty pupils visited Paris in October on a trip organised by the Modern Languages Department, one hundred and twenty pupils skied in New Hampshire during the Easter holidays and a party of sixty pupils and staff enjoyed another LGS trip to Wimbledon at the end of June.

Music

The highlight of the musical calendar was the performance of Calamity Jane in March. Ellie McKay played the titular role and was ably supported by Scott Davison, Samuel Holst, Conliane Devlin, Nathan Joel, Rebekah Boyd, Rhys Devlin and Yasmin McNeill as the Wild West came to Larne. The annual Carol Service in 1st Larne Presbyterian Church was enjoyed by an appreciative congregation of past and present pupils, past and present members of staff, Governors and friends of the school.

At the Larne Music Festival Isaac Holst, Rory Madden, Lucy McCluskey, Conn Thornton, Nathan Johnston, Samuel Holst, Clara Devlin and Leah King and Yasmin McNeill won their respective categories. Over the summer, a number of pupils were involved in the North East Area Wind Band Tour to Berlin, the New Irish Arts Youth Choir, the Grand Opera House Summer Scheme and the Belfast School of Performing Arts Summer Scheme.

Other Societies and Events

Further opportunities were provided to pupils through participation in the Peer Mentoring Programme, the Hub, Chess Club, Yoga Club, Gym Club, Psychology Film Club, Photography Club, School Council and Scripture Union, which concluded its busy programme of events with an overnight “Lock-In” in the school buildings.

The Galgorm Resort hosted the Sixth Form Formal, organised by the Head Prefects, and in November, forty GCSE English and ‘A’ Level Performing Arts students visited the Theatre at the Mill to watch a performance of “Of Mice and Men” screened from the National Theatre in London. Year 10 pupils travelled to the Somme Heritage Museum as part of their study of the First World War and Year 11 pupils gained an insight into the work of the Assembly when they visited Stormont. As well as hosting pupils from some of our partner primary schools at our annual Multi-Sport Event we also welcomed P6 pupils to a Sentinus Numeracy Road Show at the end of June. During Anti-Bullying Week, students discussed definitions of bullying and considered whether boys and girls experienced bullying in different ways. The PSNI were back in November to offer advice on online safety to pupils in Year 8 and Mr McCoy provided internet safety advice to parents.

10. PUBLIC EXAMINATION RESULTS 2015/2016

Following on from the school's best ever GCSE results in 2015, our Year 14 pupils achieved the best ever 'A' Level results in the history of Larne Grammar. Improving 'A' Level results has been a focus over the course of the past four years and the key measure of the percentage of pupils achieving 3 A*-C grades increased for the fourth year in a row. At 82.5%, it is well above the NI Grammar School Average, meaning that LGS will have been one of the top performing schools in the country.

70% of entries were graded A*-B, with 94% of entries being awarded A*-C. Seven students achieved 3 A grades or better. Leading the way was Paul Cameron with 3 A*s and 1 A, with Ellie Carmichael, Kiera McKay and Callum McRoberts achieving 1 A* and 2 As and Emma Guy, Christie Miskelly and Natasha Rainey obtaining 3 A grades. Sarah Armstrong was awarded 2 As and 2 Bs.

At AS Level, Emily Hill, Samuel Holst, BJ McFaul and Claire Shepherd were awarded 4 A grades. A further 11 pupils – Katy Aston, Toshko Cross, Ethan Campbell, Holly Campbell, Jack Carson, David Gilliland, Nathan Joel, Jonny McIlroy, Megan McIlwaine, Megan Roberts and Andrew Steward - gained 3 As and 1 B while Conliane Devlin and Lauren Linton were awarded 3 As and a C.

The GCSE results published the following week did not reach the very high standards of the previous year. Nevertheless 96% of pupils achieved at least 5 good passes. There was particular cause for celebration for David Balmer who achieved 10 A*s and Chloe McIlroy who gained 9 A*s and 1 A grade. Rebekah Boyd, Natasha McGowan and Andrew Morton were awarded 8 A*s and 2 A grades with Jacob Carmichael achieving 7 A*s and 3 As. A further eight pupils - Tanisha Bartley, Ellie Beckett, Caitlin Russell, Jenny Wilson, Robert Boyle, Joel Fekkes, Libby Elliot and Katie Buckley - all achieved at least eight A* or A grades.

We are delighted by the examination success of our pupils and these results emphasise the extent to which all within the Larne Grammar School family "fulfil their promise", in keeping with the school's motto.

2016 Key Stage 3 Assessment Outcomes

Due to industrial action carried out by the main teaching unions, the school was unable to report Key Stage 3 Levels of Progression in 2015-16.

YEARS 12 – 14 LARNE GRAMMAR SCHOOL (Grammar Schools)

Performance Indicator	2013/14		2014/15		2015/16	
	NI Average	School	NI Average	School	NI Average*	School
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	97.2	97.1	97.8	97.3	97.8	95.5
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	94.5	91.3	95.0	94.5	95.0	88.3
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	93.0	92.3	93.6	97.3	93.6	86.5
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	91.6	87.5	92.1	94.5	92.1	83.8
% Achieving 3+ GCEs at Grades A*-C (or equivalent)	75.7	69.9	77.0	73.3	77.0	82.5
% Achieving 2+ GCEs at Grades A*-E (or equivalent)	99.6	100	99.7	100	99.7	100

*** Please note that the Northern Ireland Grammar School Averages for 2015/16 have not yet been published by the Department of Education. These figures relate to the 2014/15 Averages.**

STATISTICAL ANALYSIS FOR GCSE EXAMINATIONS 2016

No. IN YEAR 12 (FORM 5) 111

ENTERING 5+ SUBJECTS 100%

ENTERING 1-4 SUBJECTS 0%

A*-C IN 7+ SUBJECTS 86.5%

A*-G IN 5+ SUBJECTS 100%

A*-C IN 5+ SUBJECTS 95.5%

A*-G IN 1-4 SUBJECTS 0%

A*-C IN 1-4 SUBJECTS 4.5%

GCSE 2016	A*	A	B	C	D	E	F	G	U	TOTAL	%A*	%A* -A	%A* -B	%A* -C
ART & DESIGN	2	8	11	14	1					36	5.6	27.8	58.3	97.2
BUSINESS ST.	6	19	17	12	3	1	1			59	10.2	42.4	71.2	91.5
CHILD DEVELOPMENT		4	6	4						14	0.0	28.6	71.4	100.0
ENGLISH	9	31	42	24	5					111	8.1	36.0	73.9	95.5
ENGLISH LIT.	4	15	9	2	2					32	12.5	59.4	87.5	93.8
FRENCH	4	2	1	4	3	1				15	26.7	40.0	46.7	73.3
FURTHER MATHS	5	1	5	2				1	2	16	31.3	37.5	68.8	81.3
GEOGRAPHY		12	16	11	5	5	1			50	0.0	24.0	56.0	78.0
HISTORY	3	10	14	10	1	1	1			40	7.5	32.5	67.5	92.5
HOME ECONOMICS		2	17	12	1	1				33	0.0	6.1	57.6	93.9
I.T.	24	49	32	4	1	1				111	21.6	65.8	94.6	98.2
LLW		6	3	8						17	0.0	35.3	52.9	100.0
MATHS	11	17	48	28	7					111	9.9	24.3	68.5	93.7
MUSIC	1	2	3		1					7	14.3	42.9	85.7	85.7
P.E.	1	5	13	7	4	1				31	3.2	19.4	61.3	83.9
RELIGIOUS STUDIES	3	3	1	1	1		1			10	30.0	60.0	70.0	80.0
SA SCIENCE	2	3	3	8	1					17	11.8	29.4	47.1	94.1
DA SCIENCE	17	34	81	49	7					188	9.0	27.1	70.2	96.3
SPANISH	9	6	7	13	1					36	25.0	41.7	61.1	97.2
TECH & DESIGN	5	15	12	3	5					40	12.5	50.0	80.0	87.5
CoPE			5							5	0.0	0.0	100.0	100.0
R.S. (Sc)	15	18	15	20	16	6	1		1	92	16.3	35.9	52.2	73.9
CLASSICAL CIVILISATION (Sc)	1	4	1	2	2					10	10.0	50.0	60.0	80.0
TOTAL	122	266	362	238	67	17	5	1	3	1081	11.3	35.9	69.4	91.4
PERCENTAGES	11.3	24.6	33.5	22.0	6.2	1.6	0.5	0.1	0.3					

N.B All results are provisional and may change as the result of re-marks.

STATISTICAL ANALYSIS NI GCE 'A' LEVEL EXAMINATION 2016

A-LEVEL	
3+ AT GRADES A* TO C	82.5%
2+ AT GRADES A* TO E	100%
1+ AT GRADES A* TO E	100%

A-LEVEL 2016													
	A*	A	B	C	D	E	U	TOTAL	%A*	%A*- A	%A*- B	%A*- C	%A*- E
APPLIED SCIENCE		1	4	1				6	0.0	16.7	83.3	100.0	100.0
ART & DESIGN			1	4				5	0.0	0.0	20.0	100.0	100.0
BIOLOGY	6	12	10	8				36	16.7	50.0	77.8	100.0	100.0
BUSINESS ST.		8	9	6				23	0.0	34.8	73.9	100.0	100.0
CHEMISTRY		2	5	3				10	0.0	20.0	70.0	100.0	100.0
COMPUTING		1	2	1				4	0.0	25.0	75.0	100.0	100.0
ENGLISH LIT.		1	1	2	1			5	0.0	20.0	40.0	80.0	100.0
ENVIRONMENTAL TECH		1	8	1				10	0.0	10.0	90.0	100.0	100.0
FRENCH				1				1	0.0	0.0	0.0	100.0	100.0
GEOGRAPHY		5	11	2				18	0.0	27.8	88.9	100.0	100.0
GOVNT & POLITICS			1	2				3	0.0	0.0	33.3	100.0	100.0
HSC				1				1	0.0	0.0	0.0	100.0	100.0
HISTORY		1	3	1				5	0.0	20.0	80.0	100.0	100.0
HOME ECON.	1	3	3	1				8	12.5	50.0	87.5	100.0	100.0
I.T.		15	13	12	4			44	0.0	34.1	63.6	90.9	100.0
MATHS	3	5	3	3	1			15	20.0	53.3	73.3	93.3	100.0
MUSIC		1	1					2	0.0	50.0	100.0	100.0	100.0
PHYSICS	1		1	1				3	33.3	33.3	66.7	100.0	100.0
PSYCHOLOGY			2	3	4	3		12	0.0	0.0	16.7	41.7	100.0
R.E.		3	8	2				13	0.0	23.1	84.6	100.0	100.0
SPANISH			3	2				5	0.0	0.0	60.0	100.0	100.0
TECHNOLOGY & DESIGN		1	2	1	1			5	0.0	20.0	60.0	80.0	100.0
TRAVEL & TOURISM	1		5					6	16.7	16.7	100.0	100.0	100.0
TOTAL	12	60	96	58	11	3	0	240	5.0	30.0	70.0	94.2	100.0
PERCENTAGE	5.0	25.0	40.0	24.2	4.6	1.3	0.0	100					

N.B All results are provisional and may change as the result of re-marks.

OTHER QUALIFICATIONS

Associated Board of the Royal School of Music (ABRSM)

AUTUMN SESSION 2015 - PRACTICAL

NAME	INSTRUMENT	GRADE	RESULT
Conn Thornton	Violin	3	Distinction
Amy Campbell	Violin	3	Merit
Daisie Conway	Violin	3	Merit
Ellen Heggen	Cello	3	Pass
Pang Hong Yeoh	Clarinet	4	Pass
Meg McCubbin	Voice	4	Distinction
Ellie McKay	Voice	6	Pass
Rebekah Boyd	Voice	6	Merit
Megan McIlwaine	Voice	7	Pass

AUTUMN SESSION 2015 - THEORY

NAME	INSTRUMENT	GRADE	RESULT
Rory Madden	Theory	5	Merit
Ellen Starrett	Theory	5	Merit

SPRING SESSION 2016 - PRACTICAL

NAME	INSTRUMENT	GRADE	RESULT
Katherine Houston	Violin	1	Merit
Helen McKay	Voice	1	Pass
Daisy Swan	Voice	1	Pass
Ciara Gilmartin	Violin	2	Pass
Catriona O'Mahony	Violin	2	Pass
Kallie McKeown	Voice	2	Pass
Leah King	Voice	2	Merit
Tom McGookin	Flute	2	Pass
Lucy Taylor	Flute	3	Pass
Emma McAlister	Violin	4	Pass
Ellen Starrett	Voice	4	Pass
Amy Graham	Flute	5	Pass
Lauren Blair	Trumpet	5	Pass
Yasmin McNeill	Voice	5	Pass
Abigail Park	Voice	6	Pass

SUMMER SESSION 2016 - PRACTICAL

NAME	INSTRUMENT	GRADE	RESULT
Holly Montgomery	Violin	1	Pass
Erin Nicholson	Voice	1	Merit
David Bowles	Piano	2	Pass
Matthew Haveron	Piano	2	Pass
Marina Clarke	Voice	2	Merit
Hannah Todd	Voice	2	Distinction
Eve McKeen	Piano	3	Pass

Lawrence Sharp	Trumpet	3	Pass
Lucy Taylor	Alto Saxophone	3	Pass
Rebecca Ayre	Flute	4	Pass
Tom McGookin	Flute	4	Pass
Hannah Todd	Flute	4	Pass
Rory Madden	Clarinet	6	Pass
Ellen Starrett	Piano	6	Merit

SUMMER SESSION 2016 - THEORY

NAME	INSTRUMENT	GRADE	RESULT
Kaitlyn Boyd	Theory	5	Merit
Cara McIlroy	Theory	5	Pass
Emily Turner	Theory	5	Pass

London College of Music Examinations (LCM)

SUMMER SESSION 2016 - PRACTICAL

NAME	INSTRUMENT	GRADE	RESULT
Rebekah Boyd	Voice – Musical Theatre	6	Distinction
Meg McCubbin	Voice – Musical Theatre	6	Distinction

Trinity College of Music (TCL)

SPRING SESSION 2016 - PRACTICAL

NAME	INSTRUMENT	GRADE	RESULT
John Hyndman	Piano	8	Merit

Rock School Examinations

NAME	INSTRUMENT	GRADE	RESULT
Erin Napier	Drum Kit	2	Pass
Molly Ringland	Bass Guitar	2	Pass
Kyle McRoberts	Electric Guitar	6	Pass
Callum McRoberts	Electric Guitar	8	Pass

11. SCHOOL LEAVERS' DESTINATIONS 2015-16 (FROM YEARS 12, 13 AND 14)

Number of Leavers 2015/2016	Destination - % of Leavers					
	Higher Education	Further Education	Another School	Jobskills Training Apprenticeship	Employment	Other
114	61.4	22.8	0.9	5.2	7.9	1.8

12. CURRICULUM 2015-16

The curriculum provided was the total learning package on offer, in and out of class. Our aim was to empower our pupils to achieve the very best of which they are capable, by enabling them to develop as individuals and as contributors to society, the economy and the environment.

Pupils with identified **Special Educational Needs** were supported and, where necessary and practicably possible, provided for in school in order that they could fulfil their potential. In addition, the school assisted those who were experiencing difficulties with their studies through our Mentoring Programme.

In 2015-16 the School week was divided into 50 periods of 32.5 minutes.

8.50 am	-	9.05 am	Registration / Assembly
9.05 am	-	9.37 am	Period 1
9.37 am	-	10.10 am	Period 2
10.10 am	-	10.42 am	Period 3
10.42 am	-	11.15 am	Period 4
11.15 am	-	11.30 am	Break
11.30 am	-	12.03 pm	Period 5

12.03 pm	-	12.35 pm	Period 6
12.35 pm	-	1.08 pm	Period 7
1.08 pm	-	1.48 pm	Lunch
1.48 pm	-	2.20 pm	Period 8
2.20 pm	-	2.53 pm	Period 9
2.53 pm	-	3.25 pm	Period 10

The 2015-16 curricula, including period allocations at the various Key Stages are given in the following tables. An annual process of review and evaluation is in place and from time to time there may, therefore, be some changes to these figures.

KEY STAGE 3 2015-16

At Key Stage 3 (Years 8-10), the school provided a broad and balanced curriculum which met the statutory requirements of the Education Order 2006, including Learning for Life & Work (incorporating Home Economics, Personal Development, Local & Global Citizenship and Education for Employability), Skills & Capabilities (incorporating Communication, Using Mathematics, ICT, Thinking Skills & Personal Capabilities) and the General Learning Areas which take up most of the pupils' time.

NUMBER OF PERIODS PER WEEK

SUBJECT	YEAR 8	YEAR 9	YEAR 10
ENGLISH	7	7	6
MATHS	7	7	6
BIOLOGY	2	2	2
CHEMISTRY	2	2	2
PHYSICS	2	2	2
TECHNOLOGY & DESIGN	2	2	2
HOME ECONOMICS	2	2	2
ICT	2	-	2
HISTORY	3	3	3
GEOGRAPHY	3	3	3
RELIGIOUS EDUCATION	3	2	2
ART	2	2	2
MUSIC	2	2	2
FRENCH	4	3	3
SPANISH	-	4	4
PHYSICAL EDUCATION	2	2	2
GAMES	2	2	2
LLW (Citizenship)	1	1	1
LLW (Employability)	1	1	1
LLW (Personal Development)	1	1	1
TOTAL	50	50	50

KEY STAGE 4

At Key Stage 4 (Years 11 & 12), there was greater flexibility and the school provided a menu of 24 courses. English, Mathematics, Double Award Science or Single Award and LLW (x 2 GCSEs) and ICT were compulsory GCSEs and all pupils study Learning for Life & Work, Religious Studies [a ½ GCSE] and Physical Education as required by the Education Order 2006. Beyond that, the arrangements gave freedom in terms of subject combinations. Pupils were able to make informed and appropriate choices which best suited their interests, abilities and ambitions for A Level, university and their career. The school is in full compliance with the Entitlement Framework.

COMPULSORY SUBJECTS	PERIODS PER WEEK YEAR 11	PERIODS PER WEEK YEAR 12	GCSE SUBJECT
ENGLISH	5	5	1 x GCSE
MATHEMATICS	5	5	1 x GCSE
DOUBLE AWARD SCIENCE OR SINGLE AWARD SCIENCE & LLW	9	9	2 x GCSE
ICT	5	5	1 x GCSE
LEARNING FOR LIFE & WORK (incorporating Citizenship, PD & Employability)	1	1	
PHYSICAL EDUCATION	2	-	
RELIGIOUS STUDIES / CLASSICAL CIVILISATION (Short Course)	1	3	0.5 X GCSE
GAMES	2	2	
OPTIONAL SUBJECTS			
All pupils choose 4 extra subjects from the following list:	20	20	4 x GCSE
Further Maths	Home Economics	Level 2 Certificate in Personal Effectiveness	
Art	Music	Level 2 Certificate in Space Science	
Business Studies	Physical Education	Technology	
Child Development	Physical Education (Double Award)		
English Literature	Religious Studies (full course)		
French	Spanish		
Geography	Technology & Design		
History			
TOTALS	50	50	9.5 x GCSE

NOTE:

- All pupils followed courses designed to enable them to obtain **9 full GCSEs** and 1 short-course GCSE.

SIXTH FORM (YEARS 13 & 14)

Pupils wishing to enter the Sixth Form had to meet the published entry criteria. They were interviewed, and in the light of their career plans, advised on courses of study. Final decisions were made following discussions among parents, pupils and the careers staff.

The majority of pupils studied 4 GCE AS subjects in Year 13 and 3 A2 subjects in Year 14. A small number of pupils could, with the Principal's agreement, take 4 subjects to A2.

SUBJECTS - GCE AS & A2 LEVELS

Art	Environmental Technology	ICT	Religious Studies
Applied Science	French	Mathematics	Spanish
Biology	Geography	Music	Technology & Design
Business Studies	Government & Politics	Performing Arts	Travel & Tourism
Chemistry	Health and Social Care	Physical Education	
Computing	History	Physics	
English Literature	Home Economics	Psychology	

NOTES:

1. All students had two Games periods in which a wide range of activities were available.
2. A Class Tutorial was timetabled for all students in both Years 13 and 14.
3. Pupils studying languages had 1 timetabled Conversation Class per language per week.

13. CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Careers is provided in a variety of ways:

1. A timetabled programme of Careers Education / Employability for pupils in Years 8 to 14;
2. Through subject areas;
3. Individual guidance interviews provided by Careers staff or DE Careers Service in Years 10, 12, 13 and 14;
4. Careers information sources such as noticeboards, resources in careers room and library and guest speakers.

Years 8 – 10 currently have one period per week during which they follow the CCEA programme of study for Employability. This is divided into three sub-sections, namely 'Work in the Local and Global Economy', 'Personal Career Planning' and 'Enterprise and Entrepreneurship'. Employability aims to inform young people about the skills and qualities sought by employers in addition to qualifications, about career opportunities in Northern Ireland and abroad and about the opportunities and challenges derived from becoming an entrepreneur. In Year 10, the programme also includes guidance on choosing subjects for GCSE. All Year 10 pupils have a guidance interview with a careers teacher.

Year 12 pupils follow a programme that covers personal career plans, CVs, job application forms, interview techniques, labour market information and options after GCSE. All pupils in Year 12 are offered the opportunity to have a guidance interview with one of the local DE Careers Officers.

Year 13 pupils have a discrete Careers class for one period per week as well as a weekly tutorial during which speakers from a range of UK and Irish universities visit the school to give presentations on the courses they offer, as well as employers such as the armed forces. Pupils also complete a period of work experience.

Year 14 pupils have a weekly tutorial lasting one period during which workshop sessions are organised with UCAS referees on the completion of the UCAS application form, in particular the personal statement. In addition, students receive presentations on other options such as EU and ROI university application systems, A level Traineeships and Apprenticeships, Student Finance and Scholarships as well as a range of visiting speakers representing employers, educational establishments and other support organisations. Year 14 pupils are taken to the Open Days at the two local universities and the Higher Education Convention at Methodist College, Belfast. Year 14 students also receive guidance on how to prepare for an interview and have the chance to apply their interview skills at the annual mock interview evening.

Pupils also have access to the careers suite which houses a dedicated computer and a range of books, periodicals and leaflets. The school library also stocks a range of guidance books and prospectuses that students may use. Careers staff are readily available to give support, advice and guidance.

14. PASTORAL CARE

Safeguarding and Child Protection (see Child Protection Policy – available on request)

Rev McClure is the Designated Governor for Child Protection

Miss Hunter is the Designated Teacher for Child Protection.

Mr McKay is the Deputy Designated Teacher for Child Protection.

Contact with Parents

The school is committed to maintaining close contact with parents and values their ideas and views. Parent Consultations are held on a regular basis for all year groups. A full school report is produced for every pupil once per year (February/March for Years 12-14, June for Years 8-11). Progress reports are issued in November (Years 11-14), December (Years 8-10), February (Year 11) and March/April (Years 8-10). Parents are welcome to make an appointment to visit the school to discuss their child's progress with the relevant Class Tutor or Year Head. Further concerns may be discussed with the Vice-Principal or the Principal.

Responsibilities of Year Head

- Leadership of and support for Class Tutors within the year, ensuring that registration classes are used constructively.
- To assist in the formulation of the Promoting Positive Behaviour Policy and in the production of relevant study skills booklets.
- To help tutors to familiarise pupils with the School rules and encourage them to adhere to them.
- To ensure that Class Tutors (i) meet regularly and understand the policy of the school on all important matters of discipline and pastoral care and (ii) develop their class groups so that every pupil feels that the school is doing everything possible to fulfil his or her full potential. A short meeting should be called by the Year Head twice per term to discuss problems arising. They should arrange dates and times of meetings with Class Tutors and inform them well in advance of any alterations to the planned programme.
- To liaise between senior management and Class Tutors and to brief the Vice Principal (Pastoral) regularly.
- To supervise attendance and punctuality. Year Heads should inspect absentee lists on a regular basis, noting any instances when pupils in the same year appear to be absent frequently on the same days. The Year Head should follow up and interview any pupils referred to them by class tutors. Pupils of compulsory school age whose attendance falls below 85% may be referred to the Education Welfare Officer.
- To liaise with members of staff when a pupil has problems.
- To arrange meetings as required with parents in order to acquaint them with school policy, or to discuss the welfare and general problems arising with a particular pupil. Meetings with parents should be arranged for a time when both Class Tutor and Year Head can be present, where possible.
- To know all pupils in the year group as well as possible and to become accepted as a person to whom they can turn for guidance in addition to their class tutor.
- To be willing to liaise closely with the Vice Principal (Pastoral) in relation to outside agencies such as the EWO, Social Services, Police Liaison Officer and medical staff.

- To supervise and direct the Daily and Weekly Report system, if applicable, including the holding of a thorough end-of-week inspection of report forms.
- To liaise with staff involved in mentoring in relation to pupils within their year group.
- To monitor conduct and merit cards, initiating the award of certificates where appropriate.
- To have the oversight of the maintenance of all appropriate records, including pupils' individual files and records.
- To supervise SEN Education Plans and Action Plans.
- To make regular spot-checks of homework planners and to encourage Class Tutors to make a thorough inspection on a weekly basis.
- To co-ordinate all information received from staff, parents and outside agencies regarding individual pupils; to ensure that this information is distributed correctly and check that action is taken where and when necessary.
- To write to parents when necessary, ensuring that the Vice Principal (Pastoral) receives a copy of all letters sent out by Year Heads.
- To ensure that Year Assemblies are conducted appropriately.
- To organise representatives for the School Council.
- To organise the Year Charity.

Responsibilities of Class Tutor

Most members of staff are required to act as Class Tutors. This is a most responsible role which is vital both to the efficient running of the school and successful pastoral care. A Class Tutor is accountable to the Year Head.

The Class Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the Year Head (or Designated Teacher as per Safeguarding Policy), to the appropriate member of the senior staff or, through them, to an outside agency. Daily contact with the Class Tutors ensures that unobtrusive care is exercised.

The main functions are as follows:

- **Registration and routine business** - The class tutor should be in position to receive pupils and is responsible for the accurate daily marking of the class register at the beginning of the Registration Period and for seeing that all information is maintained and up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents. All absences must be accounted for by parental notes which should be retained for one year and failure on the part of pupils to supply these should be reported to the Year Head.
- **Reports and Records** - The class tutor is responsible for the maintenance of progress cards and pupils' individual files together with duplicates of reports. Any information of a confidential nature should be referred to the Vice Principal in charge of Pastoral Care. The Class Tutor is expected to comment on reports and to cover aspects of achievement and personality which are not included in academic reports.
- **References and special reports** - In consultation with colleagues, Class Tutors may be expected to prepare initial drafts for references, testimonials and reports to outside agencies as required.
- **Personal appearance and conduct** - Class Tutors are expected to keep a close eye on the personal appearance and behaviour of the pupils in their charge and to insist on reasonable standards being maintained in line with published school policies.

- **School Planners** - Class Tutors should check and initial school planners during registration periods.
- **Assemblies** - Class Tutors are expected to attend assemblies with their classes and to record attendance in assembly.
- **Year Meetings** - Class Tutors are expected to attend meetings called by the Year Head.
- **Relationship with Parents** - It is hoped that parents would see Class Tutors as a matter of priority at Parent Consultations and, whenever possible, they will be involved when parents visit the school at other times. They are also encouraged to foster good home-school relationships but are advised not to undertake home visits or arrange interviews without prior reference to the Year Head.
- **Attendance and punctuality** - Class Tutors should supervise attendance and punctuality using their attendance registers once a week and checking reasons for absence, truancy and punctuality. Year Heads should be made aware of any pupil whose record is unsatisfactory.

First Aid/Sickness

In the event of a pupil being injured or ill, the following action must be taken:

1. Attend to the situation immediately.
2. Bring or send the pupil (accompanied) to the Medical Room and inform the School Nurse (or the General Office in her absence).
3. Contact with parents/guardians of the pupil concerned will be made by the School Nurse (or the General Office in her absence).
4. It may be necessary to make arrangements for the pupil to be taken to the Health Centre or to be collected by the parents who will then take responsibility for the situation. If they cannot be contacted it may be necessary to accompany the pupil to the hospital.
5. If it is necessary, an ambulance should be summoned immediately. If the parents/guardians are unavailable to travel in the ambulance or cannot be contacted, a member of staff must accompany the pupil to hospital. In this case the Principal, or in his absence, a Vice-Principal or a senior member of staff should be informed.
6. **Fill in an accident report form immediately or as soon as possible after the incident. These forms are available from the School Nurse.**

15. ACCOUNTS

Summary of Accounts - Year ended 31 March 2016

	<i>Notes</i>	2016 £,000	2015 £,000
Income			
Grants	1	3,322	3,335
Other Sources	2	24	4
VAT recovered		54	
		<hr/>	<hr/>
		3,400	3,339
Expenditure			
Teaching staff	3	2,412	2,332
Other staff	3	447	462
		<hr/>	<hr/>
		2,859	2,794
Property		213	239
Pupils		134	123
Administrative		104	103
VAT expenditure		54	56
		<hr/>	<hr/>
		3,364	3,315
Surplus/(deficit) for the year		<hr/>	<hr/>
		36	24

Notes:

1. The principal source of income comprises the School's budget share of grants as determined by the Department of Education in respect of delegated items of expenditure and is accounted for in the year in which it is receivable.
2. Other income is accounted for in the year in which it is receivable.
3. 1% annual increase in salaries for 2016. Increase due to natural progression along current salary scales.

APPENDIX A

LIST OF POLICY STATEMENTS, PROCEDURES AND OTHER DOCUMENTS

Copies of these documents are available and can be obtained from the Principal's Secretary.
Alternatively, many policies can be accessed on the school website – www.larnegrammar.org.uk

Policies

Admissions Waiting List Policy
Admissions Criteria (Year 8)
Admissions Criteria (Years 9-12)
Admissions Criteria (Year 13 & 14)
Attendance Policy
Anti-Bullying Policy
Awards Policy
CCTV Policy
Charging Policy
Complaints Policy
Curriculum Policy
Data Protection Policy
Drugs and Substance Abuse Policy
Educational Visits Policy
Food in Schools Policy
Freedom of Information Act Policy
Health Education Policy
Healthy Eating Policy
Hospitality Policy
ICT Acceptable Use, eSafety and Digital Media Policy
Library Policy
Mobile Devices Policy
Pastoral Care Policy
Promoting Positive Behaviour Policy
Relationships and Sexuality Education Policy
Road Safety Education Policy
Safeguarding Policy
Safe Handling and Use of Reasonable Force Policy
School Security Policy
Special Education Needs Policy
Supporting Pupils with Medication Needs Policy
Teaching and Learning Policy
Uniform Policy