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LARNE GRAMMAR SCHOOL

**ANNUAL REPORT
2016-2017**

LARNE GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2016 - 2017

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1. CHAIRMAN'S STATEMENT

Dear Parents/Carers/ Members of this school community,

It gives me enormous pride and pleasure, as Chair of the Governing Body of Larne Grammar School, to introduce the Annual Report for the academic year 2016-17.

This was yet another record-breaking year in the history of the school. Last year's best ever GCE 'A' Level results were bettered by this year's pupils, ensuring the school is yet again one of the top performing schools in Northern Ireland. Along with excellent GCSE results, this ensures that the school continues to attract ever increasing numbers of applications for admission to Years 8 and above.

Learner successes and achievements, not only in terms of academic attainment, but in other spheres of school life such as sports, charitable enterprises and extra- and co-curricular activities, do not happen by some fortuitous accident. These are only made possible by the hard work and dedication of our teachers, who go over and beyond the call of duty to make sure our pupils, in all years, strive to reach their fullest possible potential. Teachers, we salute you and thank you for all you accomplish with our young people.

One only has to read this report to realise the range of those teacher-led successes and achievements, from the rugby and hockey fields of play to sailing, music and much more. It is gratifying as governors, teachers, parents, guardians or siblings to see the many talents of our pupils rewarded, not just in competitions (although that is always pleasing), but in those other non-competitive activities and areas.

Can I make a plea to parents and guardians in these challenging financial times for the school; many of the extra-curricular events and clubs are only made possible through the Voluntary Contribution requested of you each year. It will help enormously to keep these invaluable pupil activities running if the contribution is received. This is even more crucial at a time when a lack of devolved government puts extra pressure on the school's budget.

In this introduction to the annual report it is also fitting that I pay tribute to the members of the school's Board of Governors, especially since the Boards of all schools are being reconstituted at the end of 2017. Governors work quietly in the background to support, encourage and challenge the staff and the pupils of LGS. They have overall responsibility for the viability of the school in terms of finance, and also, amongst other things, for staffing, resourcing, Health and Safety, safeguarding, pastoral care, child protection, and the curriculum.

Let us continue to work together as a team – governors, staff, parents/guardians and pupils – to keep Larne Grammar School in the top echelon of schools in Northern Ireland, and to ensure continued success for our young people, both academically and in other aspects of our learner experience. I repeat it every year in this introduction – Larne Grammar School is a great place to be so let us strive hard together to make it even greater.

I commend this report to our school community and thank each element of that family for their continued support and dedication to task.

Yours faithfully,

Mr Roy Logan BA MA DipEd DASE Chairman, Board 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 MSSc

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 2016 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
2014/15	110	125	110
2015/16	110	156	110
2016/17	110	157	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 2016-2017 school year was 95.7%.

7. SCHOOL DEVELOPMENT DAYS 2016-17

Date	Key Focus
Monday 7 th November	Teaching & Learning Cluster Group Meetings Departmental Meetings – literacy and numeracy strategies School Development Group Meetings
Wednesday 25 th January	Shared Education School Development Planning Departmental Meetings – KS3 Self-Evaluation, Literacy & Numeracy School Development Group Meetings
Monday 13 th February	Effective Teaching & Learning
Monday 10 th April	Departmental Meetings – KS3 Self-Evaluation, E-Learning & Literacy & Numeracy strategies
Monday 29 th May	School Development Planning Evaluation of Learning & Teaching

8. STAFF

Mr Snoddy's retirement at the end of the academic year marked the end of an era for the PE Department. The 'Sarge', as he was affectionately known by pupils and staff alike, was also a pupil at Larne Grammar where he was Vice-Captain of the 1st XV which lost 13-3 in the quarter finals of the School's Cup to eventual winners Royal School Armagh. He later played senior rugby for Bangor RFC and Dungannon RFC, winning the Ulster Senior Cup and Ulster Senior League with Bangor, and AIL Division 2 with Dungannon. He was an out half of note getting selected for the Senior Ulster rugby squad.

His first job was in Dromore High School in 1980 where he introduced Saturday morning games. In 1984 he was appointed as Physical Education Teacher in his Alma Mater Larne Grammar School. He was the leading force in introducing GCSE and then 'A' level PE into the school and he continued to develop and improve the delivery of both right up to his retirement. He also taught Geography and Personal Development.

Teaching aside, Stephen has made a significant contribution to the extra-curricular life of the school. He coached the 1st XV for 16 years, during which time they reached 2 Subsidiary Shield finals. He also organised rugby tours to North America in 1986 and 1992 and organised many school ski trips including to New Hampshire.

His quiet disposition made him a pleasure to work with and he consistently displayed a genuine 'fatherly' concern for both pupils and staff alike. We wish Stephen and his family well for the future and hope that he keeps in contact with his friends here at Larne Grammar.

It was with a mixture of sadness and pride that we bade farewell to Dr Stephen Reid as he left us last October to take up his new position as Principal of Larne High School. Another former pupil of LGS, Dr Reid returned to the school as Vice Principal in 2010 by way of Oxford University, RBAI and Campbell College. Arriving at a very difficult time in the school's history, he immediately saw his job description mushroom to include steering the school through the Follow-Up Inspection process. The improvements in leadership and management, identified by ETI in September 2013, were testament to the work he carried out during his first three years in the job.

Over the course of the past six years, Dr Reid has led the development of the school's curriculum with the aim of widening pupil choice at Key Stage 4 and 'A' Level and ensuring that all pupils have access to a range of subjects that enable them to succeed. This leadership extended to teaching 'A' Level Travel & Tourism and GCSE LLW in order to get the subjects established. He has also led the School Development and School Improvement processes and has led the work of the various subject leaders.

Dr Reid possesses a formidable intellect and a wicked sense of humour and is both well-read and widely-travelled, all of which make him remarkably good company. His love for and pride in his family is very evident and many pupils have witnessed his unobtrusive caring and compassionate character.

At least by going to lead one of our partner schools in the Larne Learning Community, we will have the opportunity to work with Dr Reid in the future.

Mrs Bristow resigned from her position as Music Teacher in the autumn term in order to be able to spend more time with her young family. Initially appointed to the school in 2007 as a teacher of Performing Arts, Rachel joined the school as a graduate of the prestigious Royal Scottish Academy of Music and Drama and soon found herself at home within the Music Department of Larne Grammar School where she became Teacher-in-Charge of Music for a time. The job of a Music teacher requires not only dedication within the classroom but also a significant commitment to the extra-curricular life of the school. Mrs Bristow recognised this and gave her all to the pupils of the school. She somehow found the time to pursue her interest in Special Education by obtaining a Masters Degree with Commendation in Special Educational Needs with Inclusion, by Queen's

University. The birth of her son in 2013, led her to reassess her position and request a Career Break. Her daughter's arrival in 2016 confirmed her wish to leave teaching, at least for the time being. Miss McCracken and Miss McMullan moved on in their teaching careers at the end of their temporary contracts in June.

Mr McAuley, formerly Senior Teacher in Bloomfield Collegiate, was appointed as Vice Principal last August and took up this key leadership post in the middle of November. Mrs Norwood joined the Music Department and Miss Mackle the English Department, both on temporary contracts. This year we have welcomed Mr Stirling to teach PE and Mrs Orr, Mr King, Mrs Snoddy and Miss Cross to the support staff.

Mr Kirkpatrick was appointed to the post of Shared Education Co-ordinator and Mrs Agass took on the role of TiC of School Publications. Mr Hunter became Acting Head of Modern Languages. Mrs Davidson was awarded a MEd, with Distinction, by Queen's University, Belfast.

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

In September the Larne Grammar School **Sailing** Team won the Schools Cup for the third time in four years. Congratulations to Emily Hill, Taylor Black, Lucy Kane, Matthew Liddle, Ellen McCarlie, Jenna McCarlie, Kelly Patterson, Nadia Taylor, Abby Williamson and Rory Williamson, most of who are now multiple winners of the competition. Emily Hill was crowned overall Ulster Champion, Ellen McCarlie was 1st Girl in the Laser Class whilst in the Toppers Jenna McCarlie and Kelly Patterson were 1st and 2nd Girls and Rory Williamson was 2nd Boy. Ellen McCarlie ended the season ranked the No.1 Irish Topper sailor.

Katie-Lee Houston was placed 5th overall in the Interschool **Showjumping** League and Katherine Houston represented Ireland in the Ladies Junior Singles at the British Women's Indoor **Bowling** Championships staged in Belfast in March. At the Ulster **Swimming** Championships, Year 8 pupil Anna Campbell was crowned Ulster Champion in the 100 and 200m freestyle and won silver medals in the 400 and 800m freestyle and 100m backstroke. Matthew Carson travelled to Sweden in

May with the NI **football** squad to participate in the Lennart Johansson Trophy tournament. Once again, Morganne Beggs was a member of the Northern Ireland Women's Under 17 Football Squad and progressed to the U19 team. Euan McConnell participated in the NI Youth **Boxing** training camp in February and Aaron Rolston competed in the European **Pool** Championships. Former pupil, Jonathan Rea was crowned World **Superbike** Champion for the second year in a row and was awarded a MBE in the Queen's Birthday Honours. He visited LGS in December, bringing with him a film crew. The resultant BBC documentary, *Jonathan Rea; Back to Back*, featured a number of current pupils and members of staff and provided the school with some excellent publicity.

The 1st XI **hockey** team won the inaugural Super League competition in the autumn term. Following group victories against Antrim Grammar, Grosvenor Grammar and Kilkeel High, the girls defeated Foyle College and Carrickfergus Grammar in the knock-out stages. In the final they faced Grosvenor for the second time in the competition and, despite dominating the game, found themselves one goal down with a couple of minutes to go. A deserved equaliser took the match to extra-time and, with no further goals, the match was settled by penalty strokes resulting in great scenes of celebration as the victorious team was serenaded by their noisy band of supporters. Jenna McCarlie and Amy Campbell were selected for the U15 North East Area Board Team and Jenna received representative honours when she played on and scored for the Ulster U16 Hockey team.

Along with Chloe McKay, Jenna was also selected for the U15 Area **netball** team. The Intermediate Netball Team finished third in the North East League and the Junior Girls' **Tag Rugby** team participated in the Development Tournament at the Valley Leisure Centre. Three boys' teams and two girls' teams competed in the various **tennis** competitions with the Year 10 girls reaching the quarter-finals of the Junior Cup.

The Senior **Rugby** Squad travelled to Portugal in December for a warm weather training camp and, following victory away to Cambridge House in the 1st Round of the Schools Cup, the 1st XV were defeated by Dalriada in Round 2. The boys bounced back from this reverse to record a thrilling victory away to Belfast High School in the Quarter-Finals of the Schools Trophy before exiting the tournament at the Semi-Final stage with a narrow defeat away to Foyle College.

At the Ulster **Athletics** Finals, Caelan Campbell was 1st and Owen Johnston 3rd in the Junior High Jump. The two boys, along with Matthew Hill and Mark Johnston won the 4x100m Junior Relay. Matthew was also 3rd in the 200m. Anna Campbell won the Minor High Jump and was 2nd in the Shot, while Taylor McGoran was 3rd in the Junior Walk. Three Gold, one Silver and three Bronze Medals at Ulster Level represents a fantastic achievement for our Athletics Squad. However, that achievement was bettered at the Irish Championships, where the 4x100m Junior Boys' Relay Team were crowned Irish Champions.

Music

The biennial Spring Concert showcased the musical and performing arts talents of our pupils as they entertained a packed Assembly Hall to "A Night at the Movies". The annual Carol Service in 1st Larne Presbyterian proved to be the perfect lead in to the Christmas period with the choir expanding to fill both aisles as well as the front of the church. Our musicians enjoyed considerable success at the Larne Music Festival with LGS pupils placed first in eleven different categories. The Choral Group, Jack McMaster, Lucy McCluskey, Yasmin McNeill, Rebekah Boyd, Katie Hill, Isaac Holst and Conn Thornton all won their respective classifications.

Societies, Trips and Other Activities

David Drennan and Courtney Glass participated in the Holocaust Educational Trust's "*Lessons from Auschwitz*" project and travelled to the site of the infamous concentration camp in March. Our **STEM prize winners** and members of the **Space Science Technology** class met British Astronaut Tim Peake during a question and answer session held in W5. Potential future astronauts from four of our partner primary schools undertook a rocket-building challenge as part of a **STEM event** held in the Technology Department in June and the following week we hosted our annual **primary schools Multi-Sport Event**, organised in conjunction with Mid and East Antrim Council.

In the **UK Schools Mathematical Challenges**, Nathan Thompson was awarded a Gold Certificate while Silver Certificates were obtained by Samuel Holst, Susan Higginson, Luke McKay, Nicholas Guy, Jakob Holst, Joshua Broomfield, Clara Devlin, Ben Dundee, Caoimhe Lagan and Grace Logan. A further ten students gained Bronze awards.

The School introduced both the **Accelerated Reader** and the **Mathletics** programmes during the course of the year as part of our focus on developing the literacy and numeracy skills of our pupils. In the Accelerated Reader Challenge, Daniela Fernandes, Keeva Bell, Asia Haraburda, Anna Campbell, Lucas Morrow, Katie Shaw, Riley Hamilton and Haydn Aicken were awarded their "Millionaire" certificates while Andrew McCann, Phoebe Millar and Samuel Whaley were our top Year 8 Mathletes.

Fifty pupils took up the "**Tenner Challenge**" in February and, equipped with their £10 seed capital, sought to develop their enterprise skills. For two weeks, the Healthy Eating Policy was ignored as our budding entrepreneurs bought, made and sold a range of goods and tempting treats resulting in almost £3,000 being raised for school funds.

Continuing the emphasis on developing **Independent Learners**, pupils had the opportunity to become a **Digital Leader**, a **Peer Mentor**, a **Literacy Leader** or a **Numeracy Mentor**. For the second year, pupils enjoyed two days "**Learning Beyond the Classroom**" at the end of June as the normal timetable was suspended allowing students in Years 8-11 to have 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.

The spirit of pupil independence, teamwork and self-reliance is encapsulated in the **Duke of Edinburgh's Award Scheme**. Over the course of the year, 23 pupils worked towards their Silver and Gold Awards with eight practice and qualifying expeditions taking place in both the Antrim Hills and the Mourne Mountains.

Thirty pupils travelled to **Barcelona** in October on an Art and Languages Trip and our RE and History students visited **Rome** in February. Sixty skiers spent a week on the slopes in **Italy** while LGS pupils and staff enjoyed another trip to **Wimbledon** at the beginning of July.

Staff continue to provide pupils with access to a wide range of extra and co-curricular clubs and societies meeting at lunchtimes and after school. This year a new after-school **Film Club** was formed for pupils in Years 8-10 to go along with the **Chess Club, Drama Club, Yoga Club, Gym Club, Spin Class, Psychology Film Club, Conservation Society, Debating Society, Junior Cookery Club, Coding Club and Photography Club**. For those with a love of books, the **Williamson Library** hosted Poetry Week, the Junior Reading Challenge, Roald Dahl Day, a murder

mystery, Manga Workshops, World Book Day and the Junior and Senior Reading Groups. The Library was also the venue for some of our Sixth Formers to meet with the **Roddensvale School Leavers** every Friday morning, while, in return, our pupils enjoyed attending **Makaton classes** in Roddensvale.

The **Sixth Form Formal** was held in the Culloden Hotel and the 4pm start did not in any way minimise the enjoyment of the pupils and staff, many of the latter appreciating the chance to be home and in their beds by 10 o'clock.

The **Larne Grammar Friends' Association** organised a successful Christmas Craft Fair in December and a Car Boot Sale in June.

Charities

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.

In total, over £7,000 was distributed to local and international charities during 2016-17.

RNLI	1,074.32
St. John Ambulance	240.00
NI Children's Hospice	810.00
NI Kidney Research	1,373.29
Cancer Research UK	1,042.87
Claire Taggart	140.78
Bowel Cancer UK	1,487.56
Marie Curie	20.00
Asia Link	40.00
Young Enterprise	26.00
Samaritans	768.85
Total Donated	7,023.67

10. PUBLIC EXAMINATION RESULTS 2016/2017

Academically, the school continues to go from strength to strength. Chloe McIlroy was placed Joint 3rd out of 7917 candidates in the 2016 CCEA GCSE ICT examination, continuing a trend of similar success enjoyed by LGS pupils in previous years, while 'A' Level Art student Emma Knox had her work exhibited in the CCEA True Colours exhibition in the Ulster Museum.

After the success achieved by our 'A' Level students in 2016 led to Larne Grammar being one of the top 20 performing schools in Northern Ireland, we were delighted that our 2017 'A' Level results were, once again, well above the NI Grammar School Average with the consequence that the school was, for the second year running, one of the highest performing in the province.

The percentage of Year 14 pupils achieving 3 A*-C grades exceeded the record high level of 2016, meaning the 2017 results are the best in the school's history. The percentage of pupils achieving 3 A*-A (18.9%) and 3 A*-B (48.9%) grades are also the best ever achieved by the school as is the percentage of entries awarded A*-B (72.2%). Fifteen subjects had a 100% A*-C pass rate.

Seventeen pupils achieved at least 3 A grades with David Gilliland being awarded 2 A*s and 2 As. Katy Aston and Holly Campbell both achieved 2 A*s and 1 A,

Courtney Hawthorn, Emily Hill, Samuel Holst, Lauren Linton, Megan Roberts and Claire Shepherd all achieved 1 A* and 2 A grades, as did Jack Carson who has been accepted into Lady Mary Hall College, Oxford, where he is reading French and Spanish.

Amy Clarke, Toshko Cross, Barry McFaul, Megan McIlwaine, David Moore, Kendra Ross and Jonathan Topping all achieved 3 A grades.

At 'AS' Level, Joel Fekkes, Jamie Mitchell and Andrew Morton were awarded 4 A grades. A further 10 pupils – Ellie Beckett, Rebekah Boyd, Chloe McIlroy, Jenny Wilson, Callum Critchley, Ryan Gingles, Caitlin Russell, Audrey Ku, Tia Maxwell and Lauren McClean – achieved 3 As.

Over three-quarters of all GCSE entries were graded at A*, A or B and the school achieved results at or above the Northern Ireland Grammar School Average in relation to each of the four key Department of Education performance measures.

Top achiever was Jakob Holst who was awarded an outstanding 10 A* grades and 1 A. James Beggs, Nicholas Guy and Bence Tasnadi all achieved a full set of 10 A* grades. Kaitlyn Boyd, Eva Kelso, Nicola McAuley, Meg McCubbin, Luke McKay and Reece Mills gained 8 A*s and 2 As. Ellen Starrett, Janna Lowe, Sarah Ward, Emma O'Sullivan and Arian McCallion completed the list of 15 pupils who were awarded either an A* or A grade in each of their subjects.

The school has obtained best ever GCSE results in 2015 and best ever 'A' Level results in 2016 and again in 2017.

We congratulate all of our senior pupils on their external examination results, facilitated by the dedication and professionalism of the staff of the school.

2017 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 2016-17.

YEARS 12 – 14 LARNE GRAMMAR SCHOOL (Grammar Schools)

Performance Indicator	2014/15		2015/16		2016/17	
	NI Average	School	NI Average	School	NI Average*	School
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	97.8	97.3	96.5	95.5	96.5	99.1
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	95.0	94.5	94.1	88.3	94.1	96.2
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	93.6	97.3	93.6	86.5	92.1	93.4
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	92.1	94.5	91.0	83.8	91.0	93.4
% Achieving 3+ GCEs at Grades A*-C (or equivalent)	77.0	73.3	76.3	82.5	76.3	83.3
% Achieving 2+ GCEs at Grades A*-E (or equivalent)	99.7	100	99.5	100	99.5	100

* Please note that the Northern Ireland Grammar School Averages for 2016/17 have not yet been published by the Department of Education. These figures relate to the 2015/16 Averages.

STATISTICAL ANALYSIS FOR GCSE EXAMINATIONS 2017

No. IN YEAR 12 (FORM 5) 107

ENTERING 5+ SUBJECTS 99.1%
ENTERING 1-4 SUBJECTS 0.9%

A*-C IN 7+ SUBJECTS 93.4%
A*-C IN 5+ SUBJECTS 99.1%
A*-C IN 1-4 SUBJECTS 0.9%

A*-G IN 5+ SUBJECTS 99.1%
A*-G IN 1-4 SUBJECTS 0.9%

GCSE 2017	A*	A	B	C	D	E	F	G	TOTAL	%A*	%A*-A	%A*-B	%A*-C
ART & DESIGN	3	8	12	1					24	12.5	45.8	95.8	100.0
BUSINESS STUDIES	12	10	20	7	2				51	23.5	43.1	82.4	96.1
CHILD DEVELOPMENT	6	7	3	1					17	35.3	76.5	94.1	100.0
ENGLISH	20	28	39	18	2				107	18.7	44.9	81.3	98.1
ENGLISH LITERATURE	7	8	12	7					34	20.6	44.1	79.4	100.0
FRENCH	5	4	4	4	1				18	27.8	50.0	72.2	94.4
FURTHER MATHS	7	5	5						17	41.2	70.6	100.0	100.0
GEOGRAPHY	3	11	15	15	10	8			62	4.8	22.6	46.8	71.0
GERMAN		1							1	0.0	100.0	100.0	100.0
HISTORY	7	7	7	11	2				34	20.6	41.2	61.8	94.1
HOME ECONOMICS	1	5	12	2					20	5.0	30.0	90.0	100.0
I.T.	32	32	41	1					106	30.2	60.4	99.1	100.0
LLW		1	6	5	4				16	0.0	6.3	43.8	75.0
MATHEMATICS	16	20	36	33		1	1		107	15.0	33.6	67.3	98.1
MUSIC	1	7	4	2					14	7.1	57.1	85.7	100.0
P.E.	2	10	10	13	4				39	5.1	30.8	56.4	89.7
RELIGIOUS STUDIES	1	1	3	1	1				7	14.3	28.6	71.4	85.7
SA SCIENCE	1	3	9	3					16	6.3	25.0	81.3	100.0
DA SCIENCE	27	49	70	28	6				180	15.0	42.2	81.1	96.7
SPANISH	6	10	13	11	2				42	14.3	38.1	69.0	95.2
TECH & DESIGN	2	10	14	7	4				37	5.4	32.4	70.3	89.2
CoPE			5						5	0.0	0.0	100.0	100.0
R.S. (Sc)	17	28	23	17	5	4	2	1	97	17.5	46.4	70.1	87.6
CLASSICAL CIVILISATION (Sc)	1	2	2	2					7	14.3	42.9	71.4	100.0
TOTAL	177	267	360	189	43	13	3	1	1053	16.8	42.2	76.4	94.3
PERCENTAGES	16.8	25.4	34.2	17.9	4.1	1.2	0.3	0.1					

STATISTICAL ANALYSIS NI GCE 'A' LEVEL EXAMINATION 2017

A-LEVEL	
3+ AT GRADES A* TO C	83.3%
2+ AT GRADES A* TO E	100%
1+ AT GRADES A* TO E	100%

A-LEVEL 2017												
	A*	A	B	C	D	E	TOTAL	%A*	%A*- A	%A*- B	%A*- C	%A*- E
ART & DESIGN	2	1		2			5	40.0	60.0	60.0	100.0	100.0
APPLIED SCIENCE		1	11	1			13	0.0	7.7	92.3	100.0	100.0
BIOLOGY	3	15	8	8			34	8.8	52.9	76.5	100.0	100.0
BUSINESS STUDIES	1	5	15	2	1		24	4.2	25.0	87.5	95.8	100.0
CHEMISTRY	3	6	2	2			13	23.1	69.2	84.6	100.0	100.0
ENGLISH LITERATURE		2	7	5	1		15	0.0	13.3	60.0	93.3	100.0
ENVIRONMENTAL TECH	2		4	2	2		10	20.0	20.0	60.0	80.0	100.0
FRENCH		1	2				3	0.0	33.3	100.0	100.0	100.0
GEOGRAPHY		4	5	2	1		12	0.0	33.3	75.0	91.7	100.0
HEALTH & SOCIAL CARE		3	6	1			10	0.0	30.0	90.0	100.0	100.0
HISTORY		1	2	2			5	0.0	20.0	60.0	100.0	100.0
I.T.	1	11	15	16	8		51	2.0	23.5	52.9	84.3	100.0
MATHS	3	6	3	3			15	20.0	60.0	80.0	100.0	100.0
MUSIC		1					1	0.0	100.0	100.0	100.0	100.0
PERFORMING ARTS	1	2	2				5	20.0	60.0	100.0	100.0	100.0
PHYSICS		2					2	0.0	100.0	100.0	100.0	100.0
PSYCHOLOGY			2	3	4	1	10	0.0	0.0	20.0	50.0	100.0
R.E.	1	5	5		1		12	8.3	50.0	91.7	91.7	100.0
SPANISH	1		3	2			6	16.7	16.7	66.7	100.0	100.0
SPORTS STUDIES		10		2			12	0.0	83.3	83.3	100.0	100.0
TECHNOLOGY & DESIGN		2	2	2			6	0.0	33.3	66.7	100.0	100.0
TRAVEL & TOURISM	1	4	1				6	16.7	83.3	100.0	100.0	100.0
TOTAL	19	82	95	55	18	1	270	7.0	37.4	72.6	93.0	100.0
PERCENTAGE	7.0	30.4	35.2	20.4	6.7	0.4	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 2016

NAME	INSTRUMENT	GRADE	RESULT
Kaitlyn Boyd	Flute	6	Pass
Ashleigh Brennan	Clarinet	7	Pass
Leah King	Voice	3	Pass
Grace Logan	Clarinet	4	Pass
Hannah McCloskey	Violin	4	Merit
Tom McGookin	Flute	5	Merit
Kallie McKeown	Voice	3	Merit
Avianne Porter	Violin	3	Merit
Emily Turner	Flute	6	Merit
Alix Yendall	Piano	3	Pass

SPRING SESSION 2017

NAME	INSTRUMENT	GRADE	RESULT
Holly Boyd	Voice	1	Pass
Marina Clarke	Voice	3	Pass
Ciara Gilmartin	Voice	2	Pass
Mark Graham	Clarinet	3	Pass
Cara McIlroy	Clarinet	6	Pass
Chloe McIlroy	Cello	6	Pass
Helen McKay	Voice	2	Pass
Erin Nicholson	Voice	2	Pass
Abigail Park	Voice	7	Pass
Molly Ringland	Piano	2	Pass
Hannah Todd	Voice	3	Pass

SUMMER SESSION 2017

NAME	INSTRUMENT	GRADE	RESULT
Anna Campbell	Violin	3	Pass
Amy Graham	Theory	5	Pass
Isaac Holst	Theory	5	Merit
Zoe Jamison	Piano	1	Merit
Tom McGookin	Theory	5	Pass
Lawrence Sharp	Trumpet	4	Pass

Rock School and RGT

SPRING SESSION 2017

NAME	INSTRUMENT	GRADE	RESULT
Peter Wilson	Acoustic Guitar	2	Pass

SUMMER SESSION 2017

NAME	INSTRUMENT	GRADE	RESULT
Jamie Knott	Bass Guitar	2	Pass
Tierney McFerran	Acoustic Guitar	2	Merit
Molly Ringland	Bass Guitar	2	Merit

London College of Music - Musical Theatre

SUMMER SESSION 2017

NAME	INSTRUMENT	GRADE	RESULT
Yasmin Andrews	Voice	8	Pass
Judy Bennett	Voice	3	Merit
Lucy McCluskey	Voice	6	Distinction
Ellie McKay	Voice	8	Distinction
Yasmin McNeill	Voice	8	Distinction
Katie McNeilly	Voice	4	Distinction
Ellen Starrett	Voice	5	Merit

11. SCHOOL LEAVERS' DESTINATIONS 2016-17 (FROM YEARS 12, 13 AND 14)

Number of Leavers 2016/2017	Destination - % of Leavers					
	Higher Education	Further Education	Another School	Jobskills Training Apprenticeship	Employment	Other
121	69.4	18.2	5.0	4.1	3.3	0

12. CURRICULUM 2016-17

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 2016-17 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 2016-17 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 2016-17

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	2	2	3
ART	2	2	2
MUSIC	2	2	2
FRENCH	3	3	3
SPANISH	2	4	3
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	
Art	Music	Space Science	
Business Studies	Physical Education	Technology	
Child Development	Religious Studies (full course)		
English Literature	Spanish		
French	Technology & Design		
Geography	Level 2 Certificate in Personal		
History	Effectiveness		
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 school provided a menu of 25 courses. 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.

The school is in full compliance with the Entitlement Framework.

SUBJECTS - GCE AS & A2 LEVELS

Art	Environmental Technology	Life & Health Sciences	Psychology
Biology	French	Mathematics	Religious Studies
Business Studies	Geography	Music	Spanish
Chemistry	Health and Social Care	Nutrition & Food Science	Sports Studies
Computing	History	Performing Arts	Technology & Design
English Literature	ICT	Physics	Travel & Tourism

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 and Mr McAuley are the Deputy Designated Teachers 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 2017

	<i>Notes</i>	2017 £,000	2016 £,000
Income			
Grants	1	3,343	3,322
Other Sources	2	18	24
VAT recovered		48	54
		<hr/>	<hr/>
		3,409	3,400
Expenditure			
Teaching staff	3	2,448	2,412
Other staff	3	464	447
		<hr/>	<hr/>
		2,912	2,859
Property		186	213
Pupils		151	134
Administrative		118	104
VAT expenditure		48	54
		<hr/>	<hr/>
		3,415	3,364
		<hr/>	<hr/>
Surplus/(deficit) for the year		(6)	36

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. 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
Health & Safety 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 & Inclusion Policy
Supporting Pupils with Medication Needs Policy
Teaching and Learning Policy
Uniform Policy