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LARNE GRAMMAR SCHOOL

**ANNUAL REPORT
2017-2018**

LARNE GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2017 - 2018

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1. CHAIRMAN'S STATEMENT

Dear Parents/Guardians/ Members of this school community,

As Chair of the Board of Governors of Larne Grammar School, I am delighted to introduce the Annual Report for the academic year 2017-18.

Looking back to the previous academic year, 2016-17, the pupils excelled in their GCSE and GCE AS and 'A' Level examinations, with the best ever 'A' Level results in the history of the school recorded, and similarly strong GCSE and AS outcomes. It was generally conceded that beating those excellent sets of results would be extremely difficult for successive cohorts of learners.

However, the pupils of 2017-18 who sat their GCSE and GCE 'A' Level examinations bettered the previous year's results by some margin, once again setting a new record for the best ever outcomes in the school's long history at both GCSE and GCE 'A' Level. A very pleasing set of GCE AS results gives confidence going into next year's 'A' Level examinations. You will find all those fabulous results summarised in this report and, like me and all connected to the school, will be proud of what our young people continue to achieve.

I always say that such tremendous examination results are not just down to the hard work of the pupils; their teachers and you the parents/guardians have also played your part in those successes, and for this we all, as a school community, are extremely grateful. Larne Grammar School continues to be one of the top performing schools in Northern Ireland and attracts an increasing number of young people from the East Antrim area and beyond. This is demonstrated by the ever growing numbers sitting the AQE tests at the school and the high level of demand for places at age 11 and above.

We should remember however that examination success must not be the sole criterion when measuring how well our school and our pupils are performing. At this school we pride ourselves on the extra-curricular, co-curricular and other activities we encourage our pupils to engage in. These, in tandem with the excellent teaching and learning provided, ensure that we build well-rounded, talented individuals, ready to take their place in society, and make a difference to that society, on leaving LGS. It is customary for me to thank in this report those who completed their term of office as governors in the school during the last academic year. We thank Mrs Ann Beggs, Mrs Nicola Hunter and Mr George Knox, alongside teacher representatives Mrs Nicola Herron and Mr Barry Kirkpatrick, for their expertise and support during their time on the Board. In turn we welcome the newly appointed governors who have joined us – Mr Thomas Sloan and Ms Sara Edge and our new staff representatives Mrs Lorraine Agass and Mrs Eilis McKay. These new governors join the other Board members, many of whom, as Trustee Governors, have given long and dedicated service to the school.

Also this year we said a sad farewell to one of the longest serving staff members in the school, Mr Christie. Jimmy was a very popular and respected teacher and departmental head of English and he will be sorely missed around the school. We also take the opportunity to extend a warm welcome to his newly appointed successor, Mrs C Apsley who has taken over the reins held for so long by Mr Christie. Our Head of PE Mr Jonny Lowe was another staff member we were sad to say goodbye to, as he took up a similar post at Methodist College. Other newly appointed teaching staff starting a new phase of their careers are welcomed to the LGS community – Mr Cartmill as Head of PE and Miss West as teacher of Modern Languages. We pride ourselves on the close-knit 'family' that comprises all with a connection to Larne Grammar School, and I know that these new 'family' members will fit in well to the ethos and vision that we collectively hold.

I repeat it every year in this report – Larne Grammar School is a great place to be, so let us all work together to make it even greater.

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

Yours faithfully,

Mr RG 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

Miss Eileen Miller BA PGCE

Education Authority

Mr R Guy

Ms S Edge LLB

Parents

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

Mr T Sloan

Teachers

Mrs L Agass BA (Hons) PGCE

Mrs E McKay BA (Hons) PGCE

The following members of the Board of Governors ended their term of office during the 2017-18 academic year:

Mrs A Beggs

Mrs Nicola Hunter BSc (Hons) MSc

Mrs N Herron BEd (Hons)

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

Mr G A Knox LLB

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 2017 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
2015/16	110	156	110
2016/17	110	157	110
2017/18	110	137	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 2017-2018 school year was 95.5%.

7. SCHOOL DEVELOPMENT DAYS 2017-18

Date	Key Focus
Friday 27 th October	Assessment for Learning
Wednesday 24 th January	Assessment for Learning Careers Department Meetings School Development Group Meetings
Tuesday 13 th February	Departmental Self-Evaluation Assessment for Learning
Monday 26 th March	Departmental Meetings – Assessment for Learning, Raising Attainment, Coursework Standardisation
Monday 28 th May	General Data Protection Regulations School Development Planning – evaluation of 2017-18 school & departmental action plans

8. STAFF

The retirement of a teacher who has dedicated their entire career to one school is always a significant moment and no more so than with the departure of Mr Jimmy Christie, thirty-seven years after joining Larne Grammar School. Generations of Grammarians have developed an appreciation of the English language and of literature whilst sitting in his classroom, have honed their sporting skills and enjoyment of physical activity whilst on the rugby pitch or the athletics track or have cultivated an awareness of the environment as the result of absorbing Mr Christie's passion for nature and conservation. All who have come into contact with him have appreciated his sense of humour, his fearsome intellect and his care for his students.

Since his appointment as Head of English in 1990 many staff worked under his direction and his leadership skills were evidenced by the intense loyalty each of them felt to the English Department and their HoD. Mr Christie is a great raconteur and polymath and his wealth of knowledge and story-telling skills were enjoyed as much by his colleagues in the staffroom as they were by his pupils in the classroom.

Teachers like Jimmy Christie are few and far between these days and education is much the poorer for it. We operate in a culture of data and Key Performance Indicators, an environment in which pupils are seen as learners rather than young people and meeting attainment targets is more important than the education of our students. While he was always willing to innovate and adapt, Mr Christie embodied so much of what is being lost in the current climate. We wish him a long, healthy and happy retirement.

Mr Lowe's appointment as Head of Physical Education in Methodist College, Belfast brought to an end his thirteen-year career in LGS.

Mr Lowe displayed his considerable sporting talent whilst he was a pupil at Ballyclare High School. As a Year 10 pupil, he was a member of the victorious 1990 Medallion Shield team, he played rugby for Ulster Schools and enjoyed success in athletics. On leaving school he studied for a degree in Sport and Exercise at the University of Ulster, spending a year on placement at the Sydney Academy of Sport.

He stayed at UU for his PGCE year and on graduating was appointed to a job as a PE teacher in Grosvenor Grammar School. Whilst in Grosvenor he was appointed Head of Year and coached the 1st XV rugby team as well as fulfilling the role of Teacher in Charge of Athletics.

Moving to Larne Grammar as Head of Physical Education in 2005, Mr Lowe quickly got involved in a range of activities. As well as his teaching role, he coached the 1st XV for a number of years, winning the Schools Trophy in 2007 and 2008, and reaching the Quarter Final of the Schools Cup in 2009. He organised and participated in a number of senior rugby tours to Europe and North America, played an instrumental role in the development of the Fitness Suite, facilitated considerable success for our athletes at regional, Ulster and all-Ireland levels, assisted with Scripture Union and was a member of the Senior Management Team from 2008 until 2012. The memories many former and current Grammarians have of their time in the school have been the result of opportunities they have had, and experiences that have been created for them, as a result of the dedication, commitment and professionalism of Mr Lowe.

Mr Lowe is an outstanding teacher, a very effective and innovative subject leader, a highly skilled and motivational sports' coach and a very respected member of the staffroom. We wish him well in his new role and hope that he will be able to bring to MCB a little of the sporting success we have enjoyed over the course of the last thirteen years in Larne Grammar School!

Mr Keenan and Miss Mackle moved on in their teaching careers at the end of their temporary contracts and Miss Leah McBride left the Catering Team. Having started work in Larne Grammar School in 1972, Mrs Noeleen McKillop retired in June after a lifetime of service to the staff and pupils of the school. Mrs Howarth joined the Cleaning team and Mrs Bresland was added to the

Catering staff. We also said farewell to Miss Cross and Mrs Snoddy and welcomed Miss Ross as a classroom assistant.

Mrs Apsley joined the school as Head of English, Mr Cartmill was appointed Head of PE, Miss McBride gained a permanent position within the Music Department and Miss West joined the Modern Languages Department.

Mrs Herron was awarded a Masters degree with Commendation in Educational Leadership, 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.

Sporting achievements of teams and of individuals

Jenna McCarlie played for the Ulster U16 **Hockey** team in the Interprovincial Championships and scored during the 6-0 victory over Connacht. Her success with LGS and Ulster was recognised when she was selected for the Irish U16 squad, following a rigorous selection process, and travelled to Germany in May for an international tournament. The 2nd XI Hockey team won the McDowell Plate, defeating Grosvenor Grammar School in the final. Former pupil, Ayeisha McFerran starred for Ireland in the Hockey World Cup held in England.

The high point of the **Rugby** season was the Medallion XV's success in winning the Medallion Trophy. Following victories over Dalriada, Strabane Academy and Portadown College, the boys overcame Carrickfergus Grammar School in the final to bring the trophy back to Larne.

At the Ulster **Athletics** Finals, Anna Campbell won the Minor High Jump, setting a new school record in the process, and Jack Withers won the Intermediate Discus. Beni Tasnadi was 2nd in the Mini Shot, David Kernohan 3rd in the Minor Long Jump, Caelen Campbell finished 2nd in the Intermediate 400m Hurdles, David Pattison and Tre Britton were 2nd and 3rd in the Intermediate Walk. The Minor Relay Team of Sam Drummond, David Kernohan, Luke Wilson and Jonathan Russell finished 2nd while the Intermediate Relay Team of Caelen Campbell, Mark Johnston, Owen Johnston and Matthew Hill finished 3rd. Two Golds, four Silvers and three Bronze Medals at Ulster Level represent a fantastic achievement for our Athletics Squad. Caelen Campbell broke the school 400m Hurdles record at the Irish Championships and, along with Owen Johnston, was selected for the Ulster Schools Athletics Team to compete in the Interprovincial Championships.

The **Equestrian** Team, comprising Katie Lee Houston, Joel Peoples, Anna Jackson, Tyler Houston and Jenna Reid (along with non-LGS pupils Sky Lara, The Ranger, Pip, Percy and Rustums' Jubilee) were placed 5th in the Ulster Interschools Showjumping League.

Poor weather conditions led to the cancellation of the **Sailing** Schools Cup in September and meant that we were unable to defend the title won in 2016. Nevertheless, our sailors enjoyed success with Lucy Kane and Abby Williamson and Ellen and Jenna McCarlie training with the NI squad and Rory Williamson placed second in the Gold fleet at the inaugural All Ireland Topper Sprint event in

May. Year 8 pupil Joshua Kane was crowned RYA NI Young Powerboater of the Year and both he and Kelly Patterson competed in the National finals in Southampton.

Jayden Kyle and Katherine Houston were selected for the Irish U17 Bowling Team with Katherine being awarded her senior international cap.

Year 10 pupil Matthew Carson was a member of the Club NI Football squad that played in the prestigious SuperCup NI competition (formerly the Milk Cup) in July and Aaron Rolston won the U18 European Pool Championships.

Music

In March, we were transported to 1950s America as a large and talented cast performed the much loved musical “Grease” in three evening performances and to a very appreciative audience of local primary school pupils. Liam Slaughter set female hearts aflutter as bad boy Danny while Rebekah Boyd and Meg McCubbin shared the role of Sandy. They were ably supported by Yasmin McNeill, Daisy Conway, Lucy McCluskey, Katie Hill, Rhys Devlin, Luke McKay, Jakob Holst, Robert Boyle, Joel Fekkes and James Beggs. The musical was undoubtedly the highlight of the school year and those who participated in it will remember their involvement for many years to come. Earlier in the year, the cast organised the Big Bash which meant that the first term ended on a high note. A large congregation enjoyed the annual Carol Service in 1st Larne Presbyterian Church and the band of the Royal Air Force entertained a packed Assembly Hall at the end of January. Members of the Chamber Choir joined with their friends from Larne High to sing at the remembrance service to mark the 65th anniversary of the Princess Victoria disaster. Lucy McCluskey, Rebekah Boyd and Meg McCubbin were invited to join the prestigious Ulster Youth Choir. Yasmin McNeill was adjudged the Best Overall Soloist at the Larne Music Festival, where Lucy McCluskey won the Musical Theatre class, Ethan Simpson the piano category, Ethan Adair was first in Voice and Rory Madden was awarded the Best Overall Soloist in both the piano and woodwind sections.

Societies, Trips and Other Activities

In the UK Schools Mathematical Challenges, Gold Certificates were awarded to Rory Madden and Lucas Morrow, both of whom were invited to take part in further competitions. Silver Certificates were obtained by Matthew Clenaghan, Isaac Holst, Daniel Vasey, Jack McKenna and Stephen Smith. A further thirteen students gained Bronze awards.

Liam Slaughter and Bence Tasnadi took part in a debate organised by Women’s Aid and the PSNI in October and, after winning the competition, were invited to participate in the 2018 Women’s Aid Conference held in Stranmillis University College.

Twenty-one groups of pupils put their business skills to the test in the “Tenner Challenge” and raised over £2,000 for the school. “Milkshake Mayhem”, a company made up of Year 8 pupils Eve Black, Chloe Boyd and Abbie Clements proved the most profitable of the various social enterprises. Year 10 pupils enjoyed the annual Project Business event, Year 13 Business Studies pupils participated in the “Generation Innovation” competition, while their GCSE counterparts marked Global Entrepreneurship Week in November. The Home Economics Department set pupils five challenges during Healthy Eating Week in June and the Literacy Leaders organised a number of activities and competitions to mark World Book Day.

54 junior pupils skied in Austria and a party of Art and Spanish students returned to Barcelona in October, unintentionally finding themselves in the middle of the campaign for Catalan independence. LGS pupils and staff enjoyed another trip to Wimbledon at the beginning of July and the highlight of the year for Scripture Union was the weekend away in Cultra in the snow in December. ‘A’ Level Physicists took part in the Civilisation Belfast trip facilitated by Queen’s University Civil Engineering Department, Year 10 historians went to the Somme Centre on a visit organised by the Year 14 Travel & Tourism class, members of the School Council enjoyed a tour of

Mid and East Antrim Council buildings in Ballymena, the RE Department took pupils to a local synagogue and to the Belfast Islamic Centre, Art students went to the Ulster Museum to view the Royal Ulster Academy Exhibition and the school hosted a workshop by local artist, Terry Doherty. Sixth Form pupils visited the Seamus Heaney Home Place Museum and participated in a video-conference with author Frances Hardinge to help them with their English Literature course. The GCSE Food & Nutrition class participated in a series of workshops in Loughry College and Year 13 pupils enjoyed their visits to Willowbank and Rainbow Day Nurseries as part of their AS Health and Social Care course. Our Performing Arts classes joined with pupils from St. Killian's College for a workshop at the Lyric Theatre and watched a play at the Mac in Belfast. GCSE musicians enjoyed a performance of Handel's *Messiah* in the Waterfront Hall while the Film Club members were treated to an exciting afternoon at Titanic Creative, gaining some hands-on training in special effects make-up and prosthetics. The Galgorm Resort hosted the Sixth Form Formal and the Larne Grammar Friends' Association organised a Christmas Craft Fair in December and a Colour Run in June.

One of the main developments of the year was our participation in a Shared Education Programme with our three partner schools – Larne High, St. Killian's College and Roddensvale School. Our pupils enjoyed participating in shared activities across a range of subjects and extra-curricular activities, including Geography, Science, RE, PE, Makaton and the School Council, and staff have benefitted from collaborating with their colleagues in other schools.

Along with the Peer, Literacy and Numeracy Mentoring programmes, the Chess Club, Yoga Club, Gym Club, Spin Class, Psychology Film Club, Conservation Society, Cookery Club, Photography Club and the usual wide range of activities in the Williamson Library, it is hard to think how we found time for the core business within the classroom. And yet, our examination results illustrate that we continue to set the very highest standards of learning and teaching.

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 2017-18.

RNLI	1,018.90
Women's Aid	300.00
Asia Link	30.00
Young Enterprise	50.00
ELM NI	1,350.00
Larne Food Bank	307.69
Friends of the Cancer Centre	967.36
NI Kidney Research	1,001.20
NI Children's Hospice	1,993.64
Total Donated	7,018.79

10. PUBLIC EXAMINATION RESULTS 2017/2018

We were delighted to discover that six of our GCSE and 'A' Level students had been the top performing candidates in Northern Ireland in the 2017 exam series. In GCSE Child Development, Lauren Blair was placed 1st and Janna Lowe and Regan McKay were both 3rd. To have three LGS pupils placed in the top three places out of the 1,672 candidates who entered the subject is a remarkable achievement, not only for the pupils, but particularly for their teacher Mrs Creighton. In 'A' Level Environmental Technology, Nathan Hull was placed 1st and Lauren Linton was 2nd. Finally, Conliane Devlin was placed Joint 3rd in CCEA 'A' Level Performing Arts.

In the 2018 examinations, Courtney Murray was placed Joint 1st out of the 4,251 candidates who entered GCSE French while Karen Currie was second in GCSE Child Development. Our pupils, with the support of their teachers, continue to excel and outperform their peers in schools across Northern Ireland and the UK.

In the 2018 'A' Level results, the percentage of pupils achieving 3 A*-C grades exceeded the record high levels of both 2016 and 2017 meaning the 2018 results are, for the third year in succession, the best in the school's history. We have now enjoyed six straight years of improvement at 'A' Level. The percentage of pupils achieving 3 A*-B grades (49.4%) was also the best ever achieved by the school. Sixteen subjects delivered 100% A*-C pass rates.

Fifteen pupils achieved at least 3 A grades with David Balmer achieving 3 A*s. Jack Hyndman and Caitlin Russell were awarded 2 A*s and 1 A, while Rebekah Boyd, Joel Fekkes, Tia Maxwell, Chloe McIlroy and Jenny Wilson obtained 1 A* and 2 A grades.

Audrey Ku, Peter McDowell, Linzi McKenzie, Yasmin McNeill, Andrew Morton, Liam Slaughter and Heidi Smyth gained 3 As.

The AS results achieved by Year 13 pupils were also strong, with 50% of the cohort achieving 3 A-B grades. This performance bodes well for another excellent set of 'A' Level results in 2019.

Nineteen students achieved at least 3 A grades, with James Beggs, Anna Boyd, Nicholas Guy, Eva Kelso, Janna Lowe and Bence Tasnadi gaining 4 As.

When describing the GCSE results we run the risk of entering the realm of hyperbole but the only word to use is 'unprecedented'. The school achieved best ever results at each of the following measures – percentage of pupils achieving 5 A*-C (100%), 5 A*-C including English and Maths (99.1%), 7 A*-C (98.2%), 7 A*-C including English and Maths (97.3%), 7 A*-B (73.6%), 7 A*-B including English and Maths (68.2%), percentage of entries awarded A*-B (82.0%) and percentage of entries awarded A*-C (95.7%).

Top achievers included Courtney Murray and Matthew Clenaghan who gained 9 A*s and an A along with a Certificate in Space Science Technology, Luke Clarke who achieved a full set of 10 A* grades, Daisy Conway, Jenna McCarlie, Abigail Park and Keryn Wilson with 8 A*s and 2 As, Holly McKeown 7 A*s, 2 As and a B and Craig Alexander, Holly Drummond and Jamie Maybin who were awarded 6 A*s and 4 As. In total, 30 pupils achieved at least 8 A grades.

In the past four years, the school has obtained best ever GCSE results in 2015 and again in 2018 and best ever 'A' Level results in 2016, 2017 and 2018.

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

2018 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 2017-18.

YEARS 12 – 14 LARNE GRAMMAR SCHOOL (Grammar Schools)

Performance Indicator	2015/16		2016/17		2017/18	
	NI Average	School	NI Average	School	NI Average*	School
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96.5	95.5	96.5	99.1	96.5	100
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	94.1	88.3	94.1	96.2	94.1	99.1
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	92.1	86.5	91.2	93.4	91.2	98.2
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	91.0	83.8	90.3	93.4	90.3	97.3
% Achieving 3+ GCEs at Grades A*-C (or equivalent)	76.3	82.5	78.1	83.3	78.1	85.5
% Achieving 2+ GCEs at Grades A*-E (or equivalent)	99.5	100	99.7	100	99.7	100

* Please note that the Northern Ireland Grammar School Averages for 2017/18 have not yet been published by the Department of Education. These figures relate to the 2016/17 Averages.

STATISTICAL ANALYSIS FOR GCSE EXAMINATIONS 2018

No. IN YEAR 12 (FORM 5) 110

ENTERING 5+ SUBJECTS 100%

ENTERING 1-4 SUBJECTS 0%

A*-C IN 7+ SUBJECTS 98.3%

A*-G IN 5+ SUBJECTS 100%

A*-C IN 5+ SUBJECTS 100%

A*-G IN 1-4 SUBJECTS 0%

A*-C IN 1-4 SUBJECTS 0%

GCSE 2018														
	A*	A	B	C	D	E	F	G	U	TOTAL	%A*	%A*-A	%A*-B	%A*-C
ART & DESIGN	3	6	5	2						16	18.8	56.3	87.5	100.0
BUSINESS ST	12	22	17	4	1					56	21.4	60.7	91.1	98.2
CHILD DEV	3	5	5	3						16	18.8	50.0	81.3	100.0
ENGLISH	15	39	43	13	1					111	13.5	48.6	87.4	99.1
ENGLISH LIT	7	14	8	5	2	1				37	18.9	56.8	78.4	91.9
FRENCH	3	3	1	3	1	1				12	25.0	50.0	58.3	83.3
FURTHER MATHS	3	8	7	9					1	28	10.7	39.3	64.3	96.4
GEOGRAPHY	5	20	20	14	5					64	7.8	39.1	70.3	92.2
HISTORY	4	9	10	5	5					33	12.1	39.4	69.7	84.8
HOME ECONOMICS	7	7	10	3						27	25.9	51.9	88.9	100.0
I.T.	47	32	31	1						111	42.3	71.2	99.1	100.0
LLW		7	8	2						17	0.0	41.2	88.2	100.0
MATHEMATICS	14	38	39	20						111	12.6	46.8	82.0	100.0
MUSIC	1	4	5	1						11	9.1	45.5	90.9	100.0
PE	4	8	6	8	2					28	14.3	42.9	64.3	92.9
RELIGIOUS ED	9	12	6	3	1		1			32	28.1	65.6	84.4	93.8
SA SCIENCE	5	3	9							17	29.4	47.1	100.0	100.0
DA SCIENCE	29	71	66	19	1					186	15.6	53.8	89.2	99.5
SPANISH	9	11	14	8	2	1				45	20.0	44.4	75.6	93.3
TECH & DESIGN	3	15	5	9	2					34	8.8	52.9	67.6	94.1
<i>RE (Sc)</i>	<i>11</i>	<i>22</i>	<i>22</i>	<i>10</i>	<i>4</i>	<i>3</i>	<i>4</i>	<i>1</i>	<i>1</i>	<i>78</i>	<i>14.1</i>	<i>42.3</i>	<i>70.5</i>	<i>83.3</i>
<i>CLASSICAL CIVILISATION (Sc)</i>	<i>2</i>	<i>6</i>	<i>9</i>	<i>9</i>	<i>4</i>	<i>2</i>				<i>32</i>	<i>6.3</i>	<i>25.0</i>	<i>53.1</i>	<i>81.3</i>
TOTAL	196	362	346	151	31	8	5	1	2	1102	17.8	50.6	82.0	95.7
PERCENTAGES	17.8	32.8	31.4	13.7	2.8	0.7	0.5	0.1	0.2					

STATISTICAL ANALYSIS NI GCE 'A' LEVEL EXAMINATION 2018

A-LEVEL	
3+ AT GRADES A* TO C	85.5%
2+ AT GRADES A* TO E	100%
1+ AT GRADES A* TO E	100%

A-LEVEL 2018													
	A*	A	B	C	D	E	U	TOTAL	%A*	%A*- A	%A*- B	%A*- C	%A* -E
ART & DESIGN		1		2				3	0.0	33.3	33.3	100.0	100.0
BIOLOGY	3	7	14	5	2	1		32	9.4	31.3	75.0	90.6	100.0
BUSINESS STUDIES	2	11	4	2				19	10.5	68.4	89.5	100.0	100.0
CHEMISTRY	3	2	2	2	1			10	30.0	50.0	70.0	90.0	100.0
COMPUTING		1	2	4				7	0.0	14.3	42.9	100.0	100.0
ENGLISH LITERATURE	1	2	5					8	12.5	37.5	100.0	100.0	100.0
ENVIRONMENTAL TECH		1	8	8	1			18	0.0	5.6	50.0	94.4	100.0
FRENCH	1							1	100.0	100.0	100.0	100.0	100.0
GEOGRAPHY	1		8	8	2	1		20	5.0	5.0	45.0	85.0	100.0
HEALTH & SOCIAL CARE	1	2	5	2				10	10.0	30.0	80.0	100.0	100.0
HISTORY	1		1	1	2			5	20.0	20.0	40.0	60.0	100.0
I.T.	1	9	8	14	6			38	2.6	26.3	47.4	84.2	100.0
LIFE & HEALTH SCIENCES		2	2	4				8	0.0	25.0	50.0	100.0	100.0
MATHS		5	4					9	0.0	55.6	100.0	100.0	100.0
NUTRITION & FOOD SCIENCE		4	3	3				10	0.0	40.0	70.0	100.0	100.0
PERFORMING ARTS		3	1					4	0.0	75.0	100.0	100.0	100.0
PHYSICS		1						1	0.0	100.0	100.0	100.0	100.0
PSYCHOLOGY		1	1	1				3	0.0	33.3	66.7	100.0	100.0
R.E.		9	3	1				13	0.0	69.2	92.3	100.0	100.0
SPANISH	1	1		1				3	33.3	66.7	66.7	100.0	100.0
SPORTS STUDIES (BTEC)	6	1						7	85.7	100.0	100.0	100.0	100.0
TECHNOLOGY & DESIGN		5	4	1				10	0.0	50.0	90.0	100.0	100.0
TRAVEL & TOURISM	1	6	1		1			9	11.1	77.8	88.9	88.9	100.0
TOTAL	22	74	76	59	15	2	0	248	8.9	38.7	69.4	93.1	100.0
PERCENTAGE	8.9	29.8	30.6	23.8	6.0	0.8	0.0	100					

OTHER QUALIFICATIONS

Key:

ABRSM – Associated Board of the Royal School of Music

LCM – London College of Music

RSL – Rock School

TCL – Trinity College, London

Winter 2017

Board	Pupil	Grade	Exam	Result
ABRSM	Kaitlyn Boyd	7	Flute	Distinction
TCL	Jamie Clements	4	Clarinet	Merit
LCM	Tierney McFerran	3	Classical Guitar	Merit
ABRSM	Tom McGookin	6	Flute	Merit
TCL	Molly Ringland	Initial	Classical Guitar	Distinction
ABRSM	Hannah Todd	5	Flute	Pass
TCL	Caleb Whaley	1	Piano	Pass
LCM	Peter Wilson	3	Acoustic Guitar	Pass

Spring 2018

Board	Pupil	Grade	Exam	Result
ABRSM	Emily Arbuthnot	4	Clarinet	Pass
ABRSM	Chloe Boyd	2	Flute	Merit
ABRSM	Holly Boyd	2	Singing	Merit
ABRSM	Ailish Dobbin	2	Flute	Merit
ABRSM	Ciara Gilmartin	3	Singing	Merit
ABRSM	Amy Graham	6	Flute	Pass
ABRSM	Grace Logan	5	Clarinet	Pass
ABRSM	Grace Logan	4	Piano	Pass
ABRSM	Rory Madden	7	Clarinet	Merit
LCM	Meg McCubbin	8	Musical Theatre	Distinction
ABRSM	Emma McCullough	3	Flute	Pass
ABRSM	Helen McKay	3	Singing	Pass
ABRSM	Kallie McKeown	5	Singing	Pass
ABRSM	Molly Ringland	3	Piano	Pass
ABRSM	Emily Turner	7	Flute	Merit

Summer 2018

Board	Pupil	Grade	Exam	Result
LCM	Ethan Adair	3	Musical Theatre	Distinction (99/100)
LCM	Taylor Black	3	Musical Theatre	Merit
ABRSM	Mark Graham	4	Clarinet	Pass
TCL	Nicholas Guy	2	Music Theory	Merit
LCM	Katherine (Katie) Hill	8	Musical Theatre	Pass
LCM	Leah King	4	Musical Theatre	Distinction
LCM	Lucy McCluskey	8	Musical Theatre	Distinction
LCM	Tierney McFerran	4	Acoustic Guitar	Merit
TCL	Tierney McFerran	1	Music Theory	Merit
ABRSM	Tom McGookin	7	Flute	Merit
ABRSM	Cara McIlroy	7	Clarinet	Merit
LCM	Yasmin McNeill	DipLCM	Musical Theatre Performance	Approved (89/100)
LCM	Katie McNeilly	5	Musical Theatre	Merit
TCL	Molly Ringland	1	Classical Guitar	Distinction
TCL	Molly Ringland	1	Music Theory	Merit
LCM	Hannah Shaw	4	Musical Theatre	Distinction
LCM	Ellen Starrett	6	Musical Theatre	Distinction
ABRSM	Ellen Starrett	8	Piano	Pass
LCM	Daisy Swan	3	Musical Theatre	Distinction
ABRSM	Hannah Todd	4	Singing	Pass
RSL	Logan Toner	2	Electric Guitar	Merit
ABRSM	Zoe Whitford	3	Clarinet	Pass
LCM	Peter Wilson	4	Acoustic Guitar	Pass
TCL	Peter Wilson	1	Music Theory	Pass

11. SCHOOL LEAVERS' DESTINATIONS 2017-18 (FROM YEARS 12, 13 AND 14)

Number of Leavers 2017/2018	Destination - % of Leavers					
	Higher Education	Further Education	Another School	Jobskills Training Apprenticeship	Employment	Other
112	68.7	20.5	4.5	1.8	4.5	0

12. CURRICULUM 2017-18

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 2017-18 the School week was divided into 50 periods of 32 minutes.

8.50 am	-	9.05 am	Registration / Assembly
9.05 am	-	9.37 am	Period 1
9.37 am	-	10.09 am	Period 2
10.09 am	-	10.41 am	Period 3
10.41 am	-	11.13 am	Period 4
11.13 am	-	11.30 am	Break
11.30 am	-	12.02 pm	Period 5

12.02 pm	-	12.34 pm	Period 6
12.34 pm	-	1.06 pm	Period 7
1.06 pm	-	1.49 pm	Lunch
1.49 pm	-	2.21 pm	Period 8
2.21 pm	-	2.53 pm	Period 9
2.53 pm	-	3.25 pm	Period 10

The 2017-18 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 2017-18

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 is greater flexibility and the school is fully compliant with the Entitlement Framework. English, Mathematics, Double Award Science or Single Award Science and LLW (x 2 GCSEs) and ICT are 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 give freedom in terms of subject combinations. Pupils are able to make informed and appropriate choices which best suit their interests, abilities and ambitions for A Level, university and their career.

COMPULSORY SUBJECTS	PERIODS PER WEEK YEAR 11	PERIODS PER WEEK YEAR 12	GCSE SUBJECT
ENGLISH	5	5	1 x GCSE
MATHEMATICS OR MATHEMATICS & FURTHER MATHEMATICS	5 7	5 7	1 x GCSE OR 2 x GCSE
DOUBLE AWARD SCIENCE OR SINGLE AWARD SCIENCE & LLW	9	9	2 x GCSE
DIGITAL TECHNOLOGY OR BUSINESS COMMUNICATION SYSTEMS	5	5	1 x GCSE
LEARNING FOR LIFE & WORK (incorporating Citizenship, PD & Employability)	1	1	
PHYSICAL EDUCATION	2	-	
RELIGIOUS EDUCATION	1	3	
GAMES	2	2	
OPTIONAL SUBJECTS			
All pupils choose 4 extra subjects from the following list:	20	20	4 x GCSE
Art	History	Religious Studies	
Business Studies	Home Economics	Space Science	
Child Development	Motor Vehicle & Road User Studies	Technology (Level 2 Certificate)	
English Literature	Music	Spanish	
French	Physical Education	Technology & Design	
Geography			
TOTALS	50	50	9 or 10 x GCSE

NOTE:

- All pupils follow courses designed to enable them to obtain **9 or 10 GCSE Qualifications**

SIXTH FORM (YEARS 13 & 14)

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

The majority of pupils study 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 block 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 2018

	<i>Notes</i>	2018 £,000	2017 £,000
Income			
Grants	1	3,382	3,343
Other Sources	2	12	18
VAT recovered		47	48
		<hr/>	<hr/>
		3,441	3,409
		<hr/>	<hr/>
Expenditure			
Teaching staff	3	2,502	2,448
Other staff	3	502	464
		<hr/>	<hr/>
		3,004	2,912
Property		192	186
Pupils		124	151
Administrative		103	118
VAT expenditure		48	48
		<hr/>	<hr/>
		3,471	3,415
		<hr/>	<hr/>
Surplus/(deficit) for the year		(30)	(6)
		<hr/>	<hr/>

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 (Years 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