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LARNE GRAMMAR SCHOOL

**ANNUAL REPORT
2018-2019**

LARNE GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2018 - 2019

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1. CHAIRMAN'S STATEMENT

Dear Parents/Guardians/ Members of this school community,

It gives me great pleasure as Chair of the Board of Governors to introduce this Annual Report of Larne Grammar School for the academic year 2018-19.

This is my fifth year as Chair and in each of those years I have been astounded by the wide-ranging successes achieved by pupils, supported by our excellent staff, in academic, sporting and extra-curricular activities. The past year has been no exception academically to those previously, with several “best evers” achieved in the benchmarks and measures we strive for in the examinations at GCE A Level, GCE AS Level and GCSE.

You, like me, will also be delighted when you read this Annual Report and discover all the achievements outside of the classroom, especially in the range of activities involved and the high volume of pupils taking part. This is evidence not only of the high calibre of our young people and their talents, but of the dedication and motivational skills of our staff.

I wish to pass on the heartfelt thanks of Governors to those staff who retired from their long, rewarding careers in teaching this year - Psychology teacher Mr Ian Thomson, a friend and respected colleague of mine formerly, when we both taught in Larne College of FE and East Antrim Institute of Further and Higher Education; our longest serving academic, with a fantastic 37 years of service, Head of Mathematics Mrs L Headden; and Vice-Principal Miss L Hunter, to whom generations of pupils and staff owe much for her support, wisdom and truly caring nature. We wish them many fulfilling and enjoyable years of retirement.

The past year also saw some changes in the composition of our governing body. I extend our thanks to Teacher Representative Miss L Agass, who stepped down from the Board; and we welcome Miss S Edge, who joins us as a representative of the Education Authority; and Mrs A Steele joins the Board as a teaching staff representative.

Larne Grammar School has established itself as one of the top performing grammar schools in Northern Ireland and it is extremely gratifying to all of us who are ardent supporters of the school – parents, staff, governors and learners. And although it is not all about “league tables,” it is still very satisfying when we as a school sit proudly near the top of the Belfast Telegraph standings at GCSE and in a strong position in the GCE A Level chart. We extend our thanks to those who more than anyone make this possible – our senior staff and teachers.

We once more this year are in stormy waters politically, with no end in sight to the Stormont impasse and Brexit dragging on interminably. Such major issues have impacted on education in Northern Ireland, as in the rest of the UK. Politicians across the four UK jurisdictions have been so consumed by Brexit that they have ignored the pressing need for enhanced funding for our schools. Similarly, here in the province the lack of a functioning Assembly has meant that deaf ears are turned to the cries from ALL schools for financial help. Thanks to the prudence of governors and staff, Larne Grammar School continues to provide a First-Class educational experience for all its pupils, despite the real-terms drop in funding year after year.

I repeat it in every annual 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 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 MSc (Vice Chair)

Rev Dr P I Reid BD

Mr C W Tweed OBE FRAGS

Representative Governors

Department of Education

Miss E Miller BA (Hons) PGCE

Vacancy

Education Authority

Mr R Guy

Ms S Edge LLB

Parents

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

Mr T Sloan

Teachers

Mrs E McKay BA (Hons) PGCE

Mrs A Steele BA (Hons) PGCE

Secretary to the Board of Governors

Mr J Wylie (Principal)

The following member of the Board of Governors ended their term of office during the 2018-19 academic year:

Mrs L Agass BA (Hons) PGCE

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 lift and a number of ramps.

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 2018 was 735 and the Admissions Number was 110. On Census Day, there were 741 pupils enrolled in the school, including six pupils with a Statement of Special Educational Needs.

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
2016/17	110	157	110
2017/18	110	137	110
2018/19	110	145	110

This table does not include children who were admitted to the school with a statement of special educational needs, who are placed in the school by the Education Authority by means of an Amendment Notice to the Statement of Special Educational Needs.

6. PUPIL ATTENDANCE

The average attendance during the 2018-2019 school year was 95.6% (with 3.3% Authorised Absences and 1.1% Unauthorised Absences).

7. SCHOOL DEVELOPMENT DAYS 2018-19

The school is compliant with the statutory requirements for staff training and during the academic year delivered a ten-day programme (5 'Baker' Days in August and 5 additional School Development Days) based on essential elements identified in the School Development Plan and other training needs.

The details of the School Development Days are as follows:

Date	Key Focus
Friday 26 th October	Assessment for Learning (AfL)
Wednesday 23 rd January	Special Education Needs & Disability Act & SEN provision Careers Department Meetings
Monday 15 th April	Departmental Self-Evaluation Fire Safety Training
Tuesday 16 th April	Departmental Meetings – AfL, Raising Attainment, Coursework Standardisation
Monday 27 th May	Assessment for Learning – Effective Questioning School Development Planning – evaluation of 2018-19 school & departmental action plans

8. STAFF

The 2018/19 academic year saw a significant change in staffing in the school with the retirement of three teachers with a combined 86 years of service in Larne Grammar School.

In September 1982, Miss Reid, a young teacher from Co. Londonderry, joined the Mathematics Department of Larne Grammar. This June, thirty-seven years later, Mrs Headden's retirement brought an end to her illustrious career in the school.

Mrs Headden was promoted to the post of Head of Mathematics in 2006, having previously been Teacher-in-Charge of Internal Examinations, and held the post until her retirement. She led a strong team within the department and the loyalty shown to her by all of the Maths teachers is a mark of her leadership, her character and her integrity.

Throughout her career she demonstrated an enthusiasm for her subject and was keen to promote it through initiatives like the UK Mathematics Challenge. Countless LGS pupils have developed a passion for Maths whilst sitting in her classroom and have achieved considerable success in GCSE and A Level examinations and beyond.

She has also remained innovative. In recent years, the introduction of GCSE modules and the new model for delivering GCSE Further Maths demonstrate her willingness to initiate and embrace change in order to improve pupil outcomes.

Outside the classroom, Mrs Headden has provided support to many school shows by organising the ticket sales. She also led the school Guide Company and organised the Senior Citizens Christmas Party, when both were features of school life.

Quiet and self-effacing, she studiously avoided the limelight, preferring to work quietly in the background. It is often the case that the departure of the most unassuming characters leaves the biggest hole. As well as those who hold posts within the senior leadership team, schools need leaders within the staffroom - those colleagues who, with the wisdom that comes with experience, can advise, guide and provide sound counsel to those around them. Mrs Headden is one of those leaders and her unobtrusive yet strong influence within the school will be greatly missed.

She has been joined in retirement by Mr Thomson. Born and raised in England, Mr Thomson qualified as a teacher in 1978 and worked for the Glasgow Social Work Department before making Northern Ireland his home and taking up a post in Lurgan Technical College. From there he moved to Larne College of Further Education and worked within the Youth Training Programme and, when the scheme was discontinued, he began to deliver the Psychology, Sociology and Communication Studies courses in the College. Mr Thomson was appointed to the full-time, permanent position of Teacher-in-Charge of Psychology in LGS in 2006, but his association with the school goes back much further than thirteen years as, during his time working within the FE sector, he delivered the 'A' Level Psychology course to Larne Grammar pupils.

His passion for Psychology was matched only by his deep desire for his pupils to share his love for the subject and succeed in their 'A' Level studies. Many pupils have been excited by the opportunity to study this new course in Sixth Year and a number have gone on to develop their knowledge and understanding of the discipline at university.

Ian always looks for the positive in every situation and every person he encounters and he is unfailingly cheerful. He possesses the rare gift of being able to lift the spirits of everyone with whom he comes into contact. After a career spent in the service of the young people with whom he has worked, he has earned the opportunity to indulge his passions and spend greater time with his family, of whom he is incredibly proud. While we will miss him, he leaves with the best wishes of all associated with the school.

Miss Lynn Hunter joined the staff of Larne Grammar School in 1983 as the first teacher of Computer Studies in the school's illustrious history.

How to sum up her thirty-six years unbroken service in LGS? First the factual outline of her career. On commencing her employment in the school, Miss Hunter immediately began creating the new Computer Studies Department. Armed with only two computers, within a few years the subject was taught at GCSE and 'A' Level and the strength of the current ICT Department is in no small part due to the strong foundations laid by Miss Hunter in the 1980s. She was soon appointed Head of Computer Studies and Assistant Timetabler and in 1998 became Vice-Principal under the leadership of her second Principal, Mr Morrow. She is a firm believer in education beyond the classroom and during her time in the school Miss Hunter has been involved in Hockey and led the back-stage crew for many school shows.

The role of Vice-Principal has evolved into a job that is unrecognisable from the one Miss Hunter first accepted. However, regardless of how the role has changed, Miss Hunter has always put pupils at the very centre of everything that she has done. This is her true legacy to the school. Over the years, thousands of pupils have passed through her care and hundreds of young people have found pastoral support, a shoulder to cry on and understanding from a woman with a heart of gold. To say that Lynn has gone the extra mile for her pupils is a huge understatement. She has given her life to generations of LGS pupils and they will never forget the profound impact that she has had on their lives. Teaching is a special job and Miss Hunter has been a special teacher. She is the embodiment of the vocational nature of our profession and the caring ethos of Larne Grammar School.

Mrs McIlwaine moved to a post in Ballymena Academy, Miss Harkness joined Cullybackey College and Mrs Violet Burke left the cleaning staff after twenty years' service to the school.

Staff retirements, coinciding with the ongoing dire financial situation within education, resulted in significant changes to the school's leadership structure. Mr Gough, Mr Kirkpatrick and Ms Weir were appointed Senior Teachers and joined a reconfigured Senior Leadership Team. Mr Lambe succeeded Mrs Headden as Head of Mathematics; Mrs Steele became our new Learning Support Co-ordinator, with Mr Gourley being appointed as Assistant Learning Support Co-ordinator, and Mrs Cooper appointed Assistant Careers Co-ordinator. Mrs Davidson took on the role of Year Head, Mrs Knox and Mrs McKay were appointed as temporary Year Heads and Mr Cartmill became the new Teacher-in-Charge of Promoting the School in the Community.

Miss McMaster was appointed to a permanent position within the RE Department and Miss Tohill and Mrs McFarlane joined the Mathematics and PE and Departments, respectively.

9. SCHOOL ACTIVITIES

Academic success is only one aspect of our focus in Larne Grammar School. With extra-curricular provision increasingly under threat in schools across Northern Ireland, it is important that we continue to maintain and build upon the opportunities offered to our pupils. These activities play a vital role in the social and emotional growth of our young people; the emergence of interpersonal and other skills and dispositions, which are so important in preparing pupils for the world of work, as well as helping to encourage healthy lifestyles and the development of interests, knowledge and skills, beyond the narrow focus of the academic curriculum. Indeed, it would be wrong to see curricular and extra-curricular provision as two separate entities and it is notable that examination success and extra-curricular involvement often go hand in hand. Enjoyment of activities outside the classroom invariably leads to engagement within.

Sport & Games

The School continues to encourage all its 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 main winter sports continue to be Rugby and Hockey, with teams from Year 8 through to senior level competing regularly in Saturday morning and mid-week fixtures against schools from across Northern Ireland.

In **rugby**, the 1st XV reached the 3rd Round of the Schools Cup for the first time in a number of years, with an excellent victory away to Limavady Grammar School. The Medallion XV exited the Trophy at the semi-final stage. Jack Wallace, Tom Meban and Robin Wynn were selected to participate in the U16 Ulster Rugby Development Squad and Stuart McAlister and captain Scott Alexander were invited to join the U17 panel.

The 1st XI **Hockey** Team had an enjoyable and successful season, culminating in Jenna McCarlie's selection for the Irish U17 Hockey team for a four nations tournament in Germany. The U13s won the NEBSSA Year 9 Hockey Tournament.

There were many creditable performances by the twenty-five LGS pupils who qualified for the Ulster **Athletics** Finals, with Year 12 pupils Caelan Campbell and Owen Johnston winning Silver medals in the 400m Hurdles and Pole Vault respectively. Both progressed to the Irish Championships, where Owen won a bronze medal and Caelan finished fourth, and both were selected to represent Ulster Schools at the Interprovincial Championships.

In September, our **sailors** retained the Schools Cup. This is the fourth time we have won the trophy out of the past five competitions and demonstrates the depth and breadth of the sailing talent within the school. Congratulations to Taylor Black, Joshua Kane, Lucy Kane, Matthew Liddle, Ellen McCarlie, Jenna McCarlie, Charlie Patterson, Kelly Patterson, Jenna Reid, Nadia Taylor, Hannah Todd, Zoe Whitford, Abby Williamson and Rory Williamson on their achievement. It was great to have pupils from all seven year groups contributing to the Schools Cup success.

Last year we were able to enter two teams in the Ulster Interschools' **Showjumping** League. The Blue Team, comprising Katie-Lee Houston, Joel Peoples, Anna Jackson and Tyler Houston finished second in the 85cm class, while the Maroon Team of Sam Jackson, Emma Blair, Mya McCullough and Thomas Patton were placed fifth overall. The fact that almost fifty schools entered the competition puts that achievement into context.

Four **tennis** teams were entered in the various cup and league competitions. The Senior Boys reached the quarter-final of the Schools Cup for the second year in succession while the Junior Girls Team were runners-up in the Plate competition. The after-school tennis club attracted increasing numbers of participants in the summer term and allowed pupils of all abilities to make use of our excellent facilities and enjoy the sport.

Forty-five runners were selected to represent the school at the District **Cross Country** Championships held on a wintery day at the end of January. Charlie Wilson (Year 8), Charlie Patterson (Year 9), Josh Montgomery (Year 10), Jonny Russell (Year 10) and Kelly Patterson (Year 12) all qualified for the Ulster Schools Championships held the following month in Mallusk.

Our Year 11 **Volleyball** Team participated in the NEBSSA Tournament in March. The Intermediate **Netball** Team competed in the District 2 League and the Junior Netball Club provided an opportunity for girls in Years 8-10 to develop their fitness and skills. At the Ulster **Fitness and Dance** Championships in March, our Intermediate Hip Hop Team won 1st place. The team was choreographed by Year 14 pupil Rhys Devlin who won the gold medal in the Senior Hip Hop Solo section.

Jamie Clements won Gold and Silver at the Ulster Schools **Swimming** Gala at the beginning of March and Matthew Carson represented the Northern Ireland Under 16 **football** team.

Katherine Houston won the Ireland U25 Pairs **Bowls** title and represented Ireland at the U25 Home Internationals in Ayr in July.

Music

Preparations for the Carol Service began in the Music Department in October and the weeks of rehearsals paid off in a magical evening in 1st Larne Presbyterian Church just before Christmas. In April, we enjoyed our biennial Spring Concert which showcased the fabulous musical talent within the school. The evening included performances from a range of vocal and instrumental ensembles including the Junior and Senior and Chamber Choirs, the Choral Group and Year 14 Vocal Group, Flute and Clarinet Ensembles and Orchestra. A workshop led by the Artistic Director of the Ulster Youth Choir was attended by thirty budding vocalists and, subsequently, Daisie Conway, Katie Hill, Jakob Holst and Abigail Park were successful in gaining places in the Choir while Amy Haveron joined the Ulster Youth Junior Choir. At the Larne Music Festival, Emily Turner, Tom McGookin, Amy Graham, Amy Haveron, Katie Hill, Ellen Starrett, Ethan Adair, Leah Wilson, Adam Smith, Rory Madden, and Isaac Holst won their respective categories.

Societies, Trips and Other Activities

Asia Haraburda and Logan Cowie participated in the Education Authority's "*World War 1 Battlefields*" project and travelled to Belgium and northern France in March, while Meg McCubbin and Abbie McWhirter had the opportunity to visit Auschwitz in March as part of a project organised by the Holocaust Educational Trust.

As the result of his placement in Queen's University, as part of the Nuffield Research programme in the summer of 2018, Bence Tasnadi was the only pupil from Northern Ireland to be invited to the Royal Society for a week in early December. The report he produced on his project also resulted in him reaching the finals of the Big Bang competition and he travelled to Birmingham in March to take part in the UK Young Scientists and Engineers Fair.

Our Shared Education project allowed us to join with pupils and staff from Roddensvale School, Larne High School and St. Killian's College for a joint School Council event with Mid and East Antrim Council, RE visits to Belfast Islamic Centre and local churches, a Year 9 Science day, a GCSE Geography fieldtrip, and a Makaton course for Sixth Form pupils.

Rory Madden, Isaac Holst, Clara Devlin and Jamie Rea were awarded Gold Certificates in the UK Schools Mathematical Challenges and all four were invited to participate in a pan European competition. Jakob Holst, Ethan Adair, Stewart Campbell and Ilaria Magee achieved Silver Certificates with a further seventeen students gaining Bronze awards.

Employability, Enterprise and Entrepreneurship continue to be promoted widely within LGS. The third edition of the Tenner Challenge resulted in twenty-three groups of pupils seeking to grow their initial £10 investment. Over £2,000 was raised by the various social enterprises, with the money used to purchase outside seating for pupils. "Choc Stop", a company comprising Year 9 pupils Joel Hunter, David Taylor, Andrew Kale, Jack Sweeney and Luke Farquhar returned a profit of £360 in just six days of trading. In May, the winners, along with some Year 11 Business Studies pupils enjoyed a tour of the Maud's Ice Cream Factory. Year 13 Business Studies and Art pupils participated in a "Day of Innovation" at the ECOS Centre, and the school hosted a visit by Purple Bricks founder and local philanthropist Kenny Bruce. Young Enterprise facilitated the annual "Project Business" programme for Year 10 pupils and an "Learn to Earn" workshop for Year 11. Ten Sixth Formers attended the "Inspire Conference" held on International Women's Day in the Titanic Centre.

Members of the newly-formed Lit Club competed in the Kids Lit Quiz hosted by Wellington College; Indigo Ashbridge and Avianne Porter spoke at the regional heats of the Soroptimist International Northern Ireland Youth Award public speaking competition; seventy of our writers had their poems published in the Young Writers poetry anthology, *Escape*; and GCSE English Literature students watched a performance of *Macbeth* at the Grand Opera House. The 'A' Level Performing Arts classes attended a workshop led by professional actor and theatre maker, Paula

Carson Lewis and enjoyed performances of two plays at the Mac. The Williamson Library was the venue for Roald Dahl Day, Poetry Week, the Accelerated Reader programme the ‘Mystery Reads event, a murder mystery, Manga and Zombie Workshop and the Junior Reading Group. Successful local author, Angeline King, met with a Year 8 class following on from a guest appearance in assembly on World Book Day.

The Peer, Literacy and Numeracy Mentoring programmes provided opportunities for pupils to both provide and receive academic support. As part of their Citizenship studies, Year 11 pupils had the opportunity to question local MLAs, Gordon Lyons and Roy Beggs. The Dunadry Hotel hosted the Sixth Form Formal and the Larne Grammar Friends’ Association organised their third Christmas Fayre and the second Colour Run. Funds raised by the Friends’ Association were used to purchase thirty Chromebooks.

A large party of senior school skiers enjoyed a week in Italy in February, GCSE and ‘A’ Level RE and History students returned to Rome in April, while LGS pupils and staff enjoyed another trip to Wimbledon at the beginning of July.

Other extra-curricular activities included Scripture Union, the Chess Club, Drama Club, Yoga Club, Gym Club, Psychology Film Club, Conservation Society, Cookery Club and Photography Club.

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.

The school supported the following charities during 2018-19.

RNLI	715.00
Asia Link	30.00
BBC Children in Need	565.32
Alzheimer’s Society	20.00
IRFU Charitable Trust	244.81
NI Kidney Research	853.61
British Heart Foundation	344.21
NI Children’s Hospice	900.00
Total Donated	3,672.95

10. PUBLIC EXAMINATION RESULTS 2018/2019

Yet again, we were delighted to discover that LGS students had been some of the top performing candidates in Northern Ireland in the 2018 exam series. In GCSE French, Courtney Murray was placed Joint 1st out of the 4,251 candidates who entered the subject, 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.

Our Year 14 pupils continued the trend of producing very strong 'A' Level outcomes. With 83.3% of pupils achieving 3 A*-C grades, LGS pupils will have achieved well above the NI Grammar School Average, for the fourth year in succession.

The percentage of pupils achieving 3 A*-B grades (51.1%) was also the best ever achieved by the school. Almost three-quarters of all entries were graded A*-B.

Twelve pupils achieved at least 3 A grades, with Nicholas Guy and Eva Kelso being awarded 3 A*s. James Beggs, Hannah Best, Jakob Holst and Meg McCubbin achieved 2 A*s and 1 A, while Jamie McKay, Reece Mills, Kim Niblock, Emma O'Sullivan and Bence Tasnadi obtained 1 A* and 2 A grades. Joshua Houston gained 3 As.

The AS results were very strong at every measure. Over half of the cohort achieved at least 3 A or B grades and this performance bodes well for another excellent set of 'A' Level results in 2020. Zoe Bain and Emma McAlister were awarded 4 A grades with a further twelve pupils - Thea Bareham, Luke Clarke, Karen Currie, Holly Drummond, Jamie Maybin, Chloe McKay, Lauren McKenna, Abbie McWhirter, Keryn Wilson, Daisie Conway, Sophie Farquhar and Iain Gingles – achieving at least 3 As.

The GCSE results did not, unsurprisingly, reach the record high levels of the previous year, in part due to the introduction of changes to the GCSE grading system. Nevertheless, best ever outcomes were achieved in relation to the percentage of entries awarded A*-A (52.7%) and A*-C (96.4%).

This translated into thirty-one pupils gaining 8 A grades or better.

Top achievers included Isaac Holst and Rory Madden who achieved a full set of 10 A*s, Amy Campbell and Leah McMinn with 9 A*s and an A, Iain Crooks 8 A*s and 2 As, Matthew Vasey 7 A*s and 3 As, Kaitlin Nelson, Noah Ku and Avianne Porter with 6 A*s and 4 As, Sarah Murray, Daniel Vasey and Kristofor Wilson 5 A*s and 5 As, Kallie McKeown and Adam Smith 6 A*s and 3 As and Cameron McGregor and Sophie Reid with 5 A*s and 4 As.

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

2019 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 2018-19.

YEARS 12 – 14 LARNE GRAMMAR SCHOOL (Grammar Schools)

Performance Indicator	2016/17		2017/18		2018/19	
	NI Average	School	NI Average	School	NI Average*	School
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96.5	99.1	96.0	100	96.0	95.4
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) incl Eng & Maths	94.1	96.2	94.0	99.1	94.0	95.4
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	91.2	93.4	90.7	98.2	90.7	90.8
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) incl Eng & Maths	90.3	93.4	89.8	97.3	89.8	90.8
% Achieving 3+ GCEs at Grades A*-C (or equivalent)	78.1	83.3	78.1	85.5	78.1	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 2018/19 have not yet been published by the Department of Education. These figures relate to the 2017/18 Averages.**

STATISTICAL ANALYSIS FOR GCSE EXAMINATIONS 2019

No. IN YEAR 12 (FORM 5) 109

ENTERING 5+ SUBJECTS 100%

ENTERING 1-4 SUBJECTS 0%

A*-C IN 7+ SUBJECTS 90.8%

A*-G IN 5+ SUBJECTS 100%

A*-C IN 5+ SUBJECTS 95.4%

A*-G IN 1-4 SUBJECTS 0%

A*-C IN 1-4 SUBJECTS 5.5%

GCSE 2019	A*	A	B	C*	C	D	E	F	G	U	TOTAL	%A*	%A*- A	%A*- B	%A*- C*	%A*- C
ART & DESIGN	8	17	6	3							34	23.5	73.5	91.2	100.0	100.0
BUS COMM SYSTEMS		1	4	5	3	2	1	1	1		18	0.0	5.6	27.8	55.6	72.2
BUSINESS STUDIES	11	16	13	8	3	1		1			53	20.8	50.9	75.5	90.6	96.2
CHILD DEVELOPMENT	3	11	7								21	14.3	66.7	100.0	100.0	100.0
ENGLISH	13	49	26	13	7	1					109	11.9	56.9	80.7	92.7	99.1
ENGLISH LITERATURE	6	7	6	1	1						21	28.6	61.9	90.5	95.2	100.0
FRENCH	5	7	1	1							14	35.7	85.7	92.9	100.0	100.0
FURTHER MATHS	5	11	5								21	23.8	76.2	100.0	100.0	100.0
GEOGRAPHY	3	17	14	7	9	3	1				54	5.6	37.0	63.0	75.9	92.6
HISTORY	3	12	9	8	4	2	1			1	40	7.5	37.5	60.0	80.0	90.0
HOME ECONOMICS	1	8	9	2							20	5.0	45.0	90.0	100.0	100.0
DIGITAL TECHNOLOGY	23	47	12	5	3	1					91	25.3	76.9	90.1	95.6	98.9
LLW	1	6	4	5	2						18	5.6	38.9	61.1	88.9	100.0
MATHEMATICS	19	23	42	13	11	1					109	17.4	38.5	77.1	89.0	99.1
MOTOR VEHICLE STUDIES		1	2	7	2		2				14	0.0	7.1	21.4	71.4	85.7
MUSIC	3	3									6	50.0	100.0	100.0	100.0	100.0
PE	1	10	6	4	4	2	1				28	3.6	39.3	60.7	75.0	89.3
RELIGIOUS EDUCATION	7	22	7	4	6						46	15.2	63.0	78.3	87.0	100.0
SA SCIENCE	1	12	3	1	1						18	5.6	72.2	88.9	94.4	100.0
DA SCIENCE	45	48	55	16	10	8					182	24.7	51.1	81.3	90.1	95.6
SPANISH	6	13	5	6	4	2					36	16.7	52.8	66.7	83.3	94.4
TECH & DESIGN	2	13	4	7	2	1	1	1			31	6.5	48.4	61.3	83.9	90.3
<i>SPACE SCIENCE (LEVEL 2 CERT)</i>					3						3	0.0	0.0	0.0	0.0	100.0
TOTAL	166	354	240	116	75	24	7	3	1	1	987	16.8	52.7	77.0	88.8	96.4
PERCENTAGES	16.8	35.9	24.3	11.8	7.6	2.4	0.7	0.3	0.1	0.1						

STATISTICAL ANALYSIS NI GCE 'A' LEVEL EXAMINATIONS 2019

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 2019													
	A*	A	B	C	D	E	U	TOTAL	%A*	%A*- A	%A*- B	%A*- C	%A*- E
ART & DESIGN		3	4	1				8	0.0	37.5	87.5	100.0	100.0
BIOLOGY	5	11	10	10	3	1		40	12.5	40.0	65.0	90.0	100.0
BUSINESS STUDIES	1	8	4	1				14	7.1	64.3	92.9	100.0	100.0
CHEMISTRY	3	4	8	3	1			19	15.8	36.8	78.9	94.7	100.0
ENGLISH LITERATURE		2	4	1				7	0.0	28.6	85.7	100.0	100.0
ENVIRONMENTAL TECH		8	4	3	2	1		18	0.0	44.4	66.7	83.3	100.0
GEOGRAPHY	1	2	4	4	2			13	7.7	23.1	53.8	84.6	100.0
HEALTH & SOCIAL CARE		3	10	4	1			18	0.0	16.7	72.2	94.4	100.0
HISTORY	1							1	100.0	100.0	100.0	100.0	100.0
I.T.	1	14	14	7	1			37	2.7	40.5	78.4	97.3	100.0
LIFE & HEALTH SCIENCES		3	3	5	2			13	0.0	23.1	46.2	84.6	100.0
MATHS	3	4	1	1	1			10	30.0	70.0	80.0	90.0	100.0
MUSIC			1					1	0.0	0.0	100.0	100.0	100.0
PERFORMING ARTS	1	6	1					8	12.5	87.5	100.0	100.0	100.0
PHYSICS	2			2	1			5	40.0	40.0	40.0	80.0	100.0
PSYCHOLOGY		1	3	1	1			6	0.0	16.7	66.7	83.3	100.0
R.E.		3	5	5	1			14	0.0	21.4	57.1	92.9	100.0
SPANISH		2	1					3	0.0	66.7	100.0	100.0	100.0
SPORTS STUDIES (BTEC)	8	3		2				13	61.5	84.6	84.6	100.0	100.0
TECHNOLOGY & DESIGN	1	4	2	1				8	12.5	62.5	87.5	100.0	100.0
TRAVEL & TOURISM (BTEC)	5	4		2				11	45.5	81.8	81.8	100.0	100.0
TOTAL	32	85	79	53	16	2	0	267	12.0	43.8	73.4	93.3	100.0
PERCENTAGE	12.1	31.8	29.6	19.9	6.0	0.7	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 2018

Board	Pupil	Grade	Exam	Result
ABRSM	Rebecca Ayre	5	Flute	Pass
ABRSM	Chloe Boyd	3	Flute	Merit
ABRSM	Holly Boyd	3	Singing	Pass
LCM	Jayden Elliott	Initial	Acoustic Guitar	Pass
LCM	Jayden Elliott	1	Theory	Pass
ABRSM	Ciara Gilmartin	4	Singing	Distinction
LCM	Molly Ringland	2	Classical Guitar	Distinction

Spring 2019

Board	Pupil	Grade	Exam	Result
ABRSM	Kaitlyn Boyd	8	Flute	Pass
ABRSM	Ailish Dobbin	3	Flute	Merit
ABRSM	Olivia Gordon	1	Piano	Distinction
LCM	Nicholas Guy	5	Theory	Distinction
ABRSM	Emma McCullough	4	Flute	Merit
LCM	Tierney McFerran	2	Theory	Pass
ABRSM	Tom McGookin	8	Flute	Pass
ABRSM	Abigail Park	8	Piano	Pass
ABRSM	Molly Ringland	4	Piano	Pass
LCM	Molly Ringland	2	Theory	Distinction
LCM	Peter Wilson	2	Theory	Pass

Summer 2019

Board	Pupil	Grade	Exam	Result
ABRSM	Charlie Burgess Allen	3	Flute	Pass
ABRSM	Helen McKay	4	Singing	Pass
LCM	Zoe King	Initial	Electric Guitar	Pass
LCM	Tierney McFerran	5	Acoustic Guitar	Pass
LCM	Logan Toner	3	Acoustic Bass	Pass
LCM	Peter Wilson	5	Acoustic Guitar	Pass

11. SCHOOL LEAVERS' DESTINATIONS 2018-19 (FROM YEARS 12, 13 AND 14)

Number of Leavers 2018/2019	Destination - % of Leavers					
	Higher Education	Further Education	Another School	Jobskills Training/ Apprenticeship	Employment	Other
121	69.4	14.0	5.0	3.3	6.6	1.7

12. CURRICULUM 2018-19

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 2018-19 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 2018-19 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 2018-19

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	Home Economics	Space Science	
Business Studies	Leisure & Tourism	Technology (Level 2 Certificate)	
Child Development	Motor Vehicle & Road User Studies	Spanish	
English Literature	Music	Technology & Design	
French	Physical Education		
Geography	Religious Studies		
History			
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	French	Mathematics	Religious Studies
Biology	Geography	Music	Spanish
Business Studies	Health and Social Care	Nutrition & Food Science	Sports Studies
Chemistry	History	Performing Arts	Technology & Design
English Literature	ICT	Physics	Travel & Tourism
Environmental Technology	Life & Health Sciences	Psychology	

NOTES:

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

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

Careers is provided in a variety of ways:

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

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

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

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

Mr McAuley is the Designated Teacher for Child Protection.

Mr McKay and Ms Weir 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 and the Pastoral Leader 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 Leader 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 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 Leader 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. 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.

Special Educational Needs (SEN)

Pupils who are identified as SEN learners (for example, pupils with specific learning difficulties, emotional and behavioural difficulties, some physical disabilities, sensory impairments, speech and language difficulties, some medical conditions), are placed on the SEN register at the appropriate stage and a Personal Learning Plan (PLP) is agreed by the Learning Support Co-ordinator (LSC), Year Head, parents and pupils. All subject staff have an input to this plan and it will be reviewed annually. Once the plan has been agreed, a copy is made available to each member of staff and those who teach the pupil create subject specific plans for that pupil. If appropriate, the pupil will receive support from classroom assistants and may additionally receive support from the school nurse, the Educational Welfare Officer, Educational Psychologists and an outreach worker from the Behaviour Guidance Centre in Antrim. The school makes necessary adjustments to provide full access for those with physical disabilities. The LSC undertakes appropriate testing of pupils for consideration of access arrangements for examinations and liaises with the examinations officer to ensure that special examination access arrangements are in place for those pupils entitled to such arrangements.

The plans of all pupils currently on the SEN register will be reviewed annually in school and those who are on the current Stage 5 of the Code of Practice will have an annual review meeting attended by both school staff and representation from other appropriate parties. Such pupils who are in Years 10 and above will attend an annual transition review meeting, enabling consideration to be given to suitable career options.

Further details can be found in the Special Education Needs and Disability Policy, which is reviewed annually.

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 2019

	<i>Notes</i>	2019 £,000	2018 £,000
Income			
Grants	1	3,376	3,382
Other Sources	2	12	12
VAT recovered		45	47
		<hr/>	<hr/>
		3,433	3,441
Expenditure			
Teaching staff	3	2,473	2,502
Other staff	3	543	502
		<hr/>	<hr/>
		3,016	3,004
Property		168	192
Pupils		121	124
Administrative		121	103
VAT expenditure		45	48
		<hr/>	<hr/>
		3,471	3,471
		<hr/>	<hr/>
Surplus/(deficit) for the year		(38)	(30)
		<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
Data Protection Policy
Drugs and Substance Abuse Policy
Educational Visits Policy
Freedom of Information Act Policy
Health & Safety Policy
Hospitality Policy
ICT Acceptable Use, eSafety and Digital Media Policy
Learning and Teaching 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
Uniform Policy