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LARNE GRAMMAR SCHOOL

**ANNUAL REPORT
2019-2020**

LARNE GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2019 - 2020

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1. CHAIRMAN'S STATEMENT

Dear Parents/Guardians/ Members of this school community,

It is my pleasure to introduce the Annual Report of Larne Grammar School for the academic year 2019-20.

In September 2019 school got off to its usual smooth, slick start. Little did everyone know then that what was to come, at the start of the new decade, was to turn everything we have known and experienced upside down and impact horrendously on 'normal' life and school life.

We have been living through a once in a century occurrence, a pandemic that has left in its wake a trail of sorrow, hurt and damage in the wider community and also within our school family. I must applaud our Principal and senior staff, our dedicated teachers and our amazing pupils, for the way they have all pulled together and carried on as best they all could, in the unique circumstances we all find ourselves enduring. All elements of school life have been impacted during this 2019-2020 academic year; firstly, online learning, assessment and communication took the place of face-to-face tuition and learning; the care and education of the children of key workers had to be factored in to the new scenario the school found itself in; and then teachers were asked to work long hours assembling information to pass on to CCEA in the absence of formal examinations.

No sooner was all this accomplished than planning had to start for the new academic year, with the issues generated by the Covid-19 virus still rampant in society generally. A summer of risk assessments and physical changes to the fabric of the school buildings, plus the purchase of necessary health and safety supplies, has brought a fraught 2019-20 academic year to a close. The priority of governors and staff throughout has been the safety of all in our school community, and this will continue to be our focus over the next weeks and months.

Current government guidelines on social gatherings have meant the cancellation of school events, more especially the annual Prize Night celebration. Nonetheless we congratulate all our learners on their results this year, gained in the most trying of circumstances. We extend to our leavers all best wishes for their future education and career pathways and welcome back those learners returning to the school, all of whom will continue to uphold the wonderful reputation of LGS.

Other school events and activities will continue to be kept under review in light of the current situation and the guidance proffered by government, the Department of Education and the Education Authority. Parents can be assured that the health, safety and welfare of their sons and daughters continues to be paramount.

In these most fraught of times I commend this annual report to all within and outwith our school community. As in my previous reports I end by reasserting that Larne Grammar School is a great place to be in 2020, so let us ensure together that this greatness is maintained and indeed enhanced in future.

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 C Mgr CCMI

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

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 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 the school website and 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 2019 was 735 and the Admissions Number was 110. On Census Day, there were 738 pupils enrolled in the school, including five 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
2017/18	110	137	110
2018/19	110	145	110
2019/20	110	114	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 2019-2020 school year was 94.3% (with 4.8% Authorised Absences and 0.9% Unauthorised Absences).

7. SCHOOL DEVELOPMENT DAYS 2019-20

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 25 th October	Assessment for Learning – Effective Feedback
Wednesday 22 nd January	School Development Planning Assessment for Learning – Effective Feedback
Tuesday 17 th March	School Development Planning E-Learning
Monday 6 th April	Remote Learning
Monday 25 th May	Remote Learning

8. STAFF

There were very few changes in staffing during the 2019/20 academic year.

The temporary contracts of Miss McGarry, Mr Heggarty, Mr Morrison and Mrs McFarlane ended during the course of the year, Miss Tohill secured a permanent post in De La Salle College and Mrs McIlwaine re-joined the staff to work in the HE Department, on a part-time basis. Miss McMaster became the Shared Education Co-ordinator and Mr Stirling was appointed to the position of Teacher-in-Charge of Boys Sport.

Miss Fekkes joined the support staff.

Mr Cartmill obtained a Post-Graduate Diploma in Headship.

9. SCHOOL ACTIVITIES

Academic success is only one aspect of our focus in Larne Grammar. 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.

However, the government-mandated school closures, from 23rd March until the end of the academic year, resulted in the significant curtailment of the school's extra-curricular programme with many events cancelled and the entire summer term programme wiped out. A number of activities did manage to take place in the first part of the year.

Sport & Games

The School continues to encourage all 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 teamwork.

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. However, sporting provision extends well beyond these two activities.

The Senior **Rugby** Squad travelled to Bordeaux in December for a warm weather training camp and the 1st XV saved their best performances of the season for the Schools Trophy in which victories over Lurgan College and Our Lady and St. Patrick's College saw them progress to the final where they were defeated by Royal School, Dungannon.

The 1st XI **Hockey** Team had an enjoyable and successful season, culminating in Jenna McCarlie's selection for the Irish U18 Hockey team. The 2nd XI reached the semi-final of the McDowell Cup. Our **sailing team**, captained by Abby Williamson, finished runners-up in the Schools Cup. Abby was invited to participate in the Royal Yachting Association High Performance Academy and finished second at the 420 Class Ulster Championships. Zoe Whitford competed in the Topper World Championships, where she finished 21st overall and was the 1st Junior Girl. Zoe, along with Kelly Patterson, Joshua Kane and Charlie Patterson continued to sail with the RYA Youth

Programme. Our **Showjumping** Team of Anna Jackson, Sam Jackson, Thomas Patton and Mya McCullough finished second (out of 30 teams) in the NI Inter Schools Showjumping League. Anna Jackson finished in 4th place in the 1 metre and 6th place in the 1.10 metre Premier Class and received a prize at an awards night held in Banbridge in January.

Thirty-three runners were selected to represent the school at the District **Cross Country** Championships held in Co. Donegal at the end of January. Lola Hogg (Year 8), Dallan Bell (Year 8), Charlie Wilson (Year 9), Charlie Patterson (Year 10) and Katie Allen (Year 11) all qualified for the Ulster Schools Championships by finishing in the top fifteen in their age category.

Larne Grammar School **Swimmers** represented the school at two Gala's. The most prestigious of these was the Swim Ulster Schools' Cup and Championships which was held at the Bangor Aurora in October. Year 8 pupils Samantha Braniff, Cara Nelson and Oliver Smyth were competing in their first gala for Larne Grammar School while in the 12-14 age group, Dawson Taylor, Erynn McCrory and Charlotte Smyth competed in the 100m Freestyle, 200m IM and 100m Butterfly. Year 13 pupil Jamie Clements finished 8th in the final of the 100m Butterfly and won a Bronze Medal in the 100m Backstroke despite competing against swimmers up to two years older than him.

Matthew Carson represented the Northern Ireland Under 16 **football** team and secured a contract at Premier League Southampton FC.

Music

The Spring Concert was cancelled at the eleventh hour, which was disappointing for the large number of performers who had been preparing for one of the highlights of the school year. The Larne Music Festival was also cancelled but the annual Carol Service, held in 1st Larne Presbyterian Church provided an uplifting experience for the packed congregation. The National Youth Choir held a workshop for our vocalists in October as a result of which Daisie Conway, Kallie McKeown and Abigail Park were offered a highly coveted place on the National Youth Choir's Summer Programme. Further offers were made to ten pupils to join the National Youth Training Choir with seven LGS pupils invited to join the National Youth Junior Choir. Year 13 pupil, Tom McGookin gained a place in the British Army Music Academy.

Societies, Trips and Other Activities

Kaitlin Nelson was part of the East Belfast Mission Team awarded the Queen's Award for Voluntary Services. Kira Murray, Bethany Kirwan and Holly Millar participated in the Effective Participation in Communities programme and, after presenting their research to local politicians and civil servants at Stormont, they undertook a study visit to London, before embarking on their own local Social Action project. Year 12 pupil, Peter Wilson appeared on the BBC Current Affairs Programme "The Top table" and had the opportunity to grill the Education Minister in a Pupil Press Conference in June. A group of LGS artists took part in a cross-community project to rejuvenate Larne town centre by creating a mural of Larne-born Hollywood actress, Valerie Hobson.

Year 10 pupils participated in the annual Project Business activity delivered by Young Enterprise while Year 11 Business Studies students gained an insight into Social Enterprises by visiting Access Employment Larne (AEL). Year 8 historians enjoyed the annual visit from the Normans and the Big Bash, organised by our Year 14 pupils, took place on the last day before the Christmas break.

Daniel Vasey, Isaac Holst and Rory Madden were awarded Silver Certificates in the United Kingdom Mathematics Trust's Senior Mathematical Challenge. A further four pupils, Avianne Porter, Cameron McGregor, Daniel McCullough and Matthew Vasey were awarded Bronze Certificates.

There were further successes in the Intermediate version of the Mathematical Challenge with Bronwyn Liddle, Lucas Morrow, Jack McKenna and Riley Hamilton all being awarded either Silver or Bronze Certificates.

The Junior Mathematical Challenge did not run in 2020 due to Covid-19.

A large party of senior school skiers enjoyed a week in France in February.

Staff continue to provide pupils with access to a wide range of extra and co-curricular clubs and societies meeting at lunchtimes and after school. This year a Board Gaming Club, Gaming Club and a Modern Languages Club were formed and a Sustainability Group took up the work of Mr Christie's Conservation Society. These new groups met alongside the Chess Club, Lit Club, Yoga Club and Gym Club, with the Peer, Literacy and Numeracy Mentoring programmes offering leadership opportunities for our senior pupils. For those with a love of books, the Williamson Library hosted Poetry Week, the Mystery Reads Challenge, Roald Dahl Day, a murder mystery, a Manga and a Zombie Workshop, World Book Day and the Junior and Senior Reading Groups. The English Department organised a number of activities throughout the year, including a Valentine's Day challenge, the BBC 500 Words Competition, BBC Northern Ireland "Two Minute Tales" Competition and a Lockdown Book Cover Challenge.

The Galgorm Resort hosted the Sixth Form Formal and the LGFA organised a very successful Christmas Fayre and their first Table Quiz. Some of the funds raised by the Friends' Association will be used to equip a newly created sensory room.

Charities

Along with the usual activities organised by pupils to raise funds for the nominated Year Group Charities, a number of whole-school charity activities took place this year, including the "Doin' Good in the Hood-y" day for Children in Need and the Larne Foodbank Reverse Advent Appeal at Christmas. With the curtailment of the charity programme in March, the school launched a Covid-19 Charity Appeal which resulted in support being provided to local GP surgeries and nursing and residential homes, veterinary practices, pharmacies, St John's Ambulance, the Northern Health and Social Care Trust, Antrim and Whiteabbey Hospitals and various child care programmes for the children of key workers.

The following charities were supported during 2019-20.

Asia Link	30.00
NI Children's Hospice	681.78
BBC Children in Need	726.29
Friends of the Cancer Centre	700.00
NHS Charity	800.37
Total Donated	2938.44

10. PUBLIC EXAMINATION RESULTS 2019/2020

Last November, we were delighted to discover that three of our GCSE and 'A' Level students had been the top performing candidates in Northern Ireland in the 2019 exam series. In GCSE Digital Technology, Isaac Holst was placed 1st and Rory Madden was 3rd. To have two LGS pupils placed in the top three places out of the 3,134 candidates who entered the subject is a remarkable achievement, not only for the pupils, but also for their teacher, Mr Gourley. Isaac was also 1st in Double Award Science (out of 7,915 candidates) and Rory was 2nd in Further Maths. A remarkable achievement for both pupils. Isaac Holst received further good news when he discovered that he was the recipient of the Sloane McClay Award for achieving the highest combined marks in GCSE Double Award Science and Mathematics in Northern Ireland.

In 'A' Level Performing Arts, Meg McCubbin was placed 3rd, the second time in the past three years that an LGS pupil has been one of the top three candidates in this subject.

Our pupils, with the support of their teachers, continue to excel and outperform their peers in schools across Northern Ireland and the UK.

The cancellation of the 2020 Summer Examination Series required the examination boards to put in place alternative arrangements for the awarding of GCSE, GCE AS and GCE A Level qualifications which would ensure that the grades received by pupils were fair and reliable and best reflect what students would have achieved had they sat the examinations in normal circumstances.

At GCE A Level, a total of twenty-nine pupils achieved at least 3 A grades. Holly Drummond, Abbie McWhirter and Keryn Wilson gained 3 A*s, Iain Gingles, Layla Holden, Chloe McKay and Courtney Murray were awarded 2 A*s and 1 A, while Craig Alexander, Zoe Bain, Thea Bareham, Luke Clarke, Matthew Clenaghan, Jamie Maybin, Jenna McCarlie, Abigail Park and Fiona Russell were awarded 1 A* and 2 A grades. A further thirteen pupils, Karen Currie, Rachel Currie, Sophie Farquhar, Katie-Lee Houston, Sarah Lyle, Emma McAlister, Cara McIlroy, Rachel McKee, Lauren McKenna, Katie McRandle, Stephen Murphy, Amy Ringland and Zoe Todd achieved 3 A grades

At GCE AS level, fifteen pupils, Lars Bodnarchuk, Kerry Bouma, Amy Campbell, Iain Crooks, Cameron Hawthorn, Isaac Holst, Rory Madden, Louise McCrea, Cameron McGregor, Leah McMinn, Sarah Murray, Avianne Porter, Adam Smith, Daniel Vasey and Matthew Vasey were awarded 4 A grades.

A further sixteen pupils, Madison Agnew, Kerys Jenkins, Noah Ku, Amber Marcus, Daniel McCullough, Caitlin McGarel, Eva McGeown, Kallie McKeown, Tamzin McMahan, Charlotte Meban, Jacob Mizzi, Leighton Moore, Erin Napier, Kaitlin Nelson, Emily Schmidt and Jenna Stephens achieved at least 3 As.

The GCSE results day was particularly successful for Clara Devlin, Ben Dundee and Grace Logan who gained a full set of 10 A* grades. Taylor Beggs and Hannah McCloskey both achieved 9 A*s and 1 A. Ellie Rea was awarded 8 A*s, 1 A and a B and Peter Wilson achieved 7 A*s, 1 A and a B. A further 5 pupils, Scott Alexander, Ciara Gilmartin, Caoimhe Lagan, Erin Nicholson and Megan Ritchie, gained a full set of A*s and As. In total, 31 pupils obtained at least 8 A grades.

2020 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 2019-20.

YEARS 12 – 14 LARNE GRAMMAR SCHOOL (Grammar Schools)

Performance Indicator	2017/18		2018/19		2019/20	
	NI Average	School	NI Average	School	NI Average*	School*
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96.5	100	96.1	95.4	n/a	n/a
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	94.1	99.1	94.3	95.4	n/a	n/a
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	91.2	98.2	90.5	90.8	n/a	n/a
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) incl En & Ma	90.3	97.3	89.9	90.8	n/a	n/a
% Achieving 3+ GCEs at Grades A*-C (or equivalent)	78.1	85.5	79.7	83.3	n/a	n/a
% Achieving 2+ GCEs at Grades A*-E (or equivalent)	99.7	100	99.6	100	n/a	n/a

*** Please note that the cancellation of the GCSE and 'A' Level examinations due to take place in May/June 2020 means that comparative performance data is not being published for the 2019/20 academic year.**

STATISTICAL ANALYSIS FOR GCSE EXAMINATIONS 2020

No. IN YEAR 12 (FORM 5) 112

ENTERING 5+ SUBJECTS 100%

ENTERING 1-4 SUBJECTS 0%

A*-C IN 7+ SUBJECTS 94.6%

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 2020	A*	A	B	C*	C	D	E	F	U	TOTAL	%A*	%A* -A	%A* -B	%A* -C*	%A* -C
ART & DESIGN	8	15	3	3	2					31	25.8	74.2	83.9	93.5	100.0
BUS COMM SYSTEMS		2	8	4	2		2	1		19	0.0	10.5	52.6	73.7	84.2
BUSINESS STUDIES	13	21	16	5	4					59	22.0	57.6	84.7	93.2	100.0
CHILD DEVELOPMENT	2	10	3	2	3					20	10.0	60.0	75.0	85.0	100.0
ENGLISH	11	47	39	11	4					112	9.8	51.8	86.6	96.4	100.0
ENGLISH LITERATURE	7	12	6		4	1				30	23.3	63.3	83.3	83.3	96.7
FRENCH	2	1	3		1					7	28.6	42.9	85.7	85.7	100.0
FURTHER MATHS	5	6	11							22	22.7	50.0	100.0	100.0	100.0
GEOGRAPHY	6	6	11	6	4	1				34	17.6	35.3	67.6	85.3	97.1
HISTORY	4	14	13	8	8	2	1			50	8.0	36.0	62.0	78.0	94.0
HOME ECONOMICS	4	12	10	7	3	2				38	10.5	42.1	68.4	86.8	94.7
DIGITAL TECHNOLOGY	23	53	8	8						92	25.0	82.6	91.3	100.0	100.0
LLW	1	7	9	2						19	5.3	42.1	89.5	100.0	100.0
MATHEMATICS	7	65	18	16	6					112	6.3	64.3	80.4	94.6	100.0
LEISURE & TOURISM	2	4	3	4	4					17	11.8	35.3	52.9	76.5	100.0
MUSIC	1	2		1						4	25.0	75.0	75.0	100.0	100.0
PE	7	8	11	5	4		1			36	19.4	41.7	72.2	86.1	97.2
RELIGIOUS EDUCATION	7	14	6	1	5	2				35	20.0	60.0	77.1	80.0	94.3
SA SCIENCE	3	13	3		1					20	15.0	80.0	95.0	95.0	100.0
DA SCIENCE	30	59	59	31	5					184	16.3	48.4	80.4	97.3	100.0
SPANISH	6	6	12	2	2					28	21.4	42.9	85.7	92.9	100.0
TECH & DESIGN	8	9	10	4	5					36	22.2	47.2	75.0	86.1	100.0
TOTAL	157	386	262	120	67	8	4	1	0	1005	15.6	54.0	80.1	92.0	98.7
PERCENTAGES	15.6	38.4	26.1	11.9	6.7	0.8	0.4	0.1	0						

STATISTICAL ANALYSIS NI GCE 'A' LEVEL EXAMINATIONS 2020

A-LEVEL	
3+ AT GRADES A* TO C	98.8%
2+ AT GRADES A* TO E	100%
1+ AT GRADES A* TO E	100%

A-LEVEL 2020													
	A*	A	B	C	D	E	U	TOTAL	%A*	%A*- A	%A*- B	%A*- C	%A*- E
ART & DESIGN	1	3						4	25.0	100.0	100.0	100.0	100.0
BIOLOGY	7	18	11	4				40	17.5	62.5	90.0	100.0	100.0
BUSINESS STUDIES	3	18	5	1				27	11.1	77.8	96.3	100.0	100.0
CHEMISTRY	2	6	3	3				14	14.3	57.1	78.6	100.0	100.0
ENGLISH LITERATURE	3	2	4					9	33.3	55.6	100.0	100.0	100.0
ENVIRONMENTAL TECH	4	1	3	1				9	44.4	55.6	88.9	100.0	100.0
FRENCH	1							1	100.0	100.0	100.0	100.0	100.0
GEOGRAPHY	5	8	3	3				19	26.3	68.4	84.2	100.0	100.0
HEALTH & SOCIAL CARE		6	10	2				18	0.0	33.3	88.9	100.0	100.0
HISTORY	1							1	100.0	100.0	100.0	100.0	100.0
I.T.	3	18	9	6				36	8.3	58.3	83.3	100.0	100.0
LIFE & HEALTH SCIENCES		1	1	2				4	0.0	25.0	50.0	100.0	100.0
MATHS		4	2	1	1			8	0.0	50.0	75.0	87.5	100.0
NUTRITION & FOOD		3	1					4	0.0	75.0	100.0	100.0	100.0
PERFORMING ARTS		2						2	0.0	100.0	100.0	100.0	100.0
PHYSICS			1					1	0.0	0.0	100.0	100.0	100.0
R.E.	2	7	3					12	16.7	75.0	100.0	100.0	100.0
SPANISH		1	1					2	0.0	50.0	100.0	100.0	100.0
SPORTS STUDIES (BTEC)	4	6		3				13	30.8	76.9	76.9	100.0	100.0
TECHNOLOGY & DESIGN	1	3	1	1				6	16.7	66.7	83.3	100.0	100.0
TRAVEL & TOURISM (BTEC)	10							10	100.0	100.0	100.0	100.0	100.0
TOTAL	47	107	58	27	1	0	0	240	19.6	64.2	88.3	99.6	100.0
PERCENTAGE	19.6	44.6	24.2	11.3	0.4	0.0	0.0	100					

OTHER QUALIFICATIONS

Key:

ABRSM – Associated Board of the Royal School of Music

Winter 2019

Board	Pupil	Grade	Exam	Result
ABRSM	Ruby Fitzsimmons	3	Flute	Pass
ABRSM	Ciara Gilmartin	5	Singing	Pass
ABRSM	Olivia Gordon	2	Piano	Merit
ABRSM	Amy Graham	7	Flute	Pass
ABRSM	Hannah McCloskey	5	Singing	Pass
ABRSM	Emily Turner	8	Flute	Pass

NB. The Spring and Summer Examinations were cancelled due to COVID-19.

11. SCHOOL LEAVERS' DESTINATIONS 2019-20 (FROM YEARS 12, 13 AND 14)

Number of Leavers 2019/2020	Destination - % of Leavers					
	Higher Education	Further Education	Another School	Jobskills Training/ Apprenticeship	Employment	Other
109	71.6	20.2	2.8	4.6	0.9	0

12. CURRICULUM 2019-20

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 2019-20 the School week was divided into 50 periods of 30 minutes.

8.55 am	-	9.10 am	Registration / Assembly
9.15 am	-	9.45 am	Period 1
9.45 am	-	10.15 am	Period 2
10.15 am	-	10.45 am	Period 3
10.45 am	-	11.15 am	Period 4
11.15 am	-	11.30 am	Break
11.35 am	-	12.05 pm	Period 5

12.05 pm	-	12.35 pm	Period 6
12.35 pm	-	1.05 pm	Period 7
1.05 pm	-	1.45 pm	Lunch
1.50 pm	-	2.20 pm	Period 8
2.20 pm	-	2.50 pm	Period 9
2.50 pm	-	3.20 pm	Period 10

The 2019-20 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

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

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 2020

	<i>Notes</i>	2020 £,000	2019 £,000
Income			
Grants	1	3,539	3,376
Other Sources	2	16	12
VAT recovered		63	45
		<hr/>	<hr/>
		3,618	3,433
Expenditure			
Teaching staff	3	2,648	2,473
Other staff	3	555	543
		<hr/>	<hr/>
		3,203	3,016
Property		160	168
Pupils		128	121
Administrative		126	121
VAT expenditure		63	45
		<hr/>	<hr/>
		3,680	3,471
		<hr/>	<hr/>
Surplus/(deficit) for the year		(62)	(38)
		<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