



CARRICKFERGUS GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2015-16

Contents

- 1. Chairperson's Statement**
- 2. Membership of the Board of Governors**
- 3. School Information**
 - a. Term dates 2015-16
 - b. The school day
 - c. Staffing
 - d. Enrolment and Admissions
 - e. Attendance
 - f. Summary of Examination Performance 2015-16
- 4. Examination outcomes 2015-16**
- 5. Leavers' Destinations**
- 6. School Development Priorities 2015-16 going forward**
- 7. Key Policy reports:**
 - a. Security and Premises
 - b. Safeguarding
 - c. Curriculum and Assessment
 - d. Pastoral Care
 - e. Special Educational Needs
 - f. Staff Development activities
- 8. Extra-Curricular activities**
- 9. Links with Community**
- 10. Financial Statement**

December 2016

Chairperson's Statement

Dear Members of the Board of Governors, Members of Staff, and Parents

I present to you the Board of Governors' Annual Report for the School Year 2015-16.

In presenting this report I extend my sincere appreciation to fellow governors for their enthusiasm and commitment in dealing with strategic matters relating to the management of the school. Members of the Board also meet regularly in sub-committees and maintain an ongoing interest in the many aspects of the daily running of the school.

Carrickfergus Grammar School continues to be managed against a background of ongoing significant financial constraints and deterioration in the integrity of the school buildings. The school staff, teaching and ancillary, under the leadership of the Principal, Mr Mulvenna, are commended for their continued commitment, loyalty and tireless efforts in providing our pupils with excellent education in a caring, happy and safe environment. The school website has a statement on its Home page – 'Prepare to Succeed'. The pupils at Carrickfergus Grammar School are given the best preparation for them to succeed in their chosen career path. This is evidenced by continued improvement in GCSE outcomes in this school year.

During the year Mrs Lively, Vice-Principal and Head of Pastoral Care, gave notice of her intention to retire at the end of the school year. The Board of Governors thank Mrs Lively for her years of commitment to the school and in particular her dedication in pastoral care, a role in which much of the work is unseen. We wish Mrs Lively a long and happy retirement. We also congratulate Mrs Kane in her appointment to the role of Head of Pastoral Care.

The Board of Governors is appreciative of the dedication of the PTA in organising events, fund-raising and supporting school activities.

I commend this report for your consideration.

Mr M Smith BSc MBA CEng MIET
Chairperson of the Board of Governors

**MEMBERSHIP OF CARRICKFERGUS GRAMMAR SCHOOL
BOARD OF GOVERNORS
2015-16**

Office Bearers

Chairperson

Mr M Smith

Vice-chairperson

Mrs D O White

Secretary

Mr KW Mulvenna (Principal and non-voting member)

Board Members

Department of Education Representatives

Dr CHG Gould MBE

Mr J H Grainger

Mr M Sinclair

Mrs D O White

North-Eastern Education and Library Board Representatives

Mr R Acheson

Mrs M Black

Mr G Halligan

Mrs L Hogg

Prof D A McDowell

Mr M Smith

Parent Representatives

Mrs C Brown

Mrs L Cubitt

Mrs M Rodgers

Mrs R White

Teacher Representatives

Mr R Gorman

Mr S Martin

The current Board was constituted in September 2014 and its terms of office will conclude in August 2018. Elections of parents to the Board will be conducted at an especially convened Annual General Meeting of the school's Parents' Association in September 2018.

CARRICKFERGUS GRAMMAR SCHOOL

Term and Holiday dates 2015 – 2016

TERM	PUPILS' LAST DAY AT SCHOOL	PUPILS' FIRST DAY BACK
SUMMER 2015		Year 8: Wednesday 26 August 2015 9.00 am - 12.00 pm Years 8, 13 & 14: Thursday 27 August 2015 9.00 am - 12.00 pm Years 8, 13 & 14: Friday 28 August 2015 Year 8: 9.00 am - 12.00 pm Years 13 & 14: 9.00 am - 1.45 pm
AUGUST BANK HOLIDAY	Friday 28 August 2015	Tuesday 1 September: all pupils return to school (full school day).
EXCEPTIONAL CLOSURE 1	Thursday 24 September 2015	Monday 28 September 2015
AUTUMN MID-TERM 2015	Friday 23 October 2015	Monday 2 November 2015
CHRISTMAS 2015	Friday 18 December 2015	Tuesday 5 January 2016
SPRING MID-TERM 2016	Friday 12 February 2016	Monday 22 February 2016
EASTER 2016	Thursday 17 March 2016	Monday 4 April 2016
MAY BANK HOLIDAYS	Friday 29 April 2016	Tuesday 3 May 2016
	Friday 27 May 2016	Tuesday 31 May 2016
SUMMER 2016	Friday 1 July 2016	

THE SCHOOL DAY AT CARRICKFERGUS GRAMMAR SCHOOL

Move to Registration Bell	8.40 am
Morning Registration	8.45 am – 8.55 am
Period 1	8.55 am – 10.00 am
Period 2	10.00 am – 11.05 am
Assemblies	11.05 am – 11.20 am
Break	11.20 am – 11.35 am
Period 3	11.35 am – 12.40 pm
Lunchtime	12.40 pm – 1.20 pm
Period 4	1.20 pm – 2.25 pm*
Period 5	2.25 pm – 3.30 pm
*School finishes at 2.25 pm for pupils on the Friday of Week 2 on the school timetable for the purposes of Staff Meetings and Professional Development activities.	

Staffing

Total workforce comprised 56 teaching staff, 14 ancillary colleagues and 5 Learning Support Assistants.

Designation	Teaching Staff	Auxiliary Staff	Learning Support	Totals
Permanent Full-time	46	4	0	50
Permanent Part-time	4	9	5	18
Temporary Full-time	4 (maternity cover)	0	0	4
Temporary Part-time	2	1	0	3
Totals	56	14	5	75

August 2016 saw the departure through retirement of Mrs M Lively (Vice Principal for Pastoral Care) This post was not replaced to rationalisation but was covered by the appointment of a Senior Teacher in charge of Pastoral Care (Mrs L Kane) with effect from September 2016.

Communication is generally effected through a system of line management. Colleagues from all teams may also raise enquiries in confidence through a Staff Forum led by a member of the Leadership Team.

School Leadership Team

Mr K Mulvenna (Principal)
Mrs M Lively (Vice Principal: Pastoral)
Miss F McKinley (Vice Principal: Academic)
Mr K Marshall (Senior Teacher)
Mr P McKittrick (Senior Teacher)
Mrs E Bowen (SENCO, UCAS Coordinator and PS Liaison Coordinator)
Mrs L Kane (Head of Department and Head of Year)

The Leadership Team was augmented during 2015-16 by the additions of Mr K Crooks and Mr N Massey.

Enrolment and Admissions

Year	Year 8 Admissions No.	Transfer Applications	Number admitted	Enrolment number	Number enrolled at time of school census
2015/16	116	119	116	800	799

Attendance

Attendance for the year 2015-16 was broadly in line with Grammar Schools across Northern Ireland, the most recent average attendance figure being 94.8%.

Group	% Attend
Year 08	96.6
Year 09	95.5
Year 10	94
Year 11	94.4
Year 12	94.5
Year 13	95.3
Year 14	92.8
Totals	94.8

Summary of Examination Results 2015-16

The Board of Governors commends the efforts of staff in sustaining improvement in GCSE results, which again sat above the NI Grammar School average for comparable schools. Year 12 pupils achieved well over 1000 GCSE passes amongst them, with almost half being at grades A and A*.

With 20 of our pupils achieving nothing less than a Grade A in every subject they took, and our top ten pupils amassing 67 A* grades and 33 A grades, we are very proud of the work of our staff and GCSE students in 2015-16. Special mention must be made of Hannah Fugard who achieved 10 straight A* grades, closely followed by Megan Davis and Rebekah Hill who each attained 8 A* and 2 A grades.

Given the careers prospects available in STEM subjects (Science, Technology, Engineering and Maths) it is essential that they thrive in our schools, and with this year's success rate of 98% we are confident that Carrickfergus Grammar School pupils are in a strong position to meet their future goals, especially when allied to the 100% pass-rate that our Business Studies department has once again achieved. Despite the national emphasis on the sciences we were still delighted that the humanities remain strong in the school with History, English Literature, Music, French, Spanish and Art all more than holding their own.

In an age when so many boys are said to underachieve it is gratifying that the boys in Carrickfergus Grammar proved otherwise with almost all of them being in a position to return to the school for A-level study, and Stef Meucci flying the flag as the top achieving boy with 10 GCSEs at A and A*.

	% NI Grammar Av	% CGS
5 GCSEs including Eng & Maths	93.8	97.5
7 GCSEs including Eng & Maths	90.5	93.4

Almost all A-level subjects achieved a 100% success rate - this once again put Carrickfergus Grammar above the Northern Ireland average for ensuring that pupils gain an A-level qualification. In fact pupils amassed something approaching 300 A-levels, with 30% being at A grade, and more than 60% at B grade or higher. Particular congratulations must go to Aaron Stevenson who achieved a clean sweep of four top A* grades in Mathematics, Further Mathematics, Physics and Chemistry and is now taking up his place at Queens University Belfast to study Actuarial Science.

Despite national concerns about underachieving boys, our top 15 A-level performers comprised 8 boys and 7 girls who between them attained 46 A* and A grades as they now look forward to taking up places at QUB in September: Philip McCullough will study Medicine there, Nathan Fugard Dentistry, Head Boy Sam Brodison Pharmacy, and Alix Lee Biomedical Sciences alongside Shattner Joy and Ben McKee (UU). CGS also holds its own in the stiff competition for places on Law Degrees with Sophie Bell, James Carson, and Head Girl Erin McAllister all entering QUB to take legal degrees with French, Politics and Hispanic Studies respectively. Best wishes also go to Jessica Logan and Sophia Livie as they begin their QUB degrees in Psychology, and to Christopher Beck as he enters the world of Theoretical Physics.

Some of our other high achievers elected to study elsewhere in the UK, with Connor Chambers having won a place in the Trinity Laban Conservatoire of Music and Dance, Kirsty McClean opting for Fashion management and Marketing in the University of Creative Arts in Farnham, whilst both Rachel Hall and Andrew Newbold relocated to Scotland to read Spanish with History and Actuarial Science. Meanwhile an Honours Degree course in Theology in the University of Durham awaits Sophie Grier once she has returned from her Gap Year.

Despite the squeeze on the public sector the worthy professions of service remained attractive to students who see themselves working with and for others, such as Victoria Porter as she takes up her Degree in Social Work; Hannah Clements and Sophie Gibbons as they commence Nursing Degrees, and Alison Bloomfield and Abbie Reith as they embark on their Teacher Training courses. In addition to the above we were delighted to see our senior pupils reach for their ambitions in subjects as diverse as Veterinary Medicine (Aimée Weatherhead), Drama (Joshua Hobson), Politics (Jack Ford), and, as ever, Engineering (Helen Laird, Ben Middleton and Joanne Patterson).

Our Year 13 group achieved outstanding GCSE results and their AS results promise much for 2017 with Christopher Obasi, Simon Gregory, Kyle Hutton, Emily Wilson and Ian Woodside achieving a staggering 21 top grades between them, followed closely by Amy Laird, Sophie McDowell, Gabrielle Simms, Anna Smyth, Nathan Doherty, Emma Cooper, Matthew Edgar, Molly Long and Alex Sheeran all of whom attained three A grades. It is reassuring to note that although STEM subjects (Science, Technology, Engineering and Mathematics) are very much in vogue our top grades also encompass Business Studies, English, French, History, Music, Spanish and Physical Education.

Carrickfergus Learning Community, the partnership between the four post-Primary Schools in Carrickfergus, continues to secure benefits for all of our young people across the broad range of subjects now available to them.

Examination Outcomes 2015-16: GCSE

Examination outcomes in all departments were assessed in a formal accountability and development interview which took place early in the autumn term between each Head of Department, the Principal and Vice Principal (Academic). Performance in 60% of the following subjects surpassed the NI Grammar School average.

No. of Pupils	Subject	% A*-B	% A*-C
11	Art	63.6	100
90	Biology	78.9	100
28	Business Studies	92.9	100
58	Chemistry	84.5	100
17	Child Development	64.7	88.2
121	English Language	87.6	99.2
94	English Literature	94.7	98.9
48	French	83.3	97.9
42	Further Mathematics	88.1	97.6
18	Geography	72.2	94.4
12	Home Economics	83.3	100
30	History	93.3	100
45	Information Technology	75.6	84.4
74	Mathematics	87.8	97.3
24	Media Studies	70.8	91.7
11	Music	90.9	100
7	Performing Arts	85.7	85.7
22	Physical Education	68.2	100
73	Physics	72.6	97.3
120	Religious Studies	76.7	92.5
79	Spanish	86.1	97.5
40	Technology	95	97.5

Examination Outcomes 2015-16: A-level

No. of Pupils	Subject	A*-C	A*-E
9	Accounting	67	100
4	Art	100	100
45	Biology	86.7	100
19	Business Studies	100	100
24	Chemistry	54.2	83.3
22	English Literature	90.9	100
4	French	75	100
24	Geography	87.5	100
8	Health & Social Care	87.5	100
23	History	91.3	100
10	Home Economics	90	100
8	ICT	87.5	100
32	Mathematics	87.5	100
6	Further Mathematics	100	100
3	Media Studies	100	100
2	Moving Image Arts	100	100
10	Music	90	100
11	Photography	100	100
5	Physical Education	80	100
18	Physics	44.4	100
9	Government & Politics	100	100
26	Religious Studies	92.3	100
25	Spanish	96	100
17	Technology	100	100
2	Technology (Product Design)	100	100
3	Travel & Tourism	100	100

School Development Priorities

September 2014 saw the start of the three year cycle of school development activities as set out in the school's Action Plan for 2014-17 following a robust process of self-evaluation which included a comprehensive anonymous survey of parents, pupils and staff by an outside provider. This provided much of the evidence base for formulating school improvement priorities.

School development priorities 2015-16

Review of the 2014-15 School Action Plan formed the basis on which priorities for the 2015-16 year were identified. These were:

1. Interactive Learning
2. Support through Intervention.

These priorities were represented in all Action Plans in the 2015-16 year (i.e. Leadership Team, Heads of Department, Heads of Year and all Post-Holders) and were supported by the following:

3. Sharing Good Practice
4. Literacy and Numeracy
5. ICT Strategy.

Once again, each of these priorities was led by a member of the school's Leadership Team in collaboration with a member of the Board of Governors.

KEY POLICY REPORTS

a) Security and Premises

Being set back from the busy North Road in its own grounds provides the school with a naturally secure environment. Once pupils have come into school in the morning they are not permitted to leave the grounds again until the end of their school day: this ensures that they are always in a supervised environment. Rolls are taken for every teaching period using the Lesson Monitor system. Pupils may only leave school grounds with an official pass-out from a member of staff, and this is only issued with prior written parental permission. Both the interior and exterior of the school are comprehensively covered by CCTV cameras, a fact which is clearly displayed for members of the school community and visitors alike. Visitors are instructed by prominent signage that they must report to reception on arrival where they will be signed in unless they are leaving the reception area immediately. A member of staff is always on duty at Reception. The rear pedestrian entrance to the school is closed throughout the school day and access to the main building from the upper entrance to the school is secured. A number of safety aspects of the premises were recently enhanced by the provision of an additional car-park at the rear of the school, which eliminated the movement of traffic in pedestrian areas. A refurbished fire-alarm system was also installed. A fire-alarm test sounds weekly and evacuation drills are carried out at least termly. Staff and Prefect supervision rotas run at break and lunchtimes in addition to supervision provided by ancillary staff.

Other recent improvements/refurbishments to the fabric of the school included the installation of a new water storage tank above the main building due to leakage and decay of the original item; the addition of a sheltered area at the pupils' entrance; a refurbished foyer for pupils; the installation of a lift between the ground and upper floors of the schools to address deficiencies in disabled access; paved ramps in the internal courtyard to replace steps; a stair-lift at the junction of corridors between Rooms 15 and 16; and the installation of a conversion platform-lift onto the school stage along with matching steps opposite. The school also houses two defibrillators and five manual *Evac Chair* mechanisms. Whilst the Board of Governors welcomes these developments it pursued further expenditure to the school building and grounds in order to address a number of on-going Health and Safety concerns and to improve several areas in need of improvement e.g. external curtain windows and traffic management through the school grounds.

b) Safeguarding

The Designated Teacher for Child Protection was Vice Principal Mrs M Lively and the Deputy Designated Teacher was Teacher Governor Mr R Gorman. The school was fully compliant with all relevant Circulars from the Department of Education regarding policy and practice, including record-keeping. Training for all members of staff occurs biannually, most recently in January 2015, and the Designated Teacher made the annual Child Protection report to the full Board of Governors in June 2016. All appointments included a question relating to Safeguarding and the Board of Governors ensured that its membership was trained to an appropriate level through the offices of the Education Authority's North-Eastern region. Staff training was also updated as required in the following:

- First Aid at Work
- Rescue Emergency First Aid
- IRFU Standard Approach to Field Emergencies
- British red Cross Basic Life Support
- Anaphylaxis Awareness, Epilepsy Management and Diabetes Management
- Annual training in the identification and management of concussive injuries

The school has a bespoke medical room available to staff and pupils as required. A register of medical issues suffered by all pupils was located in a secure shared staff area and consulted by staff as required.

c) Curriculum and Assessment

Mission statement

Through the provision of a broadly based, relevant, balanced and coherent curriculum, the School aims to meet the needs and develop the strengths and interests of each pupil, so that they reach the highest academic and personal distinction of which they are capable. The School, in collaboration with colleagues in the Carrickfergus Learning Community (CLC), will meet the legislative requirements of the NI Curriculum and the Entitlement Framework through the provision of a broad range of subjects and taught courses.

Appropriate educational visits and extra-curricular activities will continue to augment educational experiences in the classroom. Whilst an Enrichment Programme affords senior students the opportunities to extend their learning beyond formal examination subjects.

Curriculum Aims

- To provide a broad, balanced and coherent curriculum which suits the needs of all pupils in a changing society and which encourages each pupil in his or her intellectual, cultural, aesthetic awareness and physical development.
- To promote the objectives of the Northern Ireland Curriculum, in developing the young person as an individual, as a contributor to society and as a contributor to the national and global economy and the environment.
- To provide all pupils access to experience and understanding of:
- To promote the acquisition of core skills in Literacy, Numeracy and Information Communication Technology across the curriculum.
- To ensure that all pupils have opportunities to improve their attainment of
 - ❖ Thinking, Problem Solving and Decision Making;
 - ❖ Self Management;
 - ❖ Working with others;
 - ❖ Managing Information;
 - ❖ Being Creative;
- To provide access to programmes and courses of Religious Studies to help develop ethical and spiritual values.
- To provide all pupils with access to opportunities for exercise and sporting competition to promote physical fitness and well-being.
- To provide all pupils with access to programmes of Health Education to encourage a healthy life-style.
- To provide all pupils with suitable Careers Education, Information and Guidance (CEAIG)
- To offer all pupils the fullest opportunity to gain such qualifications and skills as will fit them for further education or for employment in accordance with their aspirations and abilities.

Roles and Responsibilities

The School and Senior Leadership Team are responsible for ensuring that Carrickfergus Grammar School offers a broad balanced curriculum, with maximum opportunities for pupils, whilst meeting statutory requirements. Final accountability for the curriculum rests with the Principal and the Board of Governors. Strategic planning, management and performance review are the responsibility of the Senior Management Team and, in particular, the Vice Principal. This Vice Principal coordinates Heads of Department at formal meetings and in general. She also coordinates the work of the Curriculum Team, comprised of Heads of Department/Teachers in charge as a vehicle for curricular improvement and the dissemination of good practice in teaching and learning. Heads of Department /Subject leaders are responsible for the planning, management and delivery of their particular area of learning. Subject teachers are responsible for delivery to pupils in the classroom.

The Principal, Vice Principal and Timetabler collaborate in the annual curriculum and staff audit as the basis for the construction of the timetable which enables the delivery of the curriculum across all year groups as well as the options process at the end of Key Stages 3 and 4.

HODs/Subject Leaders are responsible for the production of annual Departmental Development Plans in line with the School Development Plan. These are reviewed at the outset of each academic year. Subject leaders are also responsible for ensuring that appropriate Schemes of Work are in place and implemented by all teaching staff. Heads of Department/Subject Leaders incorporate the statutory requirements into their planning. Schemes are constantly revised to reflect the thrust of the NI Curriculum, incorporating opportunities for skills' development and application as well as active learning and Assessment for Learning strategies. Copies of schemes of work and programmes of study are kept in the departmental files and are also available for the Vice Principal and Principal as required for monitoring purposes.

Under the direction of Heads of Department/Subject Leaders, subject teachers deliver these schemes of work ensuring that pupils are given the opportunity to gain their best possible experience and outcomes.

Curricular structure

The Curriculum is built around the school's two week timetable.

The school day within this structure is as follows:

Registration	8:45-8:55
Period 1	8:55-10:00
Period 2	10:00-11:05
Assembly & Break	11:05-11:20 & 11.20-11.35
Period 3	11:35-12:40
Lunch	12:40-1:20
Period 4	1:20-2:25
Period 5	2:25-3:30 (Friday 2, pupils finish at 2.25 to facilitate staff training/meetings)

The Principal is the final arbiter of the time devoted to each subject in each year. In reaching decisions about the allocation of time he will take into account:

- Statutory requirements, where appropriate;
- Historical precedent, where appropriate;
- The representations of Heads of Department;
- The advice of the Vice Principal and Timetabler

Subject	Key Stage 3 periods per cycle	Key Stage 4 periods per cycle	Key Stage 5 periods per cycle	Notes
	(year groups in brackets if required)	(year groups in brackets if required)	(year groups in brackets if required)	
English	7(8) 6 (9-10)	9		
English Literature/Media Studies			10	English Literature at KS5
Mathematics	7(8) 6(9-10)	8(cl1+2) 7(cl3-5)	10	
Further Mathematics		Cl 1+2 as above	9	
Religious Studies**	2	2(cl1+2) 3(cl3-5)	10	
Physical Education (academic)		5	10	
History	3	5	10 (13) 9(14)	10 on Yr 14 timetable
Geography	3	5	10	
Biology	2(8) 3(9) 10(2)		10	
Chemistry	2	5	10	
Physics	2(8,10) 3(9)	5	10	
French	0(8) 3(9) 4(10)	5	10	Language provision in Yr 8 alters each year, as does time allocation in Yrs 9+10
Spanish	5(8) 4(9-10)	5	10	
Home Economics (Child Development)		5		
Home Economics (Food and Nutrition)	2	5	10	
Art	2	5	10	
Technology and Design	2	5	10	
ICT	2(8) 1(9-10)	5	10	
Music	2	5	10	13/14 composite class
Drama/Performing Arts	1(Yr 10)	5		
Business Studies		5	10	
Accounting			10	
Government and Politics			10	
Photography			10	
Applied ICT*			10	
Health and Social Care*			10	
Media Studies*			10	
Travel and Tourism*			10	
Moving Image Arts*			10	
Performing Arts*			10	

PE		2	1		
Games		2	2	2	
Enrichment				1 (14)	
Careers (LC)		1(8) 1(10)	1	1(13) 2(14)	Yr 8 Study skills/ Employability Careers/ Heartstart Yr 10 Employability/ Careers Yr 14 additional period for guest speakers
Learning for Life and work/Careers	• Personal Development	1(8)		2	
	• Citizenship	1(9)			
	• Employability	1(10)			LC Employability/ Careers period above

*Provided via Carrickfergus Learning Community (CLC)

**Religious Studies

Religious Studies throughout the school is taught on a non-denominational basis in accordance with statutory requirements. Any parents who, as a matter of conscience, wish to withdraw their son/daughter from these classes or from Morning Assembly, which is also non-denominational, should write directly to the Principal.

Key Stage 3 (Years 8, 9 and 10)

Each year group at Key Stage 3 comprises four core classes. In line with the statutory guidelines on class sizes, some practical subjects are sub-divided into sets of 20 or smaller. Within these classes, pupils follow the NI 'Revised' Curriculum. The curriculum aims to empower young people to achieve their potential and to make informed choices and responsible decisions throughout their lives. The key objectives are:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

These objectives are to be achieved for Learning for Life and Work through 'Key Elements', infusing cross-curricular skills along with thinking skills and personal capabilities across the Areas of Learning (The Arts, English, Environment and Society, Mathematics, Modern Language, Physical Education, Science and Technology and Religious Education). Pupils in Year 10 begin their GCSE Religious Studies course for examination at the end of Years 11 and 12.

Key Stage 4 (Years 11 and 12)

At Key Stage 4 and post 16 the school recognises the right of pupils to make certain choices about the subjects they study, so that they may follow courses suited to their interests, abilities and aspirations. Such choices are governed by the following factors:

- The statutory requirements of government;
- The provision of places in classes of suitable size within the economic resources of the school;
- The suitability (primarily at post 16) as demonstrated (by examination results) of particular pupils for particular courses.

Uptake of Optional Subjects

- Safety regulations with regard to numbers of pupils in classes for practical subjects will be strictly observed.
- Classes will be limited to the number of pupils for whom furniture can conveniently be provided in the classrooms involved.
- The provision of places in any class or subject group is dependent on the availability of suitably qualified staff.

When there is debate about the viability of optional courses, the following considerations may be taken into account:

- The number of pupils opting for the course;
- The staffing and funding available;
- Historical precedent for the provision of the course;
- Special consideration may be given to pilot schemes for new courses or to courses which appear to have special value in the context of the whole curriculum.

The Entitlement Framework

The Entitlement Framework is intended to provide access to a greater range of courses for pupils at Key Stages 4 and 5. Schools are required to provide access to a mix of 'General' (academic) and 'Applied' (vocational) courses which should be at a balance of not more than 2/3 to 1/3.

This school has achieved the full implementation of the Entitlement Framework for pupils at Key Stage 5, via our active engagement with partner schools in the Carrickfergus Learning Community. The Entitlement Framework requires schools to provide at least 27 subjects post 16, at least 1/3 of which are Applied or General. The school more than fulfils this requirement with our joint offer of 30 subjects. At Key Stage 4, the Entitlement Framework requires schools to offer at least 24 subjects, again at least 1/3 of which are Applied or General. Carrickfergus Grammar School currently provides 22 subjects, which meet the required ratio. Investigation into offering 2 more subjects at Key Stage 4 is ongoing, but dependent on finance, staffing and pupil choice. The school also provides access to an extensive number of courses for pupils from partner schools at Key Stage 5.

Key Stage 4 (Years 11 and 12)

During the GCSE years, all pupils will study English, English Literature/Media Studies, Mathematics, a Modern Foreign Language, a Science, Religious Studies, Physical Education/Games, LLW/Careers. Additional subjects are detailed in the GCSE Subject Choice Booklet which is provided for all pupils and parents of the appropriate Year group.

Most students study nine or ten GCSE subjects.

Conditions which apply to the selection of GCSE options are published annually in the *Key Stage 4 Choice of Option subjects* forms and *GCSE Subject Choice Booklet*.

The school cannot guarantee that the timetable will accommodate every set of choices but option blocks are drawn up on the basis of an annual pupil survey of the year group concerned.

Key Stage 5 (Years 13 and 14)

In organising classes, the school attempts to meet the preferences of as many pupils as possible. The school will also continue to explore collaborative opportunities within the Carrickfergus Learning Community to widen access both for our pupils and for the pupils in partner schools.

General and subject specific entry requirements to post GCSE study and an outline of the curricular offer available to individual pupils are detailed in the annually produced *Senior School Subject Choice Booklet* and the *Carrickfergus Learning Community Partner Schools' Subject Options for Carrickfergus Grammar booklet*

The school cannot guarantee that the timetable will accommodate every set of choices but option blocks are drawn up on the basis of an annual pupil survey.

The Sixth Form curriculum is based on AS level (or equivalent vocational qualification) study for Year 13 to be followed by A2 level (or equivalent) study in Year 14.

Most students will study 3 or 4 AS subjects to AS and 3 to A2.

On the basis of GCSE (or equivalent, as detailed in the NQF) grade A*/A=3 points, B=2 points, C=1 point

- a student with 18 points or more will be permitted to study 4 subjects;
- a student with 17 points or fewer will be advised to study 3 subjects

The LLW/Careers/Enrichment programmes will be the main vehicle by which the school will seek to prepare our pupils to the highest level of which they are capable to lead fulfilled and purposeful lives, as citizens, parents, leaders and workers in the community.

Pupils in Years 13 and 14 also have access to private study time. While most of this time is supervised by ancillary staff, it is assumed that pupils in the Sixth Form can make profitable use of study time without teacher supervision. Members of the teaching staff may be required to supervise private study periods within reasonable limits.

At both KS4 and KS5

The school will keep the curriculum under review and seek ways of further broadening the programme. Choice of course for each pupil will be guided by the Careers and Senior Staff taking into account his/her interests, aptitudes and career aspirations.

Special Cases

Should circumstances require, adjustments may be made to a pupil's programme of study as a result of consultation with the Principal or Vice Principals, relevant Heads of Department, Heads of Year, pupils and parents.

Cross Curricular Skills

These are Communication, Using Mathematics, Information and Communication Technology. The acquisition and development of these skills is of prime importance in a pupil's education. Competence and facility in these skills are essential for any pupil hoping to achieve his/her full potential at school and in his/her ultimate career path. Their cross curricular application helps develop a flexible approach to learning which will last young people well beyond the bounds of their school days. They are life skills.

Strategies for the cross curricular implementation and assessment of these skills have been developed.

Communication: The main skills associated with Communication are effectively those of developing literacy, i.e. reading, writing, speaking and listening. Hitherto these have been developed mainly through work done through the programmes of study in the English department, although all other subjects had a contribution to make. The assessment of these skills is cross curricular, but the English department will continue to provide a foundation and will share expertise across the curriculum.

Using Mathematics: The main skills associated with Using Mathematics are effectively those of developing numeracy, i.e. interpretation of information, carrying out calculations, interpretation of results and presentation of findings. Hitherto these have been developed mainly through work done through the programmes of study in the Mathematics department, although many other subjects had a significant contribution to make, especially Physics and Chemistry. Using Mathematics is now integrated into subject schemes, as appropriate, and assessment is cross curricular, although led by the Mathematics department.

ICT: Skills associated with ICT have a central part in the curriculum. Examples of these skills include word processing, use of spreadsheets and data bases, electronic communication and the internet. At Key Stage 3 ICT skills are developed mainly through applications within subject areas. The monitoring and tracking of these is the responsibility of the ICT Co-ordinator. Pupils in Year 8 are timetabled for 2 periods of ICT per fortnightly cycle, whilst those in Years 9 and 10 are timetabled for 1 period each; ICT skills gained are employed, reinforced and built upon on a cross curricular basis.

Learning for Life and Work (LLW)

Learning for Life and Work (LLW) is an integral part of the pupils' curriculum.

At Key Stage 3, the skills associated with Personal Development are studied in taught classes in Year 8 and augmented by enrichment events and a cross curricular approach in Years 9 and 10. The scheme of work is the responsibility of the Personal Development Coordinator and is delivered by staff from the PD department. The PD scheme incorporates Health Education, Drugs Awareness and Relationship and Sexuality Education.

At Key Stage 3, the skills associated with Local and Global Citizenship are studied in taught classes in Year 9 and augmented by enrichment events and a cross curricular approach in Years 8 and 10. The scheme of work is the responsibility of the Citizenship Coordinator and is delivered by staff from the Citizenship department.

At Key Stage 3 the skills associated with Employability are studied in taught classes in Year 10 and augmented by enrichment events and a cross curricular approach in Years 8 and 9. The schemes of work are the responsibility of the Head of Careers/Employability and are delivered by a team of specialist teachers.

Home Economics is timetabled for all pupils in Years 8 to 10. The schemes of work are the responsibility of the Head of Department and are delivered by a team of specialist teachers.

At Key Stage 4 the school provides Learning for Life and Work via timetabled classes in both Years 11 and 12 (under the auspices of LLW/Careers)

Careers Education, Information, Advice and Guidance

The CEIAG curriculum aims to enable young people to

- develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, attitudes, motivation needs and aspirations.
- develop knowledge and understanding of the opportunities available to them, of the major roles which people play, and of routes of entry to employment and other careers.
- develop skills and personal qualities needed to make considered career choices, to formulate and implement career plans and to cope with the transition from school to adult life.
- have access to a wide range of information relating to opportunities available in education, training and employment.
- develop the study skills and skills of decision making and self-presentation needed to ease the transition from one stage of education to another and from education to the world of work.
- appreciate that extra-curricular activities will enhance their experience of the world beyond the classroom and their employability skills.

In fulfilling these aims the school

- delivers a Careers related curriculum across subjects and via specialist provision at Key Stages 3-5.
- provides comprehensive information sources, written, computerised and personal, on occupational areas, education and training
- provides opportunities for individual counselling and for parental involvement, particularly at key transition stages
- engages pupils in a process of Personal Career Planning
- provides opportunities for experiential learning about the world of work, e.g. through work placement
- maintains and develops links with business, local employers and institutions of Higher and Further Education
- Works in partnership with the Careers Service

Homework (in line with the School Policy on Homework)

Homework is considered an integral part of the curriculum of the school. It gives opportunities for pupil consolidation of class work, for independent learning and for parents to see what work is being done in school. It provides raw material for teachers as a diagnostic tool in assessing pupil progress and identifying areas for improvement. As well as the separate Homework Policy, each subject department publishes its own homework statement as part of the departmental policies.

Coursework and Controlled Assessment (in line with the school policy on Coursework and Controlled Assessment)

Coursework and at KS4 Controlled Assessment, meaning work which is to be formally assessed for internal or public examination purposes, is undertaken either in class or at home. All pupils in Years 11-14 are made aware of schools policy which is in accordance with JCQ and examination board regulations. HODs/Subject leaders ensure compliance with examination board regulations within their subject areas.

Assessment (in line with the School Policy on Assessment, Recording and Reporting.)

Assessment and reporting are key elements in measuring pupil progress and planning for improvement. Assessment identifies what pupils can do, know and understand, is designed to encourage pupil motivation, self-esteem and learning, informs the planning of future teaching and learning and enables the school to review the effectiveness of its curriculum and to promote higher standards. Records of assessment will be kept and be accessible by teachers/HODs/HOYs and Senior Managers as appropriate.

Subject Departments have discretion as to the nature of assessments but there will be consistency within departments but pupils' work will be marked regularly and within a reasonable amount of time. Attention is given by all teachers to literacy and numeracy according to the whole school Literacy and Numeracy policies. Referral to the Special Education Needs Co-ordinator is made if necessary. Constructive assessment for learning advice is given whenever possible. In addition, self assessment by pupils and peer assessment takes place whenever possible.

Assessments are therefore a regular and extensive feature of all academic subjects, but a number of 'Core Assessments' are formally tracked for each pupil via the C2K system in each subject across the academic year.

At Key Stage 3, Core Assessments take place

- i. By the end of October (prior to half term)
- ii. December (Christmas examinations)
- iii. By 17th March
- iv. June (Summer examinations)

At Key Stage 4, Year 11, Core Assessments take place

- i. By the end of October (prior to half term)*
- ii. December (Christmas examinations)*
- iii. By 17th March*
- iv. June (internal school Summer examinations OR via external GCSE module)■

At Key Stage 4, Year 12, Core Assessments take place

- i. By the end of October (prior to half term)*
- ii. By mid-December*
- iii. January ('mock' examinations) ■
- iv. June (external GCSE modules)

At Key Stage 5, Years 13-14, Core Assessments take place

- i. By the end of October (prior to half term)*
- ii. By mid-December*
- iii. January ('mock' examinations) ■
- iv. June (external AS/A2 modules)

* Data only report sent to parents

■ Data and written comment reports sent to parents

School reports will reflect the Assessment, Recording and Reporting policy and satisfy external requirements in a form which is manageable.

In addition to the above, current arrangements for assessment and reporting include the following:

- Annual Parents' Nights providing opportunities for parents to speak to teachers regarding their child's progress;
- Publication of Principal's annual report to governors on the varied achievements of the pupils;

- The use of Midyis/Yellis/Alis and PTE data to benchmark pupil performance and negotiate targets for improvement;
- Use of homework as a learning tool, properly marked with suggestions for improvement, following the School and Department Homework Policies;
- (Primarily in practical subjects) production of a portfolio of pupil's work as evidence of what a pupil can do;
- Moderation of pupil work within subject departments;
- External moderation for public examination at GCSE and A Level;
- Utilisation and reporting of DE Benchmarking data for comparison of school and NI performance in external examination and identification of areas for improvement;
- Publication to the wider community of school and pupil achievement;

Additional/Special Educational Needs (in line with the School Policy on Special Educational Needs)

All pupils, including those with special educational needs will be given access to the full statutory curriculum and to the full range of extra curricular activities. Pupils with Additional Educational Needs will be enabled to benefit as fully as possible from the educational opportunities offered within available resources and will be as fully integrated within the school community as circumstances allow. If necessary, a risk assessment will be undertaken to ensure pupil safety. The need for reasonable adjustments will be assessed and implemented in accordance with SENDO legislation.

Extra-Curricular Provision

The School will continue to offer a wide range of extra-curricular activities which promote enjoyment, social interaction and skills development. These will be conducted individually, or in groups or teams, as appropriate. These activities will reflect the traditions of the school and the interests of the pupils, the staff and the wider community, always encouraging pupil participation and parental and community involvement where possible. The activities will take account of the opportunities available in the local community and the possibility of continuing them on leaving school.

Individual Tuition

Throughout the school private individual tuition is available in a wide range of musical activities.

Resources

The most valued resource of this School is a highly-qualified teaching staff, supported by experienced ancillary and auxiliary personnel. This staff is organised in terms of individual roles and responsibilities by the Principal and in conjunction with the Senior Leadership Team.

Curriculum resourcing will be the responsibility of Subject Leaders in consultation with the Principal, Vice Principal and Senior Teacher. The provision of an appropriate range of resources will facilitate the delivery of the school's curriculum and encourage the development of a wide range of pupil skills.

The School will make available to pupils and staff the most appropriate teaching materials and equipment attainable from the available funding.

The use of teaching and learning resources will be consistently evaluated and information on their usefulness will be disseminated both within and across departments.

Staff will be encouraged to develop expertise in the professional employment of appropriate teaching resources. Such professional development will be provided within the school and also under the auspices of the EA and other bodies.

Staff Development (in line with the School Policy on Staff Development)

The successful delivery of the school curriculum requires suitably qualified and informed teachers who have up to date knowledge and skills. The development of such skills and the building of capacity are of prime importance in school improvement. Examples of how the teaching staff are kept abreast of change are given below:

- Curriculum Team
- Sharing Good Practice
- School Inset (Whole School and Departmental)
- External Inset (through e.g. CCEA, EA etc.)
- Publications and web resources, e.g. ETI, CCEA web site

Evaluation and Development A variety of teams monitor the implementation of the School Curriculum provision, making recommendations for change and development where appropriate. All comments and observations are considered in the light of pupil benefit and resources available i.e. in terms of staffing and time allocations.

Such teams include: Leadership, Curriculum, Departments, Timetabling

d) Pastoral Care

The school's pastoral care system is outlined in the attached organisational charts. Class Tutors and Heads of Year for 2015-16 were as follows:

HEADS OF YEAR AND CLASS TUTORS 2015-16			ROOM
YEAR 8		Mrs J Beattie	28
8P	-	Mr M Irwin	9
8Q	-	Mr M Crawford	20
8R	-	Mr A Brown	2
8S	-	Miss P Maxwell	29
YEAR 9		Mr P Irwin	5
9P	-	Miss Mawhinney	48
9Q	-	Mr P Warke	18
9R	-	Miss E Stewart	39
9S	-	Mr P McKittrick	12
YEAR 10		Mrs L Kane	4
10P	-	Mrs J Botha	14
10Q	-	Miss L Hegarty	35
10R	-	Mrs V Ross	40
10S	-	Mr J Reid	49
YEAR 11		Mrs K Withers	7
11P	-	Miss N Wylie/Mrs S Buchanan	45
11Q	-	Mr N Kennedy	13
11R	-	Ms B Claver	1
11S	-	Mrs S Murray	3

YEAR 12		Miss W Lemon	Fergus
12P	-	Miss S Elliott	44
12Q	-	Mr R Currie	17
12R	-	Mr K Crooks	30
12S	-	Mr R McMorris	22
YEAR 13		Mr R Gorman	15
13P	-	Mr S Martin	41
13Q	-	Mr E Craig	L/T
13R	-	Mr P Baxter	32
13S	-	Mrs B McMaw	16
YEAR 14		Mr A Macdonald	14
14P	-	Mrs J Hamilton	36
14Q	-	Miss S Patterson	6
14R	-	Mrs C Reid	37
14S	-	Mr K Hamilton	26

The Class Tutor takes morning registration and is the first rung on the ladder of pastoral support. Thereafter pastoral matters are referred to the Head of Year, SENCO or Vice Principal for Pastoral Care. Referral to the school counselling service may also be made through direct request to any member of the pastoral care team or by anonymous self-referral through a post-box located in a discreet area of the school. Following consultation with pupils a *Buddy Box* was located in September 2014 near the senior staff area. Throughout 2015-16 pupils used this to report instances of bullying which were then followed up as required. Pupils' participation on school life was encouraged through systems which enabled the pupil voice to be heard. For example in 2015-16:

- An elected School Council
- Pupil-led Eco-Committee
- Peer Mentoring
- Academic Mentoring
- Pupil-led Assemblies
- Elected Prefects
- Music Leadership Team
- Appointed Sports Captains
- Feedback role in teaching appointments
- Anonymous *Kirkland Rowell* survey
- Focus groups
- Collaboration with the NI Anti-Bullying Forum
- Petition activity
- Scripture Union Committee
- European Day of Languages
- Policy Reviews
- Charter of Rights and Responsibilities
- Annual construction of timetable blocks
- INSET activities on the school's Core Values
- Involvement in consultative research projects led by QUB and NCB
- Former pupils reconnected with the school

Responsive Pastoral care was supported by programmes of Personal Development, Learning for Life and Work, Study Skills and, for all Year 8 pupils, the *Heartstart* programme.

Communication with parents in 2015-16 was improved by the following measures:

- More frequent use of direct email contact with Heads of Year
- More frequent phone contact by Heads of Subject
- The introduction of a school Twitter account
- The use of Parent-text to Year Groups and Whole School
- Development of the school's website and Facebook page

The Board of Governors wishes to commend strongly the tremendous level of financial and moral support which the school received in 2015-16 from the Parents' Association led by:

- Chairperson: Mrs L Cubitt
- Deputy Chair: Mrs C Brown
- Treasurer: Mr M Edgar

In particular the excellent Spring Fair which took place in the school was an event which not only raised valuable funds but was hugely enjoyed by all who attended.

e) Special Educational Needs (also see Curriculum above)

The school's Special Educational Needs Coordinator, Mrs E Bowen, is a senior member of the Pastoral Care team and a member of the school's Leadership Team. The school's Special Educational Needs provision was rated as outstanding by parents in an anonymous survey at the beginning of the 2014-15 year. The SENCO operated the SEN Policies and Code of Practice in accordance with legislative requirement and the school's SEN Register for 2015-16 covered pupils ranging from Stage One to Stage Five. Special Educational Needs updates were provided for all staff at the commencement of the 2015-16 year and were subsequently amended as required throughout the year. All teaching colleagues were provided with Individual Education Plan (IEP) targets and SEN provision was a standing item on Departmental and Pastoral Team meetings. SENCO led a team of four Classroom, General and Supervisory Assistants and conducted all Annual Reviews in person and in consultation with parents, pupils, colleagues and the SEN section of the Education Authority as required. The families of P7 pupils who were transferring to the school with SEN issues were contacted by SENCO and invited to the school for preparatory meetings. No applications to Year 8 2015-16 were accompanied by a Statement of Educational Need. Disability access difficulties were addressed through the Minor Works refurbishments referenced above. All steps were taken by SENCO, Principal and the Board of Governors to guarantee that pupils with SEN and/or disabilities were treated no less favourably than other pupils, as set out under Article 8 of the 1996 Order, by ensuring that the full breadth of the curricular and extra-curricular offer was available and accessed as appropriate in consultation with parents.

f) Staff Development Activities (also see Curriculum above)

To ensure our staff, teaching and others, kept abreast of changes that impinged on education a wide range of Staff Development activities beyond statutory Performance Review and Staff Development (PRSD) took place throughout the year during:

- Five Baker Days
- Five days of Exceptional Closure
- Weekly Monday meetings
- Fortnightly Friday Professional Hour activities
- Days of release from duties

These activities encompassed, for example:

- *Carrickfergus Learning Community* collaborative development

- ICT training
- Use of iPads in the classroom
- Cluster meetings and conferences organised by ETI
- Teaching Union conferences
- Visits to schools outside the Carrickfergus Borough
- Use of Value Added measures in measuring achievement
- Awarding Body updates
- Agreement Trials
- Effective use of data to support achievement
- Literacy and Numeracy
- Exploring the school's core values
- Curricular and Examination updates
- First Aid qualifications
- Staff Health and Wellbeing activities
- Coaching qualifications
- Effective Pupil Participation awareness with National Children's Bureau
- Fire Safety
- Child Protection
- Bereavement Support
- Self-harm support
- School Counselling
- E-Safety

Extra-Curricular and Co-Curricular Activities (also see Curriculum above)

Extra-curricular and co-curricular activities continued to flourish throughout 2015-16 with pupils encouraged to participate regularly through lessons and assemblies. Whilst our annual school magazine *Inspire* was reluctantly discontinued the school's website offers regular updates on this important aspect of school life, including inter-House activities: every pupil belongs to one of four – Castle, Fergus, Knockagh or Thornfield. Extra and co-curricular activities included:

- Music Society and Leadership Team
- School Choirs and Orchestras including victories at Bangor and Carrickfergus Festivals and performance for the Irish President
- Charity Committee
- Scripture Union events and residential
- Eco-Committee
- Running Club
- Creative Writing Club – Amy Laird invited to read her poetry at Stormont
- Breakfast Club
- Science Club
- Stem Club
- Drama Club
- Photography Club
- Show-jumping Club
- Cookery Club
- ICT Club
- Gaming Club
- Senior Bridge Team (Ulster Schools champions)
- Senior Cricket team (Miles Cup winners)
- Hockey, with First XI finalists in the Ulster Schools Senior Plate

- Hockey Residential Tours
- Rugby, with victories over Lurgan College and Belfast Royal Academy in the Schools Cup and winners of the Ulster Schools Rugby Sevens competition
- Rugby Residential Tours
- Track and Field, with the Senior Boys 4x100m Relay squad becoming Ulster Champions
- Netball
- Football
- Table Tennis
- Spanish Exchange programme to SAFA school in Puerto de Santa María
- French Trip to Paris
- History Trip to Auschwitz
- Ski Trip to Italy
- Art Department's fashion Show
- Participation in Faraday Challenge
- Participation in Stock Market Challenge
- Peer Mentoring
- Academic Mentoring
- Science, PE and Geography Field Trips
- NI Champions in NI Formula 1 in Schools competition
- Key Stage 3 Lunchtime Club

LINKS WITH THE COMMUNITY

- The successful collaborative links with the three other post-Primary Schools in the Borough continued through *Carrickfergus Learning Community* with the number of pupils benefiting from the broad range of academic and vocational courses on offer once again reaching three figures;
- A bespoke team of staff coordinated liaison activities with local Primary Schools;
- Prospective applicants to undergraduate degrees in education had weekly placements in local Primary Schools;
- Sixth Form Modern Language students visited local Primary Schools to celebrate the European Day of Languages;
- The annual P6 Open Day in which over three hundred P6 pupils attended classes in a wide range of subjects was again a prominent success;
- An appointed Charity Officer in the school ensured contributions to a range of local and national charities;
- Harvest Gifts were distributed through the town in the wake of our annual Harvest Service;
- Food Hampers were donated to local families in need;
- The school again participated in the *Habitat for Humanity* programme in collaboration with St Dominic's Girls' High School in Belfast;
- The school was represented by a Senior Teacher at regular meetings of a local residents' association;
- School premises were regularly used by, for example, the local detachment of the Army Cadet Force, local Keep Fit groups, Church groups, Girls' Brigade and RAF bands;
- The school encouraged senior pupils towards election to the NI Youth Parliament for which one sixth form member of the school is now the East Antrim Representative;
- Members of local political parties visited the A-level Government and Politics classes
- The school ensured that all sixth form pupils were able to join the Electoral Register;

- The Principal enlisted the support of a number of elected representatives from a wide range of political parties in expressing the penury which schools suffered in the face of cuts to the NI education budget;
- The annual Interview Skills day had direct input from a wide range of local professionals, businesses and expertise;
- The school's Work Experience programme placed Year 13 students in a wide range of extra-mural learning situations;
- The school bank was again a successful partnership with one of the local banks;
- Members of the Pastoral Team were regularly released to attend a wide range of meetings organised by the local Social Services;
- Through the Duke of Edinburgh Award Scheme young people were encouraged to serve the community in an active way: e.g. by visiting homes for the elderly, acting as junior leaders in uniformed youth organisations, helping in Sunday Schools;
- Through the many extra-curricular activities and competitions in the school pupils had the opportunity to mix with other post-Primary pupils from a wide range of backgrounds;
- Local PSNI support officers visited the school to raise awareness of a range of safety and legal issues;
- Pupils participated in community relations activities organised through the local council offices.

Financial Report 2015-16

Carrickfergus Grammar School was not immune from the financial strictures felt throughout the NI education system. The huge efforts of the Parents Association were particularly valued as the annual Prize Distribution and Year 12 *Amazing Brains* events were funded. Without the hard work, commitment and skills of our parents the provision for our pupils would certainly have been diminished.

Budget and Expenditure Report for April 2015- March 2016

Income

Delegated budget share	3,266,761	
Accumulated surpluses from previous years (as c/fwd from 2015-16)	<u>77,124</u>	
Total budget allocation		3,343,885

Expenditure

Teacher costs	2,549,567	
Non teaching staff costs	288,749	
Utilities (Fuel & Premises)	63,899	
Maintenance, Furniture & Fittings	25,228	
Books & materials	50,537	
Exam fees	72,172	
Supplies & services	130,542	
Transport	24,309	
Establishment exp (printing, post & phones)	33,641	
(Less other income)	<u>(10,352)</u>	
Total exp		<u>3,228,292</u>
Surplus carried forward to 2016-17		<u>115,593</u>

Signed: _____ (Chairperson)

_____ (Principal/Secretary)

Date: _____