



CARRICKFERGUS GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2014-15

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October 2015

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 2014-15. This provides an overview of the school, its leadership and management, and notable developments during the school year just past.

Before going further I wish to pay tribute to the work of my predecessor, Dr CHG Gould MBE, who retired from the school's Board of Governors in April 2015 having completed almost 37 years as a member of the Board, 21 of them as Chairperson. During his long period of service to this school he had also helped to found both the Parents' Association and the School's Trust Fund. Dr Gould was deservedly awarded the MBE in 2012 for services to education and I consider it an honour to continue his work as Chair of the Board.

The school year 2014-15 has been very positive Carrickfergus Grammar School, and in particular I draw your attention to two features of the year's work.

Firstly, the continued improvement in examination outcomes at both GCSE and A-level: in the latter it was most pleasing to see that all subjects achieved a 100% pass rate, whilst in the former the number of pupils achieving 7 or more GCSE passes, including the crucial subjects of English and Mathematics, rose above the Northern Ireland Grammar School average to a figure of just over 95%. This is a tribute to the collective efforts of parents, pupils and teachers and I encourage members of the school's leadership team to sustain their hard work in this direction.

Secondly, the fabric of the school underwent some welcome improvements following a successful funding application from the school to the NI Education Authority. These included: an enclosed lift and a stair-lift; disability access to the stage in the assembly hall; a refurbished entrance shelter and foyer for pupils; the installation of a new fire-alarm system; and the opening of a new car-park at the rear of the school. Whilst we will continue to press for additional enhancement we are grateful to the Education Authority's North-Eastern Region for their support in achieving these recent improvements.

There is one further important point to be made: these positive features of the 2014-15 school year have happened despite the dwindling budgets which are handed down to schools and local authorities from central government. Carrickfergus Grammar School will of course continue to strive for excellence despite the dwindling financial resources made available to its Board of Governors, but for the sake of our pupils I take this opportunity to state that the educational experience of Northern Ireland's next generation must be adequately resourced by the Department of Education. Financial resourcing is a key element in making every school a good school and ensuring every opportunity is taken to improve outcomes for pupils and young people.

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
2014-15**

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

Mrs E Bowen

Mr R Gorman

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 2014 – 2015**

TERM	PUPILS' LAST DAY AT SCHOOL	PUPILS' FIRST DAY BACK
SUMMER 2014		Year 8: Wed 27 August 2014 (9.00am-12.00pm) Yrs 8 & 14: Thurs 28 August 2014 (9.00am-12.00pm) Yrs 13 & 14: Fri 29 August 2014 (Yr 13: 9.00am-12.00pm) (Yr 14: 9.00am-1.45pm) All pupils: Mon 1 September 2014 (Full school day)
EXCEPTIONAL CLOSURE 1	Thursday 25 September 2014	Monday 29 September 2014
AUTUMN MID-TERM 2014	Friday 24 October 2014	Monday 3 November 2014
CHRISTMAS 2014	Friday 19 December 2014	Monday 5 January 2015
SPRING MID-TERM 2015	Friday 13 February 2015	Monday 23 February 2015
EASTER 2015	Friday 27 March 2015	Monday 13 April 2015
MAY BANK HOLIDAYS	Friday 1 May 2015	Tuesday 5 May 2015
	Friday 22 May 2014	Tuesday 26 May 2015
SUMMER 2015	Tuesday 30 June 2015	

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

The school's workforce comprises 52 teaching staff and 15 ancillary colleagues. Please refer to Organisational Charts at Appendix 1 for further information.

Designation	Teaching Staff	Auxiliary Staff	Totals
Permanent Full-time	44	6	50
Permanent Part-time	6	8	14
Temporary Full-time	1 (maternity cover)	1	2
Temporary Part-time	1(maternity cover)	0	1
Totals	52	15	67

August 2015 saw the departure through voluntary redundancy of one member of the Technical team.

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)

Enrolment and Admissions

Year	Year 8 Admissions No.	Transfer Applications	Number admitted	Enrolment number	Number enrolled at time of school census
2014/15	116	142	117*	800	799
*One applicant was admitted on appeal					

Attendance

Attendance for the year 2014-15 was broadly in line with Grammar Schools across Northern Ireland, the most recent average attendance figure being 95.8%.

Group	% Attend
Year 08	96.7
Year 09	95.3
Year 10	95.6
Year 11	94.0
Year 12	96.1
Year 13	94.7
Year 14	93.1
Totals	95.2

Summary of Examination Results 2014-15

The Board of Governors commends the efforts of staff in sustaining improvement in examination outcomes at both GCSE and A-level. This year saw, in particular, outstanding GCSE results with 62% of all grades achieved by pupils being at A* or A, and special mention must be made of a stunning achievement by Simon Gregory and Emily Wilson who both received a remarkable A* in all ten of their subjects. In fact, a total of nineteen pupils in the school scored an A grade or higher in every subject.

The school has now risen above the Northern Ireland Grammar School average for ensuring that pupils achieve 7 or more GCSE qualifications at A*-C including English and Mathematics, and our overall pass rate sits at almost 99%. Every pupil in the school has achieved their essential qualification in English and the success rate in Mathematics also closely approaches 100%.

Given the careers prospects available in STEM subjects (Science, Technology, Engineering and Mathematics) it is vital that they flourish in our schools, and with a success rate of 99% we are confident that Carrickfergus Grammar School pupils are in a strong position to meet their future goals. We are also delighted to see that every pupil without exception has been successful in Business Studies, Child Development, Geography, English Language and Literature, French, Information Technology, Music, Physics, Technology, Spanish, Performing Arts and Physical Education.

	% NI Grammar Av		% CGS		The school met and exceeded its targets in both of these areas
5 GCSEs including Eng & Maths	94.5		98.4		
7 GCSEs including Eng & Maths	91.6		95.8		
GCSE Short Course Religious Studies	A*	A	B	C	
Number of pupils awarded grades	43	37	25	8	

Performance in the following subjects surpassed the NI Grammar School average:

GCSE Subject	NI Grammar% A*- C	CGS % A*- C
Biology	96.7	97.9
Chemistry	95.4	98.4
Physics	97.3	100
Mathematics	95.5	97.1
ICT	94.7	100
Business Studies	89.4	100
Child Devt.	93.9	100
Geography	92.9	100
History	92.7	94.6
English Lang	97.8	100
English Lit	97.6	100
French	88.3	100
Spanish	95.8	100
Music	97.7	100
Technology	96.9	100
Performing Arts	95.9	100

	% NI Grammar Av	% CGS	
3 or more A2 qualifications at A*- C	77	71	The school did not meet its target in the first of these areas but met and exceeded it in the second.
3 or more A2 qualifications at A*- E	97	100	

At A-level the school maintained last year's improvement with 71% of the Year 14 Group again achieving 3 A-levels or more within the A*-C range. Whilst there remains work to be done to reach the NI Grammar School average of 77% the Board was nonetheless delighted that the school achieved an overall success rate of 100% i.e. all A-level students passed all subjects, without exception. This places the school above the NI Grammar School average of 97% for ensuring that pupils leave school with three or more A-level qualifications.

Congratulations go to Jack Entwistle and Craig Smylie both of whom achieved top A* grades in Chemistry, Mathematics and Physics. Jack now looks forward to studying Natural Sciences at the University of Cambridge alongside the brightest and best in the UK. We are delighted too for Molly Baird, Jack Carton, Courtney Gibb, Naomi Goodchild, Ellen McNally Amy McNeill, Sara Patterson, Christian Robinson, Chloe Ross, Adam Urquhart, Adam Woodside and Ryan Yeung who between them amassed an impressive 15 A* grades and 21 A grades.

We are particularly proud of our pupils' performance in A-level Mathematics – they achieved nine A* grades and five grade As whilst those studying Further Mathematics all attained grade A or A*. Also ranked amongst outstanding subjects this year are Design & Technology, Business Studies, Government & Politics, Religious Studies, French, Music, Art and Photography: no pupil in any of these subjects attained less than a C grade.

Having had one of our A-level students selected as one of only ten elite Queen's University Scholars for each of the scheme's two years' existence we congratulate Courtney Gibb on narrowly missing out in 2015 by making the final short list of 20 of the brightest and best A-level students in Northern Ireland.

It is also pleasing to see that *Carrickfergus Learning Community*, the collaboration between the four post-Primary Schools in Carrickfergus, continues to reap benefits for all of our young people with 100% of Carrickfergus Grammar's pupils attaining success in the broad range of subjects available to them through the Borough.

Our AS grades bode well for continued success next year with Year 13 students Sophie Bell, Sam Brodison, Sophie Grier, Sophia Livie, Andrew Newbold and Aaron Stevenson all achieving four top grades in this summer's results. Not far behind with a minimum of three top grades are Christopher Beck, Connor Chambers, Nathan Fugard, Rachel Hall, Phillip McCullough, and Victoria Porter all of whom achieved three top grades.

We were delighted for Naomi Goodchild who was awarded scholarships which amounted to £14000, having received a Promise Scholarship from the University of Newcastle and a £6000 bursary made by the Institute of Chartered Accountants to only 4 students per year. Congratulations also go to Natalie Hall who received a BDO scholarship worth £4500 as well as a paid period of work experience next summer.

Examination Outcomes 2014-15: 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).

No. of Pupils	Subject	% A*-B	% A*-C
22	Art	68	91
95	Biology	92	98
29	Business Studies	90	100
61	Chemistry	97	98
16	Child Development	75	100
119	English Language	98	100
103	English Literature	91	100
34	French	82	100
51	Further Mathematics	90	98
22	Geography	96	100
9	Home Economics	78	89
37	History	92	95
23	Information Technology	65	100
120	Mathematics	95	99
11	Music	100	100
11	Performing Arts	91	100
22	Physical Education	77	100
64	Physics	88	100
117	Religious Studies	90	96
89	Spanish	94	100
44	Technology	98	100

Examination Outcomes 2014-15: A-level

No. of Pupils	Subject	% A*-C	% A*-E
13	Accounting	77	100
2	Art	100	100
65	Biology	94	100
26	Business Studies	100	100
27	Chemistry	70	100
25	English Literature	96	100
3	French	100	100
9	Geography	89	100
4	Health & Social Care	100	100
17	History	94	100
12	Home Economics	58	100
14	ICT	50	100
47	Mathematics	98	100
11	Further Mathematics	100	100
3	Media Studies	100	100
2	Moving Image Arts	100	100
3	Music	100	100

No. of Pupils	Subject	% A*-C	% A*-E
9	Photography	100	100
8	Physical Education	88	100
23	Physics	57	100
8	Government & Politics	100	100
5	Religious Studies	100	100
15	Spanish	93	100
2	Sports Studies	100	100
6	Technology	100	100
2	Travel & Tourism	100	100

Leavers' Destinations

Queen's University Belfast

Jodie Arlow	Human Biology
Michael Black	Biomedical Science
Matthew Brown	Electrical and Electronic Engineering
David Carse	Business Management
Sian Carson	Biological Science
Jack Carton	Applied Mathematics and Physics
Courtney Gibb	Pharmacy
Matthew Hogg	Physics with Astrophysics
Nicole Magill	Pharmacy
Jonathon McMaw	Accounting
Ellen McNally	Pharmacy
Amy McNeill	Chemical Engineering
Jake Porter	English
Christian Robinson	Maths with Finance
Chloe Ross	English and History
Judith Scott	Human Biology
Craig Smylie	Actuarial Science and Risk Management
Nicholas Townsend	Physics
Scott Williams	Chemistry
Aaron Wilson	Physics and Maths
Adam Woodside	Chemical Engineering
Ryan Yeung	Applied Mathematics and Physics

Stranmillis University College

Keith Hall	Primary Education
Rebecca Kirkpatrick	Primary Education

University of Ulster

Will Aston	Mechatronic Engineering with German
Kris Berry	Biomedical Engineering
Sasha Bingham	Mechatronic Engineering with German
Ryan Burke	Nutrition
Matthew Campbell	Business Studies
Dara Curry	Product and Furniture Design
Natalie Hall	Accounting
Scott Henderson	Mechanical Engineering

University of Ulster cont'd

Phoebe Long	Animation
Matthew McIlfratrick	Business with Accounting
Megan McIlroy	Computing with Business
Chloe Mitchell	Sport and Exercise Science
Darren Mulholland	Sport and Exercise Science
Amy Peden	Social Psychology
Amy Robinson	Consumer Management and Food Innovation
Lucy Sharpe	Art and Design
Marc Templeton	Computer Science
Dean Watson	Business Studies
Naomi Watson	Media Studies with Marketing
Michael Wilson	Business Studies
Daryl Young	Environmental Science

English/Scottish/Welsh Universities

Molly Baird	University of Glasgow	English Literature and History
Neil Beattie	Teesside University	Foundation Art
Ellen Crawford	University of Glasgow	English Literature/Film and TV
Studios		
Nicola Curran	Liverpool John Moores	Fashion
Ryan Dillon	Heriot-Watt	Biological Sciences
Jack Entwistle	University of Cambridge	Natural Sciences
India Foster	Liverpool John Moores	Criminology and Psychology
Naomi Goodchild	Newcastle University	Business Accounting and Finance
Mairead Graham	Liverpool John Moores	English, Media and Cultural Studies
Reece Griffith	University of Manchester	Neuroscience
Rebecca Holland	Liverpool John Moores	Marketing
Christina Jefferson	Bangor University	Music
Karl McClean	Cardiff Metropolitan	Sports Conditioning & Rehabilitation
Reece McDowell	Manchester Metropolitan	Foundation Art
Paul Nelson	Heriot-Watt	Accounting with Business Law
Zoe Ogilby	Heriot-Watt	Applied Languages and Translating
Sara Patterson	University of Leeds	Linguistics and Spanish
Olivia Read	University of Lincoln	Media Production
Sophie Robinson	University of Glasgow	Medicine
James Shields	University of Glasgow	Microbiology
Corey Smyth	Teesside University	Computer Games Design
Laura Smyth	Heriot-Watt	Spanish and Applied Languages
Loris Smyth	University of East Anglia	Psychology
David Stewart	Edinburgh Napier	Sports and Exercise Science
Chris Williams	University of Liverpool	Criminology
Rosie Wright	Aberystwyth	Spanish and Film Studies

Higher Education Scholarships

Naomi Goodchild, Natalie Hall

Further Education

Reece Berry, Melanie Clarke, Matthew Connolly, David Douglas, Harry Gordon, Sarah Morrow, Risa Simpkin

Employment / Gap Year

Shannon Millar-Parkes, Adam Urquhart, Robyn Wheeler

School Development Priorities

September 2014 saw the start of another three year cycle of school development activities which were comprehensively 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 2014-15

The following School Improvement Working Parties met regularly throughout the year, each one led by a member of the school's Leadership Team and linked to a member of the Board of Governors:

1. Staff Forum
2. Pupil engagement
3. Parental engagement
4. Data for Teaching & Learning
5. Sharing Good Practice
6. Literacy
7. Numeracy

Progress was measured against Action Plans for each of the groups and an evaluative review of each was conducted at the end of the year.

School development priorities 2015-16

This review formed part of the basis on which priorities for the 2015-16 year were identified. These are:

1. Interactive Learning
2. Support through Intervention.

These priorities are 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 are supported by the following:

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

Once again, each of these priorities is 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. In 2014-15 a number of safety aspects of the premises have been enhanced by the provision of an additional car-park at the rear of the school, which has eliminated the movement of traffic in pedestrian areas. A refurbished fire-alarm system has also been installed and awaits official hand-over. 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 improvements/refurbishments to the fabric of the school include 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 intends to pursue 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 windows and pupil toilet areas. Moving forward into 2015-16 the school's Health and Safety policy is to be reviewed in the context of the Education Authority's policy.

b) Safeguarding

The Designated Teacher for Child Protection is Vice Principal Mrs M Lively and the Deputy Designated Teacher is Teacher Governor Mr R Gorman. The school is 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 August 2014, and the Designated Teacher makes an annual Child Protection report to the full Board of Governors. 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)

Provision 2015/2016

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 (year groups in brackets if required)	Key Stage 4 periods per cycle (year groups in brackets if required)	Key Stage 5 periods per cycle (year groups in brackets if required)	Notes
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	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	

Subject	Key Stage 3 periods per cycle (year groups in brackets if required)	Key Stage 4 periods per cycle (year groups in brackets if required)	Key Stage 5 periods per cycle (year groups in brackets if required)	Notes
PE	2	1		
Games	1	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

Cont'd below....

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

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

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

- 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 2014-15 were as follows:

HEADS OF YEAR AND CLASS TUTORS 2014-15			ROOM
YEAR 8	-	Mr P Irwin	5
8P	-	Mrs R Taylor	38
8Q	-	Mr P Warke	18
8R	-	Miss E Stewart	39
8S	-	Mr P McKittrick	12
YEAR 9		Mrs L Kane	4
9P	-	Mrs J Botha	2
9Q	-	Mrs L Best	35
9R	-	Mrs V Ross	48
9S	-	Mr J Reid	49
YEAR 10		Mrs K Withers	7
10P	-	Miss N Wylie/Mrs S Buchanan	45
10Q	-	Mr N Kennedy	13
10R	-	Ms B Claver	1
10S	-	Mr A Ross	34
YEAR 11		Miss W Lemon	Fergus
11P	-	Miss S Elliott	44
11Q	-	Mr R Currie	17
11R	-	Mr K Crooks	30
11S	-	Mr R McMorris	22
YEAR 12		Mr R Gorman	15
12P	-	Mr S Martin	41
12Q	-	Mr E Craig	3
12R	-	Mr P Baxter	32
12S	-	Mrs B McMaw	16
YEAR 13	-	Mr A Macdonald	14
13P	-	Mrs J Hamilton	36
13Q	-	Miss S Patterson	6
13R	-	Mrs C Reid	37
13S	-	Mr K Hamilton	26
YEAR 14	-	Mrs J Beattie	28
14P	-	Mr N Massey	21
14Q	-	Miss P Maxwell	29
14R	-	Mrs S-A Simms	31
14S	-	Mr L Morrow	9

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. Pupils may use this to report instances of bullying which are 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 2014-15:

- An elected School Council, which designed and introduced a school cardigan to uniform
- 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 2014-15 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 2014-15 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 2014-15 covered 40 pupils ranging from Stage One to Stage Five. Special Educational Needs updates were provided for all staff at the commencement of the 2014-15 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 2014-15 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
- Links with *Nerve Belfast* Creative Learning Centre
- 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
- 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 2014-15 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 which raised over £12,000
- 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 2014-15

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 they ensured that the school's aging minibus was replaced and the annual Prize Distribution was funded. Without the hard work, commitment and skills of our parents the provision for our pupils would certainly have been diminished.

The work of Senior Teachers Mr P McKittrick and Mr K Marshall must also be lauded as they respectively reduced our annual cleaning bill by almost £16,000 per year and our Grounds Maintenance costs by some £11,000.

Budget and Expenditure Report for April 2014 - March 2015

Income

Delegated budget share	3,196,021	
Accumulated surpluses from previous years	<u>152,888</u>	
Total budget allocation		3,348,909

Expenditure

Teacher costs	2,467,511	
Non teaching staff costs	300,516	
Utilities (Fuel & Premises)	81,673	
Maintenance, Furniture & Fittings	40,480	
Books & materials	82,021	
Exam fees	81,661	
Supplies & services	156,440	
Transport	31,281	
Establishment exp (printing, post & phones)	<u>35,539</u>	
Total exp		<u>3,277,122</u>
Surplus carried forward to 2015-16		<u>71,787</u>

Other accounts

<u>Description</u>	<u>Date</u>	<u>Balance</u>
School fund - main account	31/03/15	48,584
Book deposit / lockers	31/07/15	39,257
Fixed term deposit account	10/08/15	13,727
Fixed term deposit account	09/07/15	43,450
Fixed term deposit account	22/10/15	<u>37,754</u>
		<u>182,771</u>

Gifts to the School	
Carrickfergus Trust Fund	£22,462.99
Loughridge Trust Fund	£10,000
Parents' Association	£928.50

