



**CARRICKFERGUS**  
**GRAMMAR SCHOOL**



**2024 PROSPECTUS**

# Student Reflections

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## **Abbie Sullivan - Head Girl**

Throughout the past seven years at Carrickfergus Grammar School I have been exposed to a multitude of opportunities which have enhanced my education, expanded my personal skills and qualities and prepared me effectively for life after school. I have made long-lasting friendships as well as happy memories through sports, extra-curricular clubs and trips to various parts of the world. I believe that the school community of pupils and staff have together shaped my school experience to make it an incredibly positive one. I have been consistently surrounded by supportive people in a safe, caring and encouraging environment. As I look back on my time at school, I do so with great fondness, confident in the knowledge that CGS was the right school for me.

## **William Somerville - Head Boy**

The staff have supported and encouraged me academically, pastorally and with all my extra-curricular activities. In Year 8, the teachers quickly made me feel at ease and part of the school community. Their help demonstrated the importance of reaching out to people, and encouraged me to engage in working with younger pupils through the Homework Mentoring and Peer Tutoring schemes. Through my involvement with the Music Society I discovered the joy of music, which has improved my confidence and ability to engage with a wide range of people. I have made some lifelong friendships during my time in CGS, and I am truly grateful to this school for all the opportunities. I fully believe that anyone who chooses CGS will quickly feel part of a welcoming, supportive and caring school community.



## **Owen Patterson- Deputy Head Boy**

As I near the end of my time at Carrickfergus Grammar School, I reflect on my experience here and the positive impact it has had on my education and on me personally. The school and the staff have encouraged me to realise my potential and have given me the confidence to pursue the next stage of my education. The range of extra-curricular activities and unique experiences the school provides have enriched my life and enabled me to meet like-minded people and form lasting relationships.

## **Erin Brown- Deputy Head Girl**

My time in Carrickfergus Grammar School has been filled with many opportunities. My involvement in music and sport has provided me with lifelong memories and friends. I will remember in particular the 2020 ski trip, as well as performing with the concert band. The support I have received from staff throughout the last seven years has helped me grow academically and socially. Teachers truly go above and beyond to help each and every pupil.

## **Lois Irwin- Deputy Head Girl**

I have thoroughly enjoyed my time at Carrickfergus Grammar School. The staff and pupils work together to create a welcoming and happy atmosphere which has allowed me to make the most of every opportunity. I will always be grateful for the school's constant encouragement both inside and outside the classroom as it has enabled me to meet new people and make the maximum use of my school days.

# Staff List

## Principal

Mr J A Maxwell BA PGCE MSc PQH

## Vice-Principal

Miss F McKinley MEd BA PGCE PQH

## Senior Leadership Team

Mrs L Kane BA DASE PGCE

Mr P McKittrick MSc BSc PGCE PQH

Mr K Marshall MEd BSc DipEd PQH

Mr M Roberts BA (Hons) MA

Mrs L Best BTh MTh PGCE

Mr P Irwin BSc PGCE

Mrs A Turner BSc DASE PGCE

Mrs K Withers MEd Bmus PGCE

Mr N Massey MSc BSc PGCE

Mr K Crooks MEd BSc PGCE Adv Cert

Mr S Martin BED

## Teachers

Mr P Baxter BSc BAgr PGCE

Mrs J Beattie BA PGCE

Mrs J S Botha BA PGCE

Mr A Brown MBA BA PGCE

Mrs S Buchanan MSc BA PGCE

Mrs R Butler BA PGCE

Miss E Caldwell BA PGCE

Ms B Claver López MA PGCE

Mr E Craig MA Bmus Dip ChD FNCM PGCE

Mr M Crawford MEd BSc PGCE

Mr R Currie BSc PGCE

Miss S Elliott BA PGCE

Mr A Fittis BSc PGCE

Mr R Gorman MEd BA PGCE

Mrs J Hamilton BA PGCE

Mr K Hamilton BA PGCE

Mr E. Hawthorne MSci PGCE

Mr M Irwin BED

Mr N Kennedy BSc PGCE

Miss W Lemon MEd BED

Mr A Macdonald BA PGCE

Miss S Mawhinney BSc PGCE

Miss P Maxwell MSc BSc PGCE

Ms H McCaughan BA PGCE

Mrs B McKeeman BSc PGCE

Mrs B McMaw MEd BA PGCE

Mr R McMorris BSc PGCE

Mr L Morrow MSc BSSc PGCE

Mrs S Murray MA PGCE

Miss S Patterson MEng PGCE

Mrs C Reid MA BED

Mr W J Reid BSc PGCE

Mr R. Reaney BSc

Mr A Ross MSc BSc PGCE

Mrs V Ross BA PGCE

Mrs S Simms BSc PGCE

Miss E Stewart BA PGCE

Mrs R Taylor MSc BA PGCE

Miss N Wylie MA BA PGCE

## Administrative

### Senior Executive Officer

Mrs S Foulis HNC

### Senior Executive Officer

Mrs T Livings HNC

### Senior Clerical Officer

Mrs K Campbell

### Clerical Officer

Mrs R Martin

### Clerical Officer

Mrs K Newell

### Grainger Centre Supervisor

Mrs J Taylor JEB Dip Ed

## Technical

### Senior Technician

Mrs R McCullough

### Technology and Art

Mr P Newell

### Information Technology

Mr M Blair BA BSc

### Home Economics

Mrs R Patterson

### Language Assistants

#### French

Ms B Gourley

#### Spanish

Miss E Casales

## Support Staff

### Classroom Assistants

Mrs A Sproule

Mrs S Shannon

Miss E O'Lynn

Mrs L Hooks

Miss R Beasant

Miss T Lockhart

Miss S Duff

Mrs S Fairfowl

### Building Supervisor

Mr M Murphy

### Building Supervisor Assistant

Mr D Vine



# Principal's Welcome

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A very warm welcome to Carrickfergus Grammar School, a thriving, exciting, ambitious, happy and thoroughly aspirational selective school.

Our main aim is to offer our students a world-class education, reinforced by the most robust research-based evidence into high-quality learning and teaching. The Carrickfergus Grammar 'brand' of learning and teaching is a brand which we firmly believe will ensure our pupils are exposed to high aspiration, high expectation and huge opportunities in order to surpass potential.

Our aim is to give our pupils the powerful knowledge, the cultural capital and the most effective study skills in order to give them the edge academically - both in school and in later life.

#### **In the past two years the following has occurred:**

- the school recorded its highest ever results at GCSE in 2022, with every single pupil achieving 7 or more passes at A\*-C;
- English and Maths results at GCSE in 2023 were a record 13% above Grammar School averages at A\*-B, with a third of the year group attaining 9 or more A\*-A grades;
- over 58% of pupils achieved at least 2 A\*-A grades at 'A' Level in 2022;
- the school became the first Research School in Northern Ireland for learning and teaching, joining the InnerDrive Cognitive Science Network;
- we became the first school in Northern Ireland to appoint a Director of Research for learning and teaching, as we deliver on our ambition and vision to be a regional and national hub of excellence for learning and teaching;
- the school has been identified as a case study of excellence in the development of retrieval practice, a strategy which aims to embed powerful knowledge in long-term memory;
- the school secured five million pounds for the development of infrastructure, which will result in state-of-the-art sporting facilities to rival any school in the country.

With 21 subjects surpassing Northern Ireland Grammar School averages for A\*-C at 'A' Level, and 22 subjects at GCSE, this is a school which has a clear resolve.

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**No matter what their background, needs, interests or academic potential, every single student will be taught in a manner which will expedite opportunities for the greatest possible social mobility - including access to all Higher Education pathways at age 18.**

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This is achieved within an atmosphere which we describe as warm and strict. We care for, support and guide our pupils, and endeavour to build their resilience at every opportunity. We believe in the good, old-fashioned principles of manners, honesty and hard work. We view ourselves here as a big family - caring for, and looking out for each other

***We welcome you to our Open Evening in school on Wednesday 17th January 2024 between 6:30pm and 9:00pm.***

**J.A Maxwell  
Principal**

# Principal's Welcome

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# Values and Ethos: A world-class education

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We aim to offer our students a world-class education. We look nationally and internationally to identify and understand what the highest quality learning and teaching looks like. We base our developments on world-renowned research. We send our staff overseas to see for themselves what outstanding practice looks like, and to explore how it can be translated into the classroom in Carrickfergus Grammar School.

- In 2022 and 2023, a range of world-class educationalists undertook training with our school staff, including Tom Sherrington, Peps McCrea, Sarah Cottingham and Bradley Busch;
- In September 2022, both Mr Maxwell and Mr Roberts presented at the second ever ResearchED Conference on learning and teaching on the island of Ireland - the only school in the UK to have two presenters;
- In September 2022, Carrickfergus Grammar School introduced a knowledge-rich curriculum for Year 8 students, incorporating more depth into learning and helping to ensure that our students accumulate powerful knowledge which will give them the edge in later life;
- In January 2024, it was announced that Carrickfergus Grammar School is to host the first ever ResearchED conference to be held in Northern Ireland.

Effective learning and teaching, which is central to the life of the school, depends, among other things, on outstanding teacher subject knowledge, excellent subject-specific and general pedagogy, high-quality relationships both inside and outside the classroom and quality communication between students, staff, parents and others in the development of a secure and stimulating learning environment in which all can prosper.

It is the purpose of Carrickfergus Grammar School to provide an educational environment suited to all of the students entrusted to its care, with the highest of aspirations and expectations for all. The school will seek to promote a disciplined, well-ordered, caring and supportive environment, where staff and students can work and learn in an atmosphere of mutual respect and without fear of interruption or learning being hindered, so that each and every student is encouraged to achieve the highest level of academic, intellectual, personal, physical and social development of which he or she is capable.



# Standards and Outcomes

In the last two years, Carrickfergus Grammar School has achieved record results.

In 2022, 21 out of 23 subjects at 'A' Level received 100% pass rates



In 2022, 22 out of 24 subjects at GCSE were higher than Northern Ireland Grammar School averages at A\*-C

In 2022, 19 subjects at GCSE received a 100% pass rate at A\*-C

Over 89% of grades awarded at GCSE in 2022 were A\*-B



In 2022, 60% of grades at 'A' Level awarded were A\* /A

In 2022, 100% of pupils attained 7 or more GCSE passes at A\*-C including English and Maths



In 2023, 43 pupils achieved two or more A\* / A grades at 'A' Level

In 2022, 55 pupils attained 7 or more A\*-A passes at GCSE, representing 44% of the cohort



# Learning and Teaching

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Carrickfergus Grammar School has identified six key principles which shape and embody its pursuit of consistency in learning and teaching in the classroom.

These six principles are:

- Stretch and challenge for ALL pupils;
- Effective questioning and oracy;
- Effective modelling;
- Scaffolding;
- Independent practice;
- Robust assessment and feedback.







*“The pupils attain very good standards in Mathematics”.*

ETI Inspection October 2016

Key features of learning and teaching at Carrickfergus Grammar School include:

- Beginning a lesson with a short review of previous learning;
- Presenting new material in small steps with student practice after each step;
- Asking a large number of questions and checking the responses of all students;
- Providing models;
- Guiding student practice;
- Checking for student understanding;
- Providing scaffolds for difficult tasks;
- Monitoring independent practice;
- Engaging students in weekly and monthly review.

*“The standards attained by the students in English are very good”.*

ETI Inspection October 2016





# Standards and Outcomes

## GCSE 2023

	CGS 2020	CGS 2021	CGS 2022	CGS 2023	NI Grammar
5 or more A*-C at GCSE	96.55%	99.17%	100%	100%	96.1%
5 or more A*-C at GCSE inc. English and Maths	96.55%	97.52%	100%	100%	94.3%
7 or more A*-C at GCSE inc. English and Maths	94.83%	96.99%	100%	98.29%	89.9%

	CGS 2020		CGS 2021		CGS 2022		CGS 2023	
5 or more A*-C at GCSE	Boys 98.15%	Girls 95.16%	Boys 100%	Girls 98.36%	Boys 100%	Girls 100%	Boys 100%	Girls 100%
5 or more A*-C at GCSE inc. English and Maths	Boys 98.15%	Girls 95.16%	Boys 100%	Girls 98.36%	Boys 100%	Girls 100%	Boys 100%	Girls 100%
7 or more A*-C at GCSE	Boys 94.44%	Girls 95.16%	Boys 100%	Girls 95.08%	Boys 100%	Girls 100%	Boys 98.25%	Girls 98.33%
7 or more A*-C at GCSE inc. English and Maths	Boys 94.44%	Girls 95.16%	Boys 100%	Girls 93.44%	Boys 100%	Girls 100%	Boys 98.25%	Girls 95.33%

## A Level 2023

	CGS 2020	CGS 2021	CGS 2022	CGS 2023	Northern Ireland Grammar
3 or more A*-C	97.59%	88.3%	93.8%	79.2%	79.7%
2 or more A*-C	100%	99%	100%	97%	94.4%

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	CGS 2020		CGS 2021		CGS 2022		CGS 2023	
3 or more A*-C	Boys 92.31%	Girls 100%	Boys 84.6%	Girls 92%	Boys 91.4%	Girls 95.7%	Boys 79.1%	Girls 79.3%
2 or more A*-C	Boys 100%	Girls 100%	Boys 100%	Girls 97.6%	Boys 100%	Girls 100%	Boys 96.1%	Girls 97.9%

# GCSE EXAMINATION RESULTS 2023

COMPARISON AGAINST NORTHERN IRELAND GRAMMAR AVERAGES

	CGS A*-C %	NI A*-C %	CGS A*-B%	NI A*-B%
Art & Design	77.8	89.1	22.2	75.7
Biology	100	98.2	75.3	81
Business Studies	93.3	92.5	76.7	69.1
Chemistry	100	98.2	86.4	80.1
Child Development	94.7	94.2	78.9	78.6
Digital Technology	100	94.4	75	75
Drama	100	98.8	71.4	82.9
English Language	100	98	90.6	77.5
English Literature	100	98.7	83.5	83
French	100	94.5	85	68.5
Further Mathematics	94.3	97.9	66	88.5
Geography	93.8	95.7	65.5	77.1
Health and Social Care	93.8	91.1	43.8	62.1
History	100	96.3	71.7	78.6
Engineering	100	100	100	100
Mathematics	100	96.6	96.6	83
Music	100	98.6	80	84.9
Food and Nutrition	100	97.7	83.3	76.5
Physical Education	93.5	93	74.2	68.6
Physics	100	99.3	84.2	85.6
Religious Education FULL	99.1	93.8	87.2	75.4
Spanish	97.6	95.6	91.6	95.2
Technology	94.1	94	70.6	74.4

# 'A' LEVEL EXAMINATION RESULTS 2023

## COMPARISON AGAINST GRAMMAR SCHOOL AVERAGES

	CGS A*-C %	NI A*-C %	CGS A*-B%	NI A*-B%
Accounting	85.71	79	71.4	61.3
Art & Design	100	99	100	88.3
Biology	81.6	90.7	62.5	74.3
Business Studies	92	92	85.2	74.4
Chemistry	91.7	92.5	75	79.5
Digital Technology	100	83.4	50	59.3
English Literature	100	96.1	100	78
Environmental Technology	n/a	n/a	n/a	n/a
Nutrition and Food Science	75	92.8	50	71.2
French	100	94.7	87.5	80.8
Further Mathematics	100	97.3	100	92
Geography	100	93.3	66.7	78.1
Government and Politics	100	95.8	81.8	79.6
Health and Social Care	100	97.4	92.59	81.4
History	93.75	92.6	75	75
Mathematics	92.9	92.8	85.7	83.9
Music	100	88.1	100	74.4
Photography	n/a	n/a	n/a	n/a
Physical Education	100	91.9	100	74.2
Physics	77	85.3	61.5	71.1
Religious Studies	100	93.6	94.44	76.4
Spanish	100	97.3	92.3	87.5
Technology	100	93.6	100	74.3

# Pastoral Care

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The high quality of Carrickfergus Grammar's pastoral care provision has been recognised as a strength by the Education and Training Inspectorate (ETI) and the school places great emphasis on the provision of appropriate pastoral care for all pupils. We foster a warm and happy school environment, and the size of the school allows for a real family ethos.

Our robust attendance rate of over 95% means that we are well above the average for Northern Irish schools.

A pastoral system has been designed to build up the students' confidence, enabling them to thrive academically, to understand themselves as individuals and to develop sound relationships with other students and staff at the school.

The pastoral care system places great emphasis on the moral and social welfare and development of each of our students, as well as their intellectual, physical

and cultural needs. Our staff work collaboratively to meet the needs and aspirations of each student. The pastoral care team provides informed and sensitive guidance to support students in their personal development and in times of personal, family or social difficulty. Some students may at certain times benefit from the opportunity to work through any difficulties with a trained counsellor and this service is available through school.

Our experienced Learning Support Co-ordinators work to ensure that the pathway for children identified with additional educational needs is tailored appropriately, whilst maintaining the highest of aspirations and expectations. Individual Education Plans / Personal Education Plans are in place for relevant students, with reasonable adjustments where necessary.

*“The provision for care and support of the students is very good”.*

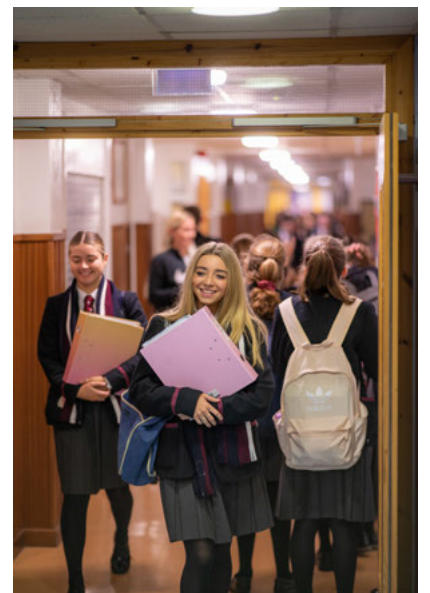
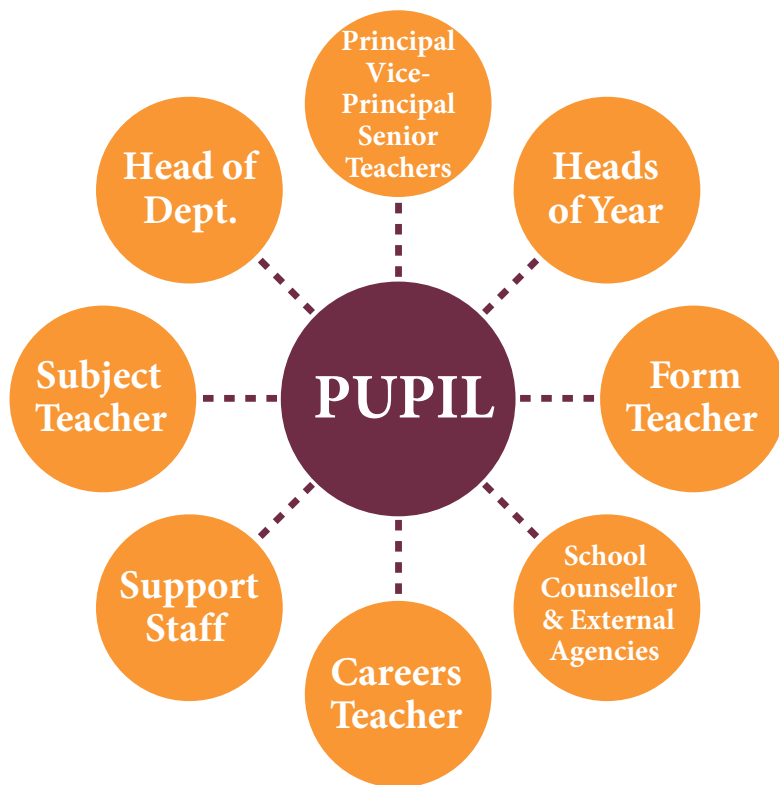
ETI Inspection October 2016

*“There is a clear and inclusive ethos... pupils are supported well and sensitively by the teachers”*

ETI Inspection October 2016



The Designated Teacher for Child Protection is Mrs Kane, whilst the Deputy Designated Teacher is Mr Gorman. The Principal, Mr Maxwell, is also a member of the safeguarding team alongside the Designated Governor for Child Protection, Mr Montgomery.



*Mrs Kane is the Senior Teacher in charge of Pastoral Care at the school, ably assisted by 7 Heads of Year and 28 Form Teachers.*

# Assessment and Reporting

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Assessment and reporting are key elements in measuring pupil progress and planning for improvement.

Carrickfergus Grammar School fuses formative, summative and standardised assessments in order to ensure that feedback from assessment is tailored to the individual needs of students, with the aim of identifying targets for progress which will allow them to meet and exceed potential.

Students' work is 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. Assessments are therefore a regular and extensive feature of all academic subjects, but a number of 'Core Assessments' are formally tracked for each student in each subject in each academic year.

**Current arrangements for assessment and reporting include the following:**

- Parent consultations providing opportunities for parents to speak to teachers regarding their child's progress;
- The use of diagnostic data and examination board data to benchmark student performance and negotiate targets for improvement;
- Regression analysis and standardised scores at Key Stage 3;
- Use of homework as a learning tool, properly marked with suggestions for improvement, following the School and Department Homework Policies;
- Moderation of student work within subject departments;
- External moderation for public examinations at GCSE and A Level;
- Utilisation and reporting of DE Benchmarking data for comparison of school and NI performance in external examinations and identification of areas for improvement;
- Publication to the wider community of school and pupil achievement.



# Behavioural Standards

Carrickfergus Grammar School insists upon very high standards of behaviour.

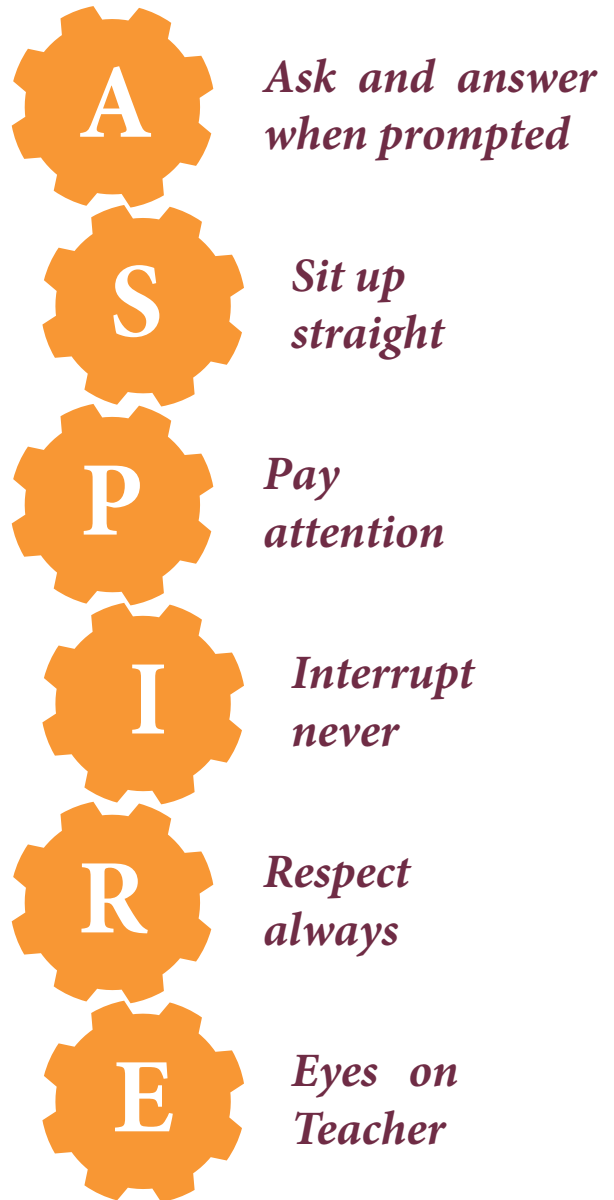
**We believe that:**

- **Children thrive on routines and boundaries;**
- **Children are ultimately happier when school is a well-disciplined environment;**
- **Behaviour becomes unacceptable at the very moment a teacher has to stop teaching to speak with a child.**

At this school we believe that if you look after the pennies, the pounds will look after themselves. If our students get the 'small' things right such as wearing uniform to a very high standard, not slouching in seats in class and listening attentively to the teacher at all times, the 'bigger' things will fall into place, not least a high standard of education, robust learning and good grades.

**We encourage our students to ASPIRE in line with the graphic opposite.**

At the start of Year 8, parents are asked to sign a contract indicating their support for the school's behaviour management system. We fully appreciate the support of parents in ensuring that the school environment is well-disciplined.





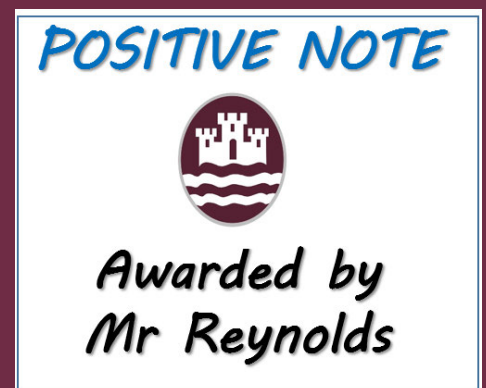
# Positive Notes

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Carrickfergus Grammar School has introduced a Positive Note System aimed at fostering and encouraging outstanding values in all aspects of school life, and acknowledging the many positive behaviours staff witness from students on a daily basis.

Students can receive Positive Notes, amongst other things, for:

- Acting in an exceptionally responsible manner
- Demonstrating stoicism
- Exceptional display of gratitude
- Exceptional display of good manners
- Exceptional display of leadership
- Exceptional classwork
- Exceptional homework
- Exceptional contribution to school life
- Exceptional helpfulness
- Improved effort / attitude
- Exceptional examination performance
- Exceptional fundraising and charity work
- Exceptional contribution to extra-curricular activity



# Curriculum

The Curriculum at this school meets the requirements of the Education (Northern Ireland) Order 2006.

## KEY STAGE 3

- English
- Mathematics
- Religious Studies
- PE / Games
- Biology
- Chemistry
- Physics
- History
- Geography
- French
- Spanish
- Home Economics
- Art and Design
- Technology
- Music
- Drama (Year 10)
- ICT
- Learning for Life and Work

*\* On offer through the Carrickfergus Learning Community.*

## KEY STAGE 4 (GCSE)

- English Language
- English Literature
- Mathematics
- Further Mathematics
- Religious Studies
- PE / Games
- PE (GCSE)
- Art and Design
- Biology
- Chemistry
- Physics
- Business Studies
- Digital Technology (ICT)
- Drama
- History
- Geography
- French
- Spanish
- Food and Nutrition
- Child Development
- Health and Social Care
- Learning for Life and Work
- Music
- Technology
- Careers
- Engineering

## KEY STAGE 5 (A LEVEL)

- English Literature
- Mathematics
- Further Mathematics
- Religious Studies
- PE (A Level)
- Accounting
- Biology
- Chemistry
- Physics
- Art and Design
- Business Studies
- History
- Government and Politics
- Geography
- Travel and Tourism
- French
- Spanish
- Nutrition and Food Science
- Health and Social Care
- Music
- Photography
- Technology
- Information Technology
- Applied ICT
- Media Studies\*
- Moving Image Arts\*
- Sports Studies\*
- Environmental Technology
- Games
- LLW
- Careers



# Extra-Curricular

- Animal House
- Army Cadet Force
- Athletics
- Badminton
- Basketball
- Book Club
- Breakfast Club
- Bridge
- Chess
- Choir
- Cookery
- Cricket
- Debating
- Drama
- Duke of Edinburgh
- Equestrian
- Football
- Gaming
- Golf
- Gym
- Habitat for Humanity
- Hockey
- ICT
- Instrumental Ensembles
- Jag Tag (American Football)
- Minecraft
- Modern Languages
- Netball
- Orchestra
- Orienteering
- Photography
- Reading
- Rugby
- Running
- Science
- Show Jumping
- Scripture Union
- STEM
- Strings
- Table Tennis
- Tennis
- Volleyball
- Warhammer
- Young Enterprise



# YEAR 8 EXPERIENCES



**Daniel Russell**  
**Carrickfergus Model Primary School**

I enjoy sports, Modern Languages, Geography, History and Religious Studies. My favourite subject is PE because I like to play rugby and football. I have played rugby for the school already. I scored two tries and we won! The teachers here have been so welcoming and so have the older pupils.

**Dylan Owens**  
**Woodburn Primary School**

One of my favourite subjects is French. I like to try new subjects. Another new thing I really enjoy is orienteering in PE. This involves running using a map in order to locate different flags and objects. The opportunities here are endless, from Choir and Concert Band to football and Science Club.



**Charlie Barnett**  
**Greenisland Primary School**

My first day went really well. I met many new friends. I also met my English and Maths teachers and they were really kind. My favourite subject is definitely Home Economics because I love learning about how different foods are made. My advice to new pupils is just to be yourself, and things will go really well for you.

**Lola Bowen**  
**Woodlawn Primary School**

My favourite trip in Year 8 so far has been the trip to Queen's University as I got to look around the huge buildings and see what subjects and clubs there are. My favourite subjects so far are Art and English. I love drawing, writing poems and reading books.



**Elijah Johnston**  
**Eden Primary School**

My favourite teacher is Mr Reaney. He genuinely makes learning about Biology fun. Mr Reaney also takes rugby training which is excellent. My tip for anyone starting Carrickfergus Grammar is to join a club. Many of my friends go to the same clubs as myself, which I really enjoy.

# YEAR 8 EXPERIENCES



**Daisy Dunn**  
**Whitehead Primary School**

On my first day of school I was nervous but I have made lots of great friends and love PE and netball. I love getting Positive Notes and getting good feedback on my work. I hope to be a teacher when I grow up and the teachers are great role models to look up to. I like being with my friends at lunch time, talking about my day and hearing about theirs!

**Rocco Faccini**  
**Victoria Primary School**

My name is Rocco and I am Italian! My friends like that I am Italian! Mr Maxwell is the Headmaster and he is really nice. So is Mr Macdonald, our Head of Year. My favourite subject is Chemistry and I love all the practicals we do. One of my favourite teachers is Mr Brown. He teaches Spanish which I love too.



**Eliza Bovill**  
**Islandmagee Primary School**

Everyone here has been very welcoming and friendly. I settled in quickly and found friends. My favourite subject is Physics and my favourite teacher is Mrs Patterson, although all the teachers are very nice! I have joined the hockey team and enjoyed all of the matches, including our away matches. My top tip is to always try new things!

**Ryan Reynolds**  
**St Nicholas' Primary School**

I really like Geography and French. My French teacher is Mr Maxwell! The first few days can be a bit nerve-wracking, but everyone helps you and you soon make new friends and find your way about. I have made friends with people from different primary schools and this has made my first year enjoyable.



**Ruby Doherty**  
**Oakfield Primary School**

On the first day Mr Crawford, my form teacher, was very good at making us feel at home. We also got a tour of the school by the Prefects. Most of my friends come to this school, but I have also made new friends. I have been given many opportunities including STEM Club, hockey and so much more. Every Friday the Debating Association meets in the Assembly Hall. We have also had a colour run which was great fun!

# Uniform Policy

Full school uniform must be worn correctly at all times, including on the journey to and from school. We take pride in our uniform, which we have drawn up in conjunction with pupils in our School Council, and we enforce it strictly. Inappropriate school-wear may be temporarily confiscated and returned to parent/guardian only. Contravention of these regulations by pupils will lead to school sanctions being enforced.



GIRLS' UNIFORM	BOYS' UNIFORM
Standard Carrickfergus Grammar School blazer and school tie, as supplied by outfitters	Standard Carrickfergus Grammar School blazer and school tie, as supplied by outfitters
Mid-grey, box-pleated skirt worn to the knee-cap or below, as supplied by outfitters	Plain, black, school trousers, as supplied by outfitters (no skinny fit trousers accepted)
Plain white, standard school blouse	Plain white, standard school shirt
Plain navy, V-necked school jumper or cardigan as supplied by outfitters	Plain navy, V-necked school jumper or cardigan, as supplied by outfitters
Plain black tights or white ankle socks	Plain dark grey or plain black socks
Plain black leather shoes with low, flat heels (no boots or trainer-type shoes are accepted)	Plain black leather shoes with low, flat heels (no boots or trainer-type shoes are accepted)
Navy / white striped apron for H.E. (available from school)	Navy / white striped apron for H.E. (available from school)
<p>All uniform should be labelled with the owner's name.            Only the following outdoor clothing is acceptable to and from school: a dark (rain)coat (navy, dark grey or black). A fluorescent band or strip is encouraged for dark mornings / evenings. No hoodies are permitted to and from school and will be confiscated.            Only the school scarf should be worn. All other scarves will be confiscated.</p>	

GIRLS' P.E. UNIFORM	BOYS' P.E. UNIFORM
Navy school shorts and/or skort	School rugby jersey
Maroon school polo-shirt	Navy blue rugby shorts
School leggings / retro track bottoms / stadium pants	Navy blue school polo shirt
School hooded sweater / retro top	School hooded sweater / retro top
Navy and maroon socks	School retro track bottoms / stadium pants
Sports trainers*	Navy and maroon socks
	Sports trainers*
	Football / rugby boots
<p>*Training shoes must offer sufficient protection and support for young feet.            We strongly recommend that these are purchased from a recognised sports retailer.            Casual footwear and light plimsolls or Converse™ brand are not acceptable.            All P.E. kit should be labelled with the owner's name. Shinguards and gum-shields are needed for hockey and rugby. Pupils should bring a towel and deodorant for all P.E. / Games classes.            No valuables should ever be left in the school changing-rooms: We cannot be responsible for the loss of any items which are not given to us for safe-keeping.</p>	

# Uniform Policy

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## Saturday Games/Away Fixtures

Pupils must wear full school or PE uniform on the way to school or when travelling to away fixtures. This includes blazer/navy overcoat with uniform or school hooded sweater / retro top with PE uniform.

**Skirts** are to be worn either fully covering the knee cap or partially covering the knee cap. As such, parents are advised to purchase a skirt at the start of the year which covers the knee cap entirely to allow for growth. Girls are not permitted to roll skirts up.

Hair must be kept neat and tidy. Unnatural colours (e.g. blue, pink, burgundy etc.) and prominent stylings (e.g. blocked dying, stripes, buzzed/razor cuts etc) are not acceptable. Hair should be kept a natural colour at all times. We do not permit hair colouring, tints, dyes, highlights (boys and girls), knots or extreme shapes and styles where one part of the head looks very different from another part. This includes tipped or 'double-dip' (including ombre / balayage) dyed hairstyles. There is no discrimination between genders on hair length although neither boys nor girls may have any section of hair cut shorter than grade number 2. This means that the scalp should not be showing at any time. Lines shaved into the head or eyebrows will not be tolerated. In practical lessons hair must be tied back when requested by a member of staff.

**Make-up:** Discreet foundation only- no coloured nail-varnish/gel nails or eyelash extensions are permitted. No fake tan is permitted.

**Jewellery:** No earrings are permitted, even if concealed by hair or sticking-plasters. No other facial or visible body-piercings, including transparent retainers, are permitted, even when covered by a sticking-plaster. No wrist jewellery may be worn. One, flat-surfaced ring may be worn. Rubber wrist bands are not permitted.

**Badges:** The following badges are the only ones permitted to be worn on school uniform:

- 1 A badge representing a recognised youth organisation
- 2 A school badge
- 3 A badge noting significant achievement eg DoE Award
- 4 A charity badge

*The Principal reserves the right to send a pupil home for unacceptable uniform / appearance.*



# Year 8 Parent Survey 2023

## Satisfaction Levels over 95%

Carrickfergus Grammar School undertook a very comprehensive and broad-ranging survey with Year 8 parents in 2023.

Whilst 75% is often considered as a strong indicator of satisfaction, we were delighted that so many responses achieved a satisfaction rate of over 95%. The percentage indicates the number of responses which either 'strongly agreed' or 'agreed' with the statement, and does not include responses marked as 'neutral'.



My child enjoys receiving Positive Notes and feels valued as a result.



Carrickfergus Grammar School is well led and managed.



There is a clear vision for school development.



Carrickfergus Grammar School sets high academic standards and expectations for my child.



Carrickfergus Grammar School students wear their uniform and PE kits well and with pride.



My child has the chance to study a wide and varied range of subjects.



There are a broad range of extra-curricular opportunities on offer to my child.



Discipline at Carrickfergus Grammar School is good.



I feel comfortable about approaching school if I have an issue or concern.



The induction processes at Carrickfergus Grammar School helped my child to settle well.



I would recommend Carrickfergus Grammar School to others.



# Awards and Achievements



First XI Hockey Team



Merit Award Winners



Top Achievers A Level



Sailing Competition



Sailing Team  
(Second in N. Ireland)



Warhammer Club



Equestrian Team



The Animal House with Daniel Oreo + Olivia Bean



Success for the Equestrian Team



Home sweet home

**CARRICKFERGUS GRAMMAR SCHOOL**

120 North Road  
 Carrickfergus BT38 7RA  
**Telephone:** 028 9336 3615  
**Fax:** 028 9336 4270

**E-Mail:** info@carrickfergusgrammar.carrickfergus.ni.sch.uk

**Website:** www.carrickfergusgrammar.com

**Headmaster:** Mr J. A. Maxwell BA (Hons) PGCE MSc PQH (NI)

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

**Controlled Grammar School  
 (Non-denominational)**

**Est 1962**

**Age Range of pupils:** 11-18

**Admissions Number:** 116

**Enrolment Number:** 800

**An Open Night for pupils of P7 and their parents will be held in school on Wednesday 17<sup>th</sup> January 2024 at 6:30pm. The prospectus will also be placed on our school website.**

**To parents/guardians naming Carrickfergus Grammar School (herein referred to as ‘the School’) as a preference on your child’s Transfer Application**

**Entrance Assessment Results**

Please ensure that you enter the Total Standardised Age Score (TSAS) awarded by the Schools’ Entrance Assessment Group (SEAG), together with the SEAG Unique Pupil Number, on the Transfer Application and please note it is the responsibility of parents/guardians to make sure that the original Statement of Outcome received from SEAG, indicating their child’s SEAG Total Standardised Age Score (TSAS), is uploaded with the Transfer Application.

**SEAG is very clear that its Entrance Assessment consists of two papers. A pupil who only takes one paper (i.e. either Paper 1 or Paper 2 but not both) will not have completed the full Entrance Assessment. Such pupils will, however, have their “single paper” marked and will receive a Statement of Outcomes. Outcomes for pupils who only sit one paper will have the designation “e” (for estimate) immediately after the Outcome, e.g. Total Standardised Age Score TSAS 196e; Band 4e. Such pupils may be considered for admission by Carrickfergus Grammar School under Special Provisions.**

**Special Circumstances and/or Special Provisions**

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions, please read carefully the information given in the relevant section overleaf. **Please note that you are required to upload with the Transfer Application all such material as you consider will assist the Admissions Sub-committee in determining if Special Circumstances and/or Special Provisions apply.**

Claims for consideration for a child under Special Circumstances and/or Special Provisions will be examined and decided upon **before the application of any of the Admissions Criteria.**

Parents/Guardians who wish to apply to the School under Special Circumstances and/or Special Provisions should complete Form SC and/or Form SP obtainable from the School and upload it with appropriate documentation described in section 2.

Parents/Guardians should note that they are required to produce documents verifying information pertinent to the School’s Admissions Criteria. If the documents are not uploaded with the Transfer Application, as detailed below, they will be requested after notification of an offer of a place at the school.

**Respective functions of the Board of Governors and Principal in relation to Admissions to the school**

Carrickfergus Grammar School is a co-educational, non-denominational controlled grammar school. The Board of Governors of Carrickfergus Grammar School has approved the criteria for admission described below, and have delegated to an Admissions Sub-Committee and the Principal the responsibility of applying its admissions criteria to identify which children are to be admitted to Carrickfergus Grammar School. This includes decisions in respect of Special Circumstances and/or Special Provisions.

## 1. ADMISSION CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2024

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 30 January 2024 at 12 noon (GMT) and an application submitted by the closing date of 22 February 2024 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 22 February 2024 and up to 4.00pm on 4 March 2024 will be treated as a late application.

The Board of Governors will not use as a criterion the position of preference given to the school by the applicant on the Transfer Form. When considering which children should be selected for admission, the Board of Governors will take into account **only** information which is detailed on or uploaded with the Transfer Application, including the Total Standardised Age Score (TSAS) provided by the Schools' Entrance Assessment Group (SEAG) as a result of the child's performance in the SEAG Entrance Assessment (or the score assigned as a result of consideration of Special Circumstances and/or Special Provisions). It is the responsibility of parents/guardians to make sure that all information pertaining to their child and relevant to the School's admissions criteria, as outlined below, is stated on, or uploaded with, the Transfer Application. Parents/Guardians should note that they are required to produce documents verifying information pertinent to the School's Admissions Criteria.

**If the number of applications is greater than the Admissions Number determined by the Department of Education, the following criteria (to include sub-criteria) shall be applied in the order listed below until the point where the admissions number is reached.**

**If there are fewer applicants complying with a particular criterion or sub-criterion than there are places available or remaining, those applicants complying with that criterion or sub-criterion will be admitted and the next criterion or sub-criterion will be applied to the remaining applicants.**

**If there are more applicants complying with a particular criterion or sub-criterion than there are places available or remaining, those applicants complying with that criterion or sub-criterion will go forward to be considered under the next criterion or sub-criterion and those not complying with that criterion or sub-criterion will be eliminated.**

- 1.1 Children resident in Northern Ireland at the time of their proposed admission will be selected for admission to the School before any child not so resident.

*The child's Birth Certificate and proof of address should be uploaded with the Transfer Application. Proof of address – any TWO of the following recent (within the past 6 months) documents with sensitive information redacted: Bank/building society statement; Utility bill (e.g. electricity, gas, TV licence, telephone); Addressed payslip; Letter awarding Child Benefit to the child or another letter relating to this benefit; Mortgage statement; Land and Property Services Rates Demand; Financial statement such as ISA, Pension or Endowment; Current Driving licence; Rental agreement.*

- 1.2 The Board of Governors will consider children who have taken the Entrance Assessment administered by the Schools' Entrance Assessment Group (SEAG). The Board of Governors will use the Total Standardised Age Score (TSAS) as awarded by SEAG to a pupil in the Entrance Assessment, subject only to the consideration of parent/guardian(s) claiming 'Special Circumstances' or 'Special Provisions' as defined overleaf. Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (116). The TSAS in the SEAG Entrance Assessment should be entered, along with the SEAG Unique Pupil Number, on the Transfer Application.

*It is the responsibility of parents/guardians to make sure that the Statement of Outcome received from SEAG, indicating their child's SEAG Total Standardised Age Score (TSAS), is uploaded with the Transfer Application.*

1.3 Places will then be allocated using the following sub-criteria, in the order listed:

- I. Children who, at the date of their application, have another child of the family <sup>1</sup>currently enrolled at the school [*state name(s) and Registration Group(s) on the Transfer Application*];
- II. Children who are the eldest eligible child <sup>2</sup> to be eligible to be accepted for enrolment in the School in September 2024. *Proof of eldest child should be uploaded with the Transfer Application – a letter on headed note paper, stating that the child is the eldest eligible child and that the family is known to the verifier, from one of the following who is not a family member of the applicant: a Primary School Principal, a medical practitioner, a solicitor, an elected public representative, a member of the clergy or a police officer.*
- III. Children attending one of the School’s contributory Primary Schools as defined below or attending another school which is closer as the crow flies<sup>3</sup> than any of the School’s contributory Primary Schools;
- IV. Children will be selected for admission on the basis of a random selection process. Each application to be considered at this stage will be allocated a random number electronically generated within “Microsoft Excel”; the applications will then be ranked in numerical order, with higher numbers having preference over lower numbers.

The School’s contributory Primary Schools are:

Abbots Cross	Acorn	Ashgrove	Ballycarry	Carnmoney
Carrickfergus Model	Central Integrated	Earlview	Eden	Glengormley Integrated
Greenisland	Islandmagee	King’s Park	Mossley	Oakfield
Silverstream	St Nicholas	Straid	Sunnylands	Victoria
Whiteabbey	Whitehead	Whitehouse	Woodburn	Woodlawn

If there are still places available after consideration of all the children who have taken the SEAG Entrance Assessment and been awarded a Total Standardised Age Score (TSAS) by SEAG (or a score assigned by the Admissions Sub-committee in accordance with the arrangements for Special Circumstances and Special Provisions as set out below), the School will consider for admission any children who have not taken the SEAG Entrance Assessment. Such children, if they satisfy Criterion 1.1, will be allocated to the remaining place(s) up to the School’s Admissions Number using the sub-criteria listed in section 1.3 in the order set out.

## 2. SPECIAL CIRCUMSTANCES and SPECIAL PROVISIONS

### General

The purpose of a claim for special circumstances and/or special provisions is so that a child can be assigned a Total Standardised Age Score (TSAS) equivalent to that which he or she would have obtained in the SEAG Entrance Assessment under normal conditions. Consideration of a claim for special circumstances and/or special provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provisions, or both; if a child is permitted to be considered as having special circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Admissions Sub-committee so that a Total Standardised Age Score (TSAS) equivalent to that which the child would have obtained in the SEAG Entrance Assessment under normal conditions can be assigned.

<sup>1</sup> Child of the family covers: a child born to a married couple or to a couple in a civil partnership; a child born to a co-habiting couple; a child born to a single parent; a child of either/any of those people by a previous marriage, civil partnership or relationship; a child living with a couple who has been treated as a “child of the family” whether there is a marriage or a civil partnership or not; a child living with an individual, who has been treated as a “child of the family”; an adopted or fostered child; a situation where for example an orphaned cousin is being brought up with a family or individual.

<sup>2</sup> ‘Eldest eligible child of the family’ includes applicants who, although not chronologically the eldest in the family, are to be treated as the ‘eldest eligible child of the family’ in the following circumstances: where the applicant is more than seven years younger (by birth date) than the next eldest sibling; where the applicant is the eldest child of a reconstituted family; where the applicant is the first in the family to transfer to a mainstream post primary school in Northern Ireland due to an elder sibling being statemented or attending a special school; where a family has relocated to Northern Ireland. Twins and other multiple birth applicants will be regarded as joint eldest.

<sup>3</sup> as measured using the Ordnance Survey of Northern Ireland (OSNI) online Distance Measuring Tool, using 6-figure northings and eastings grid references to identify distance from the front gates of Carrickfergus Grammar School to individual schools.

Please note, parents/guardians are required to upload with the Transfer Application all such material that will assist the Admissions Sub-committee in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in educational judgement and not precise calculation.

### **Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions**

In reaching the educational judgement needed to assign a Total Standardised Age Score (TSAS) that the child would have obtained in the SEAG Entrance Assessment under normal circumstances, the Admissions Sub-committee will consider any material uploaded with the Transfer Application by the parents/guardians. This material should include all of the following:

- i) The Total Standardised Age Score (TSAS) score awarded by SEAG in the Entrance Assessment (if the child sits both SEAG Entrance Assessments) or the TSAS estimate provided by SEAG (if the child sits only one of the Entrance Assessments, due to the child's illness or other unforeseen circumstances);
- ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and, where available, the respective SEAG Total Standardised Age Score (TSAS) awarded;
- iv) Any other relevant material. Parents should be advised that comparative standardised data as outlined in the points above will carry greater weight.

### **Special Circumstances**

Carrickfergus Grammar School has academic performance in the SEAG Entrance Assessment as one of its criteria, subject only to the consideration of medical or other problems which may have affected performance in the SEAG Entrance Assessment and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'special circumstances'.

Please note that if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the Admissions Sub-committee will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/guardians who wish to apply to the School under Special Circumstances should complete Form SC, obtainable from the School, stating the precise reason why they believe the child should be considered for Special Circumstances. The SC Form and appropriate documentary evidence should be uploaded with the Transfer Application.

The Admissions Sub-committee will consider each application for Special Circumstances. Where a Special Circumstances claim is upheld, the Admissions Sub-committee will assign, on the basis of the information available, an equivalent Total Standardised Age Score (TSAS) for the child. Such children will then be considered with all other children who have received a SEAG Total Standardised Age Score (TSAS) score and the Admissions Criteria applied.

### **Details of Medical or Other Problems**

Where it is claimed that a child's performance in the SEAG Entrance Assessments has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the Form SC precise details of the problem and upload with the Transfer Application the evidence to corroborate its existence.

Where the problem is a medical one of short-term duration which affected the child only at the time of the SEAG Entrance Assessments, parents / guardians should be aware that the Admissions Sub-committee will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature, the parents/guardians should set out in the Form SC precise details of the problem and upload appropriate documentary evidence with the Transfer Application. It should be noted that independent evidence will carry greater weight.

## Special Provisions

Special provisions will apply for:

- (a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- (b) children who have received more than half their primary education outside Northern Ireland;
- (c) children who due to a **serious** medical or other problem supported by appropriate documentary evidence, or for a demonstrably valid reason also supported by documentary evidence, were either unable to sit the SEAG Entrance Assessment papers OR have an estimated outcome from SEAG because they only sat one of the two Entrance Assessment papers;
- (d) religious observance whereby faith precludes from sitting tests on the designated SEAG Assessment days.

Note: It is expected that all those seeking admission should sit the SEAG Entrance Assessments, with the exception of those children who take up residence in Northern Ireland after 2<sup>nd</sup> October 2023.

Parents/Guardians who wish to apply to the School under Special Provisions should contact the School as soon as possible. In addition, they should complete Form SP, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and upload appropriate documentary evidence with the Transfer Application including any educational evidence as detailed under Special Circumstances above that might assist the panel to determine an appropriate score. A copy of Form SP and all the documentary evidence should be uploaded with the Transfer Application.

The Admissions Sub-committee will consider each application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

- a) The applicant will have the opportunity to sit a standardised independent assessment of ability in English, Mathematics and/or Verbal Reasoning, chosen by the School; and
- b) The Admissions Sub-committee will assign, on the basis of the information available, an equivalent Total Standardised Age Score (TSAS) for the child. Such children will then be considered with all other children who have received a SEAG Total Standardised Age Score (TSAS) and the Admissions Criteria applied.

### 3. NOTE TO PARENTS/GUARDIANS

**It is the responsibility of parents/guardians to ensure that the Transfer Application is completed in full and that all relevant information is uploaded with the Transfer Application.**

If the Board of Governors becomes aware of any irregularity in the details uploaded or included on the Transfer Application, it reserves the right to reject the application made on behalf of the child for admission to the School.

### 4. DUTY TO VERIFY - THE VERIFICATION OF INFORMATION PROVIDED

Those making applications should note that the information contained within an application that qualifies the child for admission will be verified. The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Application. Those making applications should also note the provision of false information or incorrect information, or the failure to provide verifying documents according to the required deadline, may result in either the withdrawal of a place or the inability of the School to offer a place.

### 5. ADMISSIONS TO YEAR 8 FOLLOWING THE CONCLUSION OF THE TRANSFER PROCESS

Carrickfergus Grammar School operates a separate waiting list for Year 8. All applications for admission to Year 8 that were unsuccessful in obtaining a place in the school will be automatically added to the waiting list. New applications and applications where new information has been provided will also be added to the waiting list. The Year 8 waiting list will be in place until **30 June 2025**. Please contact the School if you wish your child's name to be removed from the list. Should a vacancy arise after the completion of the Transfer Procedure and should there be more applications than places available, the procedure outlined above in the Admissions Criteria for entry of children to Year 8 will be followed. The School will contact you in writing if your child gains a place in the School by this method.

Should the Admissions Sub-committee of the Board of Governors determine that a child, who has arrived in Northern Ireland after the Transfer Process has been concluded, is suitable for admission, it will seek approval from the Department of Education to admit the child through the allocation of an additional place.

### Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2021-2022	116	230	116
2022-2023	116	128	116
2023-2034	116	169	116

This table does not include children who were admitted to the school with a statement of special educational needs or through Exceptional Circumstances Tribunals.

## 6. ADMISSIONS TO YEARS 9-11

The school operates a waiting list for places in Years 9-11. The waiting list is reviewed twice a year (in December and March). If parents wish their child to be added to the waiting list, they should contact the school and complete form AP1 available from the School. Admission will only be considered if there are vacant places in the Year Group, if the school's overall enrolment number is not exceeded and if admission would not prejudice the efficient use of the school's resources.

If the number of applications is greater than the school's Admissions Number, the following conditions shall be applied progressively in the order set out below:

- Children will be placed in rank order of their aggregate score in tests completed in the year prior to entrance to the school, which will be set by the Board of Governors of this school incorporating English and Mathematics;
- If children are tied on the same aggregate score, then pupils shall be selected by the application of Criteria as set out in the current Transfer Booklet until the school's admissions number has been reached.

Applicants will then be interviewed as part of the application process and this interview will form part of the selection process. Prior to interview, parents/guardians of applicants will be required to provide copies of their child's most recent school report from their current school.

School reserves the right at discretion not to award a place to an applicant if the academic reports and / or behavioural information from the applicant's previous school are not satisfactory.

The parent or guardian of the pupil and the pupil themselves must also commit to abiding by the protocols, high standards of behaviour and school routines as have been adopted by all pupils and their parents/guardians who are currently enrolled in the school.



**CARRICKFERGUS**  
**GRAMMAR SCHOOL**

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