



Foyle College

**Board of Governors
Report to Parents
2014-15**

Constitution of the Board of Governors

The following shows the composition of the Board of Governors for the 2014-15 school year:

Name of Governor	Nominated by	
Mr R Young	The Honourable The Irish Society	
Mr J Black	Foundation Governor	Replaced by Dr R Manning (17/11/14)
Mrs C Gilliland	Foundation Governor	Replaced by Mr G Killeen (17/11/14)
Mr J McFarland	Foundation Governor	Replaced by Mr B Long (17/11/14)
Mr I McCarter	Foundation Governor	
Mr W Lynn	Former Pupils' Association	
Mr C Jeffrey	Former Pupils' Association	
Mrs J McClintock	Former Pupils' Association	
Mrs I McNally	Former Pupils' Association	
Very Rev R Craig	Presbytery of Derry & Strabane	
Rev MRK Ferry	Church of Ireland Diocesan Representative	
Professor D Heenan	University of Ulster	
Mr T Nutt	Teacher Governor	
Mrs S McLaughlin	Teacher Governor	
Mrs S Guthrie	Teacher Governor	
Mrs D Leeson*	Parent Governor	
Mr P Howie*	Parent Governor	
Mrs K Jackson*	Parent Governor	
Dr R Manning	Department of Education	Replaced by Mr K McCaughey (19/11/14)
Mrs M McLaughlin	Department of Education	Replaced by Mr R McCullough (19/11/16)
Mr B Dougherty	Department of Education	
Mr G Killeen	Department of Education	Replaced by Mrs S O'Kane (19/11/14)
Mr B Long	Department of Education	Replaced by Ms L Quigley (19/11/14)
Mr E Gee	Department of Education	Replaced by Mrs J Stewart (19/11/14)
Ms C McGoldrick	Department of Education	Replaced by Mr J Templeton (19/11/14)
Mrs D Fleming	Department of Education	
Mrs SJ Young	Department of Education	
Mr P Allen	Ex-officio member as Principal	
Mr N Stewart (Bursar)	Secretary to the Board of Governors	

Aims of the school

It is the aim of the staff, pupils, parents and governors of Foyle College to work together to create a secure, caring, happy and healthy environment. Within this environment pupils can grow academically, athletically and artistically in order to fulfil their potential both as members of the school community and as contributors to society. Such growth will be nurtured through the promotion of the school's core values of:

- **Respect** by all members of the school community for themselves, for others, for our community and for the environment through an appreciation of the need for moral values and tolerance of others;
- **Determination** by all members of the school community to strive for the achievement of personal and collective goals through hard work, courage and skill and a recognition that determination is what transforms the promise into reality;
- **Responsibility** by all members of the school community in accepting accountability for one's self and the well-being of others;
- **Integrity** by all members of the school community in demonstrating openness, honesty, inclusiveness and high standards of behaviour and attainment in all areas of school life
- **Commitment** by all members of the school community to its caring ethos and academic and extra-curricular traditions.

Fostering Opportunities for Young Learners to Excel

Staffing

Teaching Staff

The number of teaching staff in the school was as follows:

Principal + 52 full time staff + 4 part time staff giving a Fulltime Teacher Equivalent figure of 55.4

Changes to staff during 2014-15

There were no retirements from the teaching staff as of 31st August 2014

The following left the staff as of 31st August 2014

Mr S Young – covering for Mr J McBride

Miss C McAleer – covering for Mr R McKeegan

Miss B Harkin – Classroom Assistant

Mr R McKeegan returned to the Chemistry department following his career break. Mr J McBride was unable to return, following his career break, due to health issues

The following joined the staff in a fulltime capacity as of 1st September 2014:

Mr B Quigley – covering for Mr J McBride

Miss N Doyle

Miss E Kivlehan

Mrs A Callaghan

Mr K Quigg

Miss L Boyce

Mr P Coyle

Miss J Lynch

Mrs C Murphy

Curriculum Policy

The Board of Governors of Foyle College seeks to provide, within the setting of a non-denominational, co-educational, voluntary grammar school, a balanced and broadly based curriculum which promotes the intellectual, physical, cultural, social, moral and spiritual development of pupils and prepares them for the opportunities, responsibilities and challenges of adult life. This policy should be read with reference to other whole school policies, particularly the Pastoral Policy, Assessment Policy, Positive Behaviour Policy and Special Educational Needs Policy.

Aims

- to provide a broad, balanced and coherent curriculum which meets the needs of all of our pupils;
- to enable our pupils to fulfil their full academic potential;
- to help our pupils acquire the qualifications appropriate to the needs of their future careers;
- to prepare our pupils for the world of work;
- to encourage our pupils to become effective citizens who contribute fully to society;
- to encourage our pupils to become confident, articulate and responsible members of the community;
- to inspire our pupils to become fully rounded human beings shaped by values of integrity, respect for others, generosity and compassion.

KEY STAGE 3

Pupils at Key Stage 3 follow the Northern Ireland Revised Curriculum which aims to empower young people to achieve their potential and to make informed 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;
- 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, thinking skills and personal capabilities across the areas of learning (The Arts, English, Environment and Society, Mathematics, Modern Languages, Physical Education, Science and Technology and Religious Education).

The cross-curricular skills of Communication, Using Mathematics and Using ICT are developed across the curriculum, while opportunities to develop thinking skills and personal capabilities are embedded in the schemes of work of each subject area. The school will adhere to the assessment and reporting arrangements specified by the Department of Education for Northern Ireland for the Revised Curriculum.

Pupils in Year 8 come from a number of different primary schools and with a range of abilities, as measured by their scores in the AQE assessment tests. Five Year 8 registration groups are created by balancing the ratios of boys to girls, the pupils' primary schools and their ability range, as far as possible. Pupils are taught in these registration groups for most subjects and remain in these groups from Year 8 through to Year 10. For the other subjects, mostly practical in nature, a sixth class is created by bringing together four or five pupils from each registration group.

KS3 Timetable Allocation

AREA OF LEARNING	SUBJECT	Year 8	Year 9	Year 10
The Arts	Art & Design	2	2	2
	Music	2	2	2
English & Literacy	English	6	6	6
Environment & Society	Geography	3	3	3
	History	3	3	3
Learning for Life & Work	Home Economics	2	2	2
	PSHE	2	2	2
	Careers			1
Mathematics & Numeracy	Mathematics	5	5	5
Modern Languages	French	6	3	3
	Spanish		3	3
Physical Education	Physical Education	3	3	3
Science & Technology	Biology			2
	Chemistry			2
	Physics			2
	Science	6	6	
	Technology & Design	2	2	2
	ICT	2	2	2
Religious Education	Religious Education	2	2	1
TOTAL		46	46	46

KEY STAGE 4

Through the Key Stage 4 curriculum, the school offers a wide range choice of subjects for GCSE, thus allowing pupils access to a varied range of career options. We currently fulfil the DENI statutory requirement by offering 24 general and applied subjects at GCSE level. Every pupil takes a combination of compulsory core subjects and additional optional subjects leading to nine full course, and one or two short course, GCSE qualifications, as well as non-examinable classes in Physical Education and Learning for Life and Work. Almost all courses at Key Stage 4 follow CCEA GCSE specifications; the one exception is WJEC Geology.

Core Subjects	Optional Subjects
<ul style="list-style-type: none"> English Language & English Literature¹ 	<ul style="list-style-type: none"> Art & Design Biology Business Studies Chemistry Drama Engineering French Geography Geology Health & Social care History Hospitality ICT Full Course Music Physical education Physics Religious Studies Full Course Spanish Technology & Design
<ul style="list-style-type: none"> Mathematics OR Mathematics with Further Mathematics + ICT Short Course² 	
<ul style="list-style-type: none"> Single Award Science OR Biology OR Chemistry OR Physics³ 	
<ul style="list-style-type: none"> French OR Spanish⁴ 	
<ul style="list-style-type: none"> Religious Studies Short Course⁵ 	

¹ English Language and English Literature are taught together.

² Mathematics is taken in Year 11 and Further Mathematics in Year 12.

³ Pupils choosing Further Mathematics take two from Biology, Chemistry and Physics.

⁴ French can be taken with Spanish if chosen as an optional subject.

⁵ Religious Studies can be taken as an optional full course.

For English and French or Spanish, the year is divided into two bands. The allocation of pupils to these bands is determined by the performance of the pupils in the Year 10 English examinations.

For Mathematics and Science, the year is also divided into two bands. Here, the allocation of pupils is determined by their decision to study Further Mathematics or not, with the guidance of the Mathematics Department.

The allocation of pupils to all other academic classes is determined solely by their choice of GCSE subjects.

KS4 Timetable Allocation

GCSE Grades		SUBJECT	Year 11	Year 12
Core	1	English Language	6	6
	1	English Literature		
	1	Mathematics	6	6
	1	SA Science / Biology / Chemistry / Physics	4	5
	1	French / Spanish	5	5
	½	Religious Studies Short Course	1	1
Option 1	1	Art & Design	5	5
		Drama		
		Geography		
		ICT Full Course		
		Music		
		Physical Education		
	1½	Further Mathematics + ICT Short Course		
Option 2	1	Biology	5	4
		Chemistry		
		Geology		
		Health & Social Care		
		ICT Full Course		
		Technology & Design		
Option 3	1	Business Studies	5	5
		Chemistry		
		Engineering		
		Geography		
		History		
		Hospitality		
Option 4	1	Art & Design	5	5
		Business Studies		
		Geography		
		History		
		Music		
		Religious Studies		
		Spanish		
		Technology & Design		
Other	0	Physical Education - Games	3	3
		PSHE	1	1
TOTAL	9/10		46	46

KEY STAGE 5

Through its Key Stage 5 curriculum, the school offers a wide choice of subjects for A-Level, allowing pupils access to a varied range of career options. Pupils in the Sixth Form study 3 or 4 subjects at AS level before progressing to A2. Most courses at Key Stage 5 follow CCEA AS / A2 specifications, although some use Edexcel and OCR.

Path 1

Year 13 – 4 AS

Year 14 – 4 A2

Path 2

Year 13 – 4 AS

Year 14 – 3 A2

Path 3

Year 13 – 3 AS

Year 14 3 A2

General Subjects

- Biology
- Business Studies
- Chemistry
- English Literature
- French
- Geography
- Geology
- History
- Mathematics
- Physics
- Religious Studies
- Spanish

Applied Subjects

- Art & Design
- Health & Social care
- ICT
- Music
- Sports & Active Leisure Industry
- Technology & Design

Additional subjects are also available through the Foyle Learning Community

To enter and remain in Sixth Form, pupils must be able to demonstrate their ability and commitment to pursuing their studies to A-Level within the supportive environment of the school. The following criteria apply to all applicants to the Sixth Form:

- Pupils must have taken at least 7 GCSE courses and achieved at least 10 points with A*/A = 3 points, B=2 points and C=1 point. GCSE Short Courses attract half points.
- Pupils should have achieved at least Grade C in English Language and Mathematics;
- Preference will be given to these pupils whose record of attendance, punctuality, discipline and attitude to study are satisfactory and who are willing to comply with school regulations.

To take a subject at AS / A2 level, pupils should normally have at least a grade B at GCSE in that subject or in a subject which requires similar skills.

For Mathematics, pupils should have at least a Grade B in Further Mathematics.

For Biology, Chemistry and Physics, the Grade B should be in Double Award Science or in the subject component of the same award.

Pupils will not normally choose study more than one subject at AS Level which they have not previously studied at GCSE.

KS5 Timetable Allocation

AS/A2 Grades		SUBJECT	Year 13	Year 14
Option A FLC Common Block	1	Art & Design	9	9
		Business Studies		
		Chemistry		
		Geography		
		History		
		Information & Communication Technology		
		Physics		
		Spanish		
Option B FLC Common Block	1	Biology	9	9
		English Literature		
		Geography		
		Mathematics		
		Music		
		Physics		
		Religious Studies		
		Technology & Design		
Option C	1	Biology	9	9
		Business Studies		
		Chemistry		
		Health & Social Care		
		Information & Communication Technology		
		Mathematics		
		Performing Arts		
		Sports Science & Active Leisure Industry		
Option D	1	Biology	9	9
		English Literature		
		French		
		Geography		
		Geology		
		History		
		Mathematics		
		Technology & Design		
Other	0	Independent Study	6	6
		Physical Education - Games	3	3
		PSHE	1	1
TOTAL	3/4		46	46

ENTITLEMENT FRAMEWORK

Foyle College is a member of the Foyle Learning Community. All the schools in this community are committed to providing pupils with access to the Entitlement Framework which aims to guarantee all post primary pupils aged 14 and above greater choice and flexibility, by providing them with access to a broad range of general and applied courses suited to their needs, aptitudes and interests. The target date for full implementation of the Entitlement Framework is September 2015 by which point all pupils aged 14 and above should have access to 24 subjects at KS4 (of which at least one third should be general and at least one third applied) and 27 subjects at AS/A2 level (of which at least one third should be general and at least one third applied).

Partner Institutions

- Lisneal College
- Lumen Christi College
- Oakgrove Integrated Colleg
- St Cecilia's College
- St Columb's College
- St Joseph's Boys School
- St Mary's College
- St Patrick's 7 St Brigid's Colled
- Thornhill College
- Northwest Regional College

Currently at KS5, we work with partner schools to provide more than the statutory number of general and applied courses for the pupils of Foyle College. We provide two common timetable blocks in Years 13 and 14, where pupils can access courses already on offer at Foyle College and additional courses available through our partner schools. Pupils will not normally choose to study more than one subject at AS level in another school.

Additional Courses

- Applied Business
- Applied ICT
- Drama
- Engineering
- Government & Politics
- Hospitality
- Irish
- Journalism
- Moving Image Arts
- Travel & Tourism

The courses offered through the Foyle Learning Community change from year to year, as do the number of places available to our pupils, so it is difficult to be more exact about the combinations of subjects that can be studied in any given year.

COMPLAINTS PROCEDURE

The following mechanism has been devised in accordance with the regulations laid down in the E.R.O 1989 Section 3 to deal with any problems or complaints that may arise in connection with the curriculum. Complaints should be made in the first instance to the Principal or the Curriculum Vice-Principal who will attempt to resolve them. If this proves unsatisfactory, then the complaint will be forwarded to the Chairman of the Board of Governors who, in turn, will try to resolve the issue. If it cannot be resolved at this level, the matter will be referred to the Complaints Tribunal set up by the Western Education and Library Board.

External Examination Results

Summary of KS3 Cross-Curricular Skills Results 2013-14

Cross-Curricular Skill	Communication		Using Mathematics	
	School	NI	School	NI
% achieving level 5 or above	NR	75	NR	78
% achieving level 6 or above	NR	43	NR	51

Data from 2012/13 are based on the new Levels of Progression; these results are not directly comparable with Key Stage Assessment outcomes from previous years. The Department of Education recognises that these new arrangements will need time to embed and has recommended caution in analysing data and benchmarking performance at this time.

2014/15 data have been produced based on submitted returns from approximately 40% of post primary schools. The remaining schools did not submit returns due to industrial action

GCSE Exam Performance

Number of Pupils in Year 12 2014-15

Number of pupils in Year 12	Number of pupils with statements of special educational needs
128	1

Summary of GCSE Results 2013-14

Number of pupils in Year 12	Number of pupils with statements of special educational needs
128	1

Comparison of GCSE Results with the NI Averages 2011-12 to 2013-14

	2011-12		2012-13		2013-14	
	School	NI Grammar	School	NI Grammar	School	NI Grammar
% achieving 7 or more A*-C grades including English and Mathematics	85.9	90.0	92.3	91.6	82.8	91.6
% achieving 5 or more A*-C grades including English and Mathematics	94.5	92.9	96.2	94.0	88.3	94.5

Summary of GCSE Subject Results 2014-15

Subject	Entries	% of pupils achieving grades								
		A*	A	B	C	D	E	F	G	U
Art & Design	19	0	5	47	42	5	0	0	0	0
Biology	20	35	45	20	0	0	0	0	0	0
Business Studies	22	9	27	41	18	5	0	0	0	0
Chemistry	20	35	30	35	0	0	0	0	0	0
Design and Technology	34	0	9	62	26	3	0	0	0	0
Drama	6	0	0	17	67	17	0	0	0	0
Engineering	20	0	15	30	35	15	5	0	0	0
English Language	128	5	25	38	23	8	1	0	0	0
English Literature	117	9	22	31	31	7	1	0	0	0
French	88	16	11	22	27	22	1	1	0	0
Geography	56	27	25	34	7	7	0	0	0	0
Geology	9	33	44	22	0	0	0	0	0	0
History	53	19	23	38	11	8	0	2	0	0
Hospitality & Catering	10	0	30	30	20	20	0	0	0	0
ICT Full Course	26	23	38	19	15	4	0	0	0	0
ICT Short Course	34	9	76	15	0	0	0	0	0	0
Mathematics	129	31	29	30	11	0	0	0	0	0
Mathematics Further	53	43	30	15	9	2	0	0	0	0
Music	16	13	38	38	13	0	0	0	0	0
Physics	20	35	50	15	0	0	0	0	0	0
RE Full Course	21	10	19	62	10	0	0	0	0	0
RE Short Course	105	12	11	23	26	10	9	7	2	0
Science D/Award	108	6	21	31	29	12	2	0	0	0
Spanish	50	4	18	30	38	10	0	0	0	0
Sport/PE Studies	27	0	15	22	33	30	0	0	0	0

A-Level Exam Performance

Number of Pupils in Years 13 and 14 2014-15

Number of pupils in Years 13 and 14	Number of pupils with statements of special educational needs
209	4

Summary of GCE A-level Results 2014-15

Number of pupils in Year 14	% achieving 3 or more A*-C grades	% achieving 2 or more A*-E grades
100	80	100

Comparison of GCE A-level Results with the NI Averages 2011-12 to 2013-14

	2011-12		2012-13		2013-14	
	School	NI Grammar Schools	School	NI Grammar School	School	NI Grammar Schools
% achieving 3 or more A*-C grades	57.8	76.7	68.6	77.2	74.3	75.7
% achieving 2 or more A*-E grades	93.8	99.5	98.1	99.6	99.0	99.6

Summary of GCE A-level Subject Results 2014-15

Subject	Entries	A*	A	B	C	D	E	U
Art & Design	3	0	33	67	0	0	0	0
Biology	30	10	23	37	23	3	0	3
Business Studies	16	0	19	50	31	0	0	0
Chemistry	14	7	36	36	21	0	0	0
Design & Technology	12	0	0	42	58	0	0	0
D&T Product Design *	1	0	100	0	0	0	0	0
Drama & Theatre *	1	0	0	0	100	0	0	0
Engineering *	1	0	0	100	0	0	0	0
English Literature	10	0	20	20	30	20	10	0
French	10	0	20	20	40	20	0	0
Geography	48	6	38	35	19	2	0	0
Health & Social Care *	9	0	0	22	67	11	0	0
History	19	5	11	26	53	5	0	0
Information Technology	13	8	15	23	38	15	0	0
Mathematics	46	11	30	33	15	9	2	0
Music	8	0	13	63	25	0	0	0
Physics	20	0	35	25	15	10	15	0
Religious Studies	18	6	11	56	28	0	0	0
Science: Geology	21	10	24	29	24	10	5	0
Spanish	8	0	13	25	50	13	0	0
Sport/PE Studies	3	0	0	33	0	67	0	0

Attendance Rate 2012-13 to 2014-15

Year	% attendance
2012-13	95.3
2013-14	95.8
2014-15	95.7

Summary of Destinations of School Leavers 2014-15

Total Number of Leavers from Years 12, 13 and 14 137

Destination	% of school leavers
Other school	5.1
Job Skills	2.2
Further Education	27.0
Higher Education	61.3
Employment	3.6
Apprenticeship	0
Emigrated	0
Other	0.8
Unknown	0

Pastoral Care

The school continues to operate a clearly defined and active system for pastoral care with a team of teachers operating agreed policies and procedures which are regularly reviewed and updated. The Vice Principal with responsibility for pastoral matters is Mr Ray Menown who leads a team made of Year Heads, Form Teachers and Special Educational Needs Co-ordinator (SENCo) all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics, is provided as part of Learning for Life and Work to each year group.

The Independent Schools' Counselling Service (provided by New Life Counselling) continues to provide valuable support on a weekly basis to pupils of all ages on a weekly basis addressing a wide range of issues.

Safeguarding

Safeguarding checks were carried out on all volunteer sports coaches who might work unsupervised with pupils. Staff training on Child Protection was carried out in August 2013 and is up-to-date for all staff.

The Designated Teacher for Child Protection is Mr R Menown (Pastoral VP) and the Deputy Designated Teachers are Mr P Gault (VP) and Mrs B McGowan (SENCo).

Due to the ongoing delay in the appointment of the Department of Education Governors, Mr R Young (Chairman of the Board of Governors) continued to act as the Designated Governor.

Following the appointment of the DE Governors in November Mrs J Stewart was appointed to the role of Designated Governor; Mrs Stewart and Mr Menown, working with Mr M McQuaid (Designated Officer for Child Protection, WELB) carried out an audit of Safeguarding in the school which did not identify any shortcomings in policies and procedures.

Safeguarding was discussed at each meeting of the Board of Governors by Mr Allen and the annual Safeguarding Report was delivered to the June meeting of the Board of Governors.

Special Educational Needs

Foyle College encourages and accepts applications from all sections of the community regardless of race, religion, gender or disability. Parents of pupils with Statements of Special Educational Needs who wish to apply for admission are invited to contact the school in advance to consider arrangements which might be necessary to facilitate their attendance at Foyle College. The school has a policy on Special Educational Needs and a copy is available on request.

The number of pupils at the school with Statements of Special Educational Needs who have designated classroom assistants, or who are recognised at stages 1, 2 or 3 of the Code of Practice and who, as a result, have Individual Education Plans in place, continues to increase. The SENCo oversees the educational provision for these pupils, liaises with relevant outside agencies and communicates with parents on behalf of the school. The annual review process of pupils with a Statement of Special Educational Need involves all interested parties in decisions about the educational provision, curriculum choices and transition planning for these pupils.

The school continues to adapt the buildings as and when required to improve facilities for those with disabilities in line with SENDO requirements.

Careers Education, Information, Advice & Guidance (CEIAG)

The Careers department endeavours to promote careers across the curriculum in the development of Employability skills including thinking and personal skills to cope with changing demands of the Labour Market. All teachers have included CEIAG element in their schemes and improved the display of Careers information relevant to their subject.

Careers teachers have been involved in the delivery and promotion of the skills necessary to make informed and up to date decisions post 16 and post 18 (Year11-14). Personal Career

Planning has been introduced throughout the school to help students review their current and future career plan and to identify attainable targets to raise their aspiration and achieve their goal.

Year 8-10 have a discrete period for LLW that includes Employability and the opportunity to develop a Personal Career Plan with their form teacher (overseen by Mrs McAuley).

ALL Yr10 students had a collapsed timetable to attend a "Choosing Science" event took place in February including five employers. All Yr10 options forms were discussed with their careers teacher to discuss career plan and given individual guidance on GCSE options before the end of the school year. All pupils in Year 10 receive a discrete Careers period (Mr Farmer, Mrs H Eakin and Mrs McAuley) to deliver Careers and Employability to empower the pupils with the skills to explore careers and self-evaluate.

Year 11 and 12: All Year 12 are given impartial careers guidance by Anne Richardson (NI Careers Service) interviewed individually regarding post 16 options and pathways. The Careers Service was available on Parents Evening for further guidance and support. Mr Farmer liaised with the Head of Year (Mr Gallagher) to include lesson in the PSE scheme that developed the skills necessary to make informed and up to date decisions at this key transition.

School Employer Connections gave pupils an insight into the world of work and responsibilities in the workplace. Liaising with the SEC helped place many of our students in appropriate and valuable work placements. Mr Farmer oversees work experience for All Year 12 in February of which the feedback by pupils and employers was very positive. Year 12 were well prepared for post 16 options by completing a CV, having job interview guidance and were provided an increased range of subjects in the learning community.

A careers programme was delivered to Year 12 by the Careers team in a six week block starts in October to include preparation for Careers Guidance preparation, Post 16 options (where to find information on career pathways/ alternative progress routes/ Apprenticeships/ changing Labour Market). Mrs Robinson ensured that the Employability programme was successfully implemented and included completing a CV, completion of their Personal Career Plan and a follow up on Work Experience.

A very successful Careers Convention took place in March for Yr11-13, they were given the opportunity to hear from four employers of their choice. Year 13 were offered many work related experiences organised by the Western Trust and University of Ulster. A careers programme was incorporated into the PSE scheme of work to include a careers research project, careers information on apprenticeships, useful websites and personal career planning.

Yr14: A Careers Team (*one Careers teacher per form class*) delivered a scheme of work to help prepare students in making decisions about choosing a University/ College course. This included useful websites, writing Personal Statements, finance and advice on what must be considered when choosing an HE/ FE course at third level education in order not to make a well informed decision.

Interview Skills Day was a great success with all Year 14 given a presentation in the morning about "Marketing themselves", a mock application was completed prior to the day and sent to the prospective interviewer. In September Mr Farmer delivered a presentation to Parents of pupils in Yr14 to explain the UCAS process and post 18 options.

Past Pupils were invited back into the school to discuss with a group of Yr13 and Yr14 pupils interested in Chemical Engineering and Nursing. They offered advice on interviews, application process and job prospects. Mrs H Eakin organised a UKCAT two day training course for all the prospective medical students in the North West.

Finally, 78% of pupils gained entry to STEM related University degrees in 2015.

School Security and Safety

The Board of Governors continues to be mindful of its responsibility for the safety of pupils and staff and the need to provide secure premises as far as possible given the age and design of the school buildings. The Health and Safety Committee, chaired by Mr N Stewart (Bursar) is comprised of the following members

School Principal – Mr P Allen

School Governor – Mr J Black (Chair of House and Estates Sub-Committee) replaced by Mr W Lynn (Chair of House & Estates Sub-Committee) from 17/11/14

Responsible for Staff Training – Mrs W Nutt

Buildings Supervisor – Mr C Austin

Caretaker – Mr G Balmer

Groundsman – Mr N Cole

Emergency procedures, including fire drills, were followed on a regular basis. The school alarm system is fully operational and effective. Safety procedures were reviewed throughout the year by the Senior Management Team, The Health and Safety Committee and/or the House & Estates Sub-Committee.

All visitors must report to Reception in both the Springtown and Duncreggan sites, read and agree to the Visitors' Code of Conduct and sign the visitors' book. At the completion of their stay visitors must sign out again at the appropriate time.

Extra-Curricular Activities in 2014-15

The main activities available for pupils in 2014-15 were

Art Club (Junior School)

Athletics

Badminton

Basketball

Chess

Combined Cadet Force

Cricket

Drama

Duke of Edinburgh's Award Scheme

Fencing

Hockey

Homework Club

Maths Base

Musical Groups*

Peer Tutoring

Public Speaking

Rugby

Scripture Union (Junior & Senior)

Tennis

* Including Junior Strings, Junior Band, Junior Choir, Jazz Band, Orchestra, Senior Choir, DJ classes

Financial Report

As a Voluntary Grammar School, the Board of Governors have overall responsibility for the management of the school budget. Funding comes from the Department of Education and is based on a formula which applies to all schools. The main elements in the formula are the number of pupils attending the school and their age. An Aged Weighted Pupil Unit (AWPU) cash value is used in the calculation of the pupil related element together with a weighting depending on the age of the pupil. In 2014/15 the AWPU cash value was £2,036.9663 with a weighting of 1.68 applied to pupils in years 8 to 12 and 2.18 for those pupils in years 13 and 14. Other factors taken into account include social deprivation (based on the number of pupils receiving free school meals), the premises, administration and landlord maintenance. Under this system schools are permitted to carry forward an operating surplus or deficit, where necessary, in accordance with the longer term financial strategy of the school.

RECURRENT EXPENDITURE

Income	2014/15	Expenditure	2014/15
	£		£
Dept. of Education Grants	4,136,850	Teaching Staff Costs	2,787,513
Income from other sources	<u>40,322</u>	Support Staff Costs	683,178
		Other Operating Costs	699,110
		2014/15 surplus c/f	<u>7,371</u>
	<u>4,177,172</u>		<u>4,177,172</u>

