



# **SULLIVAN UPPER SCHOOL HOLYWOOD**

**Report of the Board of Governors  
on the  
2017/2018 School Year**

# CONTENTS

1	THE CONSTITUTION OF THE BOARD OF GOVERNORS.....	3
2	THE PREPARATORY DEPARTMENT .....	5
3	THE SECONDARY DEPARTMENT .....	16
(i)	Introduction .....	16
(ii)	Curriculum.....	16
(iii)	Examination Results.....	18
(iv)	The Public Examinations System .....	18
(v)	Pastoral.....	18
(vi)	Special Educational Needs.....	19
(vii)	Extracurricular.....	19
(viii)	Careers, Education, Information, Advice and Guidance.....	21
(ix)	Staffing.....	21
(x)	School Security and Safety .....	22
(xi)	Buildings and Facilities .....	22
4	FINANCIAL STATEMENT .....	23
5	CONCLUSION.....	26
	APPENDIX 1 - Information about Pupil Numbers.....	27
	APPENDIX 2 - Attendance Rates .....	27
	APPENDIX 3 - (a) Admissions and Enrolment Numbers .....	27
	APPENDIX 3 - (b) School Fees.....	27
	APPENDIX 4 - Courses of Study Available .....	28
	APPENDIX 5 - Information about Extracurricular Activities .....	28
	APPENDIX 6 - School Leavers .....	29
	APPENDIX 7 - End of Key Stage 3 Levels of Progression .....	30
	APPENDIX 8 - Examination Results - GCSE/Year 12.....	31
	APPENDIX 9 - Examination Results - (i) A2 Level.....	31
	APPENDIX 9 - Examination Results - (ii) AS Level.....	31
	*Not including results for pupils taking linear subjects (Computer Science, Drama) .....	31
	APPENDIX 10 - Examination Results - Trend Data.....	32
	APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2018.....	33
	APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2018 .....	34
	APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2018.....	35
	APPENDIX 14 - Other Examination Results .....	36
	APPENDIX 15 - Key Dates for 2017/18.....	37
	APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2018.....	38
	APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2018.....	39

# 1 THE CONSTITUTION OF THE BOARD OF GOVERNORS

## 2017/18 School Year

- a) **nominated by the church bodies in Hollywood which were the original trustees of the school:**
- |   |   |
|---|---|
| Church of Ireland, Parish of Hollywood Church of St Philip and St James | Mr Brian Burke<br>Mrs Catherine O'Neill<br>Mrs Roberta Price (to 29 January 2018) |
| First Hollywood Presbyterian Church, Bangor Road, Hollywood             | Mr Peter Moran<br>Mr Chris Warnock  |
| High Street Presbyterian Church, Hollywood                              | Mr Brian Cave<br>Mrs Audrey Gordon  |
| First Presbyterian (Non-Subscribing) Church, Hollywood                  | Rev Colin Campbell  |
| The Methodist Church, Hollywood   | Mr Colin Burnside (to 29 January 2018)<br>Mrs Zara McCone                         |
| St Colmcille's Parish, Hollywood  | Dr Alison Eccles<br>Mrs Maria Pearson   |
- b) **nominated by the Department of Education**
- Mr Peter Greene (to 30 June 2018)  
Mr Stuart Hamilton  
Mrs Jacqueline McIlroy (to 30 June 2018)  
Mrs Jacqueline Simpson (to 29 January 2018)
- c) **elected by parents of pupils attending the school**
- Mr Mike McNeill (to 29 January 2018)  
Dr Joanna Turner (to 29 January 2018)  
Mr Randal Gilbert (from 29 January 2018)  
Mrs Angela Skarmoutsos (from 29 January 2018)
- d) **elected by the teaching staff of the school**
- Mr David Matthews (from 29 January 2018)  
Mr Stephen McMaster  
Mr Martin Thom (to 29 January 2018)
- e) **co-opted by the Board of Governors**
- Mrs Doreen Mathison  
Mr Mike McNeill (from 28 May 2018)  
Mr Lindsay Todd (to 29 January 2018)
- f) **member ex-officio as Principal of the school**
- Mr Chris Peel
- g) **secretary to the Board of Governors**
- Dr Christina Byrnes (Bursar)

The Board of Governors meets approximately once every 2 months during the school year, with more detailed work being done between the full Board meetings by the committees of the Board.

The **current** office bearers are:

Chairperson of the Board of Governors:	Mrs Catherine O'Neill
Vice-Chairperson of the Board of Governors:	Mr Chris Warnock
Chairperson of the Audit and Risk Assurance Committee:	Mr Brian Burke
Chairperson of the Education Policy Committee:	Rev Colin Campbell
Chairperson of the Education Services Committee:	Mr Stuart Hamilton
Chairperson of the Finance Committee:	Mr Chris Warnock
Chairperson of the Preparatory Department Committee:	Mrs Zara McCone
Chairperson of the Strategic Planning Committee	Mr Brian Cave

Other sub-committees of the Board include the Salaries Committee, the Salary Appeals Committee, the Transfer Procedure and Admissions Committee, the Health and Safety Committee, the Property Sub-Committee and the Safeguarding Team.

## 2 THE PREPARATORY DEPARTMENT

### AQE Transfer Results 2017-18

The following 'groups' of scores for AQE results this year are as follows:

111-125	49%
100-110	37%
99 or below	14%

100% of our pupils in 2017/18 attained a Grammar School place for Year 8.

**The Prep whole class's Average AQE score was 109**  
(AQE report that an average score for testing is 100)

**Attendance:** 2017/18 was 96.9%; 10% of pupils achieved 100% attendance. We had two visits from our Educational Welfare Officer.

This year's school events included a Harvest Service at our local Church of Ireland where children's gifts of non-perishable food items for Storehouse were all greatly appreciated; a team represented the Prep in the annual Kids' Lit competition in November; a Lower Prep Nativity in the new Gymnasium in the Senior School; an Upper Prep's evening Christmas Concert in the Hollywood First Presbyterian Church; a Roald Dahl Day; a whole school concert entitled Children of the World; a Sports Week with a varied timetable of assorted experiments and sporting experiences for our P1-P7 pupils; swimming galas for P3-P7 pupils where they earned House points for an increasing number of sporting and musical events; Prep 7 participated enthusiastically in Priory Integrated College's annual Choir Festival alongside 12 other schools; a Safer Internet Day took place for all pupils in Term 2; Prep 6 held a Viking Day in January with dressing up and assorted activities in place; Sports Days for both P1-P3 pupils and P4-P7 pupils; a Science Week in February for all classes; three Choral Speaking groups attended a speech and drama festival at the Beechlawn Hotel; KS2 children welcomed the opportunity to attend a full day at the Queen's Hall in Hollywood for a gymnastics event; two residential, one for P6 in the Ulster Museum overnight and the other was a five day adventure held for P7s at Greenhill YMCA in Newcastle, both again very much enjoyed by all who participated.

In our World Around Us programme we enjoyed visiting the wider environment and welcoming visitors to our school. This year we again welcomed assembly speakers such as Alistair McNeice from Holywood Baptist; Cecilia Daly from BBC1 visited Prep 4 who asked her lots of questions arising from their topic of Weather; Steve Lally, children's author, took story telling in Holywood Library; Mr Pinkerton, a retired Vice-Principal, regularly talked with our children about an assortment of historical aspects of the curriculum in P4, P5, P6 & P7; class visits took place to the Ark Farm, Holywood Library, Parliament Buildings at Stormont, the Ulster Museum, Eason's, Exploris, Carrickfergus Castle, Mount Stewart & Castle Ward, the Butterfly House at Seaforde and the Armagh Planetarium; Hovis bakers and Clandeboye Yogurt visited P5 to talk about bread making and how yogurt is made, respectively; Karen Shiels from RSPB; a zoo handler visited Prep 6 with a variety of animals; Prep 5 visited the Linen Museum; Prep 2 enjoyed their trip to explore Belfast Zoo and Carrickfergus Castle; trips for all classes to W5 for assorted class practices; NI Dairy Council; CBeebies filmed some Prep 1s and 2s about "Feelings" in Term 1 for release to television programmes in March 2018; a Commonwealth Day was held where our pupils dressed up in the colours of the commonwealth countries; Catherine from Phil Kids' Choir came to visit Prep 3s for a musical morning in April; and the Roughshod Drama Group took two assemblies which entertained and informed.

Some special class and school events this year: a Parents' talk by PSNI was offered to all Holywood parents about On line Safety as part of Cross Phase Project in Holywood schools; music workshops were taken by Marty Longstaff for KS2 pupils; the Ulster Orchestra's "Travel in Time" performance was visited by KS2 pupils; an Action Cancer morning in the Culloden Hotel took place with our Prep 4s singing Christmas songs; a Switch off Fortnight event occurred in line with Eco Club activities in November along with a 'Digital Detox Day' to emphasise the need to switch off

electricity where possible; P3-P7 participated in Christmas Reading Challenges; Preps 5 & 6 Drama Club members visited Grosvenor Grammar School to watch its version of Sister Act; Lower Prep classes enjoyed a Christmas treat to see Priory Integrated College's pupils' hilarious pantomime Cinderella; Prep 7s visited SERC for a "To Infinity and Beyond" rocket building workshop; Cancer NI took workshops through the Prep; a fun, action packed Prep 1 and Prep 7 buddy "Pirate Day" took place ; Prep 7 also toured Belfast Harbour as a special treat in May; and a Green Day was held in June with a recycling bus in the driveway forming part of the education session for all classes.

Plans were drawn up in Term 3 to have the playground painted with games and activities. This was completed over the summer for the children's return at the start of the new school year.

Thanks to SUPPA, the school was able to purchase the following: 4 c2k laptops, games for school events, sports day's medals, Athletics for P1-P7 pupils, Special Educational Needs sensory resources, preparation work for building the Foundation Stage Outdoor Classroom and resourcing it – approximately £9000. We are indebted to SUPPA and thank them and all parents for their amazing support this year.

Another excellent year has been completed, with hardworking pupils who have achieved a personal best in many aspects of their work supported by their talented hardworking teachers, and a most able non-teaching staff. We said goodbye to Ms McMinn, our lovely patrol lady, and wish her well for the future. Mrs Feldman, our KS2 specialist Art teacher was on maternity leave from December 2017 and we thank Mrs Hunt for taking her place from January to June 2018.

A huge 'Thank you' goes to everyone on the Prep staff for their hard work and commitment over the year.

**Charity:**

Abaaana	£580
Save the Children	£200
NET Patient Foundation	£230
Guide Dogs	£215
Parkinson's UK	£50
Jeans for Genes	£265
Field of Life	£300
Belfast Wolves Special Olympics	£200
Rachel Tweedie Church Worker	£50
Carl McManus Church Worker	£50
Conor Patton Church Worker	£50
Saphara	£730 + £650 = £1380
Debbie Nelson Animal Charity	£130
Cancer Focus NI	£100
Cancer Fund for Children	£220
CMS Ireland	<u>£300</u>
<b>TOTAL:</b>	<b>£4320</b>

**COMMUNICATION REPORT 2017/18**

**Co-ordinators: Mrs K Callen & Mrs M Galway**

This has been another busy and eventful year for Literacy in Sullivan Prep. Our Literacy schemes were discussed and revised as appropriate. A Book Look, in lieu of a Book Dip, was carried out. We chose Writing for our focus and the session allowed each year group member of staff to see the progression required in our chosen areas of recount, narrative and procedural writing.

Workshops for parents were held in each Key Stage and were greatly appreciated by all attending. We in turn greatly appreciated our Senior School Head of Maths and English being in attendance at our Key Stage 2 session. Both members of staff gave outstanding presentations to our parents, with invaluable insights into life beyond Prep 7.

Reciprocal Reading is being trialled throughout the school alongside the recommended comprehension strategies text book. We will monitor progress and feedback will be evaluated in the next school year.

Eason store in Belfast visited us in school on World Book Day with staff from the store bringing the books available in exchange for our World Book Day tokens. All pupils from Preps 4-7 were able to access this service. Unfortunately, our visit from the popular Irish children's author Alan Nolan had to be postponed due to weather conditions in Wicklow but he hopes to make the journey later in the year. During Book Week we had a Charity Book Sale for the Fields of Life charity as well as our usual interactive activities. In November, once again, our Prep was the only primary age entry to the much revered Kids' Lit Competition, held annually in Wellington College in Belfast. Our team of Prep 7 pupils were undaunted by the prospect and, once again, managed to beat many Secondary age pupils including teams from five grammar schools!

In May a Prep 7 pupil entered the Eason Spelling Bee and managed to reach the final round. Preps 1-3 had the pleasure of meeting local author Craig McGivern and illustrator Ken Maze who have produced the lovely picture book, 'Duffus, the Scruffy Disco Horse'. Our Drama Club members were delighted to accept the kind invitation to an outstanding performance of the musical "Sister Act" and retain the link with our ex Prep pupil/ now Music teacher, Mr Jonathan Arnold.

This year we combined our biannual all school concert with our quest to attain the ISA (International Schools' Award) and so our theme was "Children Around the World". Prep 5 also included a literacy theme here as their item was based on the works of the children's author, Hans Christian Andersen. We engaged the whole school in a Global Reading Challenge and invited each class to 'Get Caught Reading' again.

Our Senior School librarian facilitated a visit from Prep 7 and their Prep 1 buddies and we are very grateful to Miss Hopkins for welcoming (and reading to) our pupils.

Mrs Smith, Mrs Matthews and Mrs Galway have participated in the Cross Phase Development Project at various venues nearby. Themes have included Digital Literacy as well as Stretch and Challenge. All staff have benefited from this training.

Mrs Thompson, our Learning Support teacher, continues to provide Literacy support as required by staff and the Reading Partnership has been fully operational with Mrs Matthews and Ms O'Connor.

Standardised Testing took place at the beginning and end of the year for all classes from Prep 3-7 for the first full year of our digital testing programme.

## **NUMERACY REPORT 2017-2018**

**Co-ordinators: Mrs K Wilson & Miss C Hall**

### Overview:

- August - We identified Problem Solving and Investigations as areas of focus for 2017-2018 following our analysis of PTM test scores
- Sept - Focus groups were identified and included in planning
- Sept – weekly problem solving activities were set in place with problem solving homework trialled
- Nov - Prep 1-7 pupils were signed up to Mathletics, an online site, for the second consecutive year. A range of activities and challenges are available on all the strands of maths and work can be continued at home as well as in school. This was funded by SUPPA.
- Jan – Monitor and evaluate the success of Mathletics
- Jan to March - Monitor the progress of class & focus group in order to give verbal feedback to parents at March interviews
- Book looks continued
- Monitoring and evaluation by staff of planners every half term and check that schemes are in place
- June – Outdoor Maths Day

### Problem Solving Activities

- Each class was asked to have a problem solving display on show in their room. The displays were very effective and most were interactive for the pupils to engage in.
- The pupils are gaining in confidence when tackling problem solving homework and the parents have been given feedback. Open-ended investigations should now be for mostly class use.

### Standardised Tests

- Preps 1-7 completed PTM tests in May 2017. The results of these tests were then analysed and disseminated at a staff meeting in August 2017. From this information, we were able to identify pupils who had made below average progress in maths and pinpoint the areas of the maths curriculum each teacher needed to concentrate more on. We also identified those children who were 'high achievers', 'low achievers' and 'under achievers'.
- As a school, our area of focus used to be Measures, and we are impressed that very good progress is now being made as proved by the PTM test scores. This is now one of the strongest strands.
- Our analysis this year means that we are continuing our areas of focus in the School Development Plan with Problem Solving and Investigations

### PTM (Progress test in Maths)

- In May 2018 Preps 3 – 6 completed PTM on the computers. This is the 2<sup>nd</sup> year of new standardised testing from NFER.
- CAT4 was also completed, in place of NRIT. All data is now uploaded and sent to GL to be marked and assessed. Results are very quickly returned for our records.
- Parents are informed of these scores on the end of year school reports with an information letter to explain what they mean.
- The feedback from teachers was initially negative, as the tests proved to be a lot longer than the paper copies that we had been used to doing.
- Staff had to inform parents that scores may have dipped slightly due to the new format of the tests.
- Of note is that these tests still take a lot longer to complete and the computer suite is therefore out of action for other classes for a lengthy period of time.
- Results have been recorded in SIMS and data analysed. Children with a PTM score below 95 have been identified as being 'under achievers' and will be targeted by class teacher and Learning Support teacher.

### Assessment:

This is carried out in-house.

Each child completes a task in Measures, Shape, Data and Number to ensure progress is being made. Each portfolio is passed on to the next year group to allow for tracking purposes.

### Resources:

- New maths apps for the iPads have been trialled and tested. All classes are enjoying them and teachers are integrating them well into their 6 weekly notes. This is always on-going as new apps are regularly being introduced.
- Mental Arithmetic is being used from Prep 3 – Prep 7. This is a useful differentiation tool.
- PrimEd Maths Boxes are in place and are mostly used from Term 2 onwards.

### Maths and the Outdoors:

- Each class has been bringing Maths outside to bring it to life. All classes participate in maths games, maths trails and sunny sums in and around the garden areas.

### Monitoring and Evaluation

- Book looks were completed from P1-P7 to assess for continuity.
- 6-weekly planners have also been completed by staff. Each teacher includes differentiation, apps and ICT games in planning notes.



### Subject Training:

- Mrs Wilson has attended three Cross Phase Development training days to help staff develop appropriate practices regarding the transition between Key Stage 2 & 3. She has disseminated the useful material at staff meetings.
- Mrs Matthews and Mrs Smith attended an Education Authority course on Bar Modelling (Mathematics) and this will be carried forward next year as a “new” practice to be developed in the school.

### Maths Days

- Maths Week Ireland & our own in-house Maths Day

### School Website

- Links to maths games for each class on school website have been added to our Learning Zone and are up and running along with some Maths Fronter rooms.

### ICT

New laptops have been phased in, which has allowed almost every pupil to work individually.

### Forward Planning & NFER Tests

- Complete PTM - NFER Progress in Maths tests in May 2018 from P3-7 classes complete online
- CAT completed online May 2018
- Analyse results and identify ‘target’ pupils / areas to focus on in class for September 2018-19
- Continue to monitor and evaluate Problem Solving and Investigations as focus areas in Maths throughout the school
- Teachers to draw up a baseline assessment test for their class to complete at the start of the year. Re-test again in Nov, March & May to track progress and to report to parents and Maths Co-ordinators for further analysis
- Continue to add to our bank of Maths apps and games to the Learning Zone on the interactive school website
- Investigate the practices of bar modelling for inclusion in planners
- Investigate uses for Izak 9 resources

### **ICT REPORT 2017-2018**

**Co-ordinators: Mrs K Wilson & Mrs J Matthews**

We are continually changing with the times as digital advancements occur. We use iPads and PCs in our daily teaching and learning within school and continue to offer up-to-date advice to parents on the appropriate and safe use of computers and social media online and offline, in school and at home.

### **Teaching**

- No external staff training has occurred as our contract with iTeach has now finished
- Apps and software continues to be tested and when appropriate added to our 6 weekly notes
- Prep 7 follow a unit of work on e-safety and digital citizenship and these resources have been offered throughout the school to other staff to allow for continuity and progression in this important area of learning
- The website [sullivanprep.weebly.com](http://sullivanprep.weebly.com) continues to provide a link for parents and pupils to keep them up-to-date with information and also to celebrate the breadth of activities that have taken part throughout the year.

### **Learning**

- All classes are timetabled to attend the Specialist Teachers’ room at least once a week to use PCs and laptops to enhance learning; Prep 4 visits the suite twice a week as do Prep 7 in Terms 2 and 3. NI Curriculum ICT tasks are used throughout the school and evidence of learning is available in the form of digital portfolios.

- Preps 1-4 have ICT homework as part of their weekly home learning, linking class and home learning
- Preps 3–7 online digital assessments occur twice a year and a digital assessment timetable is now in place.
- Registration with Mathletics has continued this year and offers an excellent array of online and offline learning and revision experiences.
- Prep 6 and Prep 7 took part in I'm a Scientist Get Me Out of Here during the year.
- An introduction to Green Screen technology allowed Prep 7 pupils to be trained in the use of the screen and relevant app – this allowed Fair Trade interviews in Term 2 to be recorded 'on location' at the supermarket and in the Caribbean on banana and coffee plantations.
- Prep 7 buddies introduce Prep 1 pupils to iPad apps such as BeeBot and Pic Collage, allowing them new ways to develop their digital literacy and numeracy.
- As part of the Cross Phase Development Project, a workshop was offered to parents about online safety by PSNI.

**Resources:**

Headphones and mice were purchased this year to assist with online testing; we continue to monitor the needs of the iPads and app purchasing as technology adapts and evolves.

**ASSESSMENT REPORT 2017-18**

**Co-ordinators: Mrs A Patterson & Mrs EA Smith**

**Priority Area:**

1. New Standardised Testing (Complete Digital Package)  
This testing, bought by the Parents' Association for the second year running, was introduced in Year 1 of the School Development Plan when a baseline was laid for us to monitor and evaluate the results which followed. Two sets of testing were carried out this year with Prep 3-7 children: November and May. We also used the dyslexia and dyscalculia packages to assess classes' needs. All of the results were discussed with staff regarding individuals' progress and PTE and PTM scores were reported to parents in the Pupil Profile issued in June.

Staff will then begin the new academic year with a handover of results for individual targeting purposes in their planning.

The co-ordinators decided to use the CAT testing with Prep 4 & Prep 6 classes only as it proved to be both inappropriately lengthy and challenging to be used by all classes every year.

**Maintenance Areas:**

1. The identification of Focus Groups:  
Identification of groups is carried out following testing results with overall yearly progress noted in June. This is used to prepare for the following year's teacher to begin the new academic year with identified groupings in their planners.
2. Target Setting:  
This was carried out in September 2017 by the co-ordinators with the Prep 4 and Prep 7 teachers' input. These two classes' previous teachers also had input due to the early nature of establishing the level at which the children were working in September. Our results' forecast continues to be of a high standard and this was confirmed by reassessing Prep 4 & Prep 7 achievement levels in June 2018. These levels are also reported to Prep 4 & Prep 7 parents on the children's end of year Pupil Profile.

**SPECIAL EDUCATIONAL NEEDS 2017-18**

**Co-ordinators: Mrs J Lockhart & Mrs A Patterson**

Monitoring and Evaluation

1. The SEN policy has been amended and reviewed this academic year.

2. Target sheets for Focus groups have been devised and added to staff 6 weekly planning notes. The identified children's scores will be tracked to monitor the success of differentiated classwork and small focused group work intervention.
3. Staff continue to monitor and evaluate their half termly notes to check appropriate provision for children with SEN and the inclusion of IEPs for pupils identified in assessment data analysis.

#### Staff Training and Support

1. Three playground sessions take place weekly of Lego Club for children as an alternative to outside play; this supports medical and SEBD needs. Mrs Patterson supervises this club on Wednesday and Friday break times and Friday lunchtimes.
2. We liaised with RISE(NI) re support for this year. Prep 1 took part in RISE's "First steps" programme for 6 weeks and this was delivered by RISE staff. In future this will be done every year in Prep 1 delivered by class teacher.
3. Mrs Lockhart met with RISE(NI) link, Alison McClure, to discuss the needs of some KS1 pupils who we would like to move forward through supported whole class, small group and individual attention, listening and social interactions' support. Mrs Lockhart has already run a "Following instructions through movement" training with the whole class for an hour per week along with class teacher. These ran for four weeks.
4. Continue practices introduced by Derek Kinnen (EA's Autism Advisory Service - who led staff training on 'ASD' in Term 2 and 'ASD Lego Therapy').
5. Lego Club continues to be resourced.
6. The SEN register has been updated and distributed to staff.
7. Continued resourcing of support materials for Autism, EBD and Dyslexia.
8. The Dyslexia Portfolio was purchased this year to allow us to administer an appropriate test to ensure we cater appropriately for pupils displaying specific learning difficulties in literacy. These scores will be analysed and tracked.
9. Whole staff training took place re sensory training from RISE(NI) and we are going to further resource sensory equipment to add to what is already in place in each class.
10. The co-ordinators have reviewed our school's support and guidelines for classroom assistants (CAs). We will continue to use CA job role outline and a CA A5 booklet for their weekly notes on the pupil. These daily notes by CA display how they are required to support their pupil and how the pupil would fail to cope without such support.

#### SEN pupil support in school for Code of Practice Stages 1 and 2

1. New on-line testing continued this year with our CDS package (Complete Digital Solution). This helps us to track academic, SEN and pastoral needs.
2. Following standardised testing of all children, data was entered onto PTE and PTM analysis sheets and into SIMS, to enable us to monitor pupils' progress and identify pupils for SEN support in the next academic year. This data analysis helps to identify and account for children receiving support at Stages 1 and 2 in the Code of Practice and identifies pupils with SEN.
3. We will continue to prioritise early intervention in KS1 for SEN children, with time allocated on the Learning Support (LS) teacher's timetable.
4. We will continue to include KS1 children in discussion about target setting, both at Stage 1 and 2 of the Code of Practice, helping to make children more aware of their targets and what they need to do to reach them.
5. We updated the whole school SEN list in year groups to include medical needs such as asthma, glasses and hearing.
6. IEPs have been updated along with pupil histories.

#### **WORLD AROUND US 2017-18**

**Co-ordinators: Mrs K Callen & Mrs J Matthews**

#### Resources:

This year SUPPA provided funding to facilitate the clearing of the Foundation Stage's Outdoor Classroom area. In Term 3, extensive use has been made of the outdoor resources which has helped us to develop our outdoor learning at Foundation Stage level. Storage boxes, picnic benches and a class set of 30 log seats have also been purchased.

### **Progress in 2017-2018:**

- Sullivan Prep successfully achieved Green Flag status following an inspection in November 2017
- The school has also been accredited with International Schools Award Foundation Level and both the Silver and Bronze RSPB Wildlife Challenge awards
- Outdoor play has now been established in Foundation Stage, with play sessions in the outdoor play area once a week
- As per practices last year, Science Week was given a further twist – a Global Reading Challenge to encourage pupils to read more extensively and record their progress in Reading Passports. During Science Week each class focused on a different scientist from the past or present. Science book packs were again borrowed from the Library Service to top up school resources for free.
  - Cancer Focus NI workshops for each class throughout the school
  - Prep 1 visited W5 for a Senses workshop and took part in magnet investigations
  - Prep 2 explored the work of Isaac Newton
  - Prep 3 introduced a new topic on fossils and evolution
  - Prep 4 worked on the life and works of Albert Einstein
  - Prep 5 were visited by Trisha Coulter, a Cystic Fibrosis scientist to discover more about genes and DNA
  - Prep 6 hosted an animal roadshow and in-house science shows
  - Prep 7 pupils attended SERC for rocket-building, UJJ for Medical Engineering and participated in “I’m A Scientist/Engineer Get Me Out of Here” online competitions
  - Thinking Skills and Personal Capabilities continue to be highlighted and linked to WAU topics. TS&PC Think Packs are in each classroom although not always useful for whole class activities
  - Eco Club, Prep 5 and Green Fingers all planted in our raised boxes in the Upper Prep’s outdoor classroom this year
  - RSPB link continues; visit to RSPB reserve, hedgehog homes established, Prep 1 and 7 made bug hotels
  - Mr Pinkerton, retired Vice Principal, continues to visit Prep 4, 6 and 7 to give educational talks on World War 2, the Vikings, Life in Victorian Times and Remembrance Sunday.

### **Annual Events:**

- Science Week
- Green Day

### **Forward Planning: Monitoring and Evaluation**

- Evidence of ICT, TS&PC and Science being looked for in planning
- Long term planning continually updated
- Planning boards on display throughout the school
- Further accreditation for teaching and learning through Fair Trade and ISA organisations
- Green Day took place in June 2018 – each class worked on activities to help the school achieve RSPB Wild Challenge Silver Award. Karen came from the RSPB to help us. Activities included:
  - ⇒ Prep 1 and 7 built a bug hotel
  - ⇒ Prep 2 did tomato planting and went on a flower bug hunt
  - ⇒ Prep 3 decorated bird houses and made up food for the bird feeders to hang in our gardens
  - ⇒ Prep 4 made hedgehog homes and went on a bird watch walk
  - ⇒ Prep 5 planted ‘wonky veg’ and potatoes in the beds. They also planted tomato seeds to take home and went on a litter pick
  - ⇒ Prep 6 went on a plant and insect hunt
- Pictures taken of each activity were uploaded on the RSPB website and the Silver Award was achieved end of June '18.

## **FOUNDATION STAGE PLAY BASED LEARNING 2017-18**

**Co-ordinators: Mrs J Lockhart & Mrs K Callen**

1. Current play based learning topics were monitored and evaluated at the end of each topic and any necessary updating was completed.
2. Pupil observation sheets were updated and shortened, focusing on 2 areas per term with "Wow" moment observations displayed for each topic.
3. More detailed learning outcomes, specific to each topic, were added to planners and adult questioning ideas and adult roles too.
4. The PBL record book was continued again this year. It was sent home at the end of every topic and included observations, a record of weekly activities, photographs and items of pupil work. The feedback from children and parents was that they really enjoyed sharing the book together when it went home. We encouraged parents to look through book with their child and talk about each piece of work.
5. Playground markings were carried out during the summer holiday period.
6. We continued to use the "SEESAW" app this year and we showed parents photographs at their twice yearly interviews. They are useful to show progression and for future planning.
7. The new outdoor classroom's activities are now embedded in the P1/2 timetable. The front garden has been cleared and different areas set up. This includes: fairy garden, sand tray full of fossils/ dinosaurs, minibeast area (full of bugs and soil), a mud kitchen, bikes with road signs, construction area with 'real' bricks, a chalk area, three craft tables, painting easels, a bug hotel, an obstacle course and a science investigation area. The children gain huge enjoyment from all of these assorted language and concept rich experiences!

## **PHYSICAL EDUCATION 2017-18**

**Co-ordinator: Mrs E Wilkinson**

Targets and Objectives for this period:

- Continue with Website development (c/f 2016/17)
- Develop Distance Awards in P7 Swimming to include 50m
- Use of Four Square (Autism Training) within P3/4 PE – helping to encourage playground games as they transition to P5.
- Re-introduce Long Jump to Athletics events and KS2 Sports Day

Progress Made:

- Website photos regularly passed to Mrs Matthews Website co-ordinator for inclusion on website. Parentmail used instead of website to keep parents up to date – bigger events posted on website (sports week timetable, sports day details)
- Distance awards progressed to include 50m distances for P7 and some P6s
- Four square introduced to P4 with great success. Continue to introduce at P4 stage and allow practice time at various stages through P5. Aim to have whole school able to play the game – encouraging co-operation at break/lunch play time
- Long Jump was reintroduced to PE for P4-7 and a final was included as part of sports day in June 2018
- Our pupils have continued to be involved in a wide range of sports this year with our Netball team competing in the North Down Netball league and their participation in rugby events at CCB and Kingspan. P7 shared an educational trip with St Patrick's Primary School to Kingspan as well as participating in a cross country league and football friendlies. Our annual sports week saw children taking part in Zumba, tennis, badminton, cricket, football, rugby, netball, athletics, gymnastics, ballet, multisports and yoga.
- The profile of girls' sport was further raised this year with attendance of all P5-7 girls at the Fifa Football Roadshow. A girls' team represented the school at the Supreme Sports Football Tournament this year – reaching the quarter finals. A number of girls' football

friendlies were arranged in partnership with St Malachy's, Crawfordsburn and Ballymagee Primary Schools. Girls' Mini Rugby was introduced for P6/7 and P5 girls had a taster session in mini rugby.

- Transport was a cost issue for the Prep from January onwards due to the change in mini bus laws however appropriate planning helped to address the issue and we were then able to attend a wide range of sporting events.
- Free Cricket sessions were delivered by Holywood Cricket Club on Thursday mornings for P5-7 this term. These ended with a P7 competition.

## **KS2 MUSIC 2017-18**

**Co-ordinator: Mrs G Pitt**

Preps 5, 6 and 7 continue to have two sessions of music each week, which involve a variety of listening, performing and composing activities. Each class has covered the elements of music, basic music notation, singing and computer based activities. Rhythm and performing activities have included the use of boom-whackers, cups, glockenspiels and other percussion instruments. In addition, pupils have studied class-specific topics: Prep 5 topics have included the instruments of the orchestra, healthy eating, "spooky" music and music evocative of ancient Greece; Prep 6 have studied Minibeasts, the history of music, the science of sound and have invented their own musical instruments; Prep 7 topics have included the Victorians, Traditional Irish Music, Weather and the Rainforest. In Term 3, each class visited the Mac Suite in the Senior School to use the GarageBand application to compose their own music.

Singing forms an important part of the music curriculum. In addition to general singing in class, pupils were also prepared for the various musical performances which occur throughout the school year. Pupils performed to a high standard at the Harvest Service in Holywood Parish church and at the Christmas Carol Service in First Holywood Presbyterian Church. In addition, the Prep Spring concert, which involved all KS2 pupils, was a great success.

In September, a group of pupil volunteers from the Senior School visited the Prep Department to demonstrate the instruments they play and to encourage Prep pupils to consider learning an instrument. Prep pupils do indeed continue to take full advantage of the music tuition scheme organised by the Senior School, taking lessons on a weekly basis on a variety of instruments including piano, voice, percussion, flute, clarinet, violin, guitar, trumpet and saxophone. Pupils were entered for the graded exams of the London College of Music and the Associated Board of the Royal School of Music achieving a 100% pass rate, with many pupils gaining merits and distinctions.

October was a busy month for Prep music. We were privileged to have a visit from Rebekah Fitch, a former Head Girl of the Senior School. Rebekah has recently graduated from Durham University with a first-class degree in Music and she is currently making quite a name for herself in Northern Ireland, and further afield, as a singer and songwriter. We enjoyed hearing her explain the stories behind many of her songs and we then heard her perform them live. Rebekah also answered the many probing questions posed by the KS2 pupils!

In October Preps 5 and 6 travelled to the Ulster Hall for the annual Ulster Orchestra Primary Schools' Concert which this year was entitled "*Travels in Time*". The orchestra presented a varied programme including the theme from "*Doctor Who*" and Rimsky-Korsakov's "*Flight of the Bumble-Bee*" which was thoroughly enjoyed by all the pupils.

Musical success was also enjoyed outside of the classroom. A number of pupils entered classes in local music festivals, with Brian Fong from Prep 6 excelling in numerous piano classes and he once again reached the final of the Primary Young Musician of the Year 2018 competition, organised by the North Down Rotary Club.

The Upper Prep choir has continued to develop. Choir members meets regularly each Monday after school and the pupils are both committed and enthusiastic. In November the choir successfully participated in the Holywood Music Festival for the first time in many years, gaining valuable performing experience. That same month, the choir participated in the annual Priory

Choral Festival, recording their song for the accompanying CD in one take! In January, Mr Edwin Gray, the organist and choirmaster of Holywood Parish Church, visited one of our choir practices to take a singing workshop and to provide some insight into the role of a church chorister.

In the next academic year, the ukulele will be introduced as a classroom instrument to further enhance music provision in KS2.

### **3 THE SECONDARY DEPARTMENT**

#### **(i) Introduction**

The Governors' Annual Report to parents represents one of the principal ways that the school communicates the details of its major activities for the year just ended. It contains a great deal of information, much of it prescribed and stipulated in regulation issued by the Department of Education. However, over and above all the facts and figures, it is hoped that there is also some indication of the vibrant, dynamic and successful school at the heart of it all. Just how successful the school is can be judged in many ways and a number of the indicators are included in this publication.

In terms of performance in public examinations, 2017/18 was another very successful year, both at A level and GCSE.

The recognition of the success of the school is also clear from the fact that it remains oversubscribed in all year groups. 2017/18 saw the ninth series of AQE testing in relation to Transfer and the process once again passed off smoothly.

The pace and volume of educational change continues to present the school with a range of challenging circumstances and there is no doubt that the difficult economic climate is continuing to have a significant impact on schools. However, it is important to point out in this introduction that the Board of Governors and staff of Sullivan Upper School are committed to maintaining and improving the high standards for which the school is known. We continue to achieve excellent results, we continue to provide a rich diet of extracurricular activities and we continue to support our pupils with strong pastoral and careers structures.

#### **(ii) Curriculum**

At KS3 pupils have access to a wide range of subjects in line with the statutory requirements. Learning for Life and Work has dedicated periods and the cross-curricular skills are monitored and developed. The Literacy and Numeracy co-ordinators play a vital role, not only at this Key Stage but throughout the school. The tasks for Using ICT have been developed and embedded over a number of years and, while they are assessed, the results are not reported in levels.

The school wishes to keep the breadth of the curriculum at KS4 and this strategy was commended during the 2015 ETI school inspection. Consequently, in addition to the core subjects of English, English Literature, Mathematics and Religious Studies, all pupils are required to study at least one subject from the categories of Science, Modern Languages and Environment and Society. Learning for Life is available as a GCSE subject, but all pupils also have one period per week to follow a Pastoral programme. The school, at present, offers 24 GCSE subjects.

Pupils are required to select three or four subjects to study at KS5. Many pupils begin with 4 AS Levels and reduce these to 3 A2 subjects in Year 14. To date, the school has offered pupils a free choice of A Level subjects and then has worked to timetable the combinations. In a small number of cases the combination of subjects requested by the pupil cannot be accommodated, or cannot be accommodated without clashes on the timetable. Despite this small number of disappointments, the school has resisted returning to the system, used by many schools, of having blocks from which the pupils must make their choices as this greatly restricts the pupils' options. As financial constraints continue, it is to be hoped the present system can remain in place. At present 23 subjects are offered at KS5 within Sullivan with the possibility of a further 3 or 4 in collaboration with Priory Integrated College, bringing the total to 26 or 27.

The Entitlement Framework continues to be an important part of government policy. The rationale behind it is to provide access to a wide range of courses for students. GCSE pupils should be able to choose from at least 21 subjects with at least one third being classified as "general" and one third "applied". Similarly, at Sixth Form, students should have access to at least 21 courses with the same one third stipulation for general and applied subjects. In terms of subjects offered to pupils we more than comply with this target. However, occasionally a few classes do not run because of the very small number of pupils selecting them. The proximity of Priory Integrated



College and the alternative courses they offer has enabled a strong link to be forged and a small number of pupils from Priory Integrated College study at sixth form level each year in Sullivan.

Rigorous self-evaluation procedures are in place which are used to enable Departments to evaluate and adjust schemes of work at all Key Stages as required. With the introduction of new specifications at KS4 and KS5 a large proportion of the time on School Development Days was set aside to allow Departments to work to build their schemes, resources and expertise. Heads of Departments in response to external examination results and other pressing issues draw up, in collaboration with their colleagues, a Departmental Development Plan which is evaluated at the end of the year.

One area for development was to inform parents about the changes to the grading system in both England and in Northern Ireland. An information leaflet was designed and sent to parents. This leaflet also directed parents to the CCEA and Department of Education websites for additional information. The change to the grading at KS4 has introduced a new A\* grade. This is, we are told, a new A\* and not to be confused with the existing A\* Grade. There will be a smaller percentage of A\* grades available. In addition, a new C\* grade has been introduced which will reduce the proportion of B grades. A table in the leaflet showed how the new grades would align with the numerical grades being introduced in England.

The Literacy committee was expanded to include members from more departments such as Chemistry and Music and the whole school focus for the year was Reading. The committee introduced the new focus to the whole staff through training for teaching staff and classroom assistants in August and all members of the committee were involved in raising awareness of Reading as key to the improvement of results. They also provided resources on various strategies for teaching Reading skills. We continued to be involved with the CPD Literacy Transition Project and Mrs R Trainor successfully secured £1000 Bursary from the project to embark on a partnership with Glencraig Integrated Primary School in order to improve outcomes in reading and writing across key stages. In February Mrs K Millar delivered training to the HODs and provided further reading resources and in June Mrs Trainor spoke to HODs about her Bursary work and explained the training which she would deliver in August 2018. Visiting authors, entering competitions, the Creative Writing Club and the DEAR day to mark World Book Day were successful in raising the profile of reading and providing enrichment opportunities for the pupils. The committee noted that a wide variety of approaches are being implemented for Literacy throughout the whole school and the departmental action plans reflect serious consideration and diversity of good practice.

Following on from the survey in 2016/17 a small Numeracy Working Group was formed comprising the Numeracy Coordinator and teaching staff from the "Big Four" (Science, Geography, Home Economics and Technology). The group concentrated on looking at areas of Numeracy that were common to the Big Four subjects. The aim was to try to establish a whole school approach to the delivery of these specific areas. This proved challenging as the requirements at GCSE and A level across the subjects are not consistent. By the end of the year the group was able to produce a document entitled "Numeracy- A whole school approach to using Mathematics" which will be launched to all staff in 2018/19.

The "Transition Project" changed its focus this year from Literacy to Numeracy. This group, comprising of teachers from the local primary and post-primary schools, met to look at Numeracy and transition. The meetings led to a better understanding of transition in relation to Using Mathematics. Tentative steps were made to trialling a common task with P7 and Y8. Funding permitting, it is hoped that this will happen in 2018/19.

The use of data to inform teaching and learning was further embedded. MIDYIS testing took place again to provide baseline data on the Year 8 pupils. The tracking system continued for Years 8 to 10. YELLIS was used again with Year 11 pupils to give a baseline measurement for this cohort. The tracking system was extended into Year 12. External examination data was created for Heads of Departments to enable them to analyse pupil performance in the public examinations and to compare results with the Northern Ireland Grammar School average. Data to analyse the performance of Special Educational Needs (SEN), Education other than at School (EOTAS) and Free School Meals (FSM) pupils was produced for use by the SENCO, SLT, Heads of

Departments and subject teachers. Internal examination data summaries were also created to enable Heads of Year, Heads of Department and subject teachers to monitor pupil performance.

It has been well publicised in the media that school budgets have been under considerable strain for some years. Sullivan has been able, to date, to offer and deliver a broad, balanced and appropriate curriculum for its pupils. Although this has resulted in larger class sizes at times, the high quality of teaching and learning continues enabling the young people of Sullivan to fulfil their potential.

### **School Development Days**

The school was closed to pupils for five days for the purposes of whole school development. Teachers and classroom assistants attended training sessions in Literacy and Independent Learning Goals. Time was allocated to develop procedures for establishing and monitoring Independent Learning Goals with Year 13 pupils and to prepare schemes and lesson plans for the new CCEA specifications at GCSE and A2 level. Teachers met in Learning Development Groups to share their good practices in the classroom in relation to Differentiation, Outstanding Teaching, Resilience and Independent Learning. New staff followed an Induction Programme including Child Protection training.

### **(iii) Examination Results**

See Appendices 8-14.

### **(iv) The Public Examinations System**

The administration of the public examinations system by the school has increased in range and complexity over the years. Last year the Examinations Officer entered over five hundred students for a variety of GCSE, AS level and A2 level examinations.

In January, pupils in Years 11-14 were entered for their GCSE, AS and A2 examinations. Year 14 pupils were also entered at this time for any AS units they wished to re-sit in school during the summer examination session.

In the Spring, coursework marks, samples and estimated grades were collected from departments, ready to be sent to the relevant Awarding Bodies (ie examination boards) in May. The main examination period ran as usual from early May to the end of June with examinations held in a number of locations around the school. This year saw the role out of the new A Level Specification for both AS and A2 (with the exception of Maths and Design and Technology (AS only for Design and Technology)). The change in the specification has led to a change in the weighting of the AS and A2 modules, so instead of being a 50/50 split it is now 40% of the weighting at AS Level and the remaining 60% at A2.

The examinations were supervised by a team of invigilators which was organised by the Examinations Officer. Examination arrangements also included requests for Special Consideration and Access Arrangements for a number of pupils. The past few years have seen an increase in the number and range of Access Arrangement requests, a fact recognised by the Joint Council for Qualifications (JCQ). They have this year considerably tightened up on what is permissible, and what evidence is required when applying for an Access Arrangement.

Results were issued in August, with Year 14 pupils receiving individual unit scores for all their AS (if they re-sat a module) and A2 units and final grade awards for both AS and A2 level subjects. Year 13 pupils received unit scores and grade awards for each AS units studied. GCSE pupils in Year 12, as the specifications are now unitised in the main, also received unit scores as well as grade awards for each subject studied.

Requests for re-marks and access to scripts were also handled at this time by the Examinations Officer.

### **(v) Pastoral**

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 Miss Anne Dines who leads a team made up of Head of Sixth Form, Year Heads, Form Teachers and SENCO (Special Educational Needs Coordinator) all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics was provided as part of Learning for Life and Work to each year group and some students have embarked upon a GCSE in Learning for Life and Work.

The Resilience Training Group has been gathering age-appropriate resources for different Year Groups on the topic of Resilience and these will be piloted next year.

In order to keep everyone aware of this important issue, Safeguarding Children Training was given to new members of staff, teaching and non-teaching, as well as governors and the Safeguarding Team met once each term. The Deputy Designated Teachers received refresher training. Changes to Safeguarding and Child Protection which were highlighted on this course will become part of the new School Development Plan and the Child Protection Policy will be updated in the coming year.

The Learning Support Resource Room continues to be used on a one-to-one basis by pupils as a quiet, conducive place to learn, as well as a venue for the games club at break time under the supervision of classroom assistants.

The independent counselling service Familyworks has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school.

In addition, work continued with the School Council to develop its role as an important channel for the pupil voice.

**(vi) Special Educational Needs**

Sullivan Upper School 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 may be necessary to facilitate their attendance at Sullivan Upper School. The school has a policy on Special Educational Needs and a copy of this is available upon 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 have educational 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 Needs involves all interested parties in decisions about the educational provision and curriculum choices, and transition planning for these pupils.

The SENCO and Assistant SENCO continue to work tirelessly to enable pupils with statements and others at stages 1 to 3 of the Code of Practice to have access to the Northern Ireland Curriculum. This requires the creation of Individual Educational Plans which are drawn up in collaboration with staff, parents and appropriate outside agencies. Technology is used where appropriate.

**(vii) Extracurricular**

Our pupils were involved in a tremendous range of co-curricular and extra-curricular areas.

In rugby, the 1<sup>st</sup> XV reached the quarter-final of the Schools Cup; meanwhile, the Medallion side were runners-up in Medallion Plate; and the 3rdXV won the Plate competition.

In girls hockey, the 1<sup>st</sup> XI progressed to the quarter-final of the Super League and, for the fourth year in a row, the semi-final of the Schools Cup. The U14 team triumphed in the Junior Plate.

In boys hockey, we reached the latter stages of the age-group competitions and the 1stXI won a major trophy, the McCullough Cup for the second time in three years.

In athletics, a large number of pupils competed in the District Championships, with many qualifying for the Ulster Championships, and the All-Ireland championships. In cross country, at the District Championships the Mini Girls were 2<sup>nd</sup>, the Mini Boys 1<sup>st</sup> and the Junior Girls 2<sup>nd</sup>.

In swimming a large number of pupils took part in the various galas. In the Swim Ulster Gala, the Intermediate Boys Relay Team took 2<sup>nd</sup> place.

Our netballers acquitted themselves admirably and all teams from year 8 to senior reached the latter stages of their age-group competitions.

In tennis, the Senior Girls were runners-up in the Senior Cup and both the Minor team and Junior team were Ulster Champions. The Junior Boys were runners-up in their junior cup.

In Badminton, the Senior Girls were runners-up in Division 2 and the Junior Girls runners-up in Division 1. The Senior Boys were Division 2 winners and went on to represent Ulster at the Irish Finals and the Year 8 Boys won the Division 2 cup.

In Cricket the Year 8 boys team won the plate competition.

The Sullivan Upper Fencing Club enjoyed another successful season, with many highly placed results in the NI series.

In golf, the junior girls team won the Ulster Schools Junior Competition.

Sullivan pupils also excelled in a range of sporting activities beyond school: in karate, diving, trampolining, speed-stacking, cycling, squash, sailing, table tennis and football.

The number of pupils involved in music in Sullivan across all age-groups is, as always, outstanding, be it in choirs, ensembles, as soloists, and covering the wide spectrum of genres from classical to jazz to traditional. Highlights of the year included the annual carol service at the Parish Church, the traditional group performing at the St Patrick's Day service at Down Cathedral and, of course, the annual spring concert at the Ulster Hall, a wonderful showcase as always. Every item was a highlight - there was certainly something for everyone and the audience was in awe of the musical talent on show.

The splendid Junior Drama Production of the Wizard of Oz was another highlight of the year. With a large cast, we were transported over the rainbow.

Year 9 and 10 pupils participated in a series of events and competitions organised by the charity 'Never Such Innocence', which promotes awareness and remembrance of the First World War through the media of poetry, song and art. Year 10 pupils performed poetry and song at the Ulster Museum and Year 9 pupils entered a poetry competition and attended the awards ceremony.

The popular Creative Writing Club welcomed former pupil and now published author, Chloe Grant-Jones. The Year 8 team came 3<sup>rd</sup> in the annual Kids Lit Quiz.

The Sullivan team won the Geographical Association World Wise Quiz.

The Young Enterprise group won an Organisation & Management award for their exploits.

Over 60 educational trips and visits took place during the year including: the Year 8 visit to the interactive educational facility RADAR to the History trip to Poland; the attendance by pupils at an International Women's Day Conference to junior rugby and hockey tours; the Spanish exchange and to the Saphara trip to India. Pupils enjoyed many opportunities to broaden their horizons.

Among the many other activities are the splendid work of the School Library; the generosity of pupils in charitable giving; the pupil mentors who give of their time to help others; the exploits of the seventy plus pupils taking the Duke of Edinburgh's Award Scheme; the Politics Society; the Scripture Union; Warhammer Club; the Student Council; Year 8 Mummers; or the Mountaineering Club.

**(viii) Careers, Education, Information, Advice and Guidance**

Sullivan Upper School runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently five members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the expertise of the Northern Ireland Careers Service, local universities, local businesses and parents to enrich the Careers Programme. The provision includes:

**Key Stage 3**

- Input into the Employability element of the Learning for Life and Work programme
- Guidance interviews for pupils and parents for GCSE choices

**Key Stage 4**

- The provision and delivery of a weekly period of Careers Education in Year 12
- A parental evening concerning choices at 16+
- Guidance interviews for pupils and parents for choices at 16+
- Outside speakers informing pupils about career paths
- Consultations with the Northern Ireland Careers Service for all pupils

**Sixth Form**

- A taught Careers programme in Year 13 and 14
- A week of work shadowing
- Organisation of Higher Education (HE) applications (UCAS, CAO etc.)
- Consultations for pupils prior to their HE applications
- Various outside speakers and opportunities to attend Open Days and conferences
- Practice interviews and preparation for Oxbridge candidates

**After Care**

- A reference writing service for former pupils
- The facilitation of HE applications for former pupils

**(ix) Staffing**

In terms of staffing, there were a number of significant changes. The end of the year saw the retirement of 4 long-serving members of staff. There were three retirements from the Biology Department: Mrs Linda Webb, after 23 years in the school, many of those also as Head of Year; Mrs Genny Clarke, after 24 years, including many years in charge of Oxbridge applications and as co-ordinator of the Duke of Edinburgh's Award scheme; and Mrs Phyllis Smith, after 39 years in the school (30 years as Head of Department). Mr Martin Thom also retired after 48 years' association with the school, both as pupil and teacher and as Head of Geography for 24 years. At the end of the year, Mrs Carol Johnston was appointed Head of Geography, Mr Steven Drennan Head of Biology, and Mrs Lisa Johnston and Miss Leonie Aranha to the Biology Department. At Halloween 2017, Mr Andrew Miller and Miss Susan Whitla left to take up Head of Department roles in other schools. They were replaced by Mr Sam Cooper in Physics and Mrs Jenny Simon in Art. In order to cover long-term absence, we availed of the services of Miss Carol Willey in Art, Miss Samantha Lockhart, Mr David Greeves and Miss Kirsty Jordan in Biology, Mr Ryan Livingston and Mr Tom Stevenson in History and Mr Mark Winning in Technology. In 2017/18 on the non-teaching side we said farewell to Mrs Kathy Marshall and Ms Lesley Falls (Art Technicians); Mrs Rachel Kelly and Mrs Patricia Sims (Silver Robin).

**(x) School Security and Safety**

The Health and Safety Committee, chaired by Mr Brian Cave (Governor) and with representatives from many parts of the school's activities, continued to oversee this important aspect of school life. The programme of refresher training continued during the year including training the qualified first aiders and the Board gratefully acknowledges the valuable commitment of this team. The school is committed to providing a secure and safe environment for our pupils - all visitors to the school are required to report to reception upon arrival and to display a visitor's badge if not accompanied by a member of staff.

**(xi) Buildings and Facilities**

The School continues to invest in its facilities despite the significant and increasing pressure on revenue with capital expenditure of £1,327k in 2018 and associated grants of £840k from the Department of Education. The Department of Education approved a significant capital project under the School Enhancement Programme and this commenced construction phase in July 2016 with the completion date of 31 August 2017. This project has delivered a much needed enhancement to the facilities for our pupils with the refurbishment of a hockey pitch with an astroturf surface and the provision of floodlighting, the provision of new changing facilities, a School gym and dance/drama studio. The Board gratefully acknowledges the continued support of the Department of Education in such projects which is essential to ensure that our facilities are fit for purpose. The Board continued its investment in ICT resources with expenditure of £40k funded by the voluntary contributions of parents.

The Board of Governors also continued its investment in the preparatory department with expenditure of £172k in 2018 – this was the final phase of refurbishment works to Dromkeen House and included the refurbishment of one classroom, office and staff facilities, disabled access and entrance facilities. Capital fees of £95k in total were set aside in the preparatory department to provide funding for capital development.

## 4 FINANCIAL STATEMENT

### Financial Report for the Year ended 31 March 2018

The Board of Governors is pleased to present its report for Sullivan Upper School for the above year.

### Financial Reporting

The Governors confirm that they comply with the requirements of the Charities Act (Northern Ireland) 2008 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015).

### Sullivan Upper School Charity No: XN45715

Sullivan Upper School is a registered charity established for the purpose of the advancement of education achieved through the School's extensive programme of curricular and extracurricular activities. The School receives voluntary contributions from parents of £177K (2017: £176k) and gift aid of £41k (2017: £39k) was received in relation to these contributions. These funds are used to operate the School's wide programme of extracurricular activities and to fund items of expenditure which are not funded by the Department of Education in the secondary department such as the provision of additional ICT resources with a cost of £40k.

### Public Benefit and Operational Performance of the School/Achievements

The School provides the following demonstrable benefits all of which flow from the School's charitable purpose of advancing education:

- 1 The School provides a high quality education to all of its pupils.
- 2 The high quality of the academic education provided in the Grammar School is demonstrated by the excellent results achieved in the public examinations, both at GCSE, AS and Advanced Level and by the number of leavers who progressed to further education as follows:

### Academic Achievements

In 2017 143 (97%) (2016 141 (97%)) of our leavers progressed to Higher or Further Education either immediately or achieved a place to be taken up following a gap year.

### Advanced Level Examinations (A Level)

In the 2017 examination year 149 (2016 146) pupils were entered for the A Level examinations. 72% of pupils achieved a minimum of 3 Cs (73% in 2016).

These excellent results enable our pupils to progress to tertiary level education at the university of their choice.

### General Certificate of Secondary Education Examinations (GCSE)

156 (2016 157) pupils were entered for the GCSE examinations in 2017. Of those entered, 94% (2016 97%) achieved A\* to C in 7 or more subjects including English and Mathematics.

### Extra-curricular Activities

The School also continues to provide a wide range of extra-curricular activities through which pupils can develop independence, confidence and a range of skills. These include a wide range of clubs and societies as well as many sporting activities.

Sporting performances have been at impressive levels throughout the year. Although the School celebrates the achievements of those who excel in their chosen sport, the aim is for every pupil to derive enjoyment and satisfaction from achieving their best, at whatever level.

### School Trips

These are seen as an integral part of the education offered by the School. This year's trips included theatre visits; Duke of Edinburgh expeditions; Music Trip to London; Physics Trip to CERN; History Trip to Krakow and Ski Trip to USA.

## **Music**

2017/18 was a very busy year for the Music Department, with pupils performing at Prize Day, the Carol Service, Open Day, St Patrick's Day celebrations in Down Cathedral, School functions and the annual Spring Concert in the Ulster Hall. The School was well represented in the Ulster Youth Choir, Orchestra and Jazz Orchestra.

## **Community Use**

Sullivan Upper School plays an important role in the local community and its facilities are made available to a number of local organisations (including local primary schools) during the year. The School is actively involved in the training of teachers, providing student-teacher placements and mentoring support. The annual charity fund-raising activities conducted within the School raise significant sums of money for distribution to a range of local, regional, national and international charitable causes.

## **Financial Results**

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2017/18 our total LMS funding increased by £24k (0.5%) compared with the previous year. Additional grant funding decreased in total by £166k or 28% in 2018. Last year's figures included funding of £101k for one teaching and three non-teaching redundancies – there were no redundancies in the current year. Additional in-year funding of £66k was received last year from the Department – there have been no such additional resources made available in 2018. Overall, total income decreased by £129k or 2 %.

Total teaching costs increased by £15k or 0.4% - the prior year's figures included additional redundancy costs of £40k following one full time redundancy. The total cost of substitute teachers increased by £52k or 46% and reflects an increase in the number of absences due to long term sickness. Total non-teaching staff costs decreased by £69k or 7%. New pay scales effective from 1 April 2017 were implemented during the year following completion of the pay remit approval process. The increase was 1% for non-teaching staff. In the prior year, three posts in the non-teaching staff were made redundant with total associated costs of £61k. Staffing costs in total therefore have decreased by £54k (1%) during the year. Total expenditure in all areas for the year decreased by £22k or 0.4%.

The Silver Robin Restaurant reports a decrease in income of £17k or 5%. Sales in the canteen have decreased by £15k or 5% and reflect a decrease in the number of days on which the canteen was operational due to the timing of Easter holidays. Total costs have decreased by £2k or 0.7%. The Board is pleased that it has been possible to set aside funds of £6k (2017 £21k) for reinvestment in the Silver Robin facilities.

## **Funding of the Deficit (Secondary Department)**

The secondary department reports a deficit this year of £150k (2017 £43k). The income and expenditure account includes revenue and costs associated with curricular and extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School. Funding from the Department of Education does not extend to extracurricular activities and this deficit is funded by the voluntary contributions donated by parents. The Board gratefully acknowledges the continued support of its parents in this tangible measure and is pleased that all pupils have the opportunity to access the School's extracurricular programme.

## **Plans for Future Periods**

In January 2017, the Minister for Education announced a second call under the School Enhancement Programme (SEP) aimed at meeting immediate and pressing capital investment needs in Schools. The School Enhancement Programme makes available funding of between £500,000 and £4,000,000 for projects which refurbish or extend the existing School provision. The School has submitted an application for capital works to be carried out under this scheme and awaits the outcome of this process.

In October 2017, the school also submitted a number of projects for consideration under the Department of Education's Minor Capital Works Scheme. Approval has been received through this



scheme for the funding of disabled access works in the secondary department with estimated costs of £30k. These works are planned to be carried out in the Autumn of 2018. The Board of Governors plans to commence a phase of refurbishment works in the swimming pool over the forthcoming number of years and the first phase of these works commenced in the summer of 2018.

Further development was planned in the preparatory department with improvement works on external grounds, exterior lighting and access. It is hoped that these works will be completed in the autumn of 2018.

Whilst funding has been made available from the Department of Education's capital budget for the building works previously mentioned, the Governors highlight their concerns at the uncertainty in recurrent (revenue) funding for 2018/19 and beyond. This is a separate source of funding which is allocated to Schools by the Department of Education based on pupil numbers and School size and is used to finance the daily operation of the Schools. Schools are not permitted to use capital funding for expenditure other than on approved building projects.

Despite these funding pressures, Sullivan Upper School continues to deliver a varied program of both curricular and extracurricular activities, for all its pupils and in particular notes the many successes recorded in curricular areas, sporting events and an extensive range of extracurricular activities – all of which contribute to the best possible School experience for our pupils. The Board has put in place strategic cost reduction measures over the past number of years to address the shortfall in revenue funding and remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive program of extracurricular activities.

### **Fundraising – Sullivan Upper Appeal Fund**

The capital works recently completed through the School Enhancement Programme are viewed by the Board as fundamental to our commitment to "Sustaining Sullivan's Future". This major capital project is needed to keep the School's estate up to modern educational standards and the Board is determined that the School's facilities are maintained at the highest possible quality.

The Board of Governors of Sullivan Upper School was delighted to announce the launch of a major fundraising campaign in 2016 to connect together all of the members of the Sullivan family. Sustaining Sullivan's Future will reach out to all the many "Friends of Sullivan" who are alumni, students, teachers, staff, parents, governors past and present and also to those in the local community who wish to join to assist the ongoing development of the School.

As at 31 March 2018, this Appeal Fund has secured total funding of £181k from a combination of pledges and income from events. The Board of Governors wishes to record its gratitude to all those who have contributed to this fund and acknowledges the United Way Worldwide grant received on behalf of the generosity of Soros Fund Charitable Foundation.

### **SUPA and SUPPA**

The Board of Governors is grateful for the ongoing support of the parents' associations in the secondary and preparatory departments (SUPA and SUPPA respectively). These associations raise funds to assist the School and these are typically used to contribute towards the purchase of equipment and learning resources.

## **5 CONCLUSION**

Readers of this report will be well aware of the successes of the pupils and the developments that have taken place at Sullivan Upper School over the past year. The Board of Governors is proud of the pupils and their achievements and will continue to build on the solid foundations of the school's history and ethos. The Governors acknowledge that a school's greatest resource is its staff and thank them all for their commitment to the pupils. We will strive to meet the challenges that lie ahead and we remain committed to developing and improving what we do for the educational advantage of our pupils.

## **APPENDICES**

The information provided in these appendices is that which the Department of Education requires the Board of Governors to give parents in annual reports.

### **APPENDIX 1 - Information about Pupil Numbers**

In the 2017/2018 school year, at the time of the school census the total number of pupils enrolled in the school was 1267. Of these, 191 were in the Preparatory Department and 1076 in the Secondary Department with 154 in Year 12, 155 in Year 13 and 150 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 18, of whom 17 were in the Secondary Department and 1 in the Preparatory Department.

### **APPENDIX 2 - Attendance Rates**

The annual attendance rate for 2017/2018, calculated in the manner set down by the Department of Education, was 96.2% (2016/17: 96.4%) in the Secondary Department and 96.9% (2016/17: 97.4%) in the Preparatory Department.

### **APPENDIX 3 - (a) Admissions and Enrolment Numbers**

The school admissions number for 2017/2018 was (as usual) 150. The school's total enrolment number was 1060 for the Secondary Department (excludes Statemented pupils who are supernumerary).

### **APPENDIX 3 - (b) School Fees**

For the 2017/18 school year the annual capital fee for parents was set at £140 per child per annum and the voluntary fee requested by the Board of Governors was £275 per annum. A full statement of the Governors' Charges and Remissions Policy is available on the school's website or upon request.

## APPENDIX 4 - Courses of Study Available

The following subjects were available for study at GCSE level

Art & Design	French	Physical Education
Biology	Further Mathematics	Physics
Chemistry	Geography	Religious Studies (GCSE)
Computer Science	German	Religious Studies (Short Course)
Digital Technology	History	Spanish
Drama	Learning for Life & Work	Technology & Design
English Language	Mathematics	
English Literature	Moving Image Arts	
Food & Nutrition	Music	

The following subjects were available for study at GCE Advanced and Advanced Subsidiary level

Art & Design	French	Music
Biology	Further Mathematics	Nutrition & Food Science
Business Studies	Geography	Physical Education
Chemistry	German	Physics
Computer Science	Government & Politics	Religious Studies
Design & Technology	History	Spanish
Drama & Theatre Studies	Mathematics	
Economics	Moving Image Arts	
English Literature		

## APPENDIX 5 - Information about Extracurricular Activities

The main activities available for pupils were:

Army Cadet Force	Duke of Edinburgh Award Scheme	Public Speaking
Art Club	Fencing	Rugby
Athletics	Golf (Boys and Girls)	Scripture Union (Junior and Senior)
Badminton	Hockey (Boys and Girls)	Skiing
Chess/Trading Card Club	Inter-school quizzes eg	Tennis
Code Club	Worldwise Quiz	Warhammer
Community Service	Musical Groups**	Young Enterprise
Creative Writing	Netball	
Cricket	Politics Society	
Drama		

\*\* includes Brass Group, Junior Strings, Sullivan Singers, String Trios/Quartets, Jazz Group, Junior and Senior Traditional Groups, Junior Band, Senior Band, Woodwind Trios/Quartets, Recorder Ensemble, Junior Choir, Orchestra.

**APPENDIX 6 - School Leavers**

As the following table shows 174 pupils left the school by the end of the 2017/2018 school year. The vast majority of these were students who completed their A Levels and went on to study at Further or Higher Education institutions - mostly for degree courses.

<b>LEAVERS</b>	<b>Year 12</b>		<b>Year 13</b>		<b>Year 14</b>	
	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>
Transferring to another school	5	3.24	1	0.64	0	0
Apprenticeship Training Courses	1	0.65	0	0	1	0.67
Entering Further Education	11	7.14	6	3.87	10	6.71
Entering Higher Education	0	0	0	0	131	87.92
In Full-Time Employment	0	0	0	0	6	4.03
Other (Gap Year)	0	0	0	0	0	0
Seeking Employment	0	0	0	0	1	0.67
Other	0	0	1	0.64	0	0
<b>Totals</b>	<b>17</b>	<b>11.03</b>	<b>8</b>	<b>5.15</b>	<b>149</b>	<b>100</b>

### APPENDIX 7 - End of Key Stage 3 Levels of Progression

ENGLISH (Communication)		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	75.8	NR	NR	NR	NR

USING MATHEMATICS		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	75.9	NR	NR	NR	NR

\* **Please note:** 2017/18 data have been produced based on submitted returns from 32% of post primary schools. The remaining schools did not submit returns due to industrial action. There is no data regarding pupils achieving Levels 6 and 7 and above. The Data has been weighted to account for non-response bias.

**There is no KS3 result from Sullivan Upper School due to industrial action.**

**APPENDIX 8 - Examination Results - GCSE/Year 12**

Number in Year 12	154
% entered for 7+ GCSE's	100%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	94%
% achieving 5+ GCSE's Grades A* - C	99%
% entered for other exams	0%
% achieving none of the qualifications listed	0%

**APPENDIX 9 - Examination Results - (i) A2 Level**

Number in final year of A level (Year 14)	149
% achieving 3+ A level Grades A* - C	72%
% achieving 2+ A level Grades A* - E	99.3%

**APPENDIX 9 - Examination Results - (ii) AS Level**

Number in Year 13	152
% achieving 3+ AS Grades A-C	74%*
% achieving 2+ AS Grades A-E	98%*

\*Not including results for pupils taking linear subjects (Computer Science, Drama)

### APPENDIX 10 - Examination Results - Trend Data

Performance Indicator	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average
<b>% Achieving 5+ GCSEs at Grades A* - C</b>	98.7	97.2	98.7	97.8	97.4	96.5	99.4	96.5	99.0	N/A
<b>% Achieving 7+ GCSEs at Grades A* - C</b>	94.2	93.0	96.8	93.6	96.7	92.1	96.8	91.2	94.1	N/A
<b>% Achieving 3+ A levels at Grades A* – C</b>	76.1	75.7	81.3	77.0	73.1	76.3	73.2	78.1	72.0	N/A
<b>% Achieving 2+ A levels at Grades A* – E</b>	100	99.8	100	99.4	99.3	99.5	100	99.7	99.3	N/A

NB Comparative figures for NI Grammar Schools 2017/18 not available at this time.



## APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2018

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE								
		A*	A	B	C	D	E	F	G	U
Art & Design	38	10.5	36.8	18.4	26.4	7.9	0	0	0	0
Biology	106	26.4	39.6	24.5	9.5	0	0	0	0	0
Chemistry	101	39.6	31.7	16.8	8.9	2.0	1.0	0	0	0
Chinese *	1	100.0	0	0	0	0	0	0	0	0
English Language	154	21.4	33.8	35.7	8.5	0.6	0	0	0	0
English Literature	154	16.2	35.1	31.2	12.3	5.2	0	0	0	0
French	109	18.3	23.9	23.9	21.1	11.9	0.9	0	0	0
Geography	91	12.1	30.8	30.8	13.2	9.9	1.1	2.1	0	0
German	22	31.8	4.5	31.8	27.3	4.6	0	0	0	0
Home Economics	41	26.8	22.0	39.0	12.2	0	0	0	0	0
History	81	35.8	27.2	23.5	13.5	0	0	0	0	0
ICT	80	15.0	46.3	25.0	10.0	2.5	1.2	0	0	0
Mathematics	154	49.4	32.5	13.6	4.5	0	0	0	0	0
Further Maths	78	48.7	26.9	20.5	2.6	0	1.3	0	0	0
Moving Image Arts	21	19.0	28.6	23.8	19.0	9.6	0	0	0	0
Music	24	41.7	33.3	20.8	4.2	0	0	0	0	0
Physical Education	24	20.8	33.3	29.2	12.5	4.2	0	0	0	0
Physics	117	25.6	29.9	26.5	13.7	1.7	2.6	0	0	0
Religious Studies (SC)	154	25.3	33.1	20.8	11.8	4.5	4.5	0	0	0
Spanish	45	24.4	26.7	17.8	17.8	11.1	2.2	0	0	0
Technology & Design	21	4.8	19.0	23.8	28.6	19.0	0	0	4.8	0

\* Chinese is an IGCSE

**APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2018**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	7	57.1	28.6	0	14.3	0	0
Biology	50	36.0	18.0	22.0	6.0	10.0	8.0
Business Studies	30	20.0	23.3	30.0	20.0	3.4	3.3
Chemistry	48	41.7	27.1	10.3	12.5	4.2	4.2
Computing	3	0	0	0	66.7	33.3	0
Economics	17	17.6	17.6	23.6	11.8	11.8	17.6
English Literature	27	7.4	29.6	29.6	22.2	11.2	0
French	13	15.4	0	69.2	15.4	0	0
Geography	42	35.7	31.0	19.0	11.9	0	2.4
Home Economics	23	43.5	26.1	17.4	8.7	4.3	0
History	25	32.0	36.0	24.0	8.0	0	0
Mathematics	70	47.1	24.3	8.6	10.0	7.1	2.9
Moving Image	23	43.5	39.1	13.0	4.4	0	0
Music	5	60.0	0	40.0	0	0	0
Physical Education	13	30.8	30.8	38.4	0	0	0
Physics	50	24.0	22.0	18.0	18.0	12.0	6.0
Politics	21	23.8	47.6	14.3	9.5	0	4.8
Religious Studies	16	37.5	6.3	37.5	12.5	6.2	0
Spanish	10	10.0	50.0	30.0	0	10.0	0
Technology & Design	13	69.2	7.7	23.1	0	0	0

**APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2018**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Arabic	1	100.0	0	0	0	0	0	0
Applied Business	14	0	14.3	64.3	14.3	0	7.1	0
Art & Design	8	12.5	0	50	25	12.5	0	0
Biology	35	20.0	22.9	22.9	14.3	11.4	8.5	0
Chemistry	42	31.0	23.8	26.2	7.1	11.9	0	0
Computing	8	12.5	12.5	12.5	25.0	0	37.5	0
Economics	12	0	33.3	50.0	16.7	0	0	0
English Literature	25	12.0	12.0	32.0	32.0	8.0	4.0	0
French	11	0	45.5	18.2	27.3	9.0	0	0
Geography	32	3.1	28.1	40.6	21.9	6.3	0	0
Home Economics	21	19.0	28.6	38.1	9.5	4.8	0	0
History	15	6.7	46.7	26.7	6.7	13.2	0	0
ICT	11	0	0	9.1	27.3	45.5	18.1	0
Mathematics	65	30.8	36.9	12.4	13.8	4.6	1.5	0
Further Maths	13	61.5	23.1	7.7	7.7	0	0	0
Moving Image Arts	17	17.6	23.6	52.9	0	5.9	0	0
Music	8	50.0	25.0	12.5	12.5	0	0	0
Physical Education	12	0	58.3	33.4	8.3	0	0	0
Physics	38	21.1	31.6	28.9	5.3	7.9	5.2	0
Politics	25	4.0	28.0	36.0	24.0	8.0	0	0
Religious Studies	12	0	25.0	41.7	33.3	0	0	0
Spanish	7	14.2	28.6	28.6	28.6	0	0	0
Technology & Design	4	25.0	75.0	0	0	0	0	0

**APPENDIX 14 - Other Examination Results**

	<b>Examination</b>	<b>Number Entered</b>	<b>Pass Rate</b>
All Years	Associated Board of Royal Schools of Music	53	96%
All Years	Rock School Exams	14	100%
All Years	London College of Music	108	100%

## APPENDIX 15 - Key Dates for 2017/18

<b>KEY DATES FOR 2017/2018</b>
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<b>Autumn Term</b>	<b>Friday 1 September 2017 – Thursday 21 December 2017 (inclusive)</b>
Pupil Induction Day	Friday 25 August 2017 (Year 8 only – 9.00 am-12.30 pm)
<b>Bank Holiday</b>	<b>Monday 28 August 2017</b>
Pupil Induction Days	Tuesday 29 August 2017 (Year 14 only – 9.00 am-12.30 pm) Wednesday 30 August 2017 (Year 13 – 9.00 am-12.30 pm) Thursday 31 August 2017 (Years 8-13 – 9.00 am-12.30 pm)
All Pupils in School	Friday 1 September 2017
<i>School Development Day</i>	<i>Wednesday 27 September 2017 (pupils do not attend)</i>
<b>Half Term</b>	<b>Monday 30 October 2017 – Friday 3 November 2017 (inclusive)</b>
Autumn Term ends	Thursday 21 December 2017 at 12.00 noon
<b>Christmas Holiday</b>	<b>Friday 22 December 2017 – Wednesday 3 January 2018 (inclusive)</b>
<b>Spring Term</b>	<b>Thursday 4 January 2018 – Friday 23 March 2018 (inclusive)</b>
<i>School Development Days</i>	<i>Thursday 4 January 2018 (pupils do not attend)</i> <i>Friday 5 January 2018 (pupils do not attend)</i>
All Pupils in School	Monday 8 January 2018
<b>Half Term</b>	<b>Monday 12 February 2018 – Friday 16 February 2018 (inclusive)</b>
<i>School Development Day</i>	<i>Monday 19 February 2018 (pupils do not attend)</i>
Spring Term Ends	Friday 23 March 2018
<b>Easter Holiday</b>	<b>Monday 26 March 2018 – Friday 6 April 2018 (inclusive)</b>
<b>Summer Term</b>	<b>Monday 9 April 2018 – Friday 29 June 2018 (inclusive)</b>
Summer Term Begins	Monday 9 April 2018
<b>May Day Holiday</b>	<b>Monday 7 May 2018</b>
<i>School Development Day</i>	<i>Monday 28 May 2018 (pupils do not attend)</i>
Summer Terms Ends	Friday 29 June 2018 at 12.00 noon

## APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2018

### Financial Statements

#### Revenue Account for the Year ended 31 March 2018

	2017/18		2016/17	
<b>INCOME</b>				
Fees	634,554	10.68	617,036	10.16
LMS Delegated Budget	4,788,032	80.55	4,764,119	78.45
Additional Grant Funding	424,196	7.14	590,308	9.72
Other Income	97,444	1.63	101,412	1.67
<b>TOTAL INCOME</b>	<u>5,944,226</u>	<u>100.00</u>	<u>6,072,875</u>	<u>100.00</u>
 <b>EXPENDITURE</b>				
Teaching Salary Costs	4,187,146	70.44	4,171,613	68.69
Non-Teaching Salary Costs	921,431	15.50	990,851	16.32
<b>Total Salary Costs</b>	<u>5,108,577</u>	<u>85.94</u>	<u>5,162,464</u>	<u>85.01</u>
 <b>Other Costs</b>				
Curriculum	328,053	5.52	345,298	5.69
Property	470,283	7.91	429,101	7.06
Administration	184,837	3.11	177,184	2.92
<b>TOTAL EXPENDITURE</b>	<u>6,091,750</u>	<u>102.48</u>	<u>6,114,047</u>	<u>100.68</u>
 <b>Deficit for the year</b>	 (147,524)	 <u>(2.48)</u>	 (41,172)	 <u>(0.68)</u>
 <b>Surplus for Silver Robin Restaurant</b>	 165		 356	
 <b>Net decrease in revenue reserves</b>	 <u>(147,359)</u>		 <u>(40,816)</u>	

## APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2018

### Financial Statements

#### Balance Sheet as at 31 March 2018

	As at 31 March 2018	As at 31 March 2017
<b>Fixed Assets</b>	11,740,438	10,514,336
<b>Current Assets</b>		
Stock	16,423	15,243
Debtors	54,120	67,846
Bank Current Account	775,986	610,651
Cash on Hand	300	300
	846,829	694,040
<b>Current Liabilities</b>		
Creditors	(689,803)	(727,805)
	(689,803)	(727,805)
<b>Net Current Assets/(Liabilities)</b>	157,026	(33,765)
<b>Total Assets Less Current Liabilities</b>	11,897,464	10,480,571
<b>Long Term Liabilities</b>		
Finance Loans	(370,711)	(16,513)
<b>Net Assets</b>	11,526,753	10,464,058
Represented By		
<b>Unrestricted Reserves</b>	11,291,781	10,238,223
<b>Designated Funds</b>	108,238	77,043
<b>Restricted Reserves</b>	35,482	53,789
<b>Endowed Funds</b>	91,252	95,003
<b>Total Reserves</b>	11,526,753	10,464,058