



RATHMORE

GRAMMAR SCHOOL
PROSPECTUS





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THE SUNDAY TIMES

SCHOOLS GUIDE
2026

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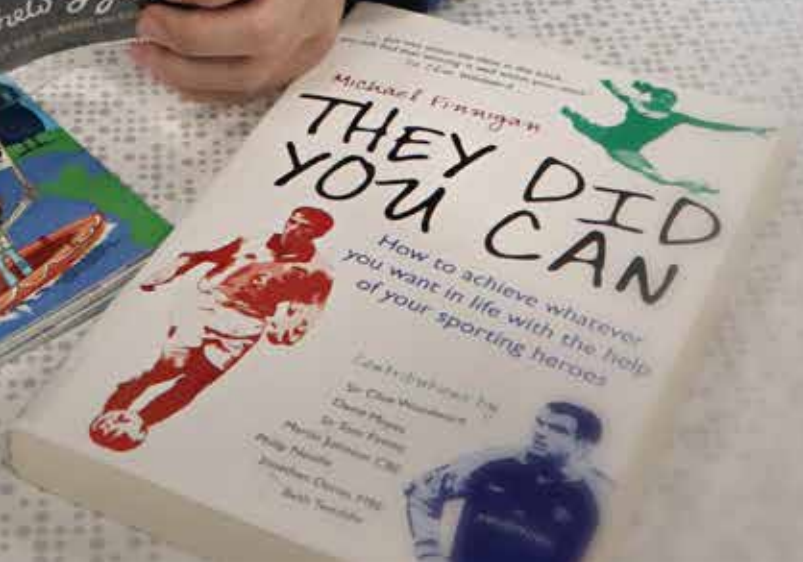


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Be inspiring, exciting and I wish I was like you!
9 780130 011111

YOU ARE AWESOME
Find your confidence and dare to be brilliant at (almost) anything
Matthew Syed

THE NUMBER ONE BESTSELLER



Principal's Welcome

I am delighted to welcome you to Rathmore Grammar School. I hope you will enjoy reading our prospectus and I know that meeting with our pupils and staff will give you a real sense of the strength of our school community and an appreciation of how important pastoral care, wellbeing, and supportive relationships, characterised by mutual respect, are within the school.

We care about every pupil and work in partnership with our parents to ensure that each child is nurtured and encouraged to benefit from the wide range of activities offered within and beyond the curriculum.

We recognise that each pupil is an individual and we value their strengths and talents as we help them prepare for adult life as confident and caring young people who will make a real contribution to others.

Rathmore has a rich heritage with an outstanding academic record, and we pride ourselves on being a happy, vibrant, and inclusive school where pupils acquire skills and knowledge, form lifelong friendships and live out the values set out in our mission and in our school motto, "Ut Vitam Habeant", (That they may have life).

Our Mission Statement lies at the heart of all we do and is fittingly complemented by our Student Pledge. The Pledge was created by our students, across all year groups, as a way of expressing their interpretation of our ethos and Mission Statement and distilling it down into what it means for them to be valued members of our school community. It is simple, direct and powerful.



Our motto comes from our founders, the Sisters of the Sacred Heart of Mary. The beautifully restored old Convent House sits at the heart of the school, amid its modern buildings. A fitting blend of the old and the new, its distinctive presence symbolises the respect and gratitude we hold for our traditions, our founders and those who came before us. Its endurance signifies our optimism and hope for the future, for those who will come after us.

Dr Arthur Donnelly
Principal

UT VITAM HABEANT • THAT THEY MAY HAVE LIFE



MORE



INSPIRING





Our Mission

Rathmore is a Catholic co-educational voluntary grammar school, founded by the international congregation of the Sisters of the Religious of the Sacred Heart of Mary (RSHM). The school shares their motto, “Ut Vitam Habeant” (That they may have Life), which reflects the mission of our school to enrich through education the life of the people in its care and encourage them, in turn, to bring life to others.

We, in Rathmore, seek to fulfil our mission by:

- building up a school community characterised by the virtues of faith, integrity, mutual respect, justice, compassion and generosity;
- creating a caring and vibrant learning atmosphere where pupils are cherished and their spiritual, moral, social, cultural, intellectual and physical development is fostered;
- seeking to lead pupils to a deeper, active and more personal faith and creating an environment where Christian qualities find practical expression in daily life;
- promoting academic excellence among pupils, in keeping with their individual aptitudes, and preparing them for their future role in society;
- encouraging pupils to become confident, articulate and responsible members of the community, prepared to stand up for their own beliefs while respecting the beliefs and traditions of others;
- establishing effective links with parents, local parishes and the wider community and encouraging participation in activities designed to promote the life and dignity of people, especially those who are most in need of justice.



School Pledge

The School Council was established in 2016 to enable the 'pupil voice' to shape the key areas of school life that affect our pupils.

One of the first tasks undertaken by the Student Leadership Team was to articulate a 'School Pledge' of how they viewed our school community and how each member of our school could strive

to build up a school environment that is accepting, inclusive and enables each pupil to make a positive impact through their contribution now and in their future.

“We are a community, aspiring to be open and accepting of all.

We recognise equality without conformity, ambition without rivalry, and justice without pity.

Beginning with ourselves, reaching out to others, we make our impact on the world.”

Faith Development

We are a Catholic school where our pupils are encouraged to participate fully in the Religious Education programme and practice of the faith.

Through an invitational approach, the school endeavours to lead pupils to a deeper, active and more personal faith and to create an atmosphere where Christian qualities find practical expression in everyday life.

We warmly welcome pupils from other faith groups and value the richness and breadth they bring to our school community.

Faith schools create an environment where a young person can explore their purpose and place in the world. Freedom of personal choice, opinion and the development of critical faculty are central elements of reasoned faith and are treasured and promoted across the curriculum.

Throughout the year, opportunities are created for pupils to experience prayer and to participate in the sacraments and in paraliturgies, especially during the liturgical seasons of Advent, Christmas, Lent and Easter. Pupils in Years 8 to 10 have an annual one day retreat, an opportunity to further

develop their faith and understanding of God. During Advent and Lent there is a whole school response to communities in need both locally and abroad.

The Religious Education programme, Fully Alive, followed by pupils in Years 8 to 10, is a continuation and development of the Catholic primary school programme. It includes elements of doctrine, morals, liturgy, sacraments, prayer and major world religions. Year 11 and 12 pupils follow the CCEA GCSE Religious Studies syllabus which involves the study of Sacred Scripture and the chief tenets of Christian belief and ethical practice. The pupils sit one unit at the end of Year 11 and one unit at the end of Year 12. The school-designed Sixth Form programme provides pupils with opportunities to reflect on their own faith experience and the demands of Christian living in contemporary society. In addition, pupils who take Religious Studies to AS/A2 level follow the CCEA syllabus which includes options on the Philosophy of Religion and Ethics, with special reference to Medical Ethics.



Pastoral Care

The school seeks to foster academic excellence while meeting the needs of individual pupils within a well-structured, fully supportive Pastoral Care system designed to promote the overall development and welfare of each pupil and to ensure that pupils are protected from harm. Pastoral Care permeates all aspects of school life and contributes to the creation of a supportive atmosphere in the school for both pupils and staff. A Vice Principal co-ordinates Pastoral Care throughout the school, working closely with Year Heads who have particular responsibility for the pupils in a specific Year Group and who, in turn, co-ordinate the work of the Tutors in that Year Group. Tutors and Year Heads keep in close contact with parents.

Tutor System

Each Year Group of 180 pupils is divided into Tutor Groups of about 20 pupils and each group is placed under the care of a Tutor who seeks to build up a detailed knowledge of the needs, emotional development, progress and academic attainment of each pupil in the group. Tutors are at the heart of the Pastoral Care System and liaise closely with Year Heads, Heads of Department, subject teachers and parents.

Tutors meet their groups at the beginning of each school day, four times a week for a Tutor Period and once a week for a general Assembly of the Year Group under the direction of the Year Head. One of the four Tutor Periods is extended, lasting 40 minutes. The Tutor Period begins with prayer and is used to register pupils, to relay information and to deliver a Pastoral Care Programme designed to meet the needs of the pupils in a particular Year Group.

The following themes are included in the Pastoral Programmes from Year 8 to Year 14:

Bullying Awareness

Drug and Alcohol Education

Internet Safety / Cyber Bullying

Positive Mental Health and Emotional Wellbeing

Relationships and Sexuality (consent)

Social Justice Awareness Campaigns

Study Skills

The Tutor encourages discussion and seeks to promote group identity and close relationships within the group.

Counselling

A Senior Teacher co-ordinates a counselling service within the school. It is provided by a counsellor from Family Works and an independent registered counsellor. Counselling is available to pupils at their own or at their parents' request and on the recommendation of Year Heads.

Child and Young Adult Protection and Safeguarding

The school recognises that children and young adults have the right to be protected from all forms of violence, to be kept safe from harm and given proper care by those looking after them.

It has appointed Mr P O'Callaghan as the Designated Teacher for Safeguarding and Mrs A M Magee, Vice Principal as the Deputy Designated Teacher.

One Senior Teacher is appointed as a Deputy Designated Teacher to each year group and travels with them as a Trusted Adult as they progress from Year 8 through to Year 12.



Special Educational Needs

The school endeavours to meet the needs of all pupils and makes provision for pupils who have special educational needs, in line with the Special Educational Needs & Disability NI Order (2005), the Equality Commission for Northern Ireland's Disability Discrimination Code of Practice for Schools (2006), the Special Educational Needs and Disability Act (NI) 2016 (SENDA), and its own Special Educational Needs policy. The school's Special Educational Needs Co-ordinator works closely with the Vice Principal responsible for Pastoral Care in managing the school's provision.

A team of Learning Support Assistants support pupils in a wide range of areas:- individual, group and whole class support. Individual Education Plans are drawn up in consultation with parents, pupils and staff for pupils with specific needs. Where appropriate, access arrangements are provided in both internal and external examinations for pupils with specific individual needs.

School facilities include signs in Braille, ramps and lifts for disabled access and individual toilet, shower and changing facilities.

A multi-purpose Resource Room provides excellent accommodation, facilitating the holistic development of our pupils through a range of activities and opportunities. This area is highly utilised by our Learning Support Team and pupils throughout all Key Stages, proving invaluable for the academic progress and emotional well-being of our pupils.



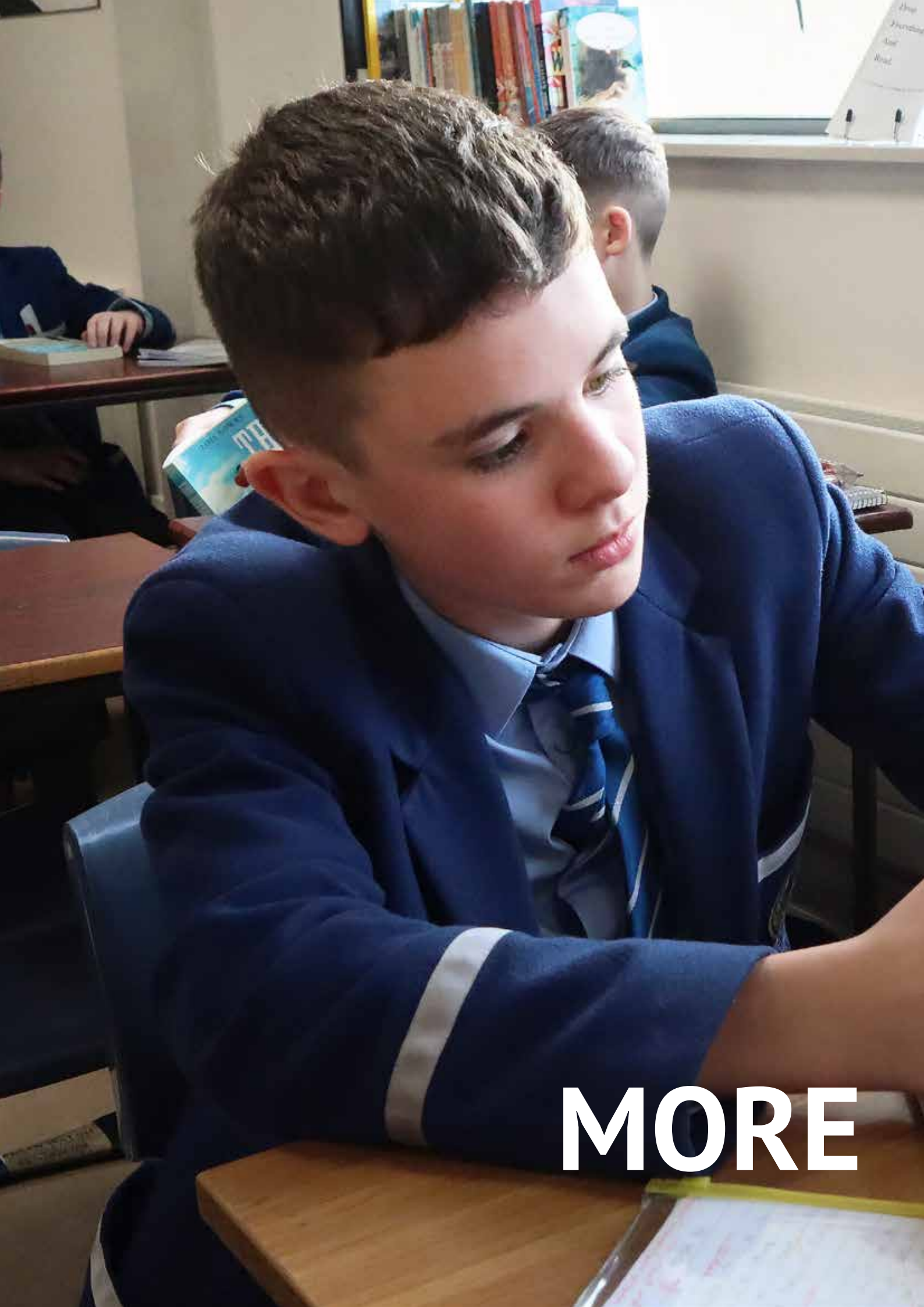
Positive Behaviour

The school seeks to create a positive, well-ordered environment within which each pupil feels valued and encouraged to contribute positively to his/her personal development and to the life of the school. Self-discipline and a healthy respect for others and for authority are promoted.

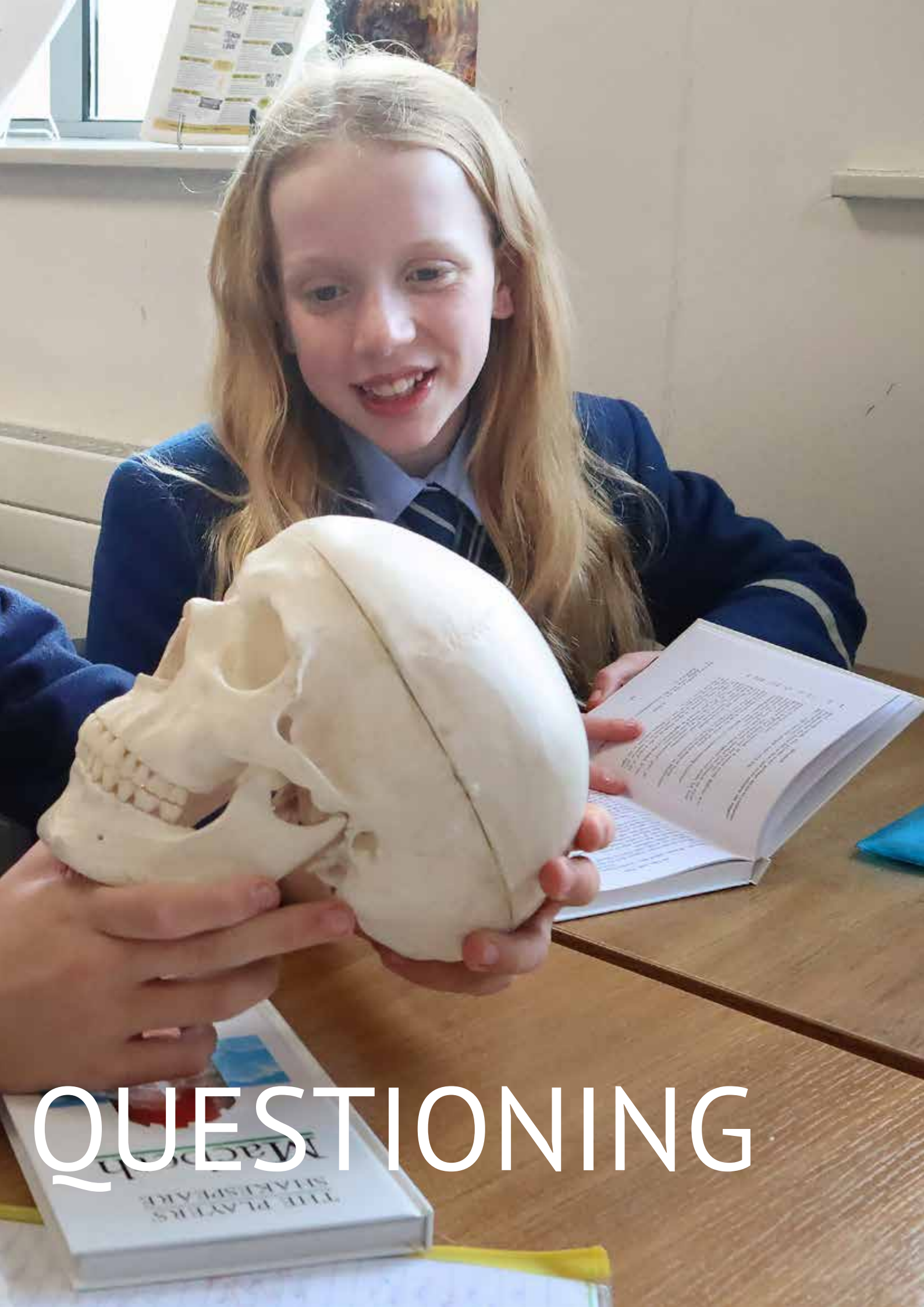
The Positive Behaviour Policy includes a Code of Discipline outlining expectations, rewards and sanctions which seek to encourage good behaviour on the part of pupils. Parents are

issued with a copy of the Code, and it is explained to and discussed with pupils on a regular basis, in particular through Tutor Group.





MORE



QUESTIONING

Our Curriculum

The school seeks to provide a broad and balanced curriculum which promotes the spiritual, moral, social, cultural, intellectual and physical development of pupils and prepares them for the opportunities, responsibilities and challenges of adult life. Religious Education and community prayer and worship are central to the life of the school. The spiritual, moral and social development of pupils is promoted in particular through Religious Education classes, group retreats and the Pastoral Care Programme. Particular attention is paid to promoting good cross-community relations, to responding to areas of need in the local community and in developing countries and to participating in conservation projects.

KEY STAGE 3

Pupils at Key Stage 3 follow the Northern Ireland 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; and
- to develop the young person as a contributor to the economy and the environment.

These objectives are to be achieved for Learning for Life and Work through Key Elements, infusing cross-curricular skills and thinking skills and personal capabilities across the Areas of Learning.

Key Stage 3 Subjects:

- Art and Design
- Design and Technology
- Drama
- English
- French plus Irish, German or Spanish
- General Science
- Geography
- History
- Home Economics
- ICT
- Learning for Life and Work
- Mathematics
- Music
- Physical Education
- Religious Education

Pupils at Key Stage 3 study two Modern Languages, French and either German, Irish or Spanish. As well as being infused through the Areas of Learning, ICT is delivered as a discrete subject in Year 8, Year 9 and Year 10.

KEY STAGE 4

Core Subjects:

At Key Stage 4, pupils are required to study at GCSE Level **Religious Education, English Language, English Literature, Mathematics, at least one Modern Language and at least one Science.**

All pupils at Key Stage 4 follow non-examination classes in Physical Education and Learning for Life and Work.

The Mathematics Department will select pupils, based on their performance at Key Stage 3, to study Further Mathematics at GCSE. These pupils will normally sit GCSE Mathematics at the end of Year 11 and Further Mathematics at the end of Year 12. Pupils studying only Mathematics will sit one unit at the end of Year 11 and one or two units at the end of Year 12.

Optional Subjects:

In addition to their core subjects pupils are offered a choice of the following subjects:

- **Art and Design**
- **Biology**
- **Business Studies**
- **Chemistry**
- **Computer Science**
- **Digital Technology**
- **Drama**
- **Food and Nutrition**
- **French**
- **Geography**
- **German**
- **History**
- **Irish**
- **Music**
- **Physical Education**
- **Physics**
- **Science (Double Award)**
- **Spanish**
- **Technology and Design**

At the beginning of Year 11, pupils and their parents attend an Induction meeting where they receive a handbook that gives an overview of the assessment arrangements for GCSE including modules examined. This is also available on our school website.

Organisation of Classes

Pupils are taught in mixed-ability classes in all subjects apart from Mathematics where classes are arranged in sets at Key Stage 4 to enable pupils with greater mathematical ability to follow an accelerated GCSE programme.



SIXTH FORM

Sixth Form pupils at Rathmore, having chosen to pursue their studies to A-Level, are invited to assume a leadership role within the school, working closely with teachers and fellow pupils in promoting a caring and vibrant learning atmosphere. We hope that pupils will enjoy their Sixth Form years and avail of the opportunities which the school provides for them to achieve academic excellence, in keeping with their individual aptitudes, and to become more confident, articulate, and responsible young adults.

Requirements for entry to Sixth Form:

Sixth Form pupils are expected to take at least **3 subjects** to A-Level.

Consideration will be given to accepting applicants of proven academic ability and achievement whose school records demonstrate:

Pupil Profile

- i. Respect for school rules and policies and full co-operation with teachers and school management.
- ii. Regular and punctual attendance; overall attendance should be **at least 95%**.
- iii. Ability to engage in independent study, under the guidance of teachers, as demonstrated by the quality of their work both in school and at home in preparation for GCSE. Consideration of a pupil's preparation for GCSE will take account of school reports and the pupil's full compliance with arrangements for controlled assessment/coursework in subjects where it is an integral part of the course.

Academic Profile

- i. Pupils should have achieved a minimum of 7 GCSE subjects at Grades A*-C including English Language and Mathematics.
- ii. Pupils should have achieved a minimum of 15 points across 5 GCSEs.

Grade	A*	A	B	C*	C
Points	5	4	3	2	1

- iii. Pupils should satisfy the Subject Specific Criteria for each A-Level subject.
- iv. Pupils who wish to study four subjects at AS Level should have at least 6 Grade As at GCSE.
- v. For any applicant with qualifications other than GCSEs, the Admissions Panel may take the view that the candidate has achieved an equivalent standard to that stated in (i) and (ii) of the Academic Profile.

Requirements for Individual Subjects in Lower Sixth

To take a subject at AS Level, pupils should have at least a Grade B at GCSE in that subject or in a subject which requires similar skills. The GCSE should be the full examination with all papers at higher Level.

The exceptions to this rule are as follows:

- For A-Level Biology, Chemistry or Physics, pupils should have a minimum of a Grade A and a Grade B across Units 1 and 2 of the GCSE Science subject or for pupils who have studied Double Award Science, the requirement is a Grade A in each of their Module 1 units and at least a Grade B in each of their Module 2 units.

For Physics, pupils should also have Grade B in Mathematics which includes the M8 paper. It is an advantage to have studied GCSE Further Mathematics, and where this is not the case, it should be studied in Year 13.

- For Mathematics, pupils should have a Grade C in Further Mathematics and a Grade A in Mathematics which includes the M8/M4 papers. Pupils who have not studied GCSE Further Mathematics in Year 12 should study it in Year 13.
- To study A-Level Further Mathematics, pupils should have a grade A in GCSE Further Mathematics.

Pupils will not normally be permitted to study more than one subject at AS Level which they have not studied at GCSE.

Pupils who have demonstrated poor management skills at GCSE will not normally be permitted to study more than one subject with a coursework element, see (iii) in the Pupil Profile above. should have at least 3 Grade Cs at AS level.

Progression to Upper Sixth Form

To proceed from Year 13 to Year 14, pupils should have at least a Grade C at AS Level in that subject and, consequently, pupils should have at least 3 Grade Cs overall at AS Level.

The policy for Post GCSE Admissions Criteria is available on the school website.

Core Curriculum in Sixth Form

All Sixth Form pupils take a school designed course in Social RE and Careers Education along with 3 or 4 subjects to A Level chosen from the following list.

Choices within the Curriculum

Where there is an element of choice within the curriculum, for example, the second modern language in Year 8, subjects for GCSE and AS/A2 level, the school endeavours to accommodate pupils but may not be able to give them their first choice because of factors such as timetable and budgetary constraints, regulations regarding class sizes and staffing.

A Level Options

- **Applied Health and Social Care**
- **Art and Design**
- **Biology**
- **Business Studies**
- **Chemistry**
- **Computer Science**
- **Digital Technology**
- **Drama and Theatre Studies**
- **English Literature**
- **French**
- **Further Mathematics**
- **Geography**
- **German**
- **Government and Politics**
- **History**
- **Irish**
- **Mathematics**
- **Music**
- **Moving Image Arts**
- **Physical Education**
- **Physics**
- **Religious Studies**
- **Sociology**
- **Spanish**
- **Technology and Design**









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CREATIVITY

Homework

Homework is central to the learning process of the pupil. It extends and consolidates classroom learning and encourages pupils to develop independent research and study skills. For homework to be effective, an active partnership between pupils, teachers and parents is necessary. Pupils are encouraged to reflect on the feedback given by their teachers and to take the necessary steps to improve their learning.

Parents are asked to take a keen interest in their child's homework and to ensure that it is done in an environment suitable for study. A reasonable amount of time should be spent on homework and private study each evening and at weekends. Times recommended range from 1 hour per day for Year 8 pupils to 3 hours for Sixth Form pupils. When homework is completed within the recommended time, pupils should devote the remainder of the time to private study.

The Library

The school library is open to Sixth Form **Monday to Thursday until 6.00 pm** and on **Friday to 4.30 pm**.



School Council

The School Council in Rathmore provides a meaningful way in which students can voice their opinions and views and have a real say in decisions that affect them. The School Council provides a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the school and the wider community.

The School Council allows students to develop skills and qualities in leadership roles, involving them in meaningful ways both in and beyond the classroom. It provides opportunities for students to demonstrate their talents and interests while continuing to develop new skills.

Representatives from each Year Group meet with a Sixth Form Communication Officer on a monthly basis to present feedback from their Tutor Group on a whole range of issues and normally once a term the School Council meets with the Principal and the Senior Leadership Team. The School Council liaises with the Student Body to contribute to school policy.





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TOGETHERNESS

Our Sport

Sports facilities include a Sports Hall, Gymnasium, state of the art fitness suite, a full size Gaelic Football pitch, a regulation Football pitch and a smaller junior Gaelic Football pitch, two synthetic pitches, the larger of which is flood lit, six Tennis Courts, two outdoor Basketball Courts, two outdoor Netball Courts, a polymeric running track, Long Jump pit and general games area. The school also makes use of the local Leisure Centres for Swimming and the local parks for Orienteering.

Participation in a wide variety of sporting activities is central to life at Rathmore Grammar School. Students are taught a range of physical skills as well as communication, teamwork, time management, organisation, leadership and resilience. Physical activity is good for mind and body and has many physical, psychological and social benefits for children. Sport goes beyond learning new physical skills and also helps children develop better ways to cope with the highs and lows of life. It provides opportunities to make new friends and build better friendships and gives to children a sense of belonging.

All students in Years 8 –12 take part in Physical Education classes as part of their statutory curriculum and there is also the opportunity to take part in enrichment PE in Sixth Form. There are also plenty of opportunities for children to take part in extracurricular sporting activities including, Cross-country, Basketball, Netball, Gaelic Football, Soccer, Hurling and Camogie.

Pupils also have the opportunity to represent the school in Swimming, Athletics and Waterpolo. The benefits and experiences gained



by students through their involvement in sport is invaluable and creates a multitude of memories.

The school also offers GCSE and A-Level Physical Education. There are currently classes at GCSE, AS and A2.

The Physical Education and Games staff endeavour to facilitate students in all sports and activities. Physical Education staff work closely with our gifted and talented athletes to ensure pupils are recognised for their achievements and ability within their sport. They are fully supportive of our students and encourage them to represent the school at all opportunities and events during their time at Rathmore.

Students are encouraged to develop their creative and expressive talents through individual activities such as Athletics, Cross-Country, Dance, Outdoor

Pursuits, Gymnastics, Boxing, Martial Arts and Swimming. They are also afforded opportunities to pursue certified coaching and officiating qualifications in Gaelic Games and Football.

They also have opportunities to work with primary partners in developing sports-based programmes and coaching sessions.

The appreciation and love of all local games and activities such as Gaelic Football, Netball, Football, Hurling, Basketball, Athletics, Camogie and Ladies Football are the cornerstones on which our PE and Extracurricular Programme is founded. Various teams representing the school have brought local and national success to the school.





MORE



EXCELLENCE



Our Music

Immerse yourself in our modern haven, boasting spacious classrooms, a recording studio, and a suite of practice rooms that form the perfect backdrop for a rich blend of curricular and extra-curricular experiences.

At Rathmore, all students delve into the world of Music at KS3, experimenting with percussion, building guitar and keyboard skills, as well as exploring music technology production software and media to nurture their musical knowledge and skills. As they progress to KS4/5, our department maintains an exceptional performance record at both GCSE and A-Level. One-fourth of our pupils receive weekly instrumental and vocal tuition, and Year 8 students embark on a musical journey, choosing to continue their lessons or embrace a new instrument or voice.

But it doesn't stop there—our weekly extra-curricular program is a symphony of opportunities! From several choirs to a senior orchestra, junior and senior string orchestras, a Jazz band, a wind band, an Irish traditional group, and various chamber ensembles, our students thrive in an

environment that hones not only their musical prowess but also their social and technical skills.

Our talented pupils grace both school events and external competitions. Rathmore's musical influence extends to prestigious institutions, with representation in the Ulster Youth Orchestra, Ulster Youth Choir, City of Belfast Youth Orchestra, and St. Peter's Cathedral Schola Cantorum. Our longstanding partnership with the City of Belfast School of Music further elevates our students' musical journey.

As we applaud the achievements of Rathmore alumni, many of whom pursue Music at renowned universities and conservatoires across Ireland, the UK, and beyond, we take pride in cultivating the next generation of musical education and performance professionals. Join us on a journey where the musical possibilities really are limitless.





Careers Education

The pupil experience of Careers Education benefits from a whole school approach where every teacher and department provide a wealth of experience and opportunities to connect pupil learning to the workplace.

At the heart of the school's vision for Careers Education is the hope that pupils will identify their interests, skills and aptitudes in order to open opportunities for their future studies and possible career pathways. The Careers department, teachers and tutors work closely with pupils and their parents to establish a strong relationship for guidance that enables pupils to make informed decisions about the subjects they might choose to study at GCSE, AS and A2 Level and the courses they may then choose to pursue in Further and Higher education. These opportunities are complemented by a biennial Careers Taster Evening, and links with the Careers Service NI.

Pupils in Years 8-12 take part in a Careers programme delivered through Learning for Life and Work and in Sixth Form it is delivered through the Pastoral Programme and timetabled Careers classes.

Key Stage 3

Through LLW, pupils investigate various jobs. They examine what Transferable Skills are and they look at their own skills and qualities and investigate which skills and qualities are needed in different jobs.

Pupils examine what it's like to be an entrepreneur. They investigate famous entrepreneurs and discover the challenges they face. Year 9 also look at different job types and work patterns in NI. Year 9 take part in a Careers event in St George's Market organized by 4CUR

Future, an industry led social enterprise, where they engage in employability skills with companies such as Fintru, Almac and Allstate.

In Year 10 the focus is on employability skills. The pupils work to identify their skills and qualities. The Careers Department works with pupils to provide advice and guidance on GCSE choices. This starts with a Careers Information Assembly for pupils followed by time in LLW classes to research different subjects and Labour Market opportunities and trends. Individual interviews with pupils and parents to discuss GCSE choices and options are organised. All pupils receive a Year 10 Choices Booklet in which every department give details of their subject at GCSE, how it is assessed and the potential career paths related to their subject.

Year 10 have a session with GCSE students to discuss the different subjects they study to help them make informed choices.

As part of the 'Miniversity' week Year 9 students have the opportunity to visit Queen's University Belfast and University of Ulster to meet lecturers in various departments. They then research degree courses they might be interested in, and the programme culminates with a mock graduation in the Courtyard.

Key Stage 4

Pupils focus on Post-16 options and adjusting to the transition from Key Stage 3.



MORE



ENRICHMENT

Enrichment Activities

Pupils throughout the school are encouraged to participate in enrichment activities which enhance their school experience, including:

Religious Education

Social Awareness

Cross Community Links

Learning For Life and Work

English, Communication Skills

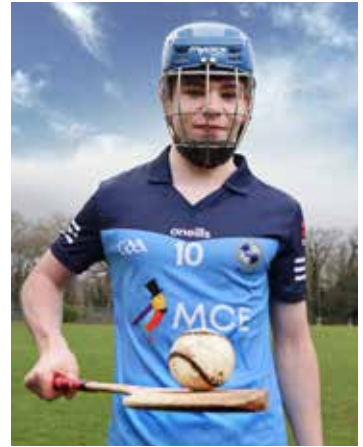
STEM-related Activities

Creative & Expressive Studies

Environment and Society

Language Studies





Student Survey

I love the school library. Our English class goes there every second Thursday, and I always really look forward to it. I love reading, and I am able to locate my favourite authors and books without many problems, but I also find new authors and books, which I am very grateful for.

I feel the after school sports really help our school the most, as it keeps us fit and gives us time to spend with friends, but also it gives us time to interact with others who may not be in our tutor group and class.

I like the teachers, they are friendly and kind and if you would like to speak up they will listen. My classmate in form class is a part of the School Council and we talked a lot about the things we would like to improve in the school. She took in our ideas and went to the meeting and told them all about them, this makes me and my other classmates who wanted to contribute to the School Council feel included.

I like the lunch time clubs as they help people to get new interests or hobbies and to have fun. I like to do quick activities as soon as I get into a class just to get my brain switched on.

I love the after school activities and the lunch time activities. This is because there are so many games, sports and activities to choose from e.g Football is after school on Fridays and there is also Gaelic after school on Tuesday. Rathmore has loads of activities to choose from!

I like that we are able to learn about different cultures, beliefs and how people live.

I really like my teachers and their support, and the different campaigns helping people who may be anxious.

I like the freedom to be independent and social in the school.

I like the variety of clubs during and after school. It gives us a break from regular school life. I also like the mix of subjects and I appreciate the job that is being done to improve students' mental health.

I like the emphasis and consideration of career guidance, including the wide range of subject choices and the help provided, such as the careers interviews. It enables me to be fully confident with my choices and well-aware of what they entail. Overall, it creates a suitable platform to make university choices which I know are correct and will enjoy.

I like the trips abroad. I feel they help build more friendships in your year group and it gives you the opportunity to talk to people from different classes in a more casual, fun setting.

There is a sense of community across the school, and there is a level of trust and respect among both pupils and teachers. Teachers are open to questions and we always have the resources to adequately prepare for an upcoming assessment/exam.

When I have a problem or a concern with school work, my teachers will make it their problem and help me to the best of their ability. This is very reassuring and it is nice to know teachers will help.

I like the Pastoral Care and caring attitudes of teachers, in which all of my teachers have pupils' needs at the heart of their work. I have always been treated with respect, fairness and kindness throughout my time at Rathmore. I also like how the Senior Staff of the school are willing to listen to and consider our concerns, which can be communicated through bodies such as the Student Council, which holds meetings with the Principal and Vice Principals. The voice that pupils have in the life and operation of the school is invaluable to its success and the experience of its pupils.







ADDRESS

Rathmore Grammar School
Kingsway, Finaghy, BT10 0LF

Telephone 02890 610115

www.rathmoregrammarschool.org

SCHOOL INFORMATION

School Principal
Dr Arthur Donnelly BSc, PhD, PGCE, PQH

Chairperson of the Board of Governors
Mr John Morrissey

Number of Pupils: 1274
Admissions Number: 180

