

RATHMORE GRAMMAR SCHOOL

REPORT OF THE BOARD OF GOVERNORS TO PARENTS FOR THE YEAR 2020/21

Parents are invited to read the Report in conjunction with the school magazine, Solas, which gives a more colourful insight into the life of the school, many aspects of which are also highlighted on the school website at www.rathmoregrammarschool.org.

BOARD OF GOVERNORS

Members

Trustee Appointees:	Mr J Morrissey, Sr U Canavan, Mr T Keenan, Ms I Jennings
DENI Appointees:	Mr T Donaghy, Mrs S Fleming Mitchell, Mr S Mahon
Elected Parent:	Mr P McErlean
Elected Teacher:	Mr A Donnelly
Co-opted Member	Mr M Matthews
Chairman:	Mr J Morrissey
Principal:	Mrs T Hamilton
Secretary:	Ms D Magee

Current Term of Office: 30/12/17 until 29/12/21

Election of Parent Governor: The next election will be held in November 2021

Discharge of Functions: In the discharge of their functions the governors held five full Board meetings and numerous committee meetings during the year. Matters dealt with included Finance and Audit, Admissions Criteria, Child Protection, School Development Planning, Examination Results, Staff Development, Appointments and Promotions, School Canteen and Fund Raising.

CHILD PROTECTION

If parents have any concern about their child's safety they should contact Mrs Ursula Lavery, Vice Principal responsible for Pastoral Care and Discipline, who is the school's Designated Teacher for Child Protection, Ms Claire Miskelly and Mr Patrick O'Callaghan, who are the Deputy Designated Teachers or Dr Arthur Donnelly, the Principal.

SCHOOL POLICIES

Please note that school policies on **Bullying, Child Protection, Pastoral Care, Positive Behaviour and Special Education Needs** and **this Report** are on the school website: www.rathmoregrammarschool.org. Hard copies are available on request from the Principal.

SCHOOL TERMS 2021-22 (Provisional)

Autumn:	24 August – 21 December	Mid Term:	25 October – 29 October
Spring:	7 January – 13 April	Mid Term:	14 – 18 February
March			St Patrick's Day: 17-18
Summer:	25 April – 30 June		

School Day: 9.00 am – 3.25 pm

N.B. Parents are asked to ensure that family holidays are not arranged during term time as indicated above.

STAFF DEVELOPMENT DAYS 2020-2021

19 August 2020	Principal's day with staff, followed by meetings for HoYs, HoDs, Departments, New Staff induction and working groups
21 August 2020	Covid Contingency Planning Ensuring pupil and staff wellbeing, return to school Use of Teams to support in-school learning and teaching, and to prepare for possibility of remote learning/support pupils who are self-isolating Pastoral Meetings
28 August 2020	Departmental – e-Learning and Revision of Exam Specifications Planning for assessment opportunities SEN pupil information
28 September 2020	Staff Well-being Day
7 December 2020	e-Learning – Use of Teams to support learning and teaching / preparation for remote learning
22 December 2020	Curriculum and Assessment
15 January 2021	Remote-Learning support and planning
10, 20, 21 May 2021	Standardisation and Moderation of Centre Assessed Grades

CURRICULUM

The school seeks to provide a balanced and broadly based curriculum which promotes the spiritual, moral, social, cultural, intellectual and physical development of students and prepares them for the opportunities, responsibilities and challenges of adult life.

The school continues to offer the full Northern Ireland Curriculum at Key Stages 3 and 4. Rathmore is part of the South Belfast Area Learning Community. All schools in this community are committed to providing students with access to the Entitlement Framework which aims to guarantee all post primary students aged 14 and above greater choice and flexibility, by providing them with the choice of a broad range of general and applied courses suited to their needs, aptitudes and interests.

Religious Education and community prayer and worship are central to the life of the school. The spiritual, moral and social development of students 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.

New to the curriculum this year is the introduction of split lunch arrangements with a view to improving the student experience within the school day. This has necessitated the modification of the timetable cycle and is under review as the year progresses.

Key Stage Three

Students at Key Stage Three 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 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.

Subjects studied in Years 8, 9 and 10

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

Students at Key Stage Three 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 Eight, Year Nine and Year Ten.

Key Stage 4

Core Subjects: At Key Stage Four students are required to study at GCSE level Religious Education, English, English Literature, Mathematics, at least one Modern Language and at least one Science. All students at Key Stage Four follow non-examination classes in Physical Education and Learning for Life and Work.

The Mathematics department select students, based on their performance at Key Stage Three, to study Further Mathematics at GCSE. These students will normally sit GCSE Mathematics at the end of Year Eleven and Further Mathematics at the end of Year Twelve. Students studying only Mathematics will sit one unit at the end of Year Eleven and one or two units at the end of Year Twelve.

Students studying English Literature, History, Religion and Technology will sit one unit at the end of Year 11 and then either one or two units at the end of Year 12. In Year 12 Students studying Double Award Science will sit one unit in each Science in November and then one or two units in each Science in June. Year 12 students will sit one unit in English Language in January and one unit in May/June.

Except for Computer Science (OCR) the examination board for GCSE subjects is CCEA.

Optional Subjects: In addition to their core subjects students are offered a choice of the following subjects:

Art and Design, Biology, Business Studies, Chemistry, Computing, Digital Technology, Drama, French, Geography, German, History, Home Economics, Irish, Music, Physical Education, Physics, Double Award Science, Spanish, Technology and Design.

Organisation of Classes

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

Sixth Form

As young adults who have freely chosen to pursue their studies to A level, Sixth Form students are invited to assume a leadership role within the school, working closely with teachers and fellow students in promoting a caring and vibrant learning atmosphere.

We hope that students 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.

Core Curriculum in Sixth Form

All Sixth Form students take a school designed course in Religious Education and Careers and a minimum of 3 subjects to A level from the following which are also offered at AS level: Applied Health and Social Care, Art & Design, Biology, Business Studies, Chemistry, Computing, Digital Technology, Drama and Theatre Studies, English Literature, French, Further Mathematics, Geography, German, Government & Politics, History, Home

Economics, Irish, Mathematics, Moving Image Arts, Music, Physical Education, Physics, Religious Studies, Sociology, Spanish and Technology & Design.

In addition, all Year 13 students sign up to an enrichment programme designed to develop and engage while at the same time promoting student health and wellbeing.

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 A/AS level, the school endeavours to accommodate students but may not be able to give them their first choice because of factors such as time-table and budgetary constraints, regulations regarding class sizes and teachers' expertise.

Enhancing pastoral care, learning and teaching, curriculum content and delivery and pupil - teacher communication through the use of IT.

Continued investment in ActivePanels, combined with the use of screen mirroring technology, further enhanced the classroom experience and curriculum delivery. The roll-out of Surface Pro devices strengthened professional development and supported the planning for and delivery of remote-learning opportunities. All departments grew in confidence and skills in using Microsoft Teams and OneNote to maximise the impact for learning and teaching, including supporting individual pupils isolating as a result of Covid. Staff training was delivered through in person and online sessions, including the creation of a 'Staff Showcase Series' – a multimedia approach to sharing of best practice among staff. This successful professional development initiative has been selected to be featured by Rathmore at the Microsoft Showcase Schools Global Summit (November 2021). All teachers utilised the Microsoft Education Centre to receive accredited training in specialist areas of interest. Three teachers successfully completed the MCE exam to become Microsoft Certified Educators and four teachers were selected as MIE Experts. The school featured regularly in the EA's professional development series, sharing examples of leading practice with other schools. This included the use of e-Learning to support teaching and learning as well as the pastoral support initiatives used in and beyond lockdown e.g. It's Ok to Say! and Pastoral Contact Forms. Departments continued to prioritise and incorporate the use of e-Learning to support pupils in their planning. Departments reviewed and implemented feedback from the pupil, parent and teacher surveys to ensure that the use of Teams was more effective and consistent.

Staff were encouraged to explore engaging and interactive e-Learning apps and software that would enrich the learning experience through Teams. These were shared on a dedicated area for professional development on our Staff Team. The school was selected to virtually showcase the use of a popular quiz platform Kahoot! at ISTE in December 2020 on behalf of Kahoot! and Microsoft.

Staff attended online training across a range of areas for school improvement and particularly to inform planning to support the awarding of Centre Assessed Grades and the amendments to specifications. Senior and examinations staff participated in the Chartered Institute of Educational Assessors, Assessment Support Programme. Key findings around standardisation, eliminating bias, and moderation were shared with departments and staff.

The necessary transition to an online Open Day was supported by the creation of a 3D tour of the school which enabled each department to provide a virtual showcase of the life of their department to prospective pupils and parents. This technology was utilised to provide new Year 8 pupils with a familiarisation tour of the school and welcome message from their Year Head as part of their induction experience.

PASTORAL CARE

The school seeks to foster academic excellence whilst meeting the needs of individual students within a fully supportive Pastoral Care System designed to promote the overall development and welfare of each student and to ensure that students 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 teachers and students. A Vice-Principal co-ordinates Pastoral Care throughout the school, working closely with Year Heads who have particular responsibility for the students in a specific year group and who, in turn, co-ordinate the work of the Tutors in that year group. Tutors and Year Heads value the support of parents and make every effort to maintain close links.

Tutor System

Each Year Group of 180 students is divided into Tutor Groups of about 20 students and each group is placed under the care of a Tutor who seeks to build up a detailed knowledge of the needs, emotional development and

academic attainment of each student. 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, three days for ten minutes and on Wednesday morning for 40 minutes. Once a week there is also a Year Group Assembly led by the Year Head. The Tutor Period begins with prayer and is used to register students, to relay information and to deliver a Pastoral Care Programme designed to meet the needs of pupils in the particular Year Group.

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

- Positive Mental Health and Emotional Wellbeing
- Internet Safety / Cyber Bullying
- Bullying Awareness
- Drug and Alcohol Education
- Relationships and Sexuality
- Social Justice Awareness Campaigns
- Study Skills

The personal and academic development, and the emotional wellbeing of students are of high priority and our “keeping safe” messages are embedded in the school. Our Pastoral Programme promotes a positive approach to emotional health and wellbeing and aims to develop in our students the confidence, resilience and coping skills to deal with difficult situations, to build healthy relationships, to keep themselves and others safe and to make informed choices in their lives.

The Safeguarding Board, which is displayed in the Music Foyer, has the names and photos of the Designated Teachers for Safeguarding and Child Protection and contains useful information for students who may be in need of more support. The Board also has information on our unique on-line service “It’s OK to Say”. This service, introduced by the Student Council, and the Student Support Form, which is available on every Year Group Team, are used by students across all Year Groups to communicate any concerns they have about themselves or another student.

COVID-19 Arrangements for Safeguarding and Child Protection

Context

From January 2021-March 2021, parents were required to keep their children at home, wherever possible and schools were advised to remain open only for those children of key workers and children who were vulnerable.

The health concerns relating to COVID-19 created uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide, were disrupted. For many children, the need to spend most of their day at home brought an additional challenge, and for some this was an additional safeguarding risk factor.

Procedures

Staff continued to follow the procedures outlined in our school’s Child Protection/Safeguarding Policy which is available on our school website www.rathmoregrammarschool.org.uk.

In addition, the following arrangements were put in place to support families and monitor student safety:

- The school maintained regular contact with parents via letter, email and text and via the Pupil/Parent Portal on the school website.
- Parents were informed that communication with the school’s Safeguarding Team could be made by contacting the school directly.
- Teachers provided online learning via Microsoft Teams with strict procedures in place to ensure the safety of pupils and the integrity of the learning experience.
- The school’s counselling service (Family Works and an independent counselling service) remained available for telephone consultation (in some cases face-to-face) and parents received information about this by letter, email and the school website.

- Miss Miskelly, Senior Teacher with Responsibility for Coordinating Counselling, contacted all pupils who had been receiving counselling before the school closure, to make arrangements for the Covid-situation.
- Heads of Year and Tutors kept regular contact with pupils to check on their safety and well-being.
- Tutors set up individual Teams for pupils who were more vulnerable. Tutors had online contact with their Tutor Group once a week and there was a weekly online Assembly for each Year Group.
- In line with the information previously provided to schools by the Education Authority's Child Protection Support Service, teachers also made telephone calls to parents if a student had a pastoral concern. In addition, a record was kept of any issues reported to the school by parents. Any concerns regarding a pupil's well-being were shared without delay with the pupil's Tutor/ Head of Year and, if necessary, a member of the School Safeguarding Team and the necessary support was given to the student.

Online Safety

In order to ensure the safety of all involved, guidance was issued to staff and students who were engaging in online teaching/communication using Teams:

- Teachers and students were required to be appropriately dressed during the online teaching session.
- Students were asked, where possible, to avoid participating in video lessons from a bedroom.
- Each subject teacher and Tutor created a Team and issued pupils with the password and shared this only with the pupils in his/her class or Tutor Group.
- Students were asked not to share the password with anyone else.
- A disclosure or concern over any online forum was followed up in the same way as it would be in school.
- Online teaching sessions were time limited for the benefit of both students and teachers.

How a Parent was able to raise an issue or express a concern

We always welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help are always taken seriously.

- During the second school closure from January 2021, parents were advised that they could contact the school by telephone (the school remained open), via the school's emailing service or via the Pupil/Parent Portal on the school website.

School Opening During COVID-19 Closures

- The school followed the guidance from the Department of Education on opening facilities for vulnerable pupils and children of key workers.
- In the interests of safety for staff and pupils who were working in school, the school followed the current safety guidelines issued by the Department of Education at that time on social distancing, hygiene and personal protective equipment.
- Whilst we were aware that many pupils would enjoy their time at home, we were equally aware that there would be others who might be feeling frightened, lonely and missing school. Our safeguarding responsibility to all our students continued and we did everything possible to maintain contact with them, as well as signpost them to other agencies such as Childline, NSPCC and CEOP.

- We responded to any concerns raised by our students through Teams, school email, the It's Ok To Say online service, the Student Support Form on each Year Group Team or the school counsellors.
- When contacting parents via telephone, Tutors/Heads of Year also, where relevant, sought permission to also speak to the student.
- Vulnerable pupils were given access to a private channel on the Tutor or specific subject Teams. To protect pupils and staff, the Head of Year or the Head of Department were also added to the individual team.

SPECIAL EDUCATIONAL NEEDS PROVISION 2020-21

The inclusive, child-centred environment of Rathmore Grammar School endeavours to provide and implement a variety of learning support measures to meet the needs of learners, including those with Special Educational Needs so that they can overcome barriers to learning.

Special Educational Needs is a multi-faceted concept and our provision is implemented at a whole school level to meet the academic, physical, emotional and social needs of all pupils, emulating our Mission Statement and motto "*Ut Vitam Habeant*" ("That they may have Life").

The Learning Support Department's vision and action planning is embedded within the pastoral care dimension and existing effective classroom practice. It is the aim of the school to identify pupils with special educational needs as early as possible, providing full access to a broad curriculum and ensuring all pupils feel valued. The arrangements and facilities for pupils with SEN are co-ordinated by the SENCo, in close liaison with the Assistant SENCo, Heads of Departments, Year Heads, tutors, subject teachers and Learning Support staff. During the year, pupils are supported by a team of 17 Learning Support Assistants, one of whom is part-time.

Our Learning Support Assistants work effectively and collaboratively with the SENCo, Assistant SENCo, teaching staff and staff from external agencies. They are extremely knowledgeable in methods and strategies supporting pupils and assisting them maximise their levels of achievement and independence.

Learning Support within Rathmore Grammar School provides the framework for the whole school to assume responsibility for inclusion matters and ensures accessibility to all areas of the curriculum. Students with Special Educational Needs are assisted in accessing the curriculum through whole class provision, in-class support and some withdrawal provision for both Literacy and Numeracy. Communication with students and parents/guardians is vital to assessing, monitoring and reviewing the progress of our students with additional needs.

We believe that the quality of care and support provided for our students contributes significantly to the positive ethos of our school. Students recognise and appreciate the care and support available to them. This provision fosters excellent relations between parents, students and staff, promoting the values of respect, responsibility and co-operation. Such an environment is conducive to effective learning and teaching, hence enhancing outcomes for all students.

All pupils, including those with additional needs are given access to the full statutory curriculum and to the full range of extra-curricular activities. Pupils with additional needs benefit as fully as possible from educational opportunities offered within the available resources and are fully integrated within the school community as circumstances allow. If necessary, a risk assessment is undertaken to ensure pupil safety. The need for reasonable adjustments is assessed and implemented in accordance with SENDO legislation.

The SENCo implemented the Special Educational Needs Policy & Code of Practice in accordance with the legislative requirement and our SEN Register covered pupils ranging from Stage 1 – Stage 5. It emphasises the statutory entitlement of students with additional learning needs to be included as full participants in the academic, pastoral and social life of the school community. The SEN data was compiled and disseminated to teachers during a Staff Development Day, August 2020, to enable strategic planning and preparation for pupils with additional needs and were subsequently amended as required throughout the year.

Through the support of all staff and inclusion in every aspect of school life, effective monitoring/tracking system within SIMS, the young people with additional needs are identified, supported and monitored by the excellent pastoral care provision. Many pupils manage very well in our setting with minimal intervention, as our learning and teaching strategies are structured to support the young person with Special Educational Needs. The range of provisions made by the Learning Support Department ensure that students with additional needs make appropriate progress and fulfil their potential. Open communication is invaluable between all professionals and

has the greatest impact on our pupils. Identification procedures include diagnostic testing, teacher observations and parental referrals.

However, at times some pupils with additional needs can find school life challenging. Should circumstances require adjustments to a pupil's programme of study, significant consultation occurs with the Principal or Vice Principals, relevant Heads of Department, Heads of Year, SENCo, pupil and parents.

There are several areas of provision for pupils requiring learning support. These include: -

- Additional support and intervention in Literacy & Numeracy.
- Disapplication of curricular area.
- EAL tutor.
- Educational Psychology (EA Belfast Region) assessments.
- Learning Guidance Forum (CEIAG) at transition years.
- Outreach support – Autism Advisory Intervention Service (AAIS)
- Pastoral Care Provision through HOY, tutor, pupil, parents and staff.
- Peer/Pupil Mentoring.
- Programme of diagnostic testing (CAT4D, PASS).
- School Council.
- Sensory Room Space.

We have an ever-changing pupil profile. The growth of the Learning Support Department has been immense over the past few years – with 38 students at Stage 5 of the Code of Practice in 2020-2021. The figures represent the presenting needs, which usually are a combination of need - making the issues quite complex. Pupils are identified on the SEN Register as having either a medical, sensory, emotional/social and/or cognitive need.

The SENCo and Learning Support Dept staff kept up to date on developments and implementation of the Special Educational Needs and Disability (SEND) Act (Northern Ireland) 2016, by regularly consulting the SEND Implementation EA site. Implementation of the Act was halted by the Department of Education in light of ongoing Covid-19.

Unfortunately, due to ongoing Covid-19 restrictions, the majority of the Education Authority training for SENCo's in the implementation of the new SEN framework was paused; although an on-line training session was attended in April 2021 regarding the update of SIMS transfer of pupils from the SEN Register to the new Medical Register.

The new SEN Framework will ensure pupils with a medical need are clearly identified and supported but not identified on the SEN Register, as they do not have an identified special educational need. In Rathmore Grammar School, their needs can be met without having their names recorded on the SEN Register, or will have their needs met at the early stages of the Code of Practice. Some pupils require a Health Care/Action Plan so that medical needs can be managed within school; the medical, allergy and health needs of our entire school community were updated in May 2021. Medical action plans were drawn up in consultation with School Health Team and parents. Medical supplies were updated as required. Additional back up supplies are centrally located in the Medical Room for ease of access.

Meeting with pupils and parents and drawing up mutually agreed Education Plans is vital to assessing, monitoring and reviewing the progress of our pupils with additional needs. We pride ourselves in creating an inclusive environment in which all pupils are encouraged, supported and challenged to achieve their potential. Pupils at Stage 2 and above follow Individual Education Plans (IEP's). IEP's focus on areas of strength and limitations, including recommendations for specific strategies to be implemented by teachers and learning support assistants. This IEP ensures equality of access to the curriculum for pupils with Special Educational Needs. Subject teacher and Learning Support staff are consulted on the needs of individual pupils and these contributions help inform IEP's and targets. Target-setting and reviews were carried out periodically. Maintaining high expectations for our children with special educational needs, avoiding "learned helplessness" and for their achievements to be comparable with their peers is a priority.

In light of ongoing Covid-19, the SENCo and Assistant SENCo conducted all Annual Review consultations with parents, pupils, colleagues, Transition Officers and the S.E.N. personnel from the relevant Education Authority's Regional Office via the telephone.

A safe, caring and supportive learning environment is provided for all pupils with additional needs. Communication links are established with feeder primary schools, peripatetic services and parents regarding students making the smooth transition to Year 8. There is close liaison with external agencies such as the Education Authority, Mitchell House, Audiology Department, Occupational & Physiotherapists, Autism Advisory Intervention Service (AAIS), ICSS, CAMHS and other professional services.

The work we endeavour to do is a partnership between home and school. The families of P7 pupils transferring to Rathmore Grammar School with additional needs were contacted by the SENCo and issued supplementary transition resources and support. Continued support from AAIS was provided, year 8 consultation meetings took place in term 1. AAIS service engaged with parents to offer support during lockdown. During lockdown, all Learning Support Assistants supported, guided and monitored their pupil through TEAMS; alongside regular contact being maintained between subject teachers, tutors, HOY's, HOD's, Learning Support Department, pupils and parents.

During lockdown (January – April 2021) our learning assistants worked on a rota basis to supervise vulnerable and key worker children attending school for supervised learning. During this time, the Learning Support Department team assisted with identification of pupils to benefit from EA digital device lending scheme, with a significant uptake in the loan of devices.

A multi-purpose resource room provides excellent accommodation facilitating the holistic development of our pupils through a range of activities and opportunities. This area was highly utilised by our learning support team and pupils, proving invaluable for the academic progress, emotional well-being of our students, especially those with disapplied curricular time. The Homework Club was paused due to COVID-19 restrictions, in order to maximise safety of all our school community.

Apart from the existing Convent building, level access has been achieved for all areas of the school. A discreet lift is provided to assist access suitable for those with physical impairment. Timetabling arrangements are reviewed to ensure that children with particular needs are accommodated in classrooms that are appropriate. The SENCo is responsible for issuing Lift and Gate Passes for children requiring access to all areas of the school campus due to short/long term physical disabilities. Individual toilet facilities are also available, along with a newly refurbished individual changing facility. Throughout the school, contrasting signs have been fitted to stairs to assist those with impaired sight; while magnetic hold-open devices have been fitted to regularly used fire doors to assist free movement. Specialist classrooms, such as Science, Technology and Home Economics, have been adapted to give all students access to most parts of the curriculum.

The SENCo liaises closely with the Examinations Officer and Assistant Examinations Officer regarding assessment and application for Access Arrangements for internal and external examinations to ensure compliance with JCQ directives. All documentations are recorded demonstrating a history of need and evidence of pupil achievements. The SENCo completed CCET training, (Certificate of Competence in Educational Testing - NI.) The SENCo conducts diagnostic testing for assessing pupils requiring access arrangements for GCSE & A Level external examinations.

All school staff work very hard to ensure our pupils receive the best educational provision and experiences.

In reviewing our method of curriculum delivery we are fully committed to supporting the child's unique learning style and employ differentiation, stretch and challenge for improvement and are proactive in responding to needs. A number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum; in musical excellence, business acumen, creativity and sporting prowess. All staff take responsibility to identify such students, encouraging their interests and making appropriate provision in lesson planning, provision of extension activities, additional challenges and experiences.

However, some pupils are hindered in achieving their full potential for a wide range of reasons including social, emotional, family issues or personal challenges. We pride ourselves in empowering young people to seek help and that promote the theme that *"it is ok not to be ok."* Counselling provides an opportunity to talk to a professionally qualified counsellor about concerns. The Department of Education awarded the contract for Independent Counselling Service in Schools (ICSS) to Familyworks for all post primary schools in Northern Ireland. The school counsellor is available to our pupils on two half days each week. Due to the immense requests and increasing number of self-referrals seeking support, we are privileged to have been able to appoint an independent counsellor, who is also in attendance once a week. Our counselling services have grown year on year. The services are immensely successful in supporting the young person on their journey. Our unique confidential email service, *"It is Ok to Say"* is very successful and utilised across the student population. The new Student Contact form on TEAMS proved exceptionally beneficial, in signposting pupils to specific tailored support – to their Tutor, Head of Year or Counsellor. Throughout lockdown, some counselling provision continued via telephone consultation. A number of staff have also accessed support through the expertise of the external agency *Inspire*.

The development and utilisation of a small sensory quiet area for pupils to work through feelings and emotions has been very encouraging – not only from pupils with a specific special need but for pupils who maybe at times are overwhelmed – who are having short term emotional difficulties, demonstrating the fluidity and the transient nature of the term "need". This area is a solace of calm and space, designed to reduce anxiety and support emotional well-being of our young people.

Safeguarding:

The Designated Teacher for Child Protection is Mrs Ursula Lavery, Vice-Principal with responsibility of Pastoral Care, with Dr Arthur Donnelly, Vice-Principal, and Miss Claire Miskelly as Deputy Designated Teachers for Child Protection. Mr Terry Donaghy is the Designated Governor for Child Protection. Their names and photographs are widely displayed throughout the school and the referral process and procedures are clearly identified in Student Planners. At the end of term three these were updated to reflect the change in personnel at Vice Principal and Principal level.

Rathmore Grammar School is fully compliant with all relevant Circulars from the Department of Education regarding policy and practice. Training for all staff occurs annually at the commencement of the academic year and throughout when new staff have taken up position. Staff training records are kept and updated regularly. The Safeguarding Team meet regularly with Child Protection reported at each Governor meeting.

DEPARTMENTAL ACTIVITIES

ART DEPARTMENT

DEAR Campaign

The Art Department raised awareness for the launch of the DEAR Campaign and have continued to promote the campaign throughout the school year.

Art Department involved in:

Virtual exhibitions on GCSE, AS and A2 work. Artist of the week from KS3 during lockdown. KS3 work exhibited online.

Awareness

The Art department focussed on raising awareness of Mental Health, Covid 19, Climate Change and many other topical issues through visual awareness on noticeboards and by running poster competitions in KS3 to help with policy understanding and awareness through pupil voice.

September 2020 - June 2021

The Art department concentrated on setting work and following plans that developed the learning and creativity. The department focused on the wellbeing of the pupils and the learning experience during challenging times. An artist of the week shared each week online and in assemblies, weekly art challenges as well as poster competitions based on topical awareness. Blended learning through Teams is well developed and will be a continuing area of development.

BUSINESS STUDIES DEPARTMENT

Due to restrictions no trips went ahead and no Young Enterprise company was able to run.

During the last academic year 2020-21, in Year 13 and 14, pupils were engaged in an online distance learning programme run by the University of Ulster's Schools Outreach Academy.

It consisted of a series of online recorded lectures and activities that pupils could complete at their own pace.

In addition Year 13 and 14 pupils had the opportunity to engage in other lectures and lessons provided by Future Learn and the Open University Year 13.

COMPUTER SCIENCE AND DIGITAL TECHNOLOGY

Remote Learning & Covid Restrictions:

The departments focused on developing course materials and resources that could successfully be delivered remotely. MS Teams was used as a portal to deliver all courses from KS3 – KS5.

Live lessons for all Year Groups were supported with video tutorials hosted on YouTube.

All teaching materials were made available to students via a MS OneNote Class Notebook allowing students to access all teacher materials throughout the pandemic.

Student feedback and gradebooks are available on MS Teams allowing students and parents access to scores and feedback.

Centre Determined Grades:

Upon return to school, the department adopted and developed appropriate assessment material from board approved materials. The department supervised, marked and moderated student work agreeing appropriate grade boundaries.

Moving forward:

The department is working with the Principal and Bursar to source appropriate hardware to update and equip two classrooms with 32 Windows 10 based PCs, to allow for the post-Covid return to labs and the effective delivery of KS3 courses.

DRAMA DEPARTMENT

Theatre Trips

Unfortunately, due to lockdown and Covid 19 we did not have any live theatre trips to local theatres.

Live Theatre Productions Streamed Through Digital Theatre/DVD's

These resources allowed the department to access professional productions and stream them to the classroom and through Microsoft Teams to support GCSE and A 'Level studies for both students in class and those who were isolating. Recordings allowed students to re watch moments and analyse and evaluate in extensive detail. This was particularly important for the set texts studied at GCSE and A 'Level. Some of the productions streamed included:

- 'Juno and The Paycock' (GCSE Set Text)
- 'A View from The Bridge' (AS Set Text)
- 'Sweeney Todd' (A2 Set Text)

Drama Online Library

During lockdown it has been difficult for students to attend live theatre. Whilst pupils benefited from many productions in early 2020 it was important for students to keep building on their skills in analysis and evaluation of live and recorded theatre. Pupil were able to take advantage of the wide range of streamed and recorded productions made available for free through the National Theatre and the Drama Online Library. The department are delighted that they have been given the opportunity from Drama Online Library and the National Theatre resource to stream performances for our students from Years 8 to 14.

Some of the productions streamed included:

- 'Streetcar Named Desire'
- 'Wonderland' (modern retelling of Alice in Wonderland)
- 'Frankenstein'
- 'Macbeth'
- 'A Monster Calls'
- 'Jane Eyre'
- 'Treasure Island'
- 'Barber Shop Chronicles'
- 'Coriolanus'
- 'Small Island'
- 'The Madness of George III'
- 'A Midsummers Night Dream'

Live Theatre Productions Streamed Through Bruiser Library

These resources allowed pupils to access professional productions from Bruiser Theatre Company and stream them to the classroom to support AS studies. The Bruiser Library supported Unit 1 Theatre Workshop where the students study the work of local theatre company, Bruiser. Recordings allowed students to re watch moments and analyse and evaluate in extensive detail. This was highly beneficially for the student's coursework. Students were able to pause recordings to take notes and take print screens to include in their appendix list in their coursework. This was a lifeline during lockdown and home-schooling. Some of the productions streamed from Bruiser included:

- 'Candide'
- 'Cooking with Elvis'

- 'Metamorphosis'
- 'The Canterbury Tales'
- 'The Nose'
- 'The Complete Works of William Shakespeare' (Abridged)
- 'The 39 Steps'
- 'The Secret Diary of Adrian Mole'
- 'Cabaret'
- 'The Importance of Being Earnest'

This wide variety of streamed/recorded performances gave the pupils experience of writing about different styles and genres, which is essential for:

- 1) CCEA GCSE Drama Component 1 Devised Performance and Component 3: Knowledge and Understanding of Drama.
- 2) AS Unit 2 Text in Theatre and A2 Unit 4 Text in Performance of the WJEC Theatre Studies Specification.

In all written examination's students are expected to analyse and evaluate live theatre. Students were given the opportunity to engage in online pre and post show discussions with industry professionals. This further supported the students understanding of performance and design concepts through conversations with the creative and technical teams. This also helped them draw on ideas for their practical work for both scripted and devised units at GCSE and A 'Level.

Drama Workshops

Students attended a range of workshops to support their AS and A2 studies. These took place via zoom in the Drama Lecture Theatre these included:

- **September 2020** - Physical Theatre Workshops with David Paulin from Lyric Theatre, Belfast.
- **January 2021** – Workshops with Peter Heenan from Bruiser Theatre Company, Belfast.

Lyric Theatre Affiliated Schools Programme

Following a third application the department has been selected for a third year running to become an affiliated school with the Lyric Theatre, Belfast. This has allowed for fantastic opportunities to attend specific teacher training for Drama and Theatre Studies and hold visiting workshops via zoom.

Lyric Theatre Education Panel

Miss Johnston continues to work as a member of the Lyric Theatre Education Panel. Along with lectures from Queen's University, industry professionals, primary school teachers and Chief examiner from CCEA. Miss Johnston attends termly meetings with the education panel. This year the meetings took place via Zoom and helped the department to remain in contact with industry professionals during lockdown. The offered our students unique opportunities during period of lockdown and home schooling. This has given the Drama Department at Rathmore an opportunity to share ideas that would be beneficially for students and evaluate the effectiveness of the current programme. We have been offered various unique opportunities as a result of this partnership including Shakespeare workshops with students from Queen's University.

Examining with CCEA

From September–November 2020 Miss Johnston attended Briefing meetings in CCEA where work was presented at the CCEA GCSE Drama Agreement Trial remotely via Teams. This was a fantastic opportunity to share good practice with teachers across Northern Ireland and gain inside knowledge into the working of the GCSE Revised Drama Specification. Work from Rathmore Grammar School was shared as an example of good practice amongst hundreds of teachers.

Drama Practicals

All the examination pupils took part in a variety of performances showcasing many different styles and genres of theatre.

Year 11

Year 11 worked to devised, new pieces of writing from the pre–release stimulus provided in the CCEA Revised GCSE Drama Specification for Component 1: Devised Performance. The chosen stimuli focused on the literacy influence, 'Book in the Form of a Diary'. Due to social distancing the students worked in pairs to create duologues rather than groups.

Year 12

Year 12 produced and performed scripted extracts from the Revised CCEA GCSE Drama Specification for their Component 2 Scripted Performance. Due to social distancing the students worked in pairs to create duologues rather than groups.

Their productions included:

- 'Girls and Dolls'

- 'Jump'
- 'Lovely Bones'
- '39 Steps'

Year 13

Year 13 took extracts from their prescribed text, 'Shirley Valentine' and reinvented and interpreted them using influences from local Theatre Company Bruiser. This included:

- 'Inside Out'
- 'Fashion Fix'
- 'Take Me Out'

During lockdown video rehearsals continued via Microsoft teams and all groups produced their full performance.

Year 14

The Year 14 devised their own pieces of Theatre in the style of Theatre of Cruelty by Artaud. Their pieces included:

- 'Amazing Grace'
- 'She/Her'
- 'Following the Leader'

During lockdown, video rehearsals continued via Microsoft Teams and all groups produced their full performance.

It has been another highly successful year in the Drama Department. We would like to take this opportunity to thank Mrs Hamilton and Dr Donnelly for their continued help and support in moving the Drama Department forward.

ENGLISH DEPARTMENT

The English Department became adept at using Teams in a creative way during lockdown. This was highlighted in the number of activities students participated in on World Book Day. Pupils posted photographs of themselves dressed up as their favourite characters from novels, and of food they had baked and cooked inspired by their reading. They also made characters out of toilet rolls!

The English Department celebrated Mrs Hamilton's love of reading by establishing The Thérèse Hamilton Award for Reading. This year's recipient was Joe Logan and it will be awarded annually to the top reader in Year 8.

PUBLIC SPEAKING AND DEBATING

Through Public Speaking and Debating, the school seeks to encourage pupils to become confident, articulate and responsible members of the community, as outlined in its mission statement. In collaboration with the School Development Plan, we aim to strengthen "Student Voice", by organising a range of activities that harness pupil voice and also "Learning and Teaching" by encouraging pupils to embrace challenge.

Soroptimist Public Speaking Competition

The Soroptimist Society aims to promote self-confidence and public speaking skills amongst young women. Each year, the society organises a female public speaking competition in Hillsborough. In December 2020, Year 13 girls were invited to an information assembly and due to the school closure in term two, auditions were held virtually through Teams in January 2021. Although only six competitors were allowed per school, eleven pupils applied. Pupils were required to choose a topic from a list of four and were to present a six-minute speech on this topic (see table below). Pupils recorded a video of themselves presenting their speech and uploaded this to a private channel on Teams. All entries were sent through Dropbox to organiser, Mrs. Helen Kindred. Roisin Gormley and Rebecca Kelly were placed Joint 2nd, Feby Babu was placed 3rd and Marianne Toal was Highly Commended. On Monday 15th February, pupils were invited to present their speeches live on Zoom for the Northern Ireland Soroptimist Society. Mrs. Helen Kindred commended all competitors, stating, "We were so impressed with all the speeches and agreed the high standard made the adjudicators task a difficult one. We would like to say we feel all girls were winners just by virtue of their hard work and being willing to partake at what is a difficult time. We thoroughly enjoyed listening to the speeches and would like you to convey our thanks and praise to them all." Pupils were presented with their certificates and prizes when they returned to face-to-face teaching in March 2021.

Pupil Name	Speech title
Rebecca Kelly	Should the Covid Pandemic be seen as a disaster or a time to reset and build back better?
Roisin Gormley	Is freedom of speech necessary for a Nation to grow or does Censorship stifle the message?
Feby Babu	Should the Covid Pandemic be seen as a disaster or a time to reset and build back better?
Marianne Toal	Is freedom of speech necessary for a Nation to grow or does Censorship stifle the message?
Rachel Gribbon	"You can't go back and change the beginning, but you can start where you are and change the ending". C.S. Lewis. What are our priorities for the next 25 years?
Zoya Dabir	Is freedom of speech necessary for a Nation to grow or does Censorship stifle the message?

Year 8 Trócaire Public Speaking Competition

Due to the COVID-19 pandemic, the Year 8 Trócaire Public Speaking Competition took place virtually through TEAMS in March 2021. The competition was publicised to all Year 8 pupils through the RE and English Department, coupled with the Year 8 TEAMS groups and the weekly Year 8 tutor group meetings. After learning about Trócaire's Lenten campaign, pupils were to use this knowledge to create a speech of no less than one minute and no more than three minutes on the topic of, "Lent is a time for...". Sreyas George was placed 1st, Manus Burke was placed 2nd and Gia Shanto achieved 3rd place. The winners were presented with their medals and prizes in April 2021.

HOME ECONOMICS AND HEALTH & SOCIAL CARE

The Home Economics Department ran 3 competitions during the year with KS3 students:

- The Halloween competition involved the Year 8 and 9 students creating Halloween themed cupcakes and the Year 10 students a decorated apple pie.
- The Christmas competition involved the students at KS3 creating a Christmas Yule Log.
- The February competition was a 'Random Acts of Kindness Cookery Competition' where the students were asked to prepare and cook a baked good of their choice and decorate it to a high standard. This was to be given to an individual who you felt needed a 'pick me up'.

LANGUAGES DEPARTMENT

GERMAN

Activities in German

This year's report is much shorter than that of previous years, principally because of the COVID-19 pandemic and the subsequent lockdowns. In the German Department we have not been able to undertake as many initiatives as a result; however, we have a very clear vision of what we hope to be able to implement in the next academic year.

Out of this year's A2 class (8 students), 2 students are going on to study German with French (Durham and Oxford) and 3 students are studying German with Business (QUB). Therefore, we would like to keep investing in the German Department at Rathmore, as our students develop a keen interest in the language and benefit a lot from the range of activities we are able to offer them.

- The UK-German Connection Programme – this organisation has made a significant contribution to our pupils' ability to do various activities in the Target Language. We hope to continue our links with the organisation and two of our AS pupils (Aodhán Graham and Charlotte McCarthy) took part in an initiative called *Café Connect* – a virtual online space for pupils to meet each other in a controlled environment and practise the language through various organised activities by the supervisors.

IRISH

An Fáinne Airgid / Silver Fáinne

In spite of the difficulties this year, the Year 10 Irish class have still been able to successfully complete their Silver Fáinne exams, all be it much later than usual. This long established tradition marks the half way point on the road to fluency for pupils of Irish. This award is highly regarded by the Irish speaking community and serves to inspire pupils to continue learning Irish and other languages. This project builds confidence in the pupils and prepares them for the rigours of GCSE. The fáinni were presented by their Head of Year, Mr Kelly who paid tribute to their hard work and dedication.

An Fáinne Óir / Gold Fáinne

The Year 14 pupils achieved their 'Fáinne Óir' which denotes fluency in Irish having gone through seven years of intensive Irish learning. Our language assistant, Miss Kate Corvan did an excellent job in preparing the pupils for the award. These same pupils only four years previously had been awarded the silver Fáinne, which shows due diligence and serves to inspire the younger pupils in the Irish Department.

LEARNING FOR LIFE AND WORK DEPARTMENT

Links with external bodies for Learning for Life and Work:

Citizenship Programme

Year 9 participated in a Citizenship Programme. In groups pupils researched the work of a local charity working in the social services sector that was engaged in work they considered to be valuable. They then developed a presentation on the social problem and the work of the Charity. The group who did the winning presentation secured £500 for the charity they researched. Students developed links with many charities.

Two students in 9M, James McCarney and Molly Gribbon won the competition and secured £500 for PIPS.

9H and 9G came joint second for their research on Women's Aid and The Simon Community.

MATHEMATICS DEPARTMENT

- Year 13 and 14 pupils participated in the Senior Maths Challenge and the following awards were obtained:
 - Gold (7), Silver (15), Bronze (23)
 - 7 pupils progressed to the next stage (Kangaroo).
- Pi Day activities were carried out during Lockdown.
- Mrs McKenna organised support classes throughout the year for pupils who find Mathematics difficult – both online and face-to-face.

MOVING IMAGE ARTS DEPARTMENT

From the end of January to the middle of March, Lower Sixth Moving Image Students participated in a series of Screenworks careers online events. Screenworks is funded by the Department for Communities through Northern Ireland Screen, a work experience initiative which aims to raise awareness of careers across Northern Ireland's screen industries; Film, Television, Animation, Gaming and VFX. Students attended hour-long careers events weekly, where they got to meet and discuss the work of: a producer, an editor, a makeup and special effects artist, a composer, a colour grader and a documentary animator. Students got to ask questions about their careers and sought advice on how to progress into the screen industries. This was a weekly highlight of lockdown and afforded pupils a great opportunity to network in one of the fastest growing industries in Northern Ireland.

In the first term, two Moving Image Arts students (Holly Davey and Madison Donnelly) were lucky enough to get places on the BFI Screen Academy, which allowed them to collaborate online and in-person to screen-write and produce a short film with other students. As part of their training on the course, they even managed to

have a Zoom meeting with Saoirse Ronan. This was a very prestigious academy to be a part of, and Rathmore managed to secure two places. The students absolutely loved the intense and dynamic work environment that has equipped them with future skills for the Screen Industries.

MUSIC DEPARTMENT

The past academic year proved to be both interesting and challenging for the Music department on several different levels. Faced with delivering the Key Stage 3 curriculum without any practical interaction, while maintaining class bubbles, we structured a completely new series of lessons. These were delivered through videos and power points with musical examples such as rhythm games and musical clips embedded. Aural awareness, composition and body percussion activities also proved very successful.

Over 200 pupils are taught by our team of Peripatetic Music Staff. For most of last year, this took the form of "Online" lessons, delivered through Microsoft Teams, which proved to be a safe and effective platform. Teams has been an excellent means of communication between Music Tutor and Pupil/Parent.

Since last year, the various music exam boards such as Trinity College and ABRSM have moved to the provision of "Online" exams for the grades in instrument/voice. These take the form of a video exam performance which is uploaded and sent to the exam board for marking without the need for a visiting examiner. This has proven successful and popular, with many of our students continuing to progress through their grades.

With Christmas approaching, it was decided to make video recordings of carols by the Senior and Junior Choirs for our annual Carol Service. These were added to readings and were shared with the school community via video during our extended Wednesday tutor group meetings. In addition to this, we also found a new way of bringing the music department together through the recording of a "virtual choir" performance of "O Come all ye faithful." Staff, plus pupils from Years 8 to 14, took part in what was a creative and fun way to participate in carol singing.

Finally, in June we said farewell to Mrs Thérèse Hamilton as principal with our Staff Mass. As a tribute to Thérèse, it was decided to provide another "virtual choir" performance to be played during communion. Over 40 pupils (both past and present) plus staff provided a beautiful four-part Anthem, "A Clare Benediction" by John Rutter. Pupils from as far away as America, Canada, France, and England were able to participate in this lovely recording and share in the retirement Mass.

GOVERNMENT & POLITICS DEPARTMENT

Activities were somewhat restricted because of Covid, nonetheless a number of Year 13 Politics students were able to participate in the Politics in Action programme via Zoom meetings. Two students also took part in the television programme "Locked Down".

RELIGIOUS EDUCATION DEPARTMENT

Pope John Paul II Award

Living Youth awarded the Pope John Paul II Gold Award to 29 Year 14 pupils. Everyone was awarded the Gold Award in recognition of their previous work carried out in Year 13.

Liturgies

The Religious Education Department took time to arrange a virtual Christmas Carol Service, working closely with the Music, Drama and Art departments. During Easter, we also provided a reflection on all the work carried out over the years with Trócaire and the successful campaigns we have led.

Our Year 14 pupils gathered for a blessing with Fr Peter O'Hare in our Assembly Hall in May. We had to adapt our usual plans given the circumstances but we were keen to acknowledge the faith journey of our pupils throughout their 7 years at Rathmore.

Morning Prayer continued for staff on Wednesday in the school chapel throughout term time. This was disrupted due to lockdown but recommenced once we returned to school.

Spirit of Catholic Education Award 2021

The Religious Education Department was delighted to accept the 'Spirit of Catholic Education' award on behalf of the school in February 2021 for our promotion of Catholic Values and Ethos in the school. This is the second year in a row that Rathmore has received this award that recognises the school's commitment and dedication to the Catholic faith.

Cephas Programme

This Faith Formation programme is in its final stages of completion. Two modules have been released to pilot schools to try this coming September. The Down and Conor Schools' Support Service held a meeting with coordinators from the pilot schools in June 2021 to launch the programme. The RE Department are delighted to be involved and to use some of the materials for non-examination Sixth Form RE classes next year.

Retreats

Retreats continued for Year 8 and Year 9 pupils and were led by Mrs Fiona Collins. This year has posed challenges for our Retreat Programme to run as planned. We had to adapt our venue and also reduce the length of the retreat in order to keep our pupils and staff safe.

The retreats form an integral part of the Religious Education Programme at Key Stage 3, in so far as they play a significant role in *"leading pupils to a deeper, active and more personal faith"*.

In Year 8, the pupils explored the theme 'belonging', and had time to assess their own gifts and talents, connect with the members of their new class at Rathmore and understand how to use their talents to enrich their school community. We decided to begin with this year group so that they had further opportunity to bond with their classmates. Covid-19 prevented the mixing of groups so the retreat was another opportunity for the pupils to establish relationships with one another.

In Year 9, the pupils focused on the theme 'reconciliation'.

Knights of Saint Columbanus Essay Competition – All Ireland Winner

Mr Seamus McDonald, from The Order of Knights of St. Columbanus, visited Rathmore to congratulate and present pupils with awards for their success in the Knights of St. Columbanus essay writing competition. Due to the COVID-19 restrictions, the Order of Knights of St Columbanus changed the format of the competition from public speaking to an essay writing competition. Senior pupils were tasked with the challenge of writing 1,500-2,000 words on the areas of Social Media and the Gospel, Justice and Peace, Living the Christian life and Young Christians. With 141 applicants across Ireland, we are absolutely delighted that Roisin Gormley was the overall All-Ireland winner and that three of our pupils achieved success in the Ulster region of the competition. Patrick Devlin achieved 2nd and Katie Sesay and Logan McMahon were placed Joint 3rd. Roisin's essay will now be published in the official Knights of St Columbanus website.

LifeWorks

This year, some of our pupils took part in an annual All-Ireland essay competition organised by LifeWorks. Our students (Year 12-14) discussed the words of Mother Teresa; "we need to realise that poverty doesn't only consist of being hungry for bread, but rather it is a tremendous hunger for human dignity." We had three successful candidates this year: Zoya Dabir (Year 13) who was awarded 1st place, Conor McCann (Year 13) who was awarded 2nd place and Fergal Burns (Year 14) who was Highly Commended.

SCIENCE DEPARTMENT

CHEMISTRY

In February, fifteen Year 13 Chemistry students undertook a Royal Society of Chemistry competition - during lockdown. It involved them taking a difficult and intense 2 hour exam over Teams. This challenge is meant for Year 14 students and was very hard - five students were awarded Bronze awards - a really great achievement.

In May, thirteen students took the Cambridge Lower 6th Challenge, a similar, rigorous exam, this time in school. One student was awarded a Gold certificate - a superb achievement, one student achieved silver and eight were awarded copper awards.

PHYSICS

- Many of the Year 13 Physics students took part in the British Physics Olympiad Challenge, with Gold, Silver, Bronze and Commendations being awarded.
- A number of Year 12 pupils took part in the British Physics Olympiad with Silver, Bronze and Commendations being awarded

TECHNOLOGY AND DESIGN DEPARTMENT

Arkwright Scholarships

The Arkwright Scholarships Trust administers one of the most prestigious scholarship schemes in the UK. Schools must be invited into the process before they can submit applications, with a limited number of schools in Northern Ireland being offered this prestigious opportunity. The scholarship is open to applicants studying Technology and Design at GCSE, aiming to discover and support their studies at GCE level through financial assistance and academic mentoring with qualified engineers. Nine students undertook this process which involved an in-depth application and 2 hour aptitude paper. The top students were then selected for interview – three students were selected from Rathmore Grammar School. Due to Covid-19 the interviews were cancelled and there has been a delay in the selection process but we are hopeful that successful candidates will be informed before the end of September 2021.

2021 is the eighth year that Arkwright Trust has had affiliations with NI schools. Each year Technology and Design in Rathmore has been represented at the prestigious graduation ceremony in London/Edinburgh. We are very proud of our pupil's achievements, demonstrating their superb analytical, design and communication skills on a larger stage.

Sentinus team R&D Programme

This programme is designed for small teams of pupils in Year 13 to work closely on a project with local engineering companies. Five students were selected to represent Rathmore and were linked with an engineer from NIE to develop a potential solution that would relieve issues associated with regular power outages in particular regions.

As part of this programme each pupil had a specific role and worked closely with engineers, both NIE and through University Ulster Jordanstown, to investigate, develop and report on their solution. This was an invaluable experience for our pupils as they were involved in a genuine problem encountered by a local company whilst also gaining experience of University programmes during site visits to UUJ.

Due to Covid restrictions the Team met with NIE engineers remotely and produced a short report on their research with some potential solutions presented. It is hoped that this will be taken further in 2021/22 as NIE have already approached the department expressing an interest in supporting a similar programme this year.

CAREERS EDUCATION AND GUIDANCE

In Years 8 to 12 the Careers programme is delivered through Learning for Life and Work and in Sixth Form it is delivered through the pastoral programme and designated Careers classes. In addition, careers guidance was provided by specialist teachers and outside agents who gave pupils opportunities to explore their interests and aptitudes, obtain advice on possible career paths and make informed choices of subjects at GCSE, AS and A level and of courses in Further and Higher Education.

The careers programme included:

Year 8:

Through LLW pupils investigated various jobs. They examined what transferable skills are and they looked at their own skills and qualities and investigated which skills and qualities are needed in different jobs.

Year 9:

In LLW pupils examined what it's like to be an entrepreneur. They investigated famous entrepreneurs and discovered the challenges they faced. Year 9 also looked at different job types and work patterns in NI. The main focus in Year 9 is the Miniversity Week. Pupils would normally explore third level education through a series of fun activities culminating in a visit to Ulster and Queen's University and a graduation ceremony on the last day. Unfortunately, due to lockdown we were unable to facilitate this part of the programme.

Year 10

In Year 10 the focus was on employability skills. The pupils worked to identify their skills and qualities. As part of the programme there is a Careers Information Morning for pupils and parents in November and a subject information morning. However, due to restrictions we were unable to have these activities. In January, the Careers department held interviews online via Teams with pupils and parents to discuss GCSE choices and options. Prior to interview pupils had to create a Careers Action Plan and upload on Teams. All pupils received a Year 10 Choices Booklet in which every department gave details of their subject at GCSE, how it is assessed and what are the potential career paths related to their subject.

Year 11:

Through LLW Year 11 pupils look at recruitment and selection processes for jobs. The main focus in Year 11 is the World of Work Week. Pupils are encouraged to get into the workplace for three to five days during the last

week of June, again due to restrictions this was not possible but students were encouraged to try and acquire some on-line work experience. In 2018 we had a 94%-96% uptake from students. The idea is for pupils to experience the world of work with the focus on gaining some insight into the adult working environment.

Year 12

In Year 12 pupils examined opportunities for self-employment. The Careers department worked closely with Careers Service NI and each pupil received an initial virtual interview with a Careers officer, followed by further interviews if required. A Careers Information Choices Morning for parents and pupils was to be held in January and a subject information morning for pupils, but had to be cancelled due to restrictions. Instead Heads of Departments video recorded subject talks which were made available online and this was followed by Q&A sessions. The Careers department held interviews online via Teams in February with pupils and parents to discuss A level choices and other options if necessary. In preparation for interview, pupils had to create a Careers Action Plan. A Year 12 Choices Booklet was produced. In it each department gave details of their subject at A level, how it is assessed and what are the potential career paths related to their subject.

Year 13

In Year 13 Careers classes pupils prepared for Work Shadow, researched courses and universities and began work on their personal statement for UCAS. In June students normally would have undertaken a week of work shadow but due to Covid restrictions this had to be cancelled, as did work experience in Germany for Lower 6 pupils studying German. In March they should have attended the UCAS conference, but again this was cancelled. Throughout April, May and June all the L6 pupils, along with parents, had an interview with Careers staff via Teams. In preparation for interview, pupils had to create a Careers Action Plan and submit a draft Personal Statement. Statements were marked and returned to the students. Up until lockdown pupils had the opportunity to attend talks by admissions tutors from local, Southern, Scottish and English Universities, Institutes of Further and Higher Education and a range of local and globally based business and companies. Students attended a talk from NUI Galway, delivered via teams.

Year 13 Medical applicants participated in a virtual Work experience with the Belfast Trust.

All Year 13 participated in a UCAS week in May in preparation for their university application.

Year 14

Pupils were given the opportunity to participate in virtual Open Days at UU, QUB, St Mary's and Stranmillis UC. In Careers classes pupils prepared for UCAS applications and for Interview Skills Day. Interview Skills requires students to submit an application form prior to interview which is marked by an advisor. On the day they are assessed in Group activities, interviewed by an outside advisor and sit an aptitude test, unfortunately it had to be cancelled this year.

Mock MMI's were held virtually for medical, dental and nursing and teaching applicants. Mock interviews for Ox/Bridge and teaching applicants were also held.

Information was relayed to students on a weekly basis regarding work shadow opportunities, Higher Level Apprenticeships, UCAS, CAO and Student Finance NI.

An online Information session was organised for parents to provide guidance and advice on the UCAS application process and student finance.

SPORT

Ellen Morgan (Year 14) was part of the Antrim Ladies senior football team who played in the all-Ireland final at Croke Park; defeated alas. Cliona Logan (Year 11) was also part of the Antrim U16 Ulster LGFA winning team.

With the partial relaxation of restrictions at the end of the summer term inter-class sporting activities resumed. Students benefitted greatly from this and the inter-class arrangements allowed for a greater degree of participation for all students at all levels and this was further facilitated by a re-arrangement of the normal school timetable to make the most of the opportunity.

FOSTERING LINKS WITH THE COMMUNITY

The school is committed to fostering links with the wider community and to promoting education for mutual understanding through a broad range of activities.

In October, the Prefect Team led a fundraising campaign for the Friends of the Cancer Centre. The campaign was launched by the Prefect Team through an online Assembly because of Covid Distancing Regulations. The campaign was supported by all students in Sixth Form, Year 12 and staff, and we succeeded in raising £3,067.30.

The Catholic Caring campaign was launched in November. The focus of our Catholic Caring Campaign has always been to work closely with St. Vincent de Paul to relieve some of the financial pressures faced by families in our local communities during the approach to Christmas. Each Tutor Group usually raises money to buy clothes and toys for a child and provides a hamper for a family. However, St. Vincent de Paul suspended its traditional Christmas Campaign in 2020 due to the Covid Pandemic.

Pupils were nonetheless determined to support local families. With the support of pupils and their parents, the school raised £3348.00. We were able to buy toys for 64 children and provide 75 hampers which were divided between the Welcome Centre and The Beech Hall Centre, Belfast. Toys were delivered via social workers to 13 families attached to the Beech Hall Centre and the remaining toys were donated to the toy campaign that had been set up by a local lady, Sinead McKinley.

In April 2021, shortly after pupils had returned to school after the Lockdown, the Prefect Team launched Rathmore's Trócaire Campaign. Although the activities were limited by Covid restrictions, pupils and their parents, under the leadership of the Prefect Team, successfully managed to raise £5806.29 which was gratefully received by the Trócaire Office in Belfast.

SCHOOL SECURITY

The Board and Senior Management of the school continue to keep school security under review.

FINANCE

Draft Statement of LMS account 1 April 2019 until 31 March 2020

Income	2019-20 £	2018-19 £	Expenditure	2019-20 £	2018-19 £
DENI	6,415,569	6,034,891	Teaching Staff Costs	4,517,040	4,251,792
Other	<u>232,030</u>	<u>207,755</u>	Non-Teaching Staff Costs	1,112,904	1,227,557
Total Income	6,647,599	6,242,646	Other Operating Costs	<u>857,951</u>	<u>895,917</u>
				6,487,895	6,375,266
DEFICIT / SURPLUS FOR YEAR	159,696 Surplus	132,620 Deficit			
	6,487,895	6,375,266		6,487,895	6,375,266

The New School Building Fund/Parental Voluntary Contributions

Most parents will know that in connection with the redevelopment of the buildings some years ago the school incurred substantial non grant aided expenditure in providing additional facilities and refurbishing the historic Rathmore House and Convent Chapel. Further expenditure has been incurred in recent years in the provision of the synthetic surface pitch and additional changing facilities. As Department of Education regulations prevent the use of LMS funds for capital works, a new school building fund was set up to help defray the extra expenditure. This fund is now also used to maintain the school's enhancement provision such as after school activities and additional pastoral support. The Board wishes to thank all parents, friends and former students who made a voluntary contribution to the fund. These contributions, including Gift Aid tax reimbursement thereon, amounted to £84,497 in the year to 31 March 2020.

PUBLIC EXAMINATION RESULTS 2020-21

A Level Results by Subject

DENI Benchmarking Analysis

GCSE

GCSE subjects *following permitted exclusions in the 3 year period	2016-17	2017-18	2018-19
% Yr 12 - taking GCSE in at least 7 subjects	100	98.9	100
% Yr 12 - C grades or above in at least 7 subjects	97.2	97.8	98.9
Comparison with FSM band	Upper quartile	Upper quartile	Upper quartile
% Yr 12 - C grades or above in at least 7 subjects, including Eng and Maths	96.7	97.8	98.35
Comparison with FSM band	Upper quartile	Upper quartile	Upper quartile
% Yr 12 - B grades or above in at least 7 subjects, including Eng and Maths	77.8	80.3	66.5*
% Yr12 – C grades or above in at least 5 subjects	98.9	98.9	100
% Yr12 – FSM entitled pupils obtaining grades C or above in at least 5 subjects	95.0	100	100
Number of Pupils in Year 12 cohort	180	178	182

* Introduction of C* which is equivalent of previous low B grades

A2

GCE A Level *following permitted exclusions in the 3 year period	2016-17	2017-18	2018-19
Number of Pupils in Year 14 cohort	165	155	161
% Yr14 taking A2 Levels in at least 3 subjects	100	99.4	98.8
% Yr14 obtaining Grades C or above in at least 3 A2 Levels	91.5	89.0	89.4
Comparison with FSM band	95th percentile	Upper quartile	Upper quartile

2016-17 & 2017-18 comparison in FSM band 1: 0-9.99% (23/21 schools)

DENI Census Data

Destination of School Leavers 2019-20*

Leavers - Years 12, 13 & 14	Another School	Employment/ Apprentice	Further Education	Higher Education	Other
191	6	13	11	155	6

*School Leavers destination for 2020-2021 yet to be confirmed

A2 Results 2021

	All Pupils %	Male %	Female %
achieving 3+ A*-C	96.5	95.4	98.4
achieving 3+ A*-E	100	100	100

Total students included = 172

Grade Comparison 2017-2021

	Year	All Pupils %
achieving 3+ A*-C	2021 CDG	96.50
	2020 CAG	100
	2019	89.44
	2018	89.00
	2017	91.51
achieving 3+ A*-E	2021 CDG	100
	2020 CAG	100
	2019	98.76
	2018	99.35
	2017	100

Contextual Factors

Gender

No's achieving 3+ A*-C	All Pupils %	Male %	Female %
2021 CDG	96.5	95.4	98.4
2020 CAG	100	100	100
2019	89.4	87.2	91.6
2018	89.0	88.8	89.3
2017	91.5	91.5	91.6

FSMe

DENI Benchmark	Pupils %	2017-18	2018-19	2019-20 CAG	2020-21 CDG
% 3+ A*-C A2 Levels	FSMe	71.4	81.8	100	88.9
	All	89.0	89.4	100	96.5
No. of FSMe pupils		7	11	13	9

SEN

DENI Benchmark	Pupils %	2017-18	2018-19	2019-20 CAG	2020-21 CDG
% 3+ A*-C A2 Levels	SEN	81.5	87.0	100	100
	All	89.0	89.4	100	96.5
No. of SEN pupils		27	23	10*	11*

*Numbers according to re-categorisation of SEN Status on SIMS

A Level Results by Subject

Subject	Number Entered	Number of pupils entered achieving grades						
		A*	A	B	C	D	E	U
Art & Design	4	1	3	0	0	0	0	0
Biology	43	13	13	13	3	0	1	0
Business Studies	27	5	13	7	2	0	0	0
Chemistry	37	15	12	6	3	1	0	0
Computer Studies	13	3	4	5	1	0	0	0
D&T Product Design	14	3	5	5	1	0	0	0
Drama	11	4	7	0	0	0	0	0
English Literature	13	4	4	3	1	1	0	0
French	10	3	5	2	0	0	0	0
Geography	35	8	12	11	2	2	0	0
German	8	4	1	3	0	0	0	0
Health & Social Care	12	0	6	5	1	0	0	0
History	29	6	11	9	3	0	0	0
IT	17	4	6	4	3	0	0	0
Irish	5	1	2	2	0	0	0	0
Further Maths	10	9	1	0	0	0	0	0
Mathematics	83	26	40	11	6	0	0	0
Physics	30	11	14	5	0	0	0	0
Politics	13	2	4	5	2	0	0	0
Religious Studies	63	14	24	14	11	0	0	0
Sociology	21	4	9	5	3	0	0	0
Spanish	10	0	7	3	0	0	0	0
Sport/PE Studies	20	6	8	4	2	0	0	0

High Achievers at A Level

4A* at A level

5 pupils

Gilligan Orla	Looney Peter	Murphy Shane
Hamill Siomha	McCann Aine	

3A* + 1A at A Level

5 pupil

Burke Niamh	Graham Michael	Shearer Anna
Donnan James	McNama Niall	

3A* at A level

15 pupils

Carmichael James	Logue Jack	McErlean Anna
Conlon Finnbar	Lundy Beth	McGeown Patrick
Cummings Matthew	Maguire Rory	McGurran Lucy
Finnegan Pierce	Mallon Daire	Rodgers Aodhan
Herbert Fox Grace	Marken Oliver	Sesay Katie

2A* + 2A at A level

4 pupils

Leyden Aoife	Sonebi Anna
Marron Alice	Toner Mark

2A* + 1A at A level

13 pupils

Burton Christian	Keenan Erin	Watson Alex
Canavan Mark	Kennedy Carl	Whyte Keelan
Carville Paul	Kennedy Ciara	Wilson Mollie
Doran Lucy	Khalil Christine	
Higgins Sarah	McKnight Jada	

1A* + 3A at A level

2 pupils

Dixon David	Thompson Niamh
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1A* + 2A at A level

17 pupils

Biging Loughran Daniel	Duffy Ben	McKay Benjamin
Birt Rosa	Fleming Logan	Monkevicius Danielius
Burns Fergal	Lam Aimee	Murray Owen
Campbell Ulan Erin	Male Jack	O'Connor Harry
Cartland Jonah	McAlister-Colacio Matthew	Taylor Cassie
Diver Cora	McCrystal Olivia	

4A at A level

2 pupils

Murphy Alanna	Wilson Anna
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3A + 1C at A level

1 pupil

Gray Aoibhe

3A at A level

18 pupils

Boyd Louis	Leeson Aoife	Morgan Ellen
Boyle Jack	Matthews Riona	O'Boyle Joseph
Brennan Sean	McCarthy Anna	Quattromano Giacomo
Doherty Paul	McCool Emma	Rodgers Laura
Hamill Gareth	McNally Shea	Ryan Caoimhe
Higgins Hugh	Mickleburgh Callum	Venning Niamh

AS Results 2021

	Year	% All pupils
achieving 3+ A-C grades	2021 CDG	93
	2020 CAG	100
	2019	85
	2018	73
	2017	75

Grade Comparison 2018-2021

Year	Grades		
	% A	% B	% 3+ A-C
2021 CDG	59	28	93
2020 CAG	60	29	100
2019	48	27	85
2018	47	25	74

AS Level Results by Subject

Subject	Number Entered	Number of pupils entered achieving grades					
		A	B	C	D	E	U
Art & Design	11	8	2	1	0	0	0
Biology	70	43	17	9	1	0	0
Business Studies	37	23	7	5	2	0	0
Chemistry	62	35	21	4	1	1	0
Computer Studies	9	4	5	0	0	0	0
Design and Technology	15	10	5	0	0	0	0
Drama	12	12	0	0	0	0	0
English Literature	20	9	9	2	0	0	0
French	7	4	2	1	0	0	0
Geography	23	13	5	3	2	0	0
German	6	4	1	0	1	0	0
Health & Social Care	17	7	10	0	0	0	0
History	30	13	9	6	2	0	0
Information Technology	13	4	6	2	1	0	0
Irish	6	5	1	0	0	0	0
Mathematics Further	15	15	0	0	0	0	0
Mathematics	96	72	16	5	1	2	0
Physics	13	5	6	1	1	0	0
Politics	37	20	12	4	1	0	0
Religious Studies	16	6	7	3	0	0	0
Sociology	26	15	9	0	1	1	0
Spanish	15	8	4	3	0	0	0
Sports Studies	12	6	5	1	0	0	0

High Achievers at AS Level

4A at AS level

44 pupils

Austin Ciara	Grant Oran	McGeown Sophie
Babu Feby	Gribbon Rachel	McParland James
Barrie Olivia	Hamilton Jude	Monaghan Rachel
Blaney Brendan	Hanly Lara	Morgan Lucas
Conlon Oisín	Hawkins Sophie	Overend Ethan
Corral Daniel	Horner Cormac	Pietrzekiewicz Mateusz
Crossey Aimee	Irvine Ellie	Ryan Louis
Crossey James	Kelly Rebecca	Shahzad Minaahil
Dabir Zoya	Magee Cara	Shibu Anusree
Dairo Ven Angelo	Mallon Anna	Sinu Riya
Devlin Patrick	Marron Phoebe	Smyth Che
Donnelly Madison	McAteer Conor	Thompson Anna
Edwards Conor	McBride Emma	Toal Marianne
Gallagher Sophie	McCann Conor	Zelenchuk Daniil
Graham Aodhan	McCarthy Charlotte	

3A+ at A level

17 pupils

Amir Ronan	Lawlor Rachel	McManus Niall
Doherty Thomas	McCann John	McStravick Olivia
Duff Brandon	McConnell Ciarrai	Mitchell Leona
Hart Anna	McGahan-Jennings Caolan	Pendleton Eoin
Hayes Clodagh	McGurk Brian	Wilson Dervla
Kerr Beth	McLoughlin Tierna	

3A at A level

17 pupils

Altemel Ayse	Keenan Conal Dominic	O'Boyle Matthew
Biging Carine	McBriarty Pearse	Ormerod Adam
Canning Amy	McCooe John	Prenter PJ
Coyle Alex	McCormick Declan	Rooney Aoife
Drake Matthew	Morgan Christopher	Walker Katie
Gormley Roisin	Mullan Bronagh	

GCSE Results 2021

Pupils	All Pupils %	Male %	Female %
achieving 7+ A*-B	81.0	73.9	91.8
achieving 7+ A*-B, inc Eng & Maths	77.2	68.5	90.4
achieving 7+ A*-C	97.8	96.4	100
achieving 7+ A*-C, inc Eng & Maths	97.8	96.4	100
achieving 5+ A*-C	98.9	98.2	100

Total = 184 pupils

Grade Comparison 2017-21

Pupils	Year	All Pupils %
achieving 7+ A*-B	2021	81.0
	2020	82.0
	2019*	72.5
	2018	82.0
	2017	79.4
achieving 7+ A*-C	2021	97.8
	2020	99.5
	2019	98.9
	2018	97.8
	2017	97.25
achieving 5+ A*-C	2021	98.9
	2020	100
	2019	100
	2018	98.9
	2017	98.9

Contextual Factors

Gender

Pupils	Year	All Pupils %	Male %	Female %
achieving 7+ A*-B	2021 CDG	81.0	73.9	91.8
	2020 CAG	82.0	76.0	90.0
	2019*	72.5	69.6	77.6
	2018	82.0	76.7	89.3
achieving 7+ A*-C	2021 CDG	97.8	96.4	100
	2020 CAG	99.5	99.0	100
	2019	98.9	98.3	100
	2018	97.8	99.0	96.0
achieving 5+ A*-C	2021 CDG	98.9	98.2	100
	2020 CAG	100	100	100
	2019	100	100	100
	2018	98.9	99.0	98.7

* Introduction of C* which is equivalent of previous low B grades

FSMe

DENI Benchmark	Pupils %	2017-18	2018-19*	2019-20 CAG	2020-21 CDG
% 7+ A*-B GCSEs	%FSMe	91.7	66.7	72.7	54.2
	all	80.3	72.5	82.0	81.0
% 7+ A*-C GCSEs	FSMe	100	100	100	95.8
	all	97.7	98.9	99.5	97.8
% 5+ A*-C GCSEs	FSMe	100	100	100	95.8
	all	98.9	100	100	98.9
No. of FSMe pupils		12	12	11	24

Introduction of C which is equivalent of previous low B grades

SEN

DENI Benchmark	Pupils %	2017-18	2018-19*	2019-20 CAG	2020-21 CDG
% 7+ A*-B GCSEs	SEN	80.7	76.7	60.0	91.7
	all	80.3	72.5	82.0	81.0
% 7+ A*-C GCSEs	SEN	100	100	100	100
	all	97.7	98.9	99.5	97.8
% 5+ A*-C GCSEs	SEN	100	100	100	100
	all	98.9	100	100	98.9
No. of SEN pupils		31	30	10**	12**

Introduction of C which is equivalent of previous low B grades

**Numbers according to re-categorisation of SEN Status on SIMS

GCSE Results by Subject

Subject	Number Entered	Number of pupils entered achieving grades							
		A*	A	B	C*	C	D	E	G
Art & Design	33	12	17	2	1	1	0	0	0
Biology	42	7	18	10	6	1	0	0	0
Business Studies	24	9	10	3	2	0	0	0	0
Chemistry	18	7	8	2	1	0	0	0	0
Computer Studies	37	0	0	0	3	1	0	0	0
Double Award Science	131	50	40	24	12	5	0	0	0
Drama	20	9	6	3	2	0	0	0	0
English Language	184	51	56	50	19	8	0	0	0
English Literature	181	49	68	38	10	13	3	0	0
French	54	24	12	10	4	3	1	0	0
Geography	78	32	28	9	4	3	2	0	0
German	26	8	9	6	2	1	0	0	0
History	68	24	20	14	7	2	0	0	1
Home Economics	22	7	6	5	2	2	0	0	0
Irish	26	6	5	4	8	3	0	0	0
Further Maths	95	35	45	7	5	2	1	0	0
Mathematics	90	6	49	29	2	4	0	0	0
Music	15	3	6	3	1	1	0	1	0
Physics	23	10	6	5	2	0	0	0	0
Religious Studies	184	62	77	29	5	8	1	2	0
Spanish	86	32	21	17	7	9	0	0	0
Sports Studies	39	19	14	1	2	1	2	0	0
Technology & Design	36	6	14	11	3	1	1	0	0

High Achievers at GCSE

10+A at GCSE level

44 pupils

Name	A*	Name	A*	Name	A*
Cameron Louis	10	Armstrong Brianna	8	Young Ciara	6
Carmichael Rose	10	Conlon Ciara	8	Caughey Adam	5
Glover Clare	10	Crisby Steffi	8	Crilly Olivia	5
Keenan Peter	10	Devlin Stacey	8	Jayan Nevina	5
Kerr-Woodrow Eva	10	Hewitt Juliet	8	Kearney Eva	5
Logan Eimear	10	Logue Conor	8	Khalil Nadine	5
Looney Conor	10	Williams Niamh	8	Tomy Joyal	5
Shephard Dillon	10	McAteer Daniel	7	Campbell Diarmuid	4
Thompson Dervla	10	McCroy Sarah	7	Reyes Carl Francis	4
Boyle Aoife	9	McDonnell Declan	7	Keane Zack	2
O'Boyle Fiontan	9	McLean Sarah	7	Pazdzierski Piotr	2
O'Connor Alex	9	Nolan David	7	Plumb Niamh	2
Rafferty Anita	9	Rodgers Meabh	7	Suby Alan	2
Scannell Niamh	9	Magee Eimear	6	McCroy Kate	1
Shephard Tabitha	9	Mohan Emer	6		

9+A at GCSE level

27 pupils

Name	A*	Name	A*	Name	A*
King-Foy Emma	9	Garry Arthur	6	Wilkinson Laura	4
McHugh Emma	8	Hanly Sean	6	Woods Sofia	4
Burns Abbie	7	Ho Joey	6	Cross Molly	3
Kerr Erin	7	Tandy James	6	Hamilton Luke	3
McArdle Beth	7	Morrison Sarah	5	McDonagh Aodhan	3
Tierney Sarah	7	Graham Thomas	4	Travers Aimee	3
Abogunrin Stephanie	6	Gray Tom	4	Biju Binsha	2
Copeland Emma	6	Kearney Rory	4	Low Cara	2
Duffy Lara	6	Lavery Aoife	4	Quinn Niamh	2

Appeals

Level	Stage 1	Stage 2
A2	18	1
AS	11	
GCSE	7	
Total	36	1

2 pupils stage 1 appeals were upheld due to special considerations. The school was not informed of these circumstances until after the results were issued.

These appeals resulted in 2 grade changes for A2 Biology from a C to a B and AS Further Maths from a B to an A.

The remaining 35 stage 1 and 1 stage 2 appeals were not upheld.

Subjects	A2	AS	GCSE	
Biology	3	1		
Chemistry	2	7		
DAS			1	
Digital Technology	2			
English	1		3	
Further Maths		1		
Food and Nutrition			1	
Geography	1			
History	3			
Irish	1		1	
Maths	2	2	1	
Religion	2			
Spanish	1			
Total Appeals	18	11	7	36