



# **SULLIVAN UPPER SCHOOL HOLYWOOD**

**Report of the Board of Governors  
on the  
2021/2022 School Year**

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# 1 THE CONSTITUTION OF THE BOARD OF GOVERNORS 2020/21 School Year

- a) **nominated by the church bodies in Holywood which were the original trustees of the school:**
- |   |   |
|---|---|
| Church of Ireland, Parish of Holywood<br>Church of St Philip and St James | Mr Brian Burke<br>Mrs Catherine O'Neill   |
| First Holywood Presbyterian Church,<br>Bangor Road, Holywood              | Mr Peter Moran<br>Mr Chris Warnock        |
| High Street Presbyterian Church,<br>Holywood                              | Mrs Ann Eves<br>Mrs Audrey Gordon         |
| First Presbyterian (Non-Subscribing)<br>Church, Holywood                  | -   |
| The Methodist Church, Holywood  | Mrs G Law ( <i>Appointed 31.01.2022</i> ) |
| St Colmcille's Parish, Holywood   | Dr Alison Eccles<br>Mrs Maria Pearson     |
- b) **nominated by the Department of Education**
- Mrs Laura Calvin  
Miss Louise Campbell  
Mrs Jennifer Cuthbert (*Resigned 31.01.2022*)  
Mr K Forster (*Appointed 04.04.2022*)  
Mr Stuart Hamilton (*to 31.01.2022*)  
Mrs H Mills (*Appointed 04.04.2022*)
- c) **elected by parents of pupils attending the school**
- Mr G Boyd (*Appointed 31.01.2022*)  
Mr Randal Gilbert (*Resigned 31.01.2022*)  
Mr M Hamilton (*Appointed 31.01.2022*)  
Mrs Angela Skarmoutsos (*Resigned 31.01.2022*)
- d) **elected by the teaching staff of the school**
- Mr C Henderson (*Appointed 31.01.2022*)  
Mrs Carol Johnston  
Mr David Matthews (*Resigned 31.01.2022*)
- e) **co-opted by the Board of Governors**
- Mrs Doreen Mathison  
Mr Mike McNeill  
Mr Stuart Hamilton (*from 31.01.2022*)
- f) **member ex-officio as Principal of the school**
- Mr Chris Peel
- g) **secretary to the Board of Governors**
- Dr Christina Byrnes (Bursar)

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

The **current** office bearers are:

Chairperson of the Board of Governors:	Mr Chris Warnock
Vice-Chairperson of the Board of Governors:	TBC
Chairperson of the Audit and Risk Assurance Committee:	Mr Brian Burke
Chairperson of the Education Policy Committee:	Ms Louise Campbell
Chairperson of the Education Services Committee:	Mr Stuart Hamilton
Chairperson of the Finance Committee:	Mrs Laura Calvin
Chairperson of the Preparatory Department Committee:	Mrs Doreen Mathison
Chairperson of the Safeguarding Team	Mrs Audrey Gordon

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

## 2 THE PREPARATORY DEPARTMENT

### **Attendance 2021-22:**

#### **Pupil attendance:**

Attendance of pupils was massively impacted by COVID during January and February, which dipped to 48%, at one stage. We had two annual audits from our Educational Welfare Officer in October and May.

#### **Staffing:**

All staff remained in the same year group from the previous year. Due to a long-term illness, Miss Johnson covered Prep 2 for the majority of the academic year. The Prep appointed a permanent music teacher (December 2021) and PE teacher (January 2022). A Senior Leadership Team was formed with staff who received extra financial remuneration. This group undertook leadership training sessions with the Head and made decisions about various aspects of school life.

#### **Return to school:**

Pupils returned to school in August with great enthusiasm. The timetable started in full swing and all classes continued to remain in their class bubbles, but with flexibility during break, lunch and some extracurricular outdoor sessions. School life was relatively unaffected by the pandemic, although classes were certainly impacted by attendance with continued COVID concerns and illness. Many aspects of the school curriculum, external events, trips, sporting fixtures and school visitors were reinstated and then sometimes postponed due to the guidelines for schools. Staff have continued to provide the staggered drop off in the mornings from 8:30 am and at collection time as this was an aspect of school life that was extremely supportive to our parents.

#### **Assembly:**

Assemblies continued as normal this year with the whole school meeting outdoors in the playground, in small groups in the Prep Hall or virtually via Microsoft Teams. Pupils also had weekly singing sessions with Mrs Ballard. Whole school assemblies provided a launch for weeks such as anti-bullying, mental health and the various celebrations across the school year. This year alongside the usual Harvest, Christmas and Easter assemblies, children also received a series of sessions focusing on Child Protection, online safety, positive behaviour and other festivals such as holocaust, the Easter Rising, Mothers' day, Valentines' day and even the celebration of the Platinum Jubilee.

#### **AQE Transfer results:**

All 27 Prep pupils who entered the AQE test scored 100 or above in their AQE test. No pupils sat the GL tests. 100% of our pupils seeking a grammar school place for year 8, were successful. Most pupils received their first-choice school.

#### **Extracurricular:**

When guidelines allowed it, all teaching staff led extracurricular clubs in a range of areas from drama to Eco warriors. Extracurricular activities led by the teaching staff commenced in September, but external providers were still paused due to the pandemic, except outdoors sports coaching such as TW sports and hockey. Speech and drama lessons continued as usual both during the school day and also as an extracurricular activity. PE play lessons took place in a COVID-friendly manner and extracurricular netball, football and hockey all took place on a weekly basis. Mrs Ballard and Mrs Rowan led the choir through a range of events such as Open Day, Christmas and various assemblies.

#### **Events:**

Our annual Harvest service took place in our local Parish Church, but parents could not attend due to COVID restrictions. Storehouse was the nominated charity. A spooky Halloween fun day was organised by the school council, so that all could still enjoy a day of wellbeing activities and fun!

This year, a special celebration was introduced for our Prep 1 pupils, in October. Staff in the Prep organised a special dedication ceremony and special welcome to the school for our Prep 1 pupils and their families. This was supported by the choir and attendance from the Governors to present welcome certificates.

The Prep Nativity continued to be a much-loved event and this year was no exception, as the performances from Prep 1 to Prep 4 were recorded and shared virtually with our families. Due to the ongoing pandemic, the Upper Prep children were unable to hold their Christmas Service, however, each class performed and recorded their Christmas pieces, and these were released for the school community to enjoy! Santa visited the Prep, and each child received a present. There was also some fun singing in the playground.

All pupils took part in a special jubilee outdoor picnic and there were a number of outdoor learning days led by the early years team, the World Around leaders and the Maths team.

Prize Day this year took place in the Pavilion Hall and was run in 2 sessions for Prep 1-4 and then Prep 5-7 and also showcased our Prep 7 pupils for their leavers' assembly.

### **Teaching and learning:**

In October we welcomed Cheryl Stafford, our Education and Training Inspectorate (ETI) District Inspector, for a pastoral visit with the new Head of Department. The Head of Department was joined by members of the SLT – Literacy leader, World Around Us (WAU), Foundation Stage and ICT. This visit went very well and she appeared happy to support us if there were any needs within the school. She also recommended that some of the SLT may be interested in the ETI training for middle leadership.

The month of January took another unusual turn as COVID rates soared across the community and attendance dropped to 48%. A number of assistants were also impacted by COVID and this did affect the running of the school. Ms Gordon and Mrs Ballard covered classes and break sessions where possible. Although staff were still providing a range of classroom teaching, they were also providing work online for the large numbers of children at home either unwell or isolating. This a huge impact on the wellbeing of teaching staff and they are to be highly praised for their commitment to teaching during this time. School remained open throughout and only the Prep 5 class had to be closed for one day, to facilitate a deep clean of the room.

All staff worked tirelessly to ensure that children had high quality teaching and learning, with a focus on outdoor practical and experiential learning. Staff received training from Joan Henderson to support this style of learning. Staff also received extensive training in the SEND legislation and supporting pupils with SEN at the Prep. The teaching team received training in factual reporting, coaching conversations, leadership and teamwork. The assistants received weekly training in managing a range of SEN pupils in the classroom, the use of the new sensory space and nurture groups.

Pupils completed annual assessment in October 2021 and then their end of year assessments in PTM and PTE in June 2022.

All staff received initial training in OBA – outcomes based accountability and the school development plan, action plans and evaluations will all now take this format. Mrs Matthews and Mrs Callen received training from ETI in this innovative practice.

### **SUPPA:**

SUPPA met virtually each term with the parents, Mrs Ballard, Mrs Wilson and Miss Hall (now Mrs Rowan). There was great financial support for the events organised by the school council such as the Halloween Fun Day and also the purchase of easter eggs for all the children at Easter. We would like to thank SUPPA for their fundraising efforts which raised money for expenditure a long list of resources which include:

- an ICT refresh of laptops;
- a disco at Halloween;
- Easter eggs;
- trip to the Pantomime for the whole school (postponed from 2020);
- Santa gifts for every child.

**Community:**

The School Council met with Mrs Ballard each week, representing the pupils' voice to bring issues to the school's attention. The children organised a fun day during the school day for the whole school at Halloween, Christmas, Easter and the end of term.

The Eco Team met as a mixed group through the eco-warriors extracurricular sessions with Mrs Matthews and Mrs Callen.

Forest School took place for Prep 7s on Fridays and Mrs Matthews received her forest school teacher's award.

The Silver Robin Cafeteria facilitated café style lunches being served to the classrooms on a daily basis. An online ordering system was also facilitated. Parents voted online to select their preferred style of booking meals.

We continued to place importance on preparing our children for Transition to Year 8. This was able to be facilitated in person by Mrs Matthews, the class teacher and the SU team.

Mrs Ballard attended the Holywood Children and Youth Network meetings virtually each term to represent the school in the local community. There was also representation from Mrs Ballard at the North Down Primary Principal's group and subject leaders in a range of areas attended the North Down clusters.

Entering competitions continued to be important this year to our children to help improve their life skills, practise resilience and display good sportsmanship. Two pupils won the art competition for the Holywood Maypole led by Mrs Feldman. Assorted sporting events were entered such as football, hockey tournaments and athletics competitions. Class trips all took place during the last term of school and each class had a least one trip to an external venue such as the Titanic centre, the yacht club, Hillsborough or Rathgael gym. A number of speech and drama festivals and exams all took place and the pupils performed exceptionally well at these.

The Parents' Forum met twice, virtually through Teams and a number of items were identified and discussed. Parents had the opportunity to voice their opinions through a number of online questionnaires created by the Head of Prep. These focused on aspects such as communication, school dinners, parental interview format and end of year opportunity to voice the successes of the school year and any concerns, issues or criticisms.

**Safeguarding:**

Updated training was received by the Designated Teacher for Child Protection through Education Authority's South Education Region (SER). The Designated Teacher in the Prep also attended whole school meetings about safeguarding and appropriate information was shared each term with the Preparatory Committee of the Board of Governors. There were also termly meeting with the Designated Board of Governor for Child Protection for the Prep.

**Special Educational Needs:**

Close liaison continued with Education Authority's SER Psychology Department as well as with RISE.

**Positive Behaviour:**

All staff used daily visuals for the daily timetable and each teacher used a set of neck visuals to support the children. Social stories were used by all staff to support changes in routine, trips, events and so on.

Buddy systems between Prep 1 and Prep 7 were reinstated in the second term.

The 5 golden rules were introduced in assembly and the staff promoted this across the school day.

Foundation and Key Stage 1 staff worked on an adapted behaviour support program using traffic visuals for the children to reinforce positive behaviour. House points and individual rewards were also awarded.

## **SUBJECT/LEARNING AREA REPORTS:**

### **Area of Learning – Assessment**

**Leaders – A Patterson & W Ballard**

#### What have we done?

- Standardised testing, tests on paper, were completed in May 2021. PTM, PTE and CAT4 were completed by pupils in classes Prep 4-Prep 7. The data from the PTE, PTM and CAT4 was analysed in November 2021, informing teaching practices and differentiated work for children throughout the academic year 2021/22.
- PTM, PTE and CAT4 data analysed in November 2021 also identified children for 'Learning Support' with Ms Gordon, 'Focus Group' children in each class (for English and Mathematics) and 'Gifted and Talented' pupils. The stanine bands identifying these pupils, remains the same:
  - a. 'Focus Groups', stanine bands 5 and 6;
  - b. SEN children, receiving support from Ms Gordon, stanine bands 4 or lower;
  - c. Gifted and Talented, stanine 9.
- The analysis also compares CAT4 scores with PTE and PTM to check for any concerning discrepancies, where a pupil may be underachieving or overachieving. These pupils will also receive in class support from teacher or LSA.
- The children who are not achieving their potential are part of the 'Focus Group'. This is detailed in each teacher's differentiation notes which are saved in Teams.
- The PASS data is analysed by Mrs Ballard and SLT to identify pupils for the class 'Nurture Groups'. The nurture groups have a weekly session led by a LSA to monitor their needs.

### **Area of Learning: Language & Literacy**

**Leader: W Ballard**

#### What have we done?

- Purchased and trialled PM benchmarking reading assessments for the whole school.
- Purchased reading books for SEN pupils – lower ability but high interest.
- Developed weekly Literacy planners for P1-7.
- P1-P3 developed new phonics scheme and High Frequency Word plan.
- Held a fun week of activities related to World book week.
- Hosted a number of Author visits.

### **Area of Learning – Maths & Numeracy**

**Leaders: K Wilson & C Rowan**

#### What have we done?

- Through the analysis of PTM data we highlighted that Measures was going to be our area of focus. We held March Measures Month.
- All classes have increased the amount of daily mental maths and practical activity.

### **Area of Learning: ICT**

**Leaders: J Matthews & C Rowan**

#### What have we done?

- We received and deployed 10 new Dell Laptops to the Prep Department.
- Staff help-sheets were created and distributed via Teams to guide Staff on changing proxy settings.
- Whole-staff meeting was led on 21 February 2022 by ICT Team to demonstrate and train staff in utilising Teams for communication, file storage/sharing within Office 365 and a refresher on commenting on shared documents within teams.
- All school iPads were checked and updated.
- Xoyondo website used for online booking of virtual PT interviews and extracurricular clubs.
- Received Surface Pro allocation from C2K. Starting testing.
- Reports on Teams/Office 365.
- Ensured that Prep schools were included in the allocation of J2E software by C2K.



**Area of Learning: WAU**

**Leaders: K Callen & J Matthews**

What have we done?

1. Forest School status achieved.
2. Increased use of Outdoor Classroom.
3. Green Flag work ongoing – supported by Eco Council and new Eco Warrior Club.
4. Schemes of work updated to include outdoor lessons and learning.

**Area of Learning: Play Based Learning**

**Leaders: K Callen & N Johnson**

What have we done?

- Developed pupils' ability to play appropriately with peers in the role-play area.
- Build a positive working relationship with parents and established an appropriate level of communication to benefit pupils' progress.
- Developed the natural resources in the outdoor learning area called the Magic Garden.

**Area of Learning: SEN**

**Leader: K Gordon**

What have we done?

- All staff completed multiple training sessions in line with the new SEND legislation.
- LSC, Head of Department and teaching staff all completed the provision mapping for the SEN needs of the school.
- SEN funding was used to create a fully resourced new sensory room and SEN support box for every class.
- SEN funding and wellbeing funding was used to purchase books and resources for PDMU, emotional wellbeing, online safety, anti-bullying and consent.
- All classroom assistants received training to provide nurture sessions across the week for groups or individuals in every class.
- All teaching staff completed training in weekly notes for Literacy and Numeracy to ensure differentiation for all children and to identify pupils achieving, not achieving or exceeding the learning objectives.
- All staff received training to provide short, regular brain breaks for children throughout the day.
- All staff now provide class daily visuals and use individual visuals when necessary.

### **3 THE SECONDARY DEPARTMENT**

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

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

The Board of Governors and staff of Sullivan Upper School are committed to maintaining and improving the high standards for which the school is known. We continue to achieve excellent results, we continue to provide a rich diet of extracurricular activities and we continue to support our pupils with strong pastoral and careers structures.

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

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

The school wishes to keep the breath of the curriculum at KS4 and this strategy was commended during the last ETI school inspection. Consequently, in addition to the core subjects of English, English Literature, Mathematics and Religious Studies, all pupils are required to study at least one subject from the categories of Science, Modern Languages and Environment and Society. Learning for Life is available as a GCSE subject, but all pupils also have one period per week to follow a Pastoral programme. The school, at present, offers 25 GCSE subjects.

Pupils are required to select three or four subjects to study at KS5. Many pupils begin with four AS Levels and reduce these to three A2 subjects in Year 14. To date, the school has offered pupils a free choice of A Level subjects and then has worked to timetable the combinations. In a small number of cases the combination of subjects requested by the pupil cannot be accommodated or cannot be accommodated without clashes on the timetable. Despite this small number of disappointments, the school has resisted returning to the system, used by many schools, of having blocks from which the pupils must make their choices as this greatly restricts the pupils' options. As financial constraints continue, it is to be hoped the present system can remain in place. At present 23 subjects are offered at KS5 within Sullivan with the possibility of a further two in collaboration with Priory Integrated College, bringing the total to 25 subjects.

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

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

Self-evaluation procedures are in place which are used to enable Departments to evaluate and adjust schemes of work at all Key Stages as required. Heads of Department in response to external examination results, School Development Plan and other current issues draw up, in

collaboration with their colleagues, a Departmental Development Plan which is evaluated at the end of the year. Due to COVID-19 pandemic, mitigations, and direction on curtailing school development plans from DE, departments have continued to concentrate on interim measures for example further developing online blended learning and a revision of existing assessment and reporting procedures.

Again, due to the impact of the pandemic, awarding authorities announced a variety of concessions to mitigate against lost teaching time during lockdowns and ongoing increased rates of pupil and staff absence during the 2021/22 academic year because of COVID-19. Departments had to focus on adjusting schemes of work to take into account these concessions and omissions. Teachers continued to provide online learning for those pupils absent through Google Classrooms. Departments continued to provide a blended learning approach and further sharing of good practice was carried out, including a carousel of training during one of the school development days.

The timetable was drawn up in the summer term and thankfully most practical classes were able to resume as per pre-COVID-19 and pupil bubbles did not have to be adhered to for lessons. Frustratingly, restrictions for Music remained in place until April, curtailing their usual practical lessons.

In August 2020, Mrs Millar and Mrs Anderson maintained the unified approach that was taken for whole school Literacy and Numeracy. Therefore, they joined forces to design a more streamlined approach for subject teachers which would collate the Literacy and Numeracy targets on one Action Plan. In doing this, it was hoped that these core skills would be highlighted more effectively, and subject teachers would find it easier to focus on their department targets more consistently.

All departments submitted Action Plans to Mrs Anderson and Mrs Millar, clearly defining their focus for 2021/22. Departments were urged to consider the profile of the new Year 8 intake when considering their 2021/22 targets.

Accelerated Reader continues to be a very successful resource which monitors the reading progress of the KS3 pupils, provides useful tracking data on their reading and motivates the pupils to read more. Pupils are provided with a Reading age three times a year and this can be shared with Heads of Department in other subjects to inform on literacy standards. The English Department uses this data to track reading progress and the reading ages are shared with parents. The English Department also continues to provide all departments with a list of pupils in every year group who require support in Literacy and possible remediation strategies are also provided.

The school has been fortunate enough to secure funding to run the Engage Programme and pupils from Year 8, Year 9 and Year 12 have been selected by the English and Mathematics Departments to benefit from specially tailored tuition on a withdrawal basis. The Engage Programme and remediation strategies will be monitored closely by both departments. Further action and improvements to remediation will be discussed by Mrs Anderson and Mrs Millar. Engage funding allowed the Mathematics department to purchase Sparx Maths; this is a package that tailors homework to individual pupils to improve overall attainment.

The English Department appreciates the importance of its contribution to whole school Literacy standards and attempts to encourage better Literacy through annual competitions in short story writing and poetry. The annual school Poetry Competition continues to be conducted by Mrs Graham. Through the Creative Writing Club, the Librarian and Mrs Millar, author visits are organised for year groups every term which enables the pupils to learn directly from professional writers. The Debating Club continued to run to encourage effective oral communication skills. The Library remains a hub of activity helping to promote Literacy and coordinating activities such as Drop Everything and Read and Book Week.

All Heads of Departments are encouraged to approach Mrs Millar and Mrs Anderson for help in researching strategies and find resources to improve literacy standards in their subjects. Literacy and Numeracy remains a fixed item on every Head of Departments meeting agenda.

In Mathematics, Year 13 pupil mentors alongside departmental staff were unable to run the highly successful Maths Help Desk. Pupils were able to participate in the UKMT Maths Challenges at Senior and Junior Level and in March school celebrated Pi-Day.

Following the lead of the English Department, the Mathematics department compiled a list, distributed in October, of pupils in Year 8-Year 12 group who experience difficulties when applying and using Mathematics and, where practical, offer ideas and strategies to help teachers. Mrs Anderson and Mrs Millar also used information gained from GL Progress Tests in Maths and English (taken by Year 8 pupils in the Autumn term) to highlight individual pupil needs and inform staff of perceived issues or difficulties.

### **School Development Days**

The primary emphasis of these days was to plan and prepare for changes brought about by the ongoing pandemic eg adjusting schemes of work and teaching resources to take into account concessions and omissions from the examination boards and sharing good practice in approaches to bended learning. June saw a focus on sharing the characteristics of 'what makes good assessments' which was led by Mrs L Montgomery and Mrs S McKeown.

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

See Appendices 8-14.

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

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

No Candidates were entered for examinations during November 2021 and January 2022.

Public examinations were held for the first time since Summer 2019, however most subjects across GCSE and GCE had optional units to allow for the disruption to learning pupils had experienced during the pandemic. Pupils, in conjunction with their teachers and parents decided which units they would undertake.

Results for A2, AS and GCSE were issued in August, with additional guidance provided by the awarding bodies to ensure pupils and parents understood if marks from an optional unit were included in the overall grade.

Services for Reviews of Marking and Access to scripts were offered this year by all awarding bodies and processed in line with pre-pandemics guidance and service levels.

#### **(v) Pastoral**

The school continues to operate a clearly defined and active system for pastoral care with a team of teachers operating agreed policies and procedures which are regularly reviewed and updated. The Vice-Principal with responsibility for pastoral matters leads a team made up of Year Heads, Form Teachers, SENCO (Special Educational Needs Coordinator) all of whom discharge major pastoral functions. The School Nurse also holds a pivotal role in the pastoral care system.

A programme of personal development, citizenship and employability, as well as other relevant topics was provided as part of Learning for Life and Work to each year group. The programme included a focus on wellbeing following the impact of Covid-19. There continued to be a focus on resilience including the delivery of the 'Hopeful Minds' project to all pupils in Year 8 and 'The Floreo Project' was delivered to all pupils in Year 11.

All pupils participated in Anti-Bullying week in November when fun and educational activities were organised to emphasise awareness and the need to look after one another.

Pupil health and wellbeing continues to remain a priority. Wellbeing events were scheduled throughout the year and each year group participated in a Wellbeing workshop.

The School Council met monthly to address issues raised by the pupils. Council members also organised Sullivan's first World Diversity Day and coordinated filling a time capsule as part of the NI100 Education Centenary Programme.

The Independent Counselling Service, Familyworks, has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school. The demand for counselling increased so an additional counsellor was provided which was financed by the Wellbeing funding provided by the Department of Education.

Under the supervision of the Adult Assistants the Learning Support Resource Room continues to be used on a one-to-one basis by pupils as a conducive place to learn. Within the room there is a sensory area, resourced with equipment relevant to the needs of the pupils. Here pupils can have quiet time out when feeling overwhelmed or anxious.

The Child Protection Policy, Relationships and Sexuality Education Policy and Medical Medications Policy were reviewed.

**(vi) Special Educational Needs**

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

Implementation of the new code of practice relating to the SEND Act of 2016 continues. This was done with guidance from the SEND team at the EA. Despite this update there continues to be a significant number of pupils on the SEN register at stages 1, 2 and 3 in Sullivan Upper School. For those pupils removed from the SEN register the passport system in collaboration with Form Teachers to consider individual pupil views on their passport has proven to be successful and ensured continuity of provision for these pupils.

The SENCO and Assistant SENCO continue to work tirelessly to enable pupils with statements and those at other stages of the code of practice to have access to the Northern Ireland Curriculum. This is done through the creation of Individual Educational Plans (IEP) which are drawn up in collaboration with staff, parents, and appropriate outside agencies. To underpin the value of the IEP, targets and strategies are discussed with each pupil by either the SENCO or their Adult Assistant.

The annual review process of pupils with a Statement of Special Educational Needs involves all interested parties in decisions about the educational provision, curriculum choices, and transition planning for these pupils. This includes input from Education Authority transition service and NI careers service. One Drive was utilised, and this process has successfully been completed electronically.

The use of technology has increased both to help the Adult Assistant team and when available for, pupils. This includes the use of Laptops, iPads, Apple pencils and the introduction of an electronic system to monitor pupil progress towards their individual targets.

The SENCO oversees the educational provision for pupils with special educational needs, liaises with relevant outside agencies and communicates with parents on behalf of the school. Outside agency support during the academic year 2021-2022 included referrals to the EA behavioural support service; advice was sought from the EA Autism, Advisory and Intervention Service; and support for two pupils undergoing statutory assessment was required from Educational Psychology. There is also ongoing liaison with Belfast Hospital School.

The SENCO has continued to undertake regular training and has begun making changes as instructed by the Education Authority SEND team with regards to the implementation of the new code of practice. This training is disseminated to staff. Funding was received from the Educational

Authority to support this. Also, the SENCO and Assistant SENCO took part in training regarding the implementation of the Joint Council for Qualifications (JCQ) access arrangements to support pupils with a specific learning difficulty (SpLD). This helped to inform the testing of a significant number of pupils throughout 2021-22. The number of pupils requiring access arrangements continues to grow. The adult assistant team continue to undertake training as appropriate and available.

**(vii) Extracurricular**

Although still affected by the pandemic, it was pleasing that extracurricular activities were able to return in 2021-2022 and this was welcomed by staff and pupils.

In rugby the Medallion squad won the Subsidiary Plate Competition, beating Rainey Endowed School in the final. The 1stXV progressed to the quarterfinal of the Schools' Cup where they were defeated by RBAI. The Year 8 enjoyed a very impressive season and won the Year 8 Down High Tournament. In total seven pupils gained Ulster representative honours.

A senior trophy was also won in Girls' Hockey with the 2ndXI winning the McDowell Plate against Limavady Grammar School. The U14A team won the Junior Plate against Coleraine Grammar and there was representative honours for a pupil at U21 level.

In Boys' hockey the 1<sup>st</sup> XI competed in the Irish school finals and the U13 team reached the final of the Bannister Bowl. Two pupils represented Ireland and two further pupils gained Ulster representative honours.

There were a number of fine achievements in athletics with strong performances in the District Schools Championship and five pupils qualifying for the Irish Schools championships. In cross-country the Junior Girls team were runners up in the Ulster Championship and won the All-Ireland competition. The Mini Girls team placed 1<sup>st</sup> in the District Championship and 2<sup>nd</sup> in Ulster.

Girls' cricket developed during the academic year with teams competing with distinction in the U15 soft ball tournament at Sea Park. Boys' cricket also saw a return to a more normal schedule of fixtures with our teams winning the Sherrygroom cup. The U13 team were runners up to Wallace High School in the Mourne Cup.

Success was also enjoyed by the tennis teams with both the Boys and Girls Juniors teams winning their cups and the Boys and Girls Intermediate teams their Plate competitions. Badminton also returned with the Minor Girls becoming Ulster and Ireland Champions. Both the Minor Boys and Senior Girls won the Division 2 Championship. Meanwhile in netball team the Minor team qualified for Northern Ireland Finals day.

Pupils also excelled in fencing during the year with five fencers selected to compete for Northern Ireland in the Commonwealth Fencing Championships and four Junior fencers winning Northern Ireland titles.

Music was more significantly affected by the ongoing pandemic but individual lessons recommenced with social distancing measures in place. A pupil reached the final of the BBC School Soloist of the Year. Outdoor carols were performed in Holywood High Street and a concert took place in the Parish Church. It was also very pleasing to be able to put on a Music and Drama production "A Night at the Musicals in the Stranmillis Theatre in June.

Drama visits also recommenced and three students were selected for the National Youth Theatre.

Other extracurricular activities also began to return to normality with the Christian Union meeting in person. The Young Enterprise Programme and the Cadet Force were also able to be active again. The year also saw new activities such as girls' rugby and coding. Pupils undertaking the Duke of Edinburgh Award Scheme were also able to resume normal activities with day walks, expeditions and overnight camping permitted.

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

Sullivan Upper School runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently five members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the expertise of the Northern Ireland Careers Service, local universities, local business, and parents to enrich the Careers Programme. Note that due to the pandemic, some activities may have operated differently during 2021- 2022. The provision includes:

#### **Key Stage 3**

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

#### **Key Stage 4**

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

#### **Sixth Form**

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

#### **After Care**

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

### **(ix) Staffing**

In terms of staffing, there have been significant changes.

Mr Chris Peel joined Sullivan Upper School in September 2010 following on from Mr John Stevenson and became the 10th principal of the school. Mr Peel in his role as Headmaster of Sullivan has been the guardian of the school's standards, ethos and values – a role which he successfully fulfilled with great dedication and integrity for the last 12 years. Throughout his tenure Mr Peel has maintained the high academic standards for which Sullivan Upper School is well known. This was recognised in the excellent Inspection Report in November 2015 – where the school achieved the highest possible grading in Overall Effectiveness and performance levels were rated as 'Very Good' in the three key areas which were evaluated. Mr Peel was relentless in his enthusiastic support for a wide range of school events and co-curricular and extracurricular activities. During his tenure the school has enjoyed notable successes in a wide range of sport. Music and the arts also continued to thrive. Mr Peel was a strong supporter of school trips as part of the overall educational experience and with his characteristic energy and enthusiasm he took part in many of them. Mr Peel has embodied the school's motto - 'the gentle hand foremost' and can look back on his time of leadership at Sullivan with pride and satisfaction of a job well done.

Mrs Kay Millar joined Sullivan's English Department 34 years ago. She has made an outstanding contribution to wider school life in so many ways, particularly with her commitment to Drama, the highlights of which included her production of many wonderful school plays such as "Shadow of a Gunman" which many former pupils remember with great affection. She was also a valuable member of staff on many school trips such as the Ski Trip. During her time at Sullivan, Kay has held the post of Year head, Head of English and Drama and co-ordinator for Literacy and Senior Manager for Whole School events. She was an exceptional organiser, ensuring that key events in

the school calendar such as Prize day and Open Day ran smoothly. Her leadership of the English department was recognised in an outstanding inspection report in 2015. However, Kay will be remembered firstly as an outstanding and motivational classroom teacher and a caring and supportive colleague.

Martin Beggs started teaching Chemistry at Sullivan in 1990, a career that epitomised the school motto, "a gentle hand uppermost". He had his own unique style which was characterised by kindness and thoughtfulness. His genuine interest in the welfare of students led him to take up the position of Head of Year 9, a role he faithfully performed for 21 years. Martin took an active part in the Scripture Union, leading Bible Study groups and going on many house parties in the summer. Pupils and colleagues alike found him supportive, ever ready with an encouraging word, or a jar of jam.

Wendy McCullough decided to take early retirement in June after 25 years as a teacher in the Mathematics department. During that time, she made a huge contribution to both the department and the wider school. Wendy was involved in a variety of extracurricular activities. Her most successful and long-standing role was as a Coordinator of Young Enterprise. Her enthusiasm, encouragement and advice ensured that many of the Young Enterprise Companies won awards and competitions. Wendy was very proactive in her involvement with staff welfare and had been a member of the Well-being committee and, as social secretary, helped to organise staff functions. However, it is as a teacher, Wendy will be mostly fondly remembered by all the pupils who came through her classroom door.

During the year, Mr Craig Mairs was appointed to succeed Mr Chris Peel as Principal of Sullivan Upper School and Mrs Amanda Waterworth was appointed to the Chemistry Department. At the end of the year, Mr Steven Drennan and Miss Leonie Aranha were appointed as Senior Managers to the Senior leadership team. Mr Chris Heaney was appointed as Head of the English and Drama department and Mrs Claire Henry was appointed as Head of the Careers department. Mr Sam Cooper and Mrs Jane McVeigh was appointed as Head of House.

In order to cover long-term absence during the year, we availed of the services of Mrs Shauna Monteith in Art and Design, Miss Naomi Montgomery in Business Studies, Mr James McConnell in Geography, Miss Ellen O'Neill in Biology, Dr Michael Edgar in Physics and Mr Peter Kirk in Physical Education.

New staff were welcomed to the school in the following non-teaching posts during the 2021/22 academic year: Mrs Louise Ahmed (Catering Assistant), Mr Andrew Bell (Moving Image Arts Technician), Mrs Alison Cairns (Secretary – Prep), Ms Ka Yan Chau (Catering Assistant), Miss Abbie Lawler (Art and Design Technician) and Mr Kenneth Woodrow (Study Supervisor).

In 2021/22 on the non-teaching side we said farewell to the following staff: Mrs Morag Austin (Lunchtime Supervisor), Ms Ka Yan Chau (Catering Assistant), Mr Paul Osborne (Master in Charge of Cricket and Hockey coach), Ms Louise O'Connor (Classroom Assistant), Mrs Rebekah Patterson (Art and Design Technician) and Mrs Claire Sloane (Secretary – Prep).

#### **(x) School Security and Safety**

The Health and Safety Committee is chaired by a member of the Board of Governors and with representatives from many parts of the school's activities, continued to oversee this important aspect of school life. The programme of refresher training continued during the year including AED training for the qualified first aiders and the Board gratefully acknowledges the valuable commitment of this team. The school is seeking to implement new software, Medical Tracker, during 2022/23 to improve efficiency and communication with parents in connection with health management.

The school is committed to providing a secure and safe environment for our pupils – the new door access system is now fully operational and this has been a welcome improvement to security within the school site with controlled access to all school buildings. The school has also implemented a new VPASS visitor management system; visitors, contractors and school staff are



now required to sign in electronically upon arrival and to sign out when leaving; they are also required to wear their official ID badge when on the school site.

The Board of Governors undertook expenditure of £217k during 2021/22, funded by the school, on works to ensure the safe movement for pupils, staff, parents and visitors throughout the school site. These works were completed in September 2021 and included traffic calming measures, the installation of separate pedestrian entrances, designated pedestrian walkways, the installation of additional lighting, the provision of cycle racks and an automatic barrier at the Abbey Ring exit.

**(xi) Buildings and Facilities**

The school continues to invest in its facilities despite this significant and increasing pressure on revenue with capital expenditure of £380k in 2022 and associated grants of £53k from the Department of Education. The bulk of this expenditure was on the traffic management system as above but following the experiences of remote learning, the school continued to invest in ICT resources with expenditure in 2022 of £52k. Capital fees of £24k in total were set aside in the preparatory department to provide funding for future capital development.

In January 2017, the Minister for Education announced a second call under the School Enhancement Programme (SEP) aimed at meeting immediate and pressing capital investment needs in schools. The School Enhancement Programme makes available funding of between £500,000 and £4,000,000 for projects which refurbish or extend the existing school provision. The school has submitted an application for capital works to be carried out under this scheme and is delighted that it has received confirmation that the school's application has been selected in the third tranche of schools to move forward in planning.

## 4 FINANCIAL STATEMENT

### Financial Report for the Year ended 31 March 2022

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

The surplus in the Revenue Account for the year ended 31 March 2022 was £170,978 (2021: surplus £256,801).

Appendix 16 details the revenue account for year ended 31 March 2022 and the position may be summarised as follows:-

	2022	2021
	£	£
Secondary Department	170,511	255,996
Preparatory Department	8	97
Silver Robin Restaurant	459	708
	<u>170,978</u>	<u>256,801</u>

### Financial Reporting

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

### Sullivan Upper School Charity No: XN45715

Sullivan Upper School is a registered charity established for the purpose of the advancement of education achieved through the school's extensive programme of curricular and extracurricular activities. The school received voluntary contributions from parents of £197k (2021: £185k) and Gift Aid of £41k (2021: £41k) was received in relation to these contributions. Parents are invited to support their child/children's education through these voluntary donations to the School Fund. These funds are used to ensure that there is not a reduction in the quality or breadth of educational provision in the school and to support classroom resources due to the restrictions on Government funding. They support for example: classroom resources; additional staffing; ICT equipment; specialist sports coaching; specialist music tuition; provision of transport; and hire of external facilities.

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

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

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

#### Academic Achievements

In 2021 144 (96%) (2020 133 (96%)) of our leavers progressed to Higher or Further Education either immediately or achieved a place to be taken up following a gap year.

#### Advanced Level Examinations (A Level)

In the 2021 examination year 148 (2020 139) pupils were entered for the A Level examinations. 91% of pupils achieved a minimum of 3 C's (86% in 2020). These excellent results enable our pupils to progress to tertiary level education at the university of their choice.

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

156 (2020 159) pupils were entered for the GCSE examinations in 2021. Of those entered, 98% (2020 100%) achieved A\* to C in 7 or more subjects including English and Mathematics.

### **Coronavirus (COVID) Pandemic**

The Coronavirus pandemic has had a significant impact on the lives of our pupils, staff and the wider community over the past three years. Normal activities were curtailed during this period with protective measures in place such as: social distancing; the use of face coverings by pupils and staff both inside and outside the classrooms; one-way systems in the school and the use of year group bubbles. The detrimental effect of this pandemic on the mental health of young people has been widely reported and it has been a challenging time for the school's pastoral team. The Board pays tribute to the diligence and commitment of this team and of the entire school staff as they support and guide our pupils through this recovery phase. The Board has committed its support to address the needs of those pupils who require additional support e.g, with access to additional school counselling services.

### **Extracurricular Activities**

In the first two years of the pandemic, extracurricular activities were badly affected and the Governors were delighted that some restrictions eased from April 2021. It has been pleasing to see a return to significant numbers of our extracurricular activities in 2021/22. It is the school's practice to provide a wide range of extracurricular activities through which pupils can develop independence, confidence and a range of skills. These include a wide range of clubs and societies as well as many sporting activities with the aim for every pupil to derive enjoyment and satisfaction from achieving their best, at whatever level.

### **School Trips**

School trips and educational visits are seen as an integral part of the education offered by the school. Unfortunately due to the Coronavirus pandemic only a limited number of educational visits were permitted to take place this year in line with DE Guidance. As restrictions ease and new guidance is issued, the Board looks forward to the reintroduction of this invaluable aspect of school life.

### **Music**

The Music Department is a thriving Department at Sullivan Upper School and even the Coronavirus restrictions could not curtail all of music activities. Face to face music lessons took place once again and after school activities such as the Orchestra, Choir etc convened in amended formats to ensure the pupils' safety. Once again a virtual Christmas Concert took place with contributions from a wide range of musical talent. As restrictions recently eased, it was with great pleasure that the Spring Concert was held in April 2022 and welcomed parents and pupils, albeit in a reduced format.

### **Community Involvement**

Sullivan Upper School plays an important role in the local community and its facilities are normally made available to a number of local organisations (including local primary schools) during the year. Unfortunately again due to the Coronavirus pandemic, the school could not open its facilities for after school use but it is hoped that this can resume again when restrictions are lifted and it is safe to do so. The school continues to be actively involved in the training of teachers, providing student-teacher placements and mentoring support. The annual charity fund-raising activities also continued on a virtual platform this year within the school and the school raised significant sums of money for distribution to a range of local, regional, national and international charitable causes.

### **Financial Results**

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2021 our total LMS funding increased by £334k or 6% compared with the previous year to fund the increase due to teaching pay scale increases. Additional grant funding increased in total by £78k or 9% in 2021 with the inclusion of DE funding of £115k (PY £158k) to support expenditure as a result of the pandemic (eg personal protective equipment, staff substitution costs, wellbeing and Engage funding) and a further £28k to support the implementation of the new Special Educational Needs Framework. The school also received funding of £90k due to unavoidable redundancies for

three classroom assistants. Additional funding was also received from DE to cover the costs of the payscale arrears. Overall, grant funding and other income increased by £460k or 7%.

Total teaching costs increased by £178k or 4% reflecting the implementation of 2019 and 2020 payscale increases which were published in April 2021. Total non-teaching staff costs increased by £85k or 8% compared to the prior year – largely as a result of the redundancies mentioned previously. New pay scales effective from 1st April 2021 were also implemented during the year for non-teaching staff following completion of the pay remit approval process with an increase of 1.75%. Staffing costs in total therefore have increased by £264k (5%) during the year. Costs increased in both curriculum and property costs by £128k or 68% and £116k or 27% respectively. These reflect a return to normal operations compared to the previous year which included two periods of school closures. The school has also been affected by the significant increases in utility costs in recent months; gas costs have increased by £38k (111%) and reflect the impact of wholesale gas price increases. Total expenditure in the secondary and preparatory revenue accounts for the year increased by £545k or 8%.

The Silver Robin canteen reopened in April 2021 but has been severely affected as a result of the reduced operational capacity due to the COVID measures in place upon reopening. The school was able to take advantage of the HMRC Coronavirus Job Retention Scheme for its canteen employees until the scheme ended in September 2021; business interruption insurance claim monies of £55k were also received during the year in relation to reduced operational capacity in the Silver Robin. An overall increase in income of £93k or 42% was offset by an increase in expenditure of £103k or 48%. The Silver Robin has reported a small surplus of £0.4k and has set aside funds of £nil (2021: £10k) for reinvestment in the Silver Robin facilities. The Board notes with some concern the challenges for the Silver Robin as food and fuel costs increase significantly.

### **Funding (Secondary Department)**

The secondary department reports a surplus this year of £170k (2021: Surplus £256k). The revenue account (Appendix 16) includes revenue and costs associated with curricular and extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School.

### **Plans for Future Periods**

In January 2017, the Minister for Education announced a second call under the School Enhancement Programme (SEP) aimed at meeting immediate and pressing capital investment needs in schools. The School Enhancement Programme makes available funding of between £500,000 and £4,000,000 for projects which refurbish or extend the existing school provision. The school has submitted an application for capital works to be carried out under this scheme and is delighted that it has received confirmation that the school's application has been selected in the third tranche of schools to move forward in planning.

Whilst funding has been made available from the Department of Education's capital budget for the building works under the School Enhancement Programme previously mentioned, the Governors highlight their concerns at the uncertainty in recurrent (revenue) funding in the face of inescapable cost pressures (e.g. nationally agreed payscales, national insurance and pension costs) and particularly at this time when inflation is currently at 10% and when wholesale gas prices have led to significant utility cost increases. Revenue funding is a separate source of funding which is allocated to schools by the Department of Education based on pupil numbers and school size and is used to finance the daily operation of the schools. Schools are not permitted to use capital funding for expenditure other than on approved building projects.

Despite these funding pressures, Sullivan Upper School will continue to deliver a varied programme of both curricular and extracurricular activities for all its pupils. The Board remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive programme of extracurricular activities.

### **Fundraising – Sullivan Connect**

The Board of Governors of Sullivan Upper School launched a major fundraising campaign in 2016 to connect together all of the members of the Sullivan family. The purpose of the “Sustaining Sullivan’s Future” Campaign was to reach out to all the many “Friends of Sullivan” who are alumni, students, teachers, staff, parents, governors past and present and also to those in the local community who wish to join to assist the ongoing development of the school. The Board recognises that major capital investment is needed to keep the school’s estate up to modern educational standards and the Board is determined that the school’s facilities are maintained at the highest possible quality.

This campaign has evolved over the past number of years and the Governors are pleased to report on the development of “Sullivan Connect”. During the year, the Sullivan Connect website and database have been developed to provide online news and networking platform for the Sullivan Community. Sullivan Connect’s aim is to provide a proactive support base for the school eg in terms of mentoring and fundraising opportunities. Two successful events were held during the year to connect with members of this community; these were in the form of a quiz evening and a gin tasting experience. At the end of March 2022, there were almost 1,200 registrations with Sullivan Connect via its website. As at 31 March 2022, Sullivan Connect recorded income of £16k against expenditure of £13k.

### **SUPA and SUPPA**

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

## **5 CONCLUSION**

The Board of Governors is proud of the pupils and their achievements and will continue to build on the solid foundations of the school’s history and ethos. The Governors acknowledge that a school’s greatest resource is its staff and thank them all for their commitment to the pupils. With school life returning to normality following the pandemic, the Governors remain committed to meeting the challenges ahead in delivering the highest educational experience of our pupils, both inside and outside of the classroom. We are determined that our pupils be confident, resilient and enthusiastic learners.

## **APPENDICES**

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

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

In the 2021/2022 school year, at the time of the school census the total number of pupils enrolled in the school was 1252. Of these, 183 were in the Preparatory Department and 1069 in the Secondary Department with 157 in Year 12, 148 in Year 13 and 144 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 14, of whom 10 were in the Secondary Department and 4 in the Preparatory Department.

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

The annual attendance rate for 2021/2022, calculated in the manner set down by the Department of Education, was 93.0% (2020/21: 97.3%) in the Secondary Department and 94.3% (2020/21: 97.5%) in the Preparatory Department.

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

The school admissions number for 2021/2022 was (as usual) 150. The school's total enrolment number was 1060 for the Secondary Department (excludes Statemented pupils who are supernumerary).

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

For the 2021/22 school year the annual capital fee for parents was set at £140 per child per annum and the voluntary fee requested by the Board of Governors was £280 per annum. A full statement of the Governors' Charges and Remissions Policy is available on the school's website or upon request.

## APPENDIX 4 - Courses of Study Available

The following subjects were available for study at GCSE level

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

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

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

## APPENDIX 5 - Information about Extracurricular Activities

Due to the COVID-19 pandemic some of the extracurricular activities were curtailed but below are the main activities which would be available to pupils in normal circumstances:

Army Cadet Force	Drama	Library Team
Athletics	Economics Society	Musical Groups**
Badminton	Duke of Edinburgh's Award Scheme	Netball
Book Club	Fencing	Politics Society
Christian Union	Golf (Boys and Girls)	Rugby
Community Service	Hockey (Boys and Girls)	Skiing
Creative Writing	Inter-school quizzes eg	Tennis
Cricket	Worldwise Quiz	Young Enterprise
Debating/Public Speaking		

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

**APPENDIX 6 - School Leavers**

As the following table shows 154 pupils left the school by the end of the 2021//2022 school year. The vast majority of these were students who completed their A Levels and went on to study at degree courses at Higher Education institutions.

<b>LEAVERS</b>	<b>Year 12</b>		<b>Year 13</b>		<b>Year 14</b>	
	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>
Transferring to another school	2	1.3	1	0.7	0	0
Apprenticeship Training Courses	0	0	0	0	0	0
Entering Further Education	4	2.5	2	1.3	5	3.5
Entering Higher Education	0	0	0	0	115	80.4
In Full-Time Employment	0	0	0	0	2	1.4
Other (Gap Year)	0	0	0	0	19	13.3
Seeking Employment	0	0	0	0	2	1.4
Other	0	0	2	1.3	0	0
<b>Totals</b>	<b>6</b>	<b>3.8</b>	<b>5</b>	<b>3.3</b>	<b>143</b>	<b>100</b>



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

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

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

**Please note:** There is no data for 2021/2022 due to industrial action.

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

Number in Year 12	157
% entered for 7+ GCSE's	100%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	100%
% achieving 5+ GCSE's Grades A* - C	100%
% entered for other exams	0%
% achieving none of the qualifications listed	0%

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

Number in final year of A level (Year 14)	142
% achieving 3+ A level Grades A* - C	92.25
% achieving 2+ A level Grades A* - E	100

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

Number in Year 13	148
% achieving 3+ AS Grades A-C	86.5
% achieving 2+ AS Grades A-E	100%*

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

## APPENDIX 10 - Examination Results - Trend Data

Performance Indicator	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average
% Achieving 5+ GCSEs at Grades A* - C	99.4	96.0	98.7	96.5	99.0	96.1	100	N/A	100	N/A
% Achieving 7+ GCSEs at Grades A* - C	96.8	90.7	96.8	92.1	94.1	90.5	98	N/A	100	N/A
% Achieving 3+ A levels at Grades A* - C	73.2	78.1	81.3	76.3	79.2	79.2	91	NA	92.25	NA
% Achieving 2+ A levels at Grades A* - E	100	99.5	100	99.5	99.3	99.6	100	N/A	100	N/A

Please note no data is available for the periods 2020/2021 and 2021/2022 as the Minister of Education has agreed that the Summary of Annual Examination Results (SAER) process should be suspended, there was no SAER statistical bulletin released for the 2020/21 and 21/2022 academic years.

**APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2021**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE									
		A*	A	B	C*	C	D	E	F	G	U
Art & Design	27	14.8	37.0	7.4	14.8	22.2	3.8	0.0	0.0	0.0	0.0
Biology	127	26.8	36.4	28	8.0	0.8	0.0	0.0	0.0	0.0	0.0
Business Studies	53	20.8	28.3	30.2	18.8	1.9	0.0	0.0	0.0	0.0	0.0
Chemistry	90	25.6	40.0	14.4	18.9	1.1	0.0	0.0	0.0	0.0	0.0
Digital Technology	11	0	54.5	36.4	9.1	0.0	0.0	0.0	0.0	0.0	0.0
Drama	15	46.7	40.0	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language	157	21.7	48.4	24.2	5.7	0.0	0.0	0.0	0.0	0.0	0.0
English Literature	157	17.2	46.5	30.6	5.7	0.0	0.0	0.0	0.0	0.0	0.0
Food and Nutrition	35	20.0	40.0	34.3	2.9	2.8	0.0	0.0	0.0	0.0	0.0
French	92	15.6	29.2	22.9	12.5	16.7	3.1	0.0	0.0	0.0	0.0
Geography	74	31.0	51.2	14.3	3.5	0.0	0.0	0.0	0.0	0.0	0.0
German	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	98	33.3	35.9	20.5	6.4	2.6	1.3	0.0	0.0	0.0	0.0
Mathematics	169	40.2	45.6	13.0	0.6	0.0	0.0	0.6	0.0	0.0	0.0
Further Mathematics	63	52.0	25.3	14.7	4.0	4.0	0.0	0.0	0.0	0.0	0.0
Moving Image Arts	29	31.0	41.4	20.7	6.9	0.0	0.0	0.0	0.0	0.0	0.0
Music	17	58.8	29.4	11.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	90	25.6	38.9	23.3	12.2	0.0	0.0	0.0	0.0	0.0	0.0
Religious Studies (SC)	155	34.2	20.1	27.1	14.8	3.2	0.6	0.0	0.0	0.0	0.0
Spanish	71	16.9	23.9	22.5	29.6	7.1	0.0	0.0	0.0	0.0	0.0
Technology & Design	19	21.1	21.1	15.8	10.4	15.8	15.8	0.0	0.0	0.0	0.0

Subject	Number Entered	English Examination Boards Grading System									
		9	8	7	6	5	4	3	2	1	U
Computer Studies	40	25.0	30.0	15.0	20.0	10.0	0.0	0.0	0.0	0.0	0.0
Sport Studies	47	2.1	25.5	34.1	29.8	6.4	2.1	0.0	0.0	0.0	0.0

**APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2021**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	10	40.0	40.0	20.0	0.0	0.0	0.0
Biology	97	51.5	20.6	14.4	7.3	5.2	1.0
Business Studies	40	57.5	37.5	5	0.0	0.0	0.0
Chemistry	63	71.4	19.0	4.8	3.2	1.6	0.0
Computing	2	50.0	50.0	0.0	0.0	0.0	0.0
Economics	16	62.5	12.5	18.7	0.0	6.3	0.0
English Literature	11	9.1	9.1	72.7	9.1	0.0	0.0
French	6	33.4	33.3	33.3	0.0	0.0	0.0
Geography	39	79.5	12.8	7.7	0.0	0.0	0.0
History	20	55.0	35.0	5.0	5.0	0.0	0.0
Mathematics	47	78.7	10.6	4.3	6.4	0.0	0.0
Moving Image Arts	11	63.6	36.4	0.0	0.0	0.0	0.0
Music	7	100.0	0.0	0.0	0.0	0.0	0.0
Nutrition & Food Science	20	40.0	50.0	10.0	0.0	0.0	0.0
Physical Education	22	54.5	22.7	18.2	4.6	0.0	0.0
Physics	28	64.3	17.9	7.1	7.1	0.0	3.6
Politics	22	40.9	22.7	18.2	13.6	4.6	0.0
Religious Studies	6	66.8	16.6	16.6	0.0	0.0	0.0
Spanish	5	60.0	40.0	0.0	0.0	0.0	0.0
Technology & Design	0	0.0	0.0	0.0	0.0	0.0	0.0

**APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2021**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	2	50.0	50.0	0.0	0.0	0.0	0.0	0.0
Biology	64	24.3	37.4	20.1	10.7	4.4	3.1	0.0
Business Studies	34	5.9	41.2	38.2	14.7	0.0	0.0	0.0
Chemistry	37	35.1	43.2	10.7	5.5	5.5	0.0	0.0
Computing	3	66.7	0.0	0.0	0.0	33.3	0.0	0.0
Drama	7	14.3	28.6	57.1	0.0	0.0	0.0	0.0
Economics	13	7.7	38.5	38.5	7.7	7.6	0.0	0.0
English Literature	13	42.9	28.6	7.1	21.4	0.0	0.0	0.0
French	8	12.5	50.0	12.5	25.0	0.0	0.0	0.0
Geography	32	28.1	50.0	15.6	6.3	0.0	0.0	0.0
History	30	46.7	40.0	10.0	3.3	0.0	0.0	0.0
Mathematics	55	67.3	25.5	0.0	3.6	3.6	0.0	0.0
Further Mathematics	10	80.0	20.0	0.0	0.0	0.0	0.0	0.0
Moving Image Arts	14	21.4	57.2	21.4	0.0	0.0	0.0	0.0
Music	9	55.6	44.4	0.0	0.0	0.0	0.0	0.0
Nutrition & Food Science	36	27.8	50.0	11.1	11.1	0.0	0.0	0.0
Physical Education	25	56.5	26.1	8.7	8.7	0.0	0.0	0.0
Physics	25	60.0	32.0	0.0	4.0	0.0	4.0	0.0
Politics	14	28.6	42.8	28.6	0.0	0.0	0.0	0.0
Religious Studies	12	0.0	58.4	33.3	8.3	0.0	0.0	0.0
Spanish	2	50.0	0.0	0.0	50.0	0.0	0.0	0.0
Technology & Design	9	25	75	0.0	0.0	0.0	0.0	0.0

**APPENDIX 14 - Other Examination Results**

	<b>Examination</b>	<b>Number Entered</b>	<b>Pass Rate</b>
All Years	Associated Board of Royal Schools of Music	53	100%
All Years	Rock School Exams	9	100%
All Years	London College of Music	97	100%

## APPENDIX 15 - Key Dates for 2021/22

<b>KEY DATES FOR 2021/2022</b>
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Baker Days	Thursday 19 August 2021 – Tuesday 24 August 2021
<b>Autumn Term</b>	<b>Wednesday 25 August 2021 – Thursday 21 December 2021 (inclusive)</b>
Pupil Induction Days [9.00 am – 12.30 pm]	Wednesday 25 August 2021 [Year 8 only] Thursday 26 August 2021 [Year 9 only] Friday 27 August 2021 [Year 14 only]
<b>Bank Holiday</b>	<b>Monday 30 August 2021 (school closed)</b>
Pupil Induction Day [9.00 am – 12.30 pm]	Tuesday 31 August 2021 [Years 8-13]
All Pupils in School	Wednesday 1 September 2021
School Development Day 1	Wednesday 29 September 2021 ( <i>pupils do not attend</i> )
School Development Day 2	Monday 18 October 2021 ( <i>pupils do not attend</i> )
<b>Half Term</b>	<b>Monday 25 October 2021 – Friday 29 October 2021 (inclusive)</b>
Autumn Term ends	Tuesday 21 December 2021 at 12.00 noon
<b>Christmas Holiday</b>	<b>Wednesday 22 December 2021 – Monday 3 January 2022 (inclusive)</b>
<b>Spring Term</b>	<b>Tuesday 4 January 2022 – Friday 8 April 2022 (inclusive)</b>
School Development Day 3	Tuesday 4 January 2022 ( <i>pupils do not attend</i> )
All Pupils in School	Wednesday 5 January 2022
<b>Half Term</b>	<b>Monday 14 February 2022 – Friday 18 February 2022 (inclusive)</b>
School Development Day 4	Thursday 17 March 2022 ( <i>pupils do not attend</i> )
Spring Term Ends	Friday 8 April 2022
<b>Easter Holiday</b>	<b>Monday 11 April 2022 – Friday 22 April 2022 (inclusive)</b>
<b>Summer Term</b>	<b>Monday 25 April 2022 – Thursday 30 June 2022 inclusive)</b>
Summer Term Begins	Monday 25 April 2022
<b>May Day Holiday</b>	<b>Monday 2 May 2022</b>
<b>Spring Bank Holiday Platinum Bank Holiday</b>	<b>Thursday 2 June 2022 Friday 3 June 2022</b>
School Development Day 5	Tuesday 14 June 2022 ( <i>pupils do not attend</i> )
Summer Terms Ends	Thursday 30 June 2022 at 12.00 noon



## APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2022

### Financial Statements

#### Revenue Account for the Year ended 31 March 2022

	<b>2021/22</b>		<b>2020/21</b>	
	£	% Income	£	% Income
<b>INCOME</b>				
Fees	704,383	9.70	691,524	10.17
LMS Delegated Budget	5,508,780	75.86	5,174,638	76.08
Additional Grant Funding	917,491	12.64	838,756	12.33
Other Income	130,642	1.80	96,499	1.42
<b>TOTAL INCOME</b>	<u>7,261,296</u>	<u>100.00</u>	<u>6,801,417</u>	<u>100.00</u>
<b>EXPENDITURE</b>				
Teaching Salary Costs	4,836,164	66.60	4,657,185	68.47
Non-Teaching Salary Costs	1,094,229	15.07	1,009,543	14.85
<b>Total Salary Costs</b>	<u>5,930,393</u>	<u>81.67</u>	<u>5,666,728</u>	<u>83.32</u>
<b>Other Costs</b>				
Curriculum	316,529	4.36	188,073	2.76
Property	544,016	7.49	428,189	6.30
Administration	299,839	4.13	262,334	3.86
<b>TOTAL EXPENDITURE</b>	<u>7,090,777</u>	<u>97.65</u>	<u>6,545,324</u>	<u>96.24</u>
<b>Surplus for the year</b>	170,519	<u>2.35</u>	256,093	<u>3.76</u>
<b>Surplus for Silver Robin Restaurant</b>	459		708	
<b>Net increase in revenue reserves</b>	<u>170,978</u>		<u>256,801</u>	

## APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2022

### Financial Statements

#### Balance Sheet as at 31 March 2022

	As at 31 March 2022	As at 31 March 2021
<b>Fixed Assets</b>	12,454,808	12,121,661
<b>Current Assets</b>		
Stock	18,936	16,177
Debtors	143,913	121,015
Bank Current Account	817,207	1,105,181
Bank Treasury Deposit	688,650	401,612
Specified Bank Account	(3)	9,621
Cash on Hand	300	300
	1,669,003	1,653,906
<b>Current Liabilities</b>		
Creditors	(622,283)	(643,504)
	(622,283)	(643,504)
<b>Net Current Assets</b>	1,046,720	1,010,402
<b>Total Assets Less Current Liabilities</b>	13,501,528	13,132,063
<b>Long Term Liabilities</b>		
Finance Loans	(7,313)	(62,104)
Provisions for Liabilities	(55,705)	(195,681)
<b>Net Assets</b>	13,438,510	12,874,278
Represented By		
<b>Unrestricted Reserves</b>	13,240,021	12,581,794
<b>Designated Funds</b>	7,343	111,248
<b>Restricted Reserves</b>	72,665	72,665
<b>Endowed Funds</b>	118,481	108,571
<b>Total Reserves</b>	13,438,510	12,874,278