



# **SULLIVAN UPPER SCHOOL HOLYWOOD**

**Report of the Board of Governors  
on the  
2019/2020 School Year**

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# 1 THE CONSTITUTION OF THE BOARD OF GOVERNORS 2019/20 School Year

- a) **nominated by the church bodies in Holywood which were the original trustees of the school:**
- |  |  |
|--|--|
| Church of Ireland, Parish of Holywood                        | Mr Brian Burke   |
| Church of St Philip and St James                             | 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                 | Mr Brian Cave (to 31.12.19)<br>Mrs Ann Eves (from 16.03.20)<br>Mrs Audrey Gordon |
| First Presbyterian (Non-Subscribing)<br>Church, Holywood     | Rev Colin Campbell (to 31.12.19)   |
| The Methodist Church, Holywood                               | Mrs Zara McCone (to 04.03.20)  |
| St Colmcille's Parish, Holywood                              | Dr Alison Eccles<br>Mrs Maria Pearson  |
- b) **nominated by the Department of Education**
- |  |   |
|--|---|
|  | Mrs Laura Calvin<br>Miss Louise Campbell<br>Mrs Jennifer Cuthbert<br>Mr Stuart Hamilton |
|--|---|
- c) **elected by parents of pupils attending the school**
- |  |   |
|--|---|
|  | Mr Randal Gilbert<br>Mrs Angela Skarmoutsos |
|--|---|
- d) **elected by the teaching staff of the school**
- |  |   |
|--|---|
|  | Mrs Carol Johnston (from 25.11.2019)<br>Mr David Matthews |
|--|---|
- e) **co-opted by the Board of Governors**
- |  |  |
|--|--|
|  | Mrs Doreen Mathison<br>Mr Mike McNeill |
|--|--|
- 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:	Miss 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

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

## 2 THE PREPARATORY DEPARTMENT

### AQE Transfer Results 2019-20

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

111-125	61%
100-110	32%
99 or below	7%

100% of our pupils seeking a Grammar School place for Year 8 were successful.

The Prep whole class's **Average AQE score was 112**  
(AQE report that an average individual score for testing is 100)

**Attendance:** 2019-20 was 96%. 15% of pupils achieved 100% attendance to 19 March 2020. We had one visit from our Educational Welfare Officer.

Another busy school year began in September with all of our pupils returning for a fresh academic year of activities. We continue to observe our road safety aspects by encouraging everyone to park sensibly for arrivals and pick-ups. Initial September Parent Meetings took place, with very good attendance rates. Extra-curricular activities began, along with Speech & Drama and music lessons for assorted classes. Swimming, hockey and cross country were the nominated sporting activities held in the first few months of the year. Parents were invited to participate in an Anti-Bullying Forum taken by Lee Kane in the Senior School and the talk was both informative and empowering for those parents attending. PSNI personnel visited the school to discuss the setting up of an awareness programme for drivers in the area immediately around the school and we were fortunate enough to have double yellow lines painted on Ardlee Avenue as a result of this initiative. Our Eco Council pupils helped inform our parents about safe driving and parking and encouragement was given to all of our pupils to consider scooting or walking to school. The Parents Association helped by funding bicycle racks. A charity event this month also tied in with Eco Club's work through a Cash for Clobber recycling programme, with parents clearing out unwanted items from home. KS2 footballers enjoyed participating in a football tournament at Bangor FC run by the Bangor Cares Initiative; Prep 5s had the first school trip of the year when they visited the Ulster Museum for a lesson about digestion of food with Stuffee; and a further charity event was Jeans for Genes Day, with our school donation going to support the half a million children in the UK who are affected by a life-altering genetic disorder. Prep 4 took assembly about Roald Dahl's school days and we enjoyed and loved learning about his many difficulties and, in particular, that he had been caned many times as a child.

In sports, the first round of the Primary Football League was in October; Prep 3s began a "tying a shoelace" challenge; hockey was well under way; cross country practices were regular practices for the forthcoming Inter-House competition; and two children, Grace P6 and James M P7, qualified for the Irish Minor Schools Championships in the National Aquatic Centre in Dublin. A lovely Harvest service took place in our local Parish Church with a packed audience and all the children performed on the stage. Storehouse was the nominated charity and the Prep managed to bring in enough food to fill two cars to the brim; more than 5 shopping trolleys were wheeled into the charity for local distribution to families. Prep 5 enjoyed an educational outing to Pizza Express to make their own pizzas as part of their continuing Food topic. A boys' team and a girls' team entered a cross country competition, with the boys finishing 8<sup>th</sup> overall and the girls finishing in 6<sup>th</sup> place. We were delighted to gain the British Council International School Award this month as it recognises the international content to the Prep curriculum. SUPPA's Spooky Fun Night rounded off October beautifully and was very much enjoyed by all who attended on a crisp clear evening before our Half Term break.

We started a new initiative in November with the Eco Council's involvement in a new initiative "No Idling Campaign" for drivers to be aware of the health implications of an engine running in a school zone. Unfortunately, whilst the work started well in school, the message was lessened when we had a lockdown from mid-March. Visitors continue to be welcomed in the Prep and this month we had a special visitor from Action Cancer who spoke about the importance of healthy eating,

keeping active, staying safe in the sun and not smoking; in a follow up KS2 talk, the children were amazed how much sugar was in a bag of Jelly Babies. Dr Longmore, a Prep parent and member of the Parents Association, made beautiful carvings for our Foundation Stage fairy garden and we know that our resident fairies settled well into their new "Sullivan Houses". Prep 6 enjoyed performing at the Culloden Hotel's annual Cancer Awareness coffee morning. We held an Anti-Bullying Week in the Prep this month concentrating on what to do if we feel bullied. Prep 7 participated in the Big Morning Move with Joe Wick's activity session online, in support of Children in Need, and also in the Kids' Lit Competition for their 6<sup>th</sup> year. The Prep was the only primary school to enter and they managed to attain 7<sup>th</sup> place out of over 25 teams which was a great achievement. Prep 7s, together with our local historian Mr Pinkerton, held a Remembrance Service. They looked at artefacts from the war and learned about the incredible sacrifices made by our older generations. Prep 6 enjoyed a visit from Animal Allsorts where animals, including a gecko, a scorpion, a tree frog and a jaguar python, visited their classroom as part of their curriculum studies. Firefighters visited Prep 5s with a particular focus of safe bedtime routines and practices at home. Prep 3 experienced a 1950's Christmas Estate party when they visited Mount Stewart; they weighed out rationed ingredients for a Christmas cake and made pop up Christmas cards and pine cone decorations. A Road Safety Week theme rounded out the month with a "Step up for Safe Streets" theme.

Plenty of sporting opportunities took place before the Christmas break including: a Prep 4 "keepy-up" hockey competition; a football 3<sup>rd</sup> round League game; netball club training for League games; an Athletics NI Cross Country competition; swimming; a House Cross Country competition; and assorted football friendlies. The Prep choir entered the Holywood Festival for the first time and achieved 3<sup>rd</sup> place. The Belfast Giants visited KS2 to discuss diet, fitness, travel and training and proved to have been very inspirational for our children. Prep 7s took part in a seminar run by DARE (discover, authenticity, reconnection and empowerment). These elements were used to help Prep 7s improve their mental health by becoming more self-aware and excessive screen use was addressed. Prep 6s visited most classrooms to entertain our pupils with their own versions of assorted pantomimes. The Prep Nativity continued to be a much loved event and this year was no exception, with packed appreciative audiences enjoying the special quality the Lower Prep children's performances bring at this time of year. The Upper Prep children held their Christmas Service in a local church where they put on an amazing display of talent, with excellent drama, singing and musical pieces. SUPPA finished this busy month with Christmas parties and everyone had great fun.

Sporting opportunities abounded in January: Myles (Prep 7) and Samuel (Prep 6) participated in a first ever fencing competition, winning medals; a KS2 mixed team won a trophy for a 5-a-side competition at Blair Mayne Leisure Centre; both netball teams played in competitions in Bangor; Olivia T (Prep 7) qualified for the Northern Ireland Cross Country finals; Henry C (Prep 7) and his brother Isaac C (Prep 5) were picked for the U11 and U9 Northern Cricket Union Regional Development Squad's training sessions; Erin W (Prep 6) & Grace (Prep 6) participated in the Aquasprint Gala and were in the winning team; and Isla W (Prep 7) participated in a Swim Ireland Level 3 National Qualifying event. We were delighted that Ulster Badminton extended their free programme with our Preps 5 and Prep 6 pupils. Prep 5 visited Clondeboy House and were enthralled with the inside of this historic house. Prep 3 celebrated the Chinese New Year in their assembly when they retold the story of the 12 animals of the Chinese Zodiac. Prep 4 visited Castle Ward where they practised being evacuees for the day, helped in the kitchen, planted broad beans and helped the housekeeper pack an evacuee's suitcase.

The Prep participated in a programme run by Place2Be as part of Children's Mental Health Week in February with a theme of "Find your brave". The aim was to shine a light on the importance of children's wellbeing. Prep 6 took part in a Viking experience with the Active Learning Company: they used flint to make a fire; they ground wheat using a quern stone; they translated notes written in runes; and they made spears for an afternoon raid. Prep 7s started the Philosophy for Children (P4C) programme in liaison with students from Queen's University Belfast where they practised creating questions, identified inconsistencies and came together to "philosophise" in assorted areas, for example: "We should always follow rules". Forest School started for Prep 7s through an invitation to attend a 6 week course at Mount Stewart where they lopped invasive species, created Mandala art with natural materials and developed their understanding of camouflage as part of

their studies. Sporting opportunities continued this month with badminton, rugby and indoor athletics and swimming lessons, helped by Prep 7 buddies, started for Prep 3s. Safer Internet Day took place in this month with resources placed on our website <https://sullivanprep.weebly.com/internet-safety.html> to encourage safer usage of social media platforms in particular regarding what are age-appropriate activities.

More sporting opportunities occurred before we had lockdown in mid-March with tag, rugby, mini rugby with Mr Cave; netball league matches; swimming galas; hockey match season; football league final rounds; and badminton, all on our busy schedule. In hockey, the girls' team won through to the Qualifying Tournament NI Finals, just losing out at the semi-final. The boys' hockey team managed to reach the Northern Ireland finals but unfortunately that event was then cancelled due to lockdown. Pupils from Preps 4-7 watched a wonderful Junior School production of Alice in Wonderland. Corporal Michael visited Prep 4 where they tried on World War 2 outfits, played WW2 games, tried to work out secret codes and crawled through trenches as part of an active learning experience. Prep 5 visited a Patient Zero workshop at Bangor's SERC, as part of the NI Science Festival, and were thrilled to be covered in fake bacteria before testing their hand-washing techniques. A new patrol person was appointed and we were delighted to have his assistance to help with our busy roads. We held a well-supported Book Week in March and enjoyed the support of parents, grandparents and governors all using their excellent reading skills across the school. Prep 2 enjoyed their trip to Carrickfergus Castle. Prep 5 were thrilled to find out about bicycle maintenance with SUSTRANS and they were very keen to put their learning into practice on their "real" bikes. Prep 6 were introduced to Minecraft in ICT and took part in a "Viking" pilot by using Minecraft to build their own Viking village.

The month of March took an unusual turn with government closing schools, for all but Key Workers' children, beginning 23 March 2020. Whilst this led to a cancellation of many events, not least, residentials, sports days and Prize Day, we were able to hold a Prep 7 Leavers' Day event over two days and that meant that at least we were able to say goodbye to Prep 7. The Prep 7s were also able to have a virtual residential and a virtual Prize day along with assorted virtual sporting challenges through the lockdown period. During lockdown, we offered the following:

- Printed and downloadable differentiated work packs
- Daily and weekly staff video messages to the school community
- Daily communication with pupils via Google Classroom
- Daily personal feedback on pupils' work via email and Google Classroom
- Remote learning resources accessible via My School Shared Resources and school website
- Regular story time online provided by Lower Prep staff and Prep 7 buddies
- Focused AQE preparation including online teaching, test walkthroughs and pastoral support
- Specialist teaching of Art, PE and Music continuing remotely
- Virtual Sports Week, Green Day & Forest School, House Music Concert, Prep 7 Residential
- Regular Parentmail from Head of Prep
- Opportunity for Parent Forum feedback
- Pastoral phone calls to pupils at home
- Key worker children provision onsite

We thank everyone for their input over the school year and, in particular, SUPPA for their fundraising efforts which raised money for expenditure a long list of resources which include:

• Reading Books assorted classes:	£3427.59
• Support for transport for P7 Forest School:	£500.00
• Athletics online support P1-P7:	£1124.93
• Numicon maths resources Preps 1-3:	£322.40
• Hockey kit:	£560.00
• Special educational needs resources:	£608.50
• Staff flu clinic:	£60.00
• C/F: Christmas 2019 treat to pantomime for P1-P7:	£1500.00

**Community:**

The School Council met actively each month representing the pupils' voice to bring issues to the school's attention.

The Eco Team also met to put into effect actions to share their ECO awareness through assemblies and posters and the Prep Governors helped in the preparation for a renewal of the Green Flag Award.

Forest School took place for Prep 7s with a 6 week course at Mount Stewart.

A wide variety of extra-curricular clubs took place each term as well a number of events such as Christmas concerts and plays, SUPPA events and Sports Week.

The Silver Robin Cafeteria carried out food demonstrations on both sites.

We continued to place importance on preparing our children for Transition to Y8 but this year our supporting bodies helped to deliver the information online due to lockdown.

Entering competitions continued to be important this year to our children to help improve their life skills, practise resilience and display good sportsmanship. Assorted sporting events, a Kids Lit entry and a number of speech and drama festivals all took place prior to lockdown for Covid-19.

A new Parent Forum was formed just before lockdown in March 2020 and this proved to be a very useful means for the school and parents to monitor and evaluate input regarding preparations and actions taken during the time school was closed to all but Key workers' children from mid-March to the end of June 2020.

**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. A focus on mental health and wellbeing had led to SUPPA supporting the work of a mental health practitioner last year and we continued this year to work on supplementary resources in this area.

**Special Educational Needs:**

We continued to review ASD training, training in the First Steps programme (RISE) and in the new proposals in restructuring the regulations in the Code of Practice.

Resources are reviewed regularly and trialled with pupils as appropriate to needs.

Close liaison continued with Education Authority's SER Psychology Department and the Autism Advisory Service, as well as with RISE and the Longstone Outreach Support Service.

**Positive Behaviour:**

We continued to place a focus on improving attendance as well as punctuality and the House system with points, which was introduced last year, along with regular termly attendance badges, have both continued to assist this aspect's progression.

Buddy systems remained in operation with Prep 1s and Prep 7s with joint classes for assorted activities, breaktime support and assistance with Prep 3 swimming.

Helping our children achieve good personal skills in greeting others with clear eye contact and speech was a further focus this year and House Points for "exceptional" acts continued to help children achieve highly in this area.

Questionnaires with parents and children were evaluated and the outcomes were both pleasing and positive with regard to how happy everyone was in school.



**Awards (World Around Us):**

The International Schools Award Foundation Status in 2017 and Intermediate Status in 2018.  
The Digital School of Distinction Award in 2016.  
The ECO Green Flag in 2017, renewed in 2020.  
The FairAware Award 2018 and FairActive Award in 2019.  
The Healthy School Bronze Award Action Cancer in 2019.

All of these awards will be continued in the next academic year as much was delayed or postponed due to Covid 19.

**CHARITIES 2019-20:**

Jeans for Genes	£220.00
Action Cancer	£100.00
Mayor's Charity Account	£381.19
Fundays	£637.00
First Holywood Presbyterian Church	£100.00
Place2be	£150.00
Total:	£1588.19

We had two members of staff leave this year and wish to say a huge thank you to Mrs Gail Dempster for her exceptional work in the Prep Office for the last six years and also to Mrs Gillian Pitt for her excellent teaching of Music to KS2 pupils. We wish both well for the future.

**LITERACY REPORT**

Co-ordinators: Mrs K Callen & Mrs M Galway

This has been a unique year for Literacy in Sullivan Prep as much of our planning needed to be radically modified and delivered digitally, from lockdown mid-March to the end of the school year in June 2020. The teaching staff had to acquire many new skills and become proficient at teaching online and dealing with remote teaching almost overnight.

As a result of lockdown, end of year standardised testing in English could not be carried out and will be carried forward to September 2020. This should enable us to have a greater insight into how to proceed in our planning, after such an unprecedented time of absence from school.

We managed, however, to achieve many of our goals this year and we will monitor and evaluate those and include any incomplete actions in the new action plans for Y2 2020-21.

- Practices in Reciprocal Reading are gradually becoming embedded in our classrooms and the intended evaluation of those will be carried forward to the new school year (2020-21).
- Guidance in Authorial Technique was given to staff as this was one of the areas in our standardised testing (PTE) which had slightly lower scores. Evaluation of this input was unable to be done in this year's standardised testing so we will revisit this area and evaluate it at the end of the 2020- 2021 school year.

In November, a team of enthusiastic Prep 7 pupils was prepared to enter the annual Kids Lit Competition at Wellington College and we are delighted to report that, once again, in spite of being the youngest and only primary school team competing, not only were our pupils magnificent ambassadors for Sullivan, but they also managed to be placed 7<sup>th</sup> out of over 25 teams; a wonderful accomplishment.

In February, pupils from Preps 4-7 gladly accepted the kind invitation from our Senior School to be the audience for a dress rehearsal of their Alice in Wonderland performance in the Drama Theatre. Our children gained much from this experience and we are extremely thankful for the opportunity. Also in February, a Literacy cluster group was attended in Crawfordsburn Primary School where good practice was disseminated and shared with all attending.

Thankfully, we were able to hold our annual Book Week at the beginning of March and a multitude of activities took place, as usual, in order to celebrate children's literature and to further inspire and instil a love of reading throughout our school.

All parents and governors were invited to be readers and it was incredible to welcome the enthusiastic response from every class from parents. We are also extremely grateful that our Prep Committee Governors, Mrs Gordon and Mrs Mathison, joined a number of classes and gave up their valuable time to read. We really appreciated their input and literary inspiration.

Our link to the Senior School is very important to us and we send our thanks to the Senior School librarian, Miss Hopkins. Every Prep class had the opportunity of visiting the Senior School Library and everyone was treated to a lesson on the chosen focus from their class teacher. This was greatly enjoyed by all and we really value this partnership with the Senior School library. Pupils were also delighted to receive their World Book Day book tokens, enter quizzes and competitions, dress up as one of their favourite characters and participate in many other fun activities during the week.

Thanks go to SUPPA for their fundraising as many of our classes received a financial boost for Literacy resources this year; with new and very necessary graded readers as well as top-ups purchased of class novels. During lockdown, our classes were able to access a free digital reading scheme, Rising Stars, which enabled all of our pupils to continue with teacher-chosen graded reading material. We are very thankful to SUPPA, who kindly provided the finance to continue with this digital engagement over the summer when the "free" aspect ended and SUPPA also made a commitment to fund this online resource in our new academic year.

## **MATHEMATICS REPORT**

Co-ordinators: Miss C Hall & Mrs K Wilson

- The area of Shape & Space was identified for development this year. Unfortunately, due to Covid 19 from mid-March this year, there are no statistics to see if there has been improvement. A board-produced progression document in this topic area was circulated to all teaching staff to assist them in checking their own year's scheme and delivery of this topic area with key language and ideas for practical activities. Furthermore, staff were directed to the CCEA: Using Mathematics Classroom Activities for KS1 and KS2 site. It was noted that whilst many of the activities at KS2 involved the use of a computer programme Logo which is no longer supported on C2K devices, the activities could be adapted to fit into a classroom setting.
- With greater usage of the outdoor classroom areas, there has been an increase in practical activities to utilise space which enriches this strand even further, particularly in the Foundation Stage. We hope to purchase some large-scale Numicon shapes for use in the outdoor garden in the future to enable the children to use and play with this resource both in the classroom setting and the outdoor garden.
- Fluency in facts and procedures was also an area that was identified for further development. A progression in mental maths document was given to all staff at a staff meeting to enable them to target specific teaching of mental maths skills to their year group.
- Schofield & Sims Mental Arithmetic has now been introduced to lower classes, including Prep 2, and it is helping to build confidence and proficiency in the use of mathematical language. This was an especially popular resource used by most classes during the Covid 19 closures. Feedback from parents indicated that it was a good activity to build independence in question reading, checking answers and number fact practice.
- Numicon has been purchased for use in Prep 1-2 and in the area of learning support. A Numicon workshop led by Oxford University Press in August 19 was attended and information from this was disseminated to help Prep 1 & 2 teachers to initialise their new resources. Teachers have responded positively to this resource and some families have purchased their own sets to help at home. Early use of the resource in this year's Prep 3

class has shown children to be more confident in using the apparatus to revise number bonds to 10 and extend to number bonds to 20.

- Numicon teaching manuals were also purchased for Prep 3-7 and work activities will continue to be developed and integrated into teacher's planning
- Cluster Meetings were attended to inform aspects of carrying out Monitoring & Evaluation and information was disseminated at a subsequent staff meeting.
- Focus Groups: individuals were identified for Focus Group sessions. In KS2, this works well and the pupils tend to forego some Art or Music time as they consolidate certain areas.
- Problem Solving will always be an on-going area. The use of the Mathematics problem solving eBooks and activities in Prep 2 and Prep 3 have been useful in targeting specific problem solving strategies e.g. finding the pattern, draw a diagram, acting it out using apparatus and read, plan, work and check.

#### During Lockdown

- Teaching Staff set up Google Classroom to assist with their teaching and learning. This was well utilised.
- Staff were able to upload teaching videos to help with the learning of new concepts. Video links were able to be used if some pupils required more support.
- Teaching Staff encouraged the use of Mathematics, which was invaluable. Thank you to SUPPA for continuing to pay for the resource for every pupil in the school.

#### Forward Planning:

- From here, PTM will be carried out for classes P3-P7 based on last year's learning.
- We have changed to paper copies which will be sent off for marking and teaching staff will be able to analyse these before Parent Teacher interviews in November.
- AQE Transfer dates have been changed, which means Prep 7 can use additional time to revise topics that were missed during lockdown.
- Financial Capability workshops were unfortunately postponed due to Covid 19 school closures and at present we cannot have the Money Sense volunteers due to current school visitation guidelines. We intend to arrange for a portion of a day in school to be dedicated to this topic. All classes teach money as part of their core numeracy curriculum.

### **ASSESSMENT REPORT**

Co-ordinators: Mrs A Patterson & Mrs E A Smith

Standardised testing is usually completed in May annually to inform practices for differentiated work for children in the next academic year. Data from the standardised tests completed in May 2019 therefore justified children for 'Learning Support' and 'Focus Group' children in each class (for English and Maths).

- The 'under achiever' group in each class is the 'Focus Group'. This is detailed in each teacher's differentiation notes, submitted with half termly planners. 'Focus Groups' were Stanine bands 4 and 5 for our school and children with special educational needs were identified as being in lower Stanine bands.
- In January 2020, staff evaluated the GL computerised testing that we have been trialling for 3 academic years (May 2016-May 2018) by assessing a summary of the data and a whole-staff decision was made to return to paper testing in June 2020. We will use paper standardised testing resources in September and October 2020 to get a baseline following the children being off school from mid-March to mid-August 2020.

#### Staff Training and Support

- Assessment for Learning refresher training was carried out in-house for the teaching staff including setting weekly targets for each child to identify a focus for the week, and review on a Friday, with praise for their achievement of targets. Foundation Year teachers kept their

targets the same for the whole class on sticky notes and the children can visually see their target moving higher. KS1 children are trialling a 'Target Book' to keep their targets and at the end of each week they make a record of their improvements. KS2 have differing practices in their classes. These practices will be continued in 2020/21 and then further monitored and reviewed.

## ICT REPORT

Co-ordinators: Mrs J Matthews & Mrs K Wilson

Whilst regular practices in the use of ICT continued, the enforcement of lockdown in mid-March 2020 provided new technological challenges in teaching and learning for the whole school.

### Teaching:

- Training delivered by Google on Internet Safety in Term 1 brought with it the introduction of new resources for KS2 staff to implement in school.
- Training in Minecraft was attended, equipping staff with an understanding of how to use this software as a teaching tool for topics in Prep 6.
- The SeeSaw app continued to be used by Foundation Stage staff to record digital evidence within school of learning activities and these were shared with parents at scheduled meetings in November 2019.
- Prep 7 continued to follow a unit of work on e-safety and digital citizenship.
- The school's website [www.sullivanprep.weebly.com](http://www.sullivanprep.weebly.com) provided an up-to-date link for parents and pupils with information and celebrations of the breadth of activities that have taken part throughout the year. This was essential during lockdown as a tool for providing extra remote learning resources.
- Onsite and online training in the use of Google Classroom allowed the whole school to go 'online' for remote learning from March to June 2020.
- Blackboard Collaborate was used as a video communication tool to provide an introduction for incoming Prep 1 pupils prior to their starting date.

### Learning:

- During Terms 1 & 2, all classes were timetabled to attend the Specialist Teachers' room at least once a week to use PCs and laptops; NI Curriculum ICT tasks were used throughout the school and evidence of learning was kept in the form of digital portfolios.
- Prep 7 buddies introduced Prep 1 pupils to iPad apps and the ICT suite.
- Prep 1-4 pupils had ICT homework as part of their weekly home learning, linking class and home learning.
- Whilst Prep 3-7 normally carry out online digital assessments twice a year, end of term assessments did not happen this year due to lockdown.
- Prep 7 pupils continued to use of Green Screen technology to enhance Literacy and WAU work.
- Registration with Mathletics continued this year allowing for online and offline learning and revision experiences, funded by SUPPA annually.
- Registration was made with Rising Stars, as a provider of online books and comprehension, during lockdown and this allowed for continuity of reading experiences for Prep 1-7. Again, SUPPA funded this programme over the summer period and beyond into the new academic year; thank you to SUPPA for doing this.
- Pupils from P1-P7 enrolled on Google Classroom, allowing teachers and pupils to exchange teaching and learning resources and completed work online.

## SPECIAL EDUCATIONAL NEEDS/LEARNING SUPPORT REPORT

Co-ordinator & Teacher: Ms K Gordon

The role of Learning Co-ordinator and Learning Support Teacher began this year 2019-20 with the appointment of a combined role for the first time in the Prep. The focus was on training and assessing provision in this area which was then, and continues to be, under transition.

Several mandatory training days for co-ordinators about the implementation of the SEND Act 2016 took place in early March and information from these days was disseminated to staff. The SEND Act (2016) will not be fully implemented until after consultation which is due to take place 2020-21, so the Code of Practice (1998) remains in place.

The Learning Support Co-ordinator attended training on Speech & Communication, Sensory Processing and the Annual Review process, and once lockdown began she participated in online webinars from Middletown Autism Centre as well as a Speech and Language Summit.

SEN categories were redefined resulting in SEN and medical needs being separated. In September 2019, 22% of Prep children were on the SEN register (14% at Stage 1, 5% at Stage 2, 0.5% at Stage 3, 0.5% at Stage 4 and 2% at Stage 5).

The majority of children are on the SEN register under the category of "Cognition & Learning". A small number of statemented pupils (Stage 5) each have a Classroom Assistant. 7% of Prep pupils received timetabled individual or small group learning support sessions 2 -3 times per week and a further 7% of Prep pupils have weekly support through focus groups for literacy and numeracy. A short learning support session also took place weekly in the Foundation Stage.

The school continued to liaise with outside agencies and we had two visits from the EA Education Psychologist to discuss referrals as well as interaction with RISE, the Speech & Communication team, and Longstone Outreach. Contacts were made with other schools through the North Down SEN cluster group and with learning support teachers in other Prep Departments to encourage good practices and develop a support network.

## **WORLD AROUND US REPORT**

Co-ordinators: Mrs K Callen & Mrs J Matthews

### Teaching

- Funding was provided by Ards & NDBC for staff training to have a teacher become a Forest School leader; this will continue after lockdown
- Attendance at Minecraft ICT training promoted further integration of WAU and ICT in Prep 6
- SUSTRANS training was undertaken to become an Active Travel school

### Learning

- Sullivan Prep achieved Green Flag status for the 2<sup>nd</sup> time following an online inspection in Term 3 of 2020.
  - Eco Club was held as an after school activity; pupils completed a school audit, wrote action plans and carried out the work required for maintaining the ECO Green Flag.
  - Pupils took part in the "No Idling" campaign to reduce car fumes emissions at the school gates.
  - The Prep gained a place on the Sustrans Active Travel programme, led by Claire Lundy who held assemblies, class workshops on the history of bicycles, travelling safely, puncture repair, and off-site safety walks. This will hopefully be continued in 2020-21.
- Continued accreditation from Fair Trade and ISA organisations for teaching and learning activities.
- The Woodland Trust supplied the school with hedging and copse packs of seedlings which have been planted by the Prep caretaker around the school property.
- This was the second year of P7 attendance at Forest School in Mount Stewart during Term 2. Prep 7 continued a virtual Forest School via Google Classroom in Term 3.
- Foundation Stage classes continued to use the Outdoor Classroom and Buddy Zone area as part of their cross-curricular learning.
- Prep Buddies in P1 and P7 joined together on a weekly basis for literacy, numeracy and WAU learning activities.

## **PLAY BASED LEARNING REPORT**

Co-ordinators: Mrs K Callen & Mrs J Lockhart

- Observation sheets for each topic until March were amended and shortened and photographic evidence was included in classroom observations.
- Numeracy activities were incorporated into outdoor play.
- Outdoor play ideas were incorporated into each World Around Us play topic, where relevant, especially the use of natural materials in garden.
- An updated Play Based Learning policy was drafted for Foundation Stage. Key Stage 1 activities will be incorporated into this next year.
- Outdoor play will be incorporated into this updated policy also.

## **PHYSICAL EDUCATION REPORT**

Co-ordinator: Ms E Graham

Targets and Objectives for this period:

- Introduction and use of the Daily Mile throughout the Prep
- Website development
- Use of Four Square in P5/6
- Development of Girls' Rugby
- Development of Badminton at P5 level

Progress Made:

- Daily mile carried forward to Year 2
- Website pages set up for remote learning & monthly updates
- Four Square carried forward to Year 2 due to COVID-19's early finish of term.
- Girls' Rugby carried forward to Year 2 due to COVID-19's early finish of term.
- Badminton coach in School during Term 2 for P5 & 6 classes.

## **KS2 ART, DESIGN & TECHNOLOGY REPORT**

Co-ordinator: Mrs L Feldman

Progress made to date:

- All classes had the opportunity to use sketchbooks in art and design technology this year. The children were taught how to use sketchbooks to be reflective of their own learning journey through each topic and the use of photographs of children's work was included where appropriate.
- There is a wide range of children's artwork now on the school website from across KS2. During the lockdown period a 'Staying Safe at Home' art gallery was created which was a great platform to showcase the children's artwork while they were learning at home. A whole school art task video also featured on the website in the art gallery area.
- Opportunities were timetabled with each class to teach how to research an artist or designer and use this information to inform their own art pieces. Prep 7 pupils researched the work of William Morris and Victorian wallpapers as well as Victorian period furniture and accessories for their Victorian room design technology task.
- Museum trips were booked and planned for the summer term but due to lockdown unfortunately did not take place. Prep 5 were planned to visit "Wow Belfast" as part of their Our City Topic and Prep 6 had been booked on a screen-printing activity to coincide with their "Scream" artwork.

Next Steps:

It would be exciting to be able to organise school trips and visiting local artists but unfortunately due to restrictions for the coming months it is wise to think this will be the plan for Y3 of the School Development Plan. We will however continue to investigate what local and national galleries/artists might be able to provide virtually.

### **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 fact that society, including schools, went into lock-down in March 2020 because of a global pandemic is reflected in this report. The impact of COVID-19 was felt by the entire school community. In such unprecedented circumstances, Teaching & Learning continued remotely, GCSE, AS and A Level pupils were awarded grades, Transfer took place as smoothly as possible and the school continued to be over-subscribed.

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 4 AS Levels and reduce these to 3 A2 subjects in Year 14. To date, the school has offered pupils a free choice of A Level subjects and then has worked to timetable the combinations. In a small number of cases the combination of subjects requested by the pupil cannot be accommodated, or cannot be accommodated without clashes on the timetable. Despite this small number of disappointments, the school has resisted returning to the system, used by many schools, of having blocks from which the pupils must make their choices as this greatly restricts the pupils' options. As financial constraints continue, it is to be hoped the present system can remain in place. At present 25 subjects are offered at KS5 within Sullivan with the possibility of a further 3 in collaboration with Priory Integrated College, bringing the total to 28 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 level each year 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.

Rigorous self-evaluation procedures are in place which are used to enable Departments to evaluate and adjust schemes of work at all Key Stages as required. In normal times, 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, the onset of lockdown and direction on curtailing school development plans from DE, departments have concentrated on interim measures to develop online blended learning and a revision of existing assessment and reporting procedures

Unfortunately, due to the Covid-19 pandemic, school was given the challenge of awarding grades as public examinations were cancelled for the summer 2020 series. Having no public school examinations in Northern Ireland was unprecedented and caused much worry for all concerned. Guidance was issued to centres from the awarding bodies to inform the centre process for awarding grades. Departments duly followed this guidance and process and final centre assessed grades were submitted in June. The resulting political U-turn on grading in August led to further consternation.

Lockdown for schools was announced for 20 March 2020 and school, departments, teachers and non-teaching staff reacted quickly to provide continued learning and support for all pupils remotely for example using web-based platforms and communication methods. This has developed considerably to the point where departments are providing a blended learning approach.

Uncertainty for departments and their public examination classes over late consultations concerning proposed changes to content and assessment arrangements, the delay in releasing these amendments has also led to further pressure on schools and departments in planning for and delivering their subjects.

The timetable was drawn up in the summer term, following departmental consultations but has had to be altered considerably to accommodate class and year group bubbles and arrangements for delivering the curriculum. They remain under constant review to reflect the evolving guidance provided by DE to promote a safe environment and to address issues that arise in dealing with the pandemic.

The whole school Literacy focus on Reading was completed at the end of the school year 2018-19. A whole school audit was then conducted using Survey Monkey to evaluate the effectiveness of Literacy throughout the school and to assess departmental Literacy needs. Mrs K Millar and Mrs C Anderson discussed and evaluated the results of the audit in October and the outcomes will be used to inform future planning of the Literacy Committee in conjunction with Numeracy.

In June 2019 the Literacy committee decided that the new whole school focus would be Writing and the Literacy and numeracy coordinators would work together to highlight this focus in the subsequent two years. Mrs Millar and Mrs Anderson felt that a unified approach to Literacy and Numeracy would reinforce the significance of these skills for improvement in teaching and learning. Therefore, in June 2019 all departments evaluated their Literacy plans and in September 2019, HODs were asked to complete joint Literacy/Numeracy Action Plans for the Writing focus. These were due to be evaluated in June 2020 but owing to the significant disruption caused by Covid, the plans were evaluated and updated on return to school in August.

In 2019 Mrs Millar signed up for the CCEA Literacy Testing Pilot Scheme and pupils in Yr10 completed online tests. The results of these tests were processed by CCEA and similar tests were completed in Numeracy. Mrs Millar and Mrs Anderson discussed the outcomes and provided feedback for CCEA. Further feedback and discussion took place with CCEA via Zoom in June. The Literacy pilot continues in 2020-21.

In the Autumn term of every year the English Department provides all HODs with a list of pupils who require support in Literacy and offer possible remediation strategies for use by teachers in any subject. Leading on from this, Mrs Dorman and Ms Patterson have applied to participate in the Pathways Training for Aspiring Leaders run by the EA. The focus of their proposed projects are



both literacy based and aim to provide strategies for improvement of literacy in every subject. They aim to provide resources for effective reading at KS3 and strategies to encourage higher standards in writing through blended learning. Literacy continues to be a fixed item on the HOD meeting agendas so that good literacy is promoted throughout the year.

During December 2019, the Year 10 pupils participated in the pilot of the CCEA KS3 Adaptive Assessments in Numeracy. The pupils completed the computer-generated questions that adapted to the standard of their answers. Though the results of the tests were interesting they were overly complicated to analyse with too much detail generated per pupil to be meaningful. Mrs Anderson participated in the feedback meeting, held virtually during lockdown, to express the concerns and suggest refinements of the test. The Adaptive tests are free and specifically tailored to the NI curriculum, it is hoped that once the format has been modified, they will provide useful summative assessments.

The Mathematics department once again ran a number of competitions to encourage Numeracy. The "Pi-day" events were well supported by pupils from all year groups. Events included pupils reciting the digits of pi (four pupils could recite pi to more than 100 decimal places) and a pi-day treasure hunt.

In August 2019, four members of the Mathematics department had the opportunity to attend a training course run by Down High School, featuring Craig Barton. Craig is a Mathematics teacher from the North of England, whose ideas on teaching are changing the way Mathematics is taught at all levels. Those that attended the course were inspired by his enthusiasm and desire to improve the quality of teaching and learning of Mathematics. Those that attended the course tried and adapted some of the ideas and methods introduced. The impact of the techniques could not be evaluated at the end of the year due to the lockdown.

The use of data to inform teaching and learning was further embedded. MIDYIS testing took place again to provide baseline data on the Year 8 pupils. External examination data was created for Heads of Departments to enable them to analyse pupil performance in the public examinations and to compare results with the Northern Ireland Grammar School average. Data to analyse the performance of Special Educational Needs (SEN), Education other than at School (EOTAS) and Free School Meals (FSM) pupils was produced for use by the SENCO, SLT, Heads of Departments and subject teachers. Internal examination data summaries were also created to enable Heads of Year, Heads of Department and subject teachers to monitor pupil performance.

### **School Development Days**

The school was planned to close to pupils for five days. Unfortunately, lockdown meant that only three days were available. Staff were assigned time to carry out a review of the School development plan and time was also given to evaluate whole school issues relating to curricular, assessment and pastoral matters amongst other matters using the ETI Inspection and Self Evaluation Framework Document in readiness for a new proposed School Development Plan. This process has been put into interim holding following guidance on school development planning from DE. New staff followed an Induction Programme including Child Protection training.

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

See Appendices 8-14.

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

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

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

This Spring due to Covid-19 saw pupils and staff working from home. This led to a significant, and well reported change to the examination system for this year. Examinations and assessments were

replaced by centre assessed grades. Centre assessed grades were evidenced based grades using Departmentally agreed criteria. This led to the collation of marks attained by individual pupils, which then led to the awarding of an overall grade and rank. This was then submitted to the relevant Awarding Body's via a specially created portal for grade submission.

Results for A2, AS and GCSE were issued in August, but instead of individual unit scores, pupils were awarded a grade. This initially was adjusted in some cases, from the centre assessed grades submitted by the school however, after a parental and media outcry, all Awarding Bodies accepted the centre assessed grades originally submitted by the school. In the instance the original grade awarded to a pupil was higher than that given by the centre, the higher grade was retained.

Due to the extraordinary circumstances, there were no remarks this year. Instead, it was replaced by a system of being able to appeal a grade, if certain circumstances were met. The requests for appeals were handled by Mr Peel, as Head of Centre.

**(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. There continues 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. Years 8, 11 and 13 Induction meetings included a focus on resilience also.

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.

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 this service increased so SUPA funded an additional counsellor on a temporary basis to try to ensure that all pupil needs were met.

Pupil health and wellbeing continues to remain a priority. An Anaphylaxis Awareness Day was organised in January and the annual 'Time to Talk Day' took place in February. The school's first ever 'Wellbeing Week' was organised in May. The focus was on the 'Five Steps to Wellbeing,' and proved to be very successful. Fun and educational activities were organised for pupils. This took place at this time as pupils were in lockdown and managing the difficulties associated with this and remote learning.

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

Safeguarding and Child Protection Training was delivered to new staff, teaching and non-teaching. The Child Protection Policy was reviewed and the Drugs Policy was updated in line with statutory requirements.

**(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.

There continues to be a significant number of pupils on the SEN register at stages 1, 2 and 3 of the current code of practice. The SENCO oversees the educational provision for these pupils, liaises with relevant outside agencies and communicates with parents on behalf of the school. The annual review process of pupils with a Statement of Special Educational Needs involves all interested parties in decisions about the educational provision and curriculum choices, and transition planning for these pupils.

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

During lockdown, provision continued to be available remotely.

Consultation is under way for the new code of practice relating to the SEND act of 2016. The SENCO has undertaken regular training and has begun making changes as instructed by the Education Authority SEND team.

#### **(vii) Extracurricular**

Our pupils were involved in a tremendous range of co-curricular and extra-curricular activities. In September we held two special achievement assemblies at which we distributed a range of trophies and honours to pupils who had achieved highly and significantly in non-academic pursuits, with former pupil, Will Doggart, as Guest of Honour.

In sport, a very large number of pupils continue to participate and compete individually and at team level in an impressive variety of sports. On a typical Saturday morning in the Autumn term, for example, around 250 young people are actively involved in school sports. In Rugby, the 1<sup>st</sup> XV reached the quarter-finals of the Schools Cup, losing narrowly to MCB; the Medallion team went one better, reaching the semi-finals of the Shield. In Girls Hockey, the U14 team narrowly lost the final of their Shield competition. The highlight was undoubtedly the 1<sup>st</sup> XI boys hockey team who were joint winners of the Schools (Burney) Cup – this was our fifth final in a row and we shared the trophy with Friends' School, as the final could not take place because of COVID. The U13 boys reached the semi-finals of the Bannister Bowl, and COVID put paid to the final. In Badminton, both the Junior boys and Senior girls teams were Ulster Champions. In Cross Country, the Junior boys and girls teams qualified for the All-Ireland Finals. There were successes in fencing, swimming, golf and athletics. Table Tennis Club started up, using tables purchased by the Sullivan Upper Parents Association.

Music continues to flourish with very high levels of pupil participation in the various groups, bands, choirs and school orchestra. The Annual Carol Service in St Philip & St James Parish Church provided the usual wonderful lead-in to the Christmas period. In a typically busy year, we were unfortunately denied the highlight of the Spring Concert at the end of March due to the pandemic. Drama continues to flourish too and the Junior Drama production of 'Alice in Wonderland' in February was excellent. Lock-down put paid to all educational trips and visits but around 40 took place before that, including music and drama trips to London and the Physics trip to CERN. Examples of other co-curricular and extracurricular activities include Eco Club, Public Speaking, Young Enterprise, SU, Art workshops to name but a few.

The Board of Governors recognises and appreciates that the wide variety of opportunities on offer is only possible due to the involvement of large numbers of staff and to the support provided by parents through voluntary contributions.

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

Sullivan Upper School runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently five members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the

expertise of the Northern Ireland Careers Service, local universities, local businesses and parents to enrich the Careers Programme. The provision includes:

### **Key Stage 3**

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

### **Key Stage 4**

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

### **Sixth Form**

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

### **After Care**

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

### **(ix) Staffing**

In terms of staffing, there were again significant changes. Mrs Siobhan Whelan had been appointed as Head of Home Economics in 1996 and she was appointed to the position of Senior Manager in 2012, taking responsibility for well-being, the induction and early professional development of new staff. Siobhan cared deeply about her colleagues and willingly devoted her time and energy to support them. During her career she has been an advocate for food and nutrition education through her management and leadership of a dynamic Home Economics department and as a motivational classroom teacher.

Dr Jane Fox-Roberts joined Sullivan's Biology Department in 1991. She made an outstanding contribution to wider school life with her commitment to the renowned Traditional Group, the highlights of which included performances in the Millennium Dome in London and Capitol Hill in Washington DC. She was also in charge of sound and lighting for nineteen years, helping out with many a production for the school. She has held the posts of Head of Year, Health Education Coordinator, Head of Biology and she leaves as the school's first ever Head of Learning for Life and Work. In her role as Head of LLW, she has been a bastion of pupil welfare and always has the pupils' best interests at heart.

Miss Wilma Gilfillan was a teacher of Physical Education and Religious Studies for 32 years at Sullivan Upper. In her time, Wilma was a long serving Head of Year 8 before moving to the post of Assistant SENCO. Wilma also played a major role in the extra-curricular life of the School, coaching junior Hockey, being in charge of both Girls Athletics and Cross country and contributing to the Scripture Union. She was also responsible for Girls Badminton and was a valuable member of staff on school trips such as the Ski trip for many years. Wilma will always be remembered as a conscientious, caring and hard-working colleague.

Mr Andrew Anderson joined the Mathematics department in April 2019 to cover the remainder of Mr Boreland's career break. Andrew's contribution to the life of the school extended beyond the Mathematics department, helping out with both rugby and the Scripture Union.

At the end of the year, Ms Claire Thomson was appointed as Head of Home Economics, Miss Amy Morgan was appointed as Coordinator for Learning for Life and Work and Mrs Joanna Annett was appointed as acting Coordinator for Business Studies. Mr David Greeves was appointed to the Biology Department, and Miss Chloe Mitchell was appointed to the Physical Education Department. Miss Kelly Millar was appointed as a temporary teacher to the Home Economics Department, Mr James McConnell was also appointed as a temporary teacher to the Geography Department and Miss Naomi Montgomery was appointed as a temporary teacher to the Business Studies Department. In order to cover long-term absence during the year, we availed of the services of Mr Jamie Meharg in Modern languages.

In 2019/20 on the non-teaching side we welcomed new post-holders Mr Alex Blackstock (Prep School Crossing Patrolperson), Miss Esther Cromie (Art Technician, maternity cover), Mr Richard Lyons (Maintenance) and Mrs Claire Sloane (Prep Secretary). During the year we said farewell to the following: Mr John Boyd (Maintenance), Mrs Rachel Davidson (Classroom Assistant), Mr Lee Colligan (Classroom Assistant) and Mrs Gail Dempster (Prep Secretary).

**(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 committed to providing a secure and safe environment for our pupils - all visitors to the school are required to report to reception upon arrival and to display a visitor's badge if not accompanied by a member of staff.

The school is delighted that the Department of Education approved the capital project to improve the security in the main school site through implementation of a door access system and this work commenced during the summer 2020.

**(xi) Buildings and Facilities**

The school continues to invest in its facilities despite this significant and increasing pressure on revenue with capital expenditure of £125k in 2020 and associated grants of £2k from the Department of Education. The swimming pool refurbishment and Dromkeen security works were completed this year together with works in the Sports Hall and Sixth Form common room. Capital fees of £57k in total were set aside in the preparatory department to provide funding for future capital development.

## 4 FINANCIAL STATEMENT

### Financial Report for the Year ended 31 March 2020

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

The deficit in the Revenue Account for the year ended 31 March 2020 was £8,624 (2019: deficit £141,256).

The financial position of the school may be summarised as follows:-

	<b>2020</b>	<b>2019</b>
	£	£
Secondary Department	220	(145,412)
Preparatory Department	141	3,653
Silver Robin Restaurant	(8,985)	503
	<u>(8,624)</u>	<u>(141,256)</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 £178k (2019: £178k) and Gift Aid of £41k (2019: £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 2019 134 (93%) (2018 141 (95%)) 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 2019 examination year 144 (2018 149) pupils were entered for the A Level examinations. 79% of pupils achieved a minimum of 3 Cs (72% in 2018). 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)

153 (2018 154) pupils were entered for the GCSE examinations in 2019. Of those entered, 97% (2018 94%) achieved A\* to C in 7 or more subjects including English and Mathematics.

### **Extracurricular Activities**

The school also continues 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.

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

### **School Trips**

These are seen as an integral part of the education offered by the school. This year's trips included theatre visits; Physics Trip to CERN; Duke of Edinburgh expeditions; and both the Music and Drama departments visited London. Unfortunately, due to the Coronavirus pandemic both the junior rugby tour to Manchester and the annual ski trip were cancelled.

### **Music**

2019/20 was a busy year for the Music Department, with pupils performing at prize day, the carol service, Open Day. The school was again well represented in the Ulster Youth Choir, Orchestra and Jazz Orchestra. Unfortunately, due to the Coronavirus pandemic, the annual Spring Concert and St Patricks Day celebrations both had to be cancelled; this was a great disappointment as pupils and staff had been rehearsing for many months for these events.

### **Community Involvement**

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

### **Financial Results**

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2019/20 our total LMS funding increased by £194k or 4% compared with the previous year to fund the increase in employer superannuation costs in the Northern Ireland Teacher Pension Scheme. Employer contribution costs increased from 17.7% to 25.1% and resulted in an increase in costs of £212k. Additional grant funding increased in total by £143k or 30% in 2020 due to the inclusion of funding to cover the teaching payscale arrears. Overall, grant funding and other income increased by £374k or 6%.

Total teaching costs increased by £256k or 6% reflecting an increase in the employer superannuation costs mentioned above and includes provision for payscale increases. Total non-teaching staff costs decreased by £ 8k or 1% - prior year costs including redundancy costs of £44k. New pay scales effective from 1st April 2019 were also implemented during the year for non-teaching staff following completion of the pay remit approval process with an increase which ranged from 2% to 7%. Staffing costs in total therefore have increased by £249k (5%) during the year. Total expenditure in the secondary and preparatory revenue accounts for the year increased by £234k or 4%.

The Silver Robin reports a decrease in income of £30k or 9%. Sales in the canteen have decreased by £27k or 9% and reflect a decrease of 8% in the number of days on which the canteen was operational due to the early closure of the school as a result of the coronavirus pandemic. Total costs have decreased by £20k or 6% as a result of the reduced food costs and the fact that the Board has not been able to set aside funds (2019: £10k) for reinvestment in the Silver Robin facilities.

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

The secondary department reports a surplus this year of £220 (2019: Deficit £145k). The income and expenditure account (page 9) includes revenue and costs associated with curricular and

extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School. Funding from the Department of Education does not extend to extracurricular activities and due to the significant pressures on revenue funding from the Department of Education, the school is required to supplement the provisions for classroom resources to ensure that a high standard is maintained throughout the school. The Board gratefully acknowledges the continued support of its parents in this tangible measure and is pleased that all pupils have the opportunity to access the school's extracurricular programme.

### **Coronavirus (COVID19)**

On 23 March 2020, schools in Northern Ireland were closed under direction from the Department of Education (DE) in response to the coronavirus pandemic. From that date to the end of the 2019/20 academic year, and in line with DE direction, Sullivan Upper School facilitated the attendance of children of key workers and vulnerable pupils on site in both the preparatory and secondary departments, Education continued for pupils through remote learning with pastoral support continuing to be provided to all pupils through the well-established and experienced pastoral team. Pupils who were due to sit GCSE, AS and A level examinations were informed that all public examinations were cancelled with schools to provide examining bodies with centre assessed grades and rank order assessments for each pupil and each examination. These assessments were carried out in line with guidance from the Examining Bodies and within the required timeframes.

These are unprecedented times and the health and safety of pupils, staff and all of the Sullivan Community is of paramount concern at all times. The school follows the advice of the Department of Education, local government and Public Health to ensure the safety of all. There are financial implications as a result of this lockdown and the full extent of these are yet unknown. The school has worked closely with the Education Authority and the Department of Education to seek additional support as a result of the impact on school fees, school meals revenue and loss of income from the hire of facilities. All non-critical capital expenditure has been suspended with immediate effect and the financial situation is being closely monitored and reviewed. The Governors wish to thank all the staff for their efforts during these stressful and difficult times.

### **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 now received confirmation that the school's application has been selected in the third tranche of schools to move forward in planning.

In October 2017, the school also submitted a number of projects for consideration under the Department of Education's Minor Capital Works Scheme with one project on disability access works being completed in 2019/20. The school is delighted that the Department of Education has approved the capital project to improve the security in the main school site through implementation of a door access system and this work commenced during the summer 2020. The Board gratefully acknowledges the continued support of the Department of Education in such projects which is essential to ensure that our facilities are fit for purpose

Whilst funding has been made available from the Department of Education's capital budget for the building works previously mentioned, the Governors highlight their concerns at the uncertainty in recurrent (revenue) funding for 2020/21 and beyond in the face of inescapable cost pressures (eg nationally agreed paycales and pension costs). 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 continues to deliver a varied programme of both curricular and extracurricular activities for all its pupils and in particular notes the many successes recorded in curricular areas, sporting events and an extensive range of extracurricular



activities – all of which contribute to the best possible school experience for our pupils. The Board has put in place strategic cost reduction measures over the past number of years to address the shortfall in revenue funding and remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive programme of extracurricular activities.

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

The capital works (pavilion and artificial grass pitch with floodlighting) recently completed through the School Enhancement Programme are viewed by the Board as fundamental to our commitment to “Sustaining Sullivan’s Future”. Major capital projects such as these are needed to keep the school’s estate up to modern educational standards and the Board is determined that the school’s facilities are maintained at the highest possible quality.

The Board of Governors of Sullivan Upper School was delighted to announce the launch of a major fundraising campaign in 2016 to connect together all of the members of the Sullivan family. Sustaining Sullivan’s Future will reach out to all the many “Friends of Sullivan” who are alumni, students, teachers, staff, parents, governors past and present and also to those in the local community who wish to join to assist the ongoing development of the school. The Governors are pleased to announce that work is well underway to develop a new website and database system which can be used to improve connectivity between Sullivan alumni and to facilitate future fundraising activities.

As at 31 March 2020, this appeal fund has secured total funding of £213k from a combination of pledges and income from events. The Board of Governors wishes to record its gratitude to all those who have contributed to this fund and acknowledges the United Way Worldwide grant received on behalf of the generosity of Soros Fund Charitable Foundation.

### **SUPA and SUPPA**

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

## **5 CONCLUSION**

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 the global pandemic ongoing, we will strive to meet the challenges that lie ahead and we remain committed to developing and improving what we do for the educational advantage of our pupils.

## **APPENDICES**

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

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

In the 2019/2020 school year, at the time of the school census the total number of pupils enrolled in the school was 1251. Of these, 182 were in the Preparatory Department and 1069 in the Secondary Department with 159 in Year 12, 154 in Year 13 and 139 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 16, of whom 13 were in the Secondary Department and 3 in the Preparatory Department.

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

The annual attendance rate for 2019/2020, calculated in the manner set down by the Department of Education, was 95.5% (2018/19: 96.5%) in the Secondary Department and 96% (2018/19: 96.4%) in the Preparatory Department.

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

The school admissions number for 2019/2020 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 2019/20 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

The main activities available for pupils were:

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

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

**APPENDIX 6 - School Leavers**

As the following table shows 161 pupils left the school by the end of the 2019/2020 school year. The vast majority of these were students who completed their A Levels and went on to study at Further or Higher Education institutions - mostly for degree courses.

<b>LEAVERS</b>	<b>Year 12</b>		<b>Year 13</b>		<b>Year 14</b>	
	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>
Transferring to another school	3	1.9	0	0	0	0
Apprenticeship Training Courses	4	2.5	0	0	1	0.7
Entering Further Education	7	4.4	6	3.15	11	7.9
Entering Higher Education	0	0	0	0	122	87.9
In Full-Time Employment	0	0	0	0	1	0.7
Other (Gap Year)	0	0	0	0	3	2.1
Seeking Employment	0	0	1	1.35	0	0
Other	1	0	0	0	1	0.7
<b>Totals</b>	<b>15</b>	<b>8.8</b>	<b>7</b>	<b>4.5</b>	<b>139</b>	<b>100</b>

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

ENGLISH (Communication)		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	34.31	NR	24.73	NR	13.18

USING MATHEMATICS		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	31.19	NR	24.70	NR	16.72

\* **Please note:** 2019/20 data have been produced based on submitted returns from 16% of post primary schools. The remaining schools did not submit returns due to industrial action. The Data has not been weighted to reflect the school population, therefore caution needs to be exercised in interpreting these results.

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

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

Number in Year 12	159
% 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)	139
% achieving 3+ A level Grades A* - C	86%
% achieving 2+ A level Grades A* - E	100%

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

Number in Year 13	153
% achieving 3+ AS Grades A-C	76%*
% 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	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average
<b>% Achieving 5+ GCSEs at Grades A* - C</b>	98.7	96.5	97.4	96.5	99.4	96.0	99.0	96.1	100	N/A
<b>% Achieving 7+ GCSEs at Grades A* - C</b>	96.8	92.1	96.7	91.2	96.8	90.7	94.1	90.5	100	N/A
<b>% Achieving 3+ A levels at Grades A* - C</b>	81.3	76.3	73.1	78.1	73.2	78.1	79.2	79.7	86.0	N/A
<b>% Achieving 2+ A levels at Grades A* - E</b>	100	99.5	99.3	99.7	100	99.5	99.3	99.6	100	N/A

NB. Comparative figures for NI Grammar Schools 2019/20 not available at this time.

**APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2020**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE									
		A*	A	B	C*	C	D	E	F	G	U
Art & Design	19	26.3	57.9	10.5	0	5.3	0	0	0	0	0
Biology	114	37.7	35.1	24.6	1.8	0.8	0	0	0	0	0
Chemistry	99	42.4	26.3	21.2	6.1	4.0	0	0	0	0	0
Digital Technology	26	23.1	19.2	42.3	7.7	7.7	0	0	0	0	0
Drama	19	21.1	63.2	5.3	5.3	5.1	0	0	0	0	0
English Language	159	24.5	44.0	23.9	5.7	1.9	0	0	0	0	0
English Literature	159	20.8	42.8	28.9	5.7	1.8	0	0	0	0	0
Food and Nutrition	61	21.3	44.3	26.2	8.2	0	0	0	0	0	0
French	118	14.4	36.4	16.1	14.4	16.1	2.6	0	0	0	0
Geography	89	28.1	41.6	20.2	7.9	0	2.2	0	0	0	0
German	12	33.3	25.0	25.0	16.7	0	0	0	0	0	0
History	69	36.2	31.9	23.2	7.2	1.5	0	0	0	0	0
Learning for Life & Work	15	20.0	26.7	40.0	13.3	0	0	0	0	0	0
Mathematics	159	40.3	45.9	11.3	1.3	1.2	0	0	0	0	0
Further Mathematics	75	37.3	38.7	14.7	5.3	4.0	0	0	0	0	0
Moving Image Arts	32	50.0	50.0	0	0	0	0	0	0	0	0
Music	27	40.7	33.3	22.3	0	3.7	0	0	0	0	0
Physical Education	45	42.2	40.0	11.2	2.2	4.4	0	0	0	0	0
Physics	104	38.5	28.8	22.1	5.8	1.9	2.9	0	0	0	0
Religious Studies (SC)	158	27.2	32.9	15.8	11.4	10.8	1.9	0	0	0	0
Spanish	51	19.6	31.4	17.6	11.8	11.8	7.8	0	0	0	0
Technology & Design	19	10.5	47.4	26.3	5.3	10.5	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	32	34.4	34.4	18.8	9.4	3.0	0	0	0	0	0



**APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2020**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	5	80.0	0	0	20.0	0	0
Biology	49	42.9	18.4	22.4	12.2	4.1	0
Business Studies	47	25.6	34.0	29.8	10.6	0	0
Chemistry	42	59.5	19.0	14.3	4.8	2.4	0
Computing	8	50.0	25.0	25.0	0	0	0
Economics	8	25.0	50.0	0	12.5	12.5	0
English Literature	23	39.1	43.5	17.4	0	0	0
French	14	35.7	35.7	28.6	0	0	0
Geography	39	61.5	28.2	7.7	2.6	0	0
History	34	58.8	23.6	14.7	2.9	0	0
Mathematics	67	64.2	20.9	11.9	3.0	0	0
Moving Image	17	52.9	41.2	5.9	0	0	0
Music	3	66.7	33.3	0	0	0	0
Nutrition & Food Science	25	48.0	36.0	16.0	0	0	0
Physical Education	19	42.1	36.8	21.1	0	0	0
Physics	30	46.7	13.3	13.3	23.4	3.3	0
Politics	23	30.4	52.2	13.0	4.4	0	0
Religious Studies	19	47.4	36.8	15.8	0	0	0
Spanish	6	50.0	33.3	16.7	0	0	0
Technology & Design	13	69.2	23.1	7.7	0	0	0

**APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2020**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	1	0	100	0	0	0	0	0
Biology	50	30.0	22.0	40.0	4.0	4.0	0	0
Business Studies	25	8.0	28.0	36.0	28.0	0	0	0
Chemistry	45	33.3	35.6	17.8	8.9	4.4	0	0
Computing	11	9.1	18.1	9.1	27.3	27.3	9.1	0
Economics	20	10.0	30.0	15.0	35.0	10.0	0	0
English Literature	15	26.7	40.0	20.0	13.3	0	0	0
French	8	25.0	25.0	37.5	12.5	0	0	0
Geography	37	18.9	29.7	24.3	16.2	5.4	5.5	0
German	1	0	100	0	0	0	0	0
History	18	11.1	50.0	27.8	11.1	0	0	0
Mathematics	66	43.9	25.8	18.2	7.6	4.5	0	0
Further Maths	8	75.0	25.0	0	0	0	0	0
Moving Image Arts	7	28.6	28.6	28.6	14.2	0	0	0
Music	5	80.0	0	0	20.0	0	0	0
Nutrition & Food Science	20	15.0	40.0	25.0	20.0	0	0	0
Physical Education	9	22.2	33.3	11.1	22.2	11.2	0	0
Physics	28	25.0	35.7	25.0	3.6	7.1	3.6	0
Politics	18	5.6	38.9	33.3	16.7	0	5.5	0
Religious Studies	15	6.7	40.0	26.7	26.6	0	0	0
Spanish	4	25.0	25.0	50.0	0	0	0	0
Technology & Design	6	16.7	33.3	16.7	33.3	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	26	100%
All Years	Rock School Exams	9	100%
All Years	London College of Music	47	100%

## APPENDIX 15 - Key Dates for 2019/20

<b>KEY DATES FOR 2019/2020</b>
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<b>Autumn Term</b>	<b>Tuesday 27 August 2019 – Friday 20 December 2019 (inclusive)</b>
Pupil Induction Days [9.00 am-12.30 pm]	Tuesday 27 August 2019 [Year 8 only] Wednesday 28 August 2019 [Year 14 only] Thursday 29 August 2019 [Year 13 only] Friday 30 August 2019 [Years 8-13]
All Pupils in School	Monday 2 September 2019
School Development Day 1	Friday 4 October 2019 ( <i>pupils do not attend</i> )
<b>Half Term</b>	<b>Monday 28 October 2019 – Friday 1 November 2019 (inclusive)</b>
Autumn Term ends	Friday 20 December 2019 at 12.00 noon
<b>Christmas Holiday</b>	<b>Monday 23 December 2019 – Friday 3 January 2020 (inclusive)</b>
<b>Spring Term</b>	<b>Monday 6 January 2020 – Monday 3 April 2020 (inclusive)</b>
School Development Day 2 School Development Day 3	Monday 6 January 2020 ( <i>pupils do not attend</i> ) Tuesday 7 January 2020 ( <i>pupils do not attend</i> )
All Pupils in School	Wednesday 8 January 2020
<b>Half Term</b>	<b>Monday 17 February 2020 – Friday 21 February 2020 (inclusive)</b>
School Development Day 4	Tuesday 17 March 2020 ( <i>pupils do not attend</i> )
Spring Term Ends	Friday 3 April 2020
<b>Easter Holiday</b>	<b>Monday 6 April 2020 – Friday 17 April 2020 (inclusive)</b>
<b>Summer Term</b>	<b>Monday 20 April 2020 – Tuesday 30 June 2020 (inclusive)</b>
Summer Term Begins	Monday 20 April 2020
<b>May Day Holiday</b>	<b>Monday 4 May 2020</b>
School Development Day 5	Monday 25 May 2020 ( <i>pupils do not attend</i> )
Summer Terms Ends	Tuesday 30 June 2020 at 12.00 noon

## APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2020

### Financial Statements

#### Revenue Account for the Year ended 31 March 2020

	2019/20	% income	2018/19	% income
	£		£	
<b>INCOME</b>				
Fees	686,413	10.73	640,706	10.64
LMS Delegated Budget	4,987,641	77.98	4,793,747	79.61
Additional Grant Funding	619,279	9.68	476,391	7.91
Other Income	102,465	1.61	110,921	1.84
<b>TOTAL INCOME</b>	<u>6,395,798</u>	<u>100.00</u>	<u>6,021,765</u>	<u>100.00</u>
<b>EXPENDITURE</b>				
Teaching Salary Costs	4,404,605	68.89	4,148,113	68.89
Non-Teaching Salary Costs	1,013,380	15.84	1,021,337	16.96
<b>Total Salary Costs</b>	<u>5,417,985</u>	<u>84.73</u>	<u>5,169,450</u>	<u>85.85</u>
<b>Other Costs</b>				
Curriculum	297,801	4.66	315,804	5.24
Property	477,801	7.47	486,687	8.08
Administration	201,850	3.13	191,583	3.18
<b>TOTAL EXPENDITURE</b>	<u>6,395,437</u>	<u>99.99</u>	<u>6,163,524</u>	<u>102.35</u>
<b>Surplus/(Deficit) for the year</b>	361	<u>0.01</u>	(141,759)	<u>(2.35)</u>
<b>(Deficit)/Surplus for Silver Robin Restaurant</b>	(8,985)		503	
<b>Net decrease in revenue reserves</b>	<u>(8,624)</u>		<u>(141,256)</u>	

## APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2020

### Financial Statements

#### Balance Sheet as at 31 March 2020

	As at 31 March 2020	As at 31 March 2019
<b>Fixed Assets</b>	11,978,587	11,927,368
<b>Current Assets</b>		
Stock	13,384	19,391
Debtors	198,397	97,191
Bank Current Account	654,714	768,131
Bank Treasury Deposit	400,605	
Specified Bank Account	4,920	
Cash on Hand	300	300
	1,272,320	885,013
<b>Current Liabilities</b>		
Creditors	(558,788)	(531,390)
	(558,788)	(531,390)
<b>Net Current Assets</b>	713,532	353,623
<b>Total Assets Less Current Liabilities</b>	12,692,119	12,280,991
<b>Long Term Liabilities</b>		
Finance Loans	(167,389)	(270,233)
Provisions for Liabilities	(399,956)	(198,102)
<b>Net Assets</b>	12,124,774	11,812,656
Represented By		
<b>Unrestricted Reserves</b>	11,733,151	11,514,141
<b>Designated Funds</b>	119,688	122,267
<b>Restricted Reserves</b>	180,547	79,474
<b>Endowed Funds</b>	91,388	96,774
<b>Total Reserves</b>	12,124,774	11,812,656