



SULLIVAN UPPER SCHOOL HOLYWOOD

**Report of the Board of Governors
on the
2020/2021 School Year**

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

a) **nominated by the church bodies in Hollywood which were the original trustees of the school:**

Church of Ireland, Parish of Hollywood Church of St Philip and St James	Mr Brian Burke Mrs Catherine O'Neill
First Hollywood Presbyterian Church, Bangor Road, Hollywood	Mr Peter Moran Mr Chris Warnock
High Street Presbyterian Church, Hollywood	Mrs Ann Eves Mrs Audrey Gordon
First Presbyterian (Non-Subscribing) Church, Hollywood	-
The Methodist Church, Hollywood	-
St Colmcille's Parish, Hollywood	Dr Alison Eccles Mrs Maria Pearson

b) **nominated by the Department of Education**

Mrs Laura Calvin
Miss Louise Campbell
Mrs Jennifer Cuthbert
Mr Stuart Hamilton

c) **elected by parents of pupils attending the school**

Mr Randal Gilbert
Mrs Angela Skarmoutsos

d) **elected by the teaching staff of the school**

Mrs Carol Johnston
Mr David Matthews

e) **co-opted by the Board of Governors**

Mrs Doreen Mathison
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:	Ms Louise Campbell
Chairperson of the Education Services Committee:	Mr Stuart Hamilton
Chairperson of the Finance Committee:	Mrs Laura Calvin
Chairperson of the Preparatory Department Committee:	Mrs Doreen Mathison

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 2020-21

There were no AQE results this year due to the pandemic. 100% of our pupils seeking a Grammar School place for Year 8 were successful.

Attendance: 2020-21 was 97.4%. 59 pupils achieved 100% attendance to 19 March 2020. We had one annual audit from our Educational Welfare Officer in June.

It was an anxious return to the new school year in August with all of our pupils returning for a fresh academic year. Prep 7 pupils began classes on 17 August to allow for maximum opportunity to engage the children in their transfer preparation. The class were taught as 2 separate bubbles in the Prep Hall to ensure social distancing could be rigorously upheld. Many aspects of the school curriculum, external events, trips, sporting fixtures and school visitors were all postponed due to the pandemic. A staggered drop off in the mornings and at collection time was provided and children went straight to class from 8.30 am. We continued to observe our road safety aspects by encouraging everyone to park sensibly for arrivals and pick-ups. Initial September Parent Meetings took place for the prep 7 pupils regarding AQE.

Extra-curricular activities were still paused due to the pandemic, along with Speech & Drama and music lessons. PE play lessons took place in a COVID friendly manner but afterschool sporting events did not go ahead this year. Teaching staff were supporting pupils to develop strong respiratory hygiene and hand washing. All classes were operating in strict bubbles throughout the day and including staggered break and lunch. A 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.

Sadly our annual Harvest service could not take place in our local Parish church due to COVID restrictions. Storehouse was the nominated charity. Due to the ongoing pandemic and the circuit breaker week before Halloween, SUPPA's (much loved) Spooky Fun night could not go ahead. However, a spooky fun day was organised by SUPPA teacher reps and funded by SUPPA, so that all could still enjoy a day of wellbeing activities and fun!

The Prep Nativity continued to be a much-loved event and this year was no exception, as the performances from Prep 1 to Prep 4 were recorded and shared virtually with our families. Due to the ongoing pandemic, the Upper Prep children were unable to hold their Christmas Service, however, each class performed and recorded their Christmas pieces and these were released for the school community to enjoy! SUPPA finished this busy month with Christmas parties and Santa arriving 'socially distanced' and everybody had fun.

The month of January took another unusual turn with government closing schools, for all but Key Workers' children. However, a staggered return took place, with Prep 1-3 returning before Easter and Prep 4-7 returning after that. 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. Staff, parents and Governors, were able to join together outdoors with Board of Governor representatives to congratulate and celebrate the many achievements of the class of 2021. A virtual residential was held in March for the P7 pupils. The School was also able to have a virtual residential and an actual 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
- Focused AQE preparation including online teaching, test walkthroughs and pastoral support
- Specialist teaching of Art, PE and Music continuing remotely

- 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
- 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:

- Athletics online support P1-P7: £1124.93
- Money saved planned to go towards ICT refresh. TBC (2021-22)
- C/F: Christmas 2019 treat to pantomime for P1-P7 £1500.00 (postponed until 2021)

Community:

The School Council met (when it could) with Mrs Patterson each month representing the pupils' voice to bring issues to the school's attention.

The Eco Team were unable to meet as a mixed group so a Google classroom was established to allow pupils to continue to be involved.

Forest School took place for Prep 7s virtually.

The Silver Robin Cafeteria facilitated café style lunches being served to the classrooms on a daily basis. An online ordering system was also facilitated.

We continued to place importance on preparing our children for Transition to Year 8 and due to the return to school, this was able to be facilitated online and in person by Mrs Matthews, the class teacher.

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 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 academic year.

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.

Special Educational Needs:

The SEN teacher attended multiple training sessions on the following out of the new SEND legislation focusing on provision mapping within school.

Resources are reviewed regularly and trialled with pupils as appropriate to needs. Ms Gordon supported any of the SEN children who came into school as key worker children.

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:

Due to the pandemic we were unable to continue to place a focus on improving attendance as well as punctuality and the House system with points, which was introduced last year.

Buddy systems were unable to take place due to the strict bubbling system in place.

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.

CHARITIES 2020-21:

Children in Need	£450.00
NI children Cancer Fund	£260.00
Total:	£710.00

LITERACY REPORT – Mrs M Galway and Mrs K Callen

The school year of August 2020-June 2021 was indeed an extremely unusual one. Whilst we were allowed to resume face to face teaching in Term 1, visitors were not allowed on the school premises and no Literacy clusters took place. No school trips were allowed for the whole school year.

Then, after Christmas, as for the previous year, around three months teaching was 'remote' with the pupils at home from January until the week just before Easter. Access to reading materials during this time was via Google Classroom and the online reading scheme, Rising Stars, kindly provided through SUPPA funding. The NI Libraries Libby App was also recommended for each pupil so that they could borrow online reading material, including ebooks, audiobooks and magazines, whilst libraries and schools were closed.

This year was not the year for curriculum development but one of being creative in delivery and access to resources. On returning to school, the priority was to ascertain where the children 'were' and teaching accordingly from March onwards.

We managed to have some virtual lessons with outside agencies under the Literacy umbrella and teachers were very resourceful in their planning for engagement with the outside world.

World Book Day and Book Week were celebrated remotely and the parents and pupils were provided with a wealth of ideas to choose from in order to mark our usual focus on Literacy in March. The 'Gotta Keep Reading' video can be viewed on our school website. Virtual engagement with the outside world included interaction with the education facilitators from Parliament Buildings and the UK Parliament for Prep 5. The same class also participated in a pilot scheme, virtually, from Hillsborough Castle Education programme. They also used their Belfast project to further their 'real' literacy experiences through interviewing local artists, musicians and fudge makers (to name but a few) by a variety of methods!

Prep 6 managed to combine poetry and music midst their AQE preparation in the third term by choosing a Haiku workshop as their focus by Claire Leathem, our visiting Music teacher.

Prep 7 wrote to the author of one of their class novels, Spirit of the Titanic and Nicola Pierce responded with a unique video message for the class, answering all of their questions.

All Key Stage 2 classes enjoyed accessing a streamed production of The Lorax from The Old Vic Theatre company, whilst remaining completely COVID compliant in their own class bubbles as a celebration of Earth Day.

For 'live' teaching and learning, the Prep 3 class has benefited from the purchase of board games to aid Spelling, Speaking and Listening as an integral part of their Activity Based Learning and The 'Totally Pawsome Reading Gang' is being utilised alongside the existing puppets and Prim Ed scheme for Reciprocal Reading.

Standardised testing changed to paper copies of our PTE and pupils participated in September testing of the previous year group level. This will happen again in September 2021.

A standardised Spelling test and NGRT was also administered at the end of September 2020 so analysis of data will be different this year and a new School Development Plan will begin in August 2021.

MATHEMATICS REPORT – Mrs K Wilson and Miss C Hall

During this unusual academic year all the teachers in the Prep have found ways to adapt their teaching, using a wide range of online platforms, but we also recognised the need for gaining hands on practice with resources and equipment. This continues to be essential for the fundamentals of Mathematics.

In Prep 1 and Prep 2, Numicon has become an integral part of their Numeracy Curriculum and the Foundation Stage teachers report favourably on the use of the resource. The shapes are used to reinforce 1-1 counting, subitizing of number, number sense, a sense of pattern, size of number, ordering numbers, odd and even, number bond knowledge and early problem-solving skills.

Prep 3 have been utilising the Numicon resource this academic year to initially support the teaching and recall of Number bonds; especially those of 10 and 20. Numicon was also used to make symmetrical Rangoli patterns, learn and recall doubles and halves, to teach and reinforce place value, to assist in the teaching of finding the difference by comparing numbers, to introduce early multiplication through repeated addition and to introduce early fractions of halves and quarters.

Following the identification of fluency in facts and procedures as an area for further development, Schofield & Sims Mental Arithmetic has continued to have been used from Preps 3-7. Further to this, Maths Sphere Mental Arithmetic activities have been used in class to boost the practise of mental strategies from Prep 3.

March 2021 was the NI Census. CCEA produced a set of learning resources in partnership with Census 2021 and supported by NISRA to help younger learners to recognise and produce reliable data; focus on understanding the difference between urban and rural settlements and to explore four key themes. These resources were utilised across Foundation Stage, Key Stage 1 and Key Stage 2.

Prep 7 used the Money Sense online learning resources to conduct a week-long programme of Financial Capability.

As part of their KS2 Transition to Year 8 preparation, Prep 7 have been using protractors, pairs of compasses and introducing long division during Term 3.

The Prep took part in Maths Week Ireland from 10th -18th October 2020. During this week, different classes did outdoor maths trails, completed different maths investigations and tried to get as many points on Mathletics as they could.

For World Maths Day on 5 May 2021, the Prep were asked to compete against each other and other children around the world in a range of 60-second live online games to practise and test mental maths skills. It was great fun looking at the school and class Hall of Fame to see who had risen into the top 3 places and who got a bronze, silver or gold certificate.

During Lockdown Term 2

Teaching Staff set up a new Google Classroom at the start of the new academic year to assist with their teaching and learning, submission of homework and keeping in touch with children who were self-isolating.

Staff uploaded daily teaching videos to accompany work tasks scheduled and to help with the learning of new concepts which could be re-watched. Further video links were able to be used if some pupils required more support.

The use of assignments on Google Classroom enabled Teaching Staff to differentiate their teaching videos and work set during the period of school closure.

Teaching Staff utilised Mathletics both as an online learning platform and their printable e-textbook resources to send out work packs during the closure. We are grateful to SUPPA for continuing to pay for this resource for every pupil in the school.

Once AQE and GL announced their intention for the Assessments to go ahead for November – December 2021, the Prep continued to subscribe to an online portal for all the Prep 6 pupils to access teaching videos and techniques to assist with their summer preparation.

ICT REPORT: Mrs K Wilson and Mrs J Matthews

We are continually changing with the times as digital advancements occur. We continue to use iPads and PCs in our daily teaching and learning within school. This year all the staff and pupils excelled themselves with remote teaching and learning during COVID-19 restrictions.

Teaching & School Information

- Since COVID restrictions continued to be imposed, all Prep class and specialist teachers set up an online Google Classroom account for their classes to access and to assist with their remote learning.
- Daily online teaching videos continued when we were home-schooling. All pupils were able to access these and communicate with their teachers via the Stream or direct messaging.
- During Term 1 there were no actual ICT teaching lessons taking place in the computer suite to prevent shared use of resources.
- All School Assemblies were virtual, with weekly videos uploaded to support our PD&MU themes. The classes enjoyed watching every Friday from home or from their classrooms.
- In Term 2, during lockdown, each class introduced live Google Meet sessions for their class. These were for group and individual sessions.
- All teachers set tasks, targets and an area for work to be submitted and then marked by their teachers.
- All parent/teacher interviews were held either by telephone or through Google Meet.
- New parents and pupils to the school used Blackboard Collaborate for virtual meetings as they did not have c2k login details for Google Meet
- There were online live presentations for Prep 6 and 7 parents regarding the Transfer Test and the changes, which kept our school community well informed.
- The website sullivanprep.weebly.com continues to provide a link for parents and pupils to keep them up-to-date with information and also to celebrate the breadth of activities that have taken part throughout the year.

Learning

- All classes continued with their online learning alongside learning packs provided
- Virtual learning sessions were established in many of the classes to allow for 'online school trips' to happen using Zoom, Teams and Google Meet
- The majority of pupils interacted very well and enthusiastically with their online learning sessions. This gave the pupils an opportunity to discuss and demonstrate their learning.
- Registration with Mathletics has continued this year and offers an excellent array of online and offline learning and revision experiences as well as printable resources to extend the teaching of Maths. P7 pupils also used Study Ladder to support their literacy learning in the approach up to AQE

Resources:

Due to the number of updates that have been required this year, we have several PCs and laptops that have become outdated. We are budgeting for replacements for 2021-2022.

The same applies to the Prep's iPads and we are currently seeking quotes to keep our resources up to date.

New charging stations have been purchased for our iPads as these were a vital resource for Key Workers during lockdown.

WORLD AROUND US REPORT: Mrs K Callen and Mrs J Matthews

Sullivan Prep achieved the Green Flag status for the second time following an online inspection in Term 3 of 2020. A Google Classroom was set up for Eco Club to communicate with each other during Term 2 of this academic year as the school continued with remote learning; optional weekly assignments were set for the children to work through. Forest School tasks were set not only for Eco Council members but also for the Prep 7 class which included: making a leaf tile, making a leaf collage, leaf animals and leaf bashing. We are continuing to carry out work to maintain our 2nd ECO Green Flag and to prepare us for applying in the future for our 3rd award of this kind. Children have been encouraged to take part in activities during remote learning Term 2, including Energy Saving Week, Switch Off Fortnight and Waste Week. Two P6 pupils who took part in the No Idling campaign to reduce car fumes emissions at the school gates were awarded 1st and 2nd place in the competition; both girls received family day passes for the leisure centre in Newtownards. The Prep pupils continue to work on activities provided by Sustrans Active Travel programme, supported by our new Active Travel Officer Iain Sneddon who sends us weekly emails updating us with events taking place. Eco Club were encouraged to take part in a bike drawing competition, watch trial bikes for World Book Day and go on a Rainbow Quest. Due to the school closure in Term 2 of 2021, P6/7 bicycle training sessions have been postponed.

Classes continue to work towards accreditation from Fair Trade and ISA organisations for teaching and learning activities through their World Around Us work. The Woodland Trust have supplied the school with hedging and copse packs of seedlings which have been planted by Mr Campbell, the caretaker, around the school property. Prep 7 continued Forest School digitally via Google Classroom in Term 2 2021 and are awaiting the NIFSA team's visit to the school to assess the staff for their FS accreditation. Foundation Stage classes continued to use the Outdoor Classroom as part of their cross-curricular learning.

Due to COVID restrictions in place, class-based visits have been the means of extending learning beyond the classroom. Digital lessons with Stormont and WWF, virtual ICT sessions with the Nerve Learning Centre and a cosmic classroom experience with the Armagh Planetarium are just some of the events that have been organised to ensure this area of learning remains engaging and interactive with the outside world despite the lack of offsite educational visits. Prep 3 and Prep 7 took part virtually in The Young Enterprise project and each class has enjoyed outdoor music workshops linked to their classroom learning.

Thanks to financial support from SUPPA and the Education Board's Wellness Fund, a new SUPPA Wellness Garden has been established beside Loughhead House. This area with new seating and planting boxes will provide a quiet learning zone for small groups to enjoy throughout the week. Extensive clearing of the Loughhead House KS2 garden area and the laying of new wood-chip surfaces by the caretaker has opened up a further area for outdoor learning.

STAFFING:

At the end of the year, we sadly said goodbye to Mrs Liz Smith, Head of the Preparatory Department, as she retired after a career of over 40 years as an educator. Mrs Smith was an outstanding Head of the Preparatory Department who provided strong and caring leadership for 20 years. Prep parents, pupils, staff and Governors offered best wishes to Mrs Smith for a long and happy retirement.

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 academic year 2020/21 was again dominated by the global pandemic and there were two periods of lock-down. The longer being the entire second term. The impact of COVID-19 was felt by the entire school community. During lock-down, Teaching & Learning continued remotely. GCSE, AS and A Level pupils were awarded grades.

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 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 continued to concentrate on interim measures to develop online blended learning and a revision of existing assessment and reporting procedures.

Again, due to the COVID-19 pandemic, school was given the challenge of awarding grades as public examinations were cancelled for the summer 2021 series. Having no public school examinations in Northern Ireland again created a challenge to all schools. Guidance was issued to centres from the awarding bodies to inform the process for Centre Determined Grades and subsequent external training in assessment was completed by the Headmaster (Head of Centre for public examinations), Vice-Principal (Teaching & Learning) and Senior Manager (Assessment and Reporting), which in turn was disseminated to all teaching staff. Departments duly followed the guidance and process and final centre determined grades were submitted in June.

Lockdown for schools was announced in October (with a 'circuit breaker' added to the Half Term Holiday) and again on the 4 January 2021. School, departments, teachers and non-teaching staff again reacted quickly to provide continued learning and support for all pupils remotely with Google Classroom and Google Meet becoming the preferred web-based platform and communication method for departments. Expertise continued to develop considerably, and dissemination of good practice was promoted across and within departments; a temporary responsibility post was created to facilitate this process. Departments are continuing to provide a blended learning approach and further sharing of good practice is planned.

Unfortunately, a continued burden was put on school, departments and their public examination classes over delayed 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 and had to be altered considerably to accommodate class and year group bubbles and arrangements for delivering the curriculum. There was limited access to practical classes and extracurricular activities were also curtailed due to the restrictions of the pandemic. At present, the timetable is operating as normally as possible, with classes accessing practical activities. However, arrangements remain under constant review to reflect the evolving guidance provided by DE and PHA to promote a safe environment and to address issues that arise in dealing with the pandemic.

In August 2019 Mrs Millar and Mrs Anderson decided that a more unified approach would be taken to whole school Literacy and Numeracy. Therefore, they joined forces to design more streamlined approach for subject teachers which would collate the Literacy and Numeracy targets on one Action Plan. In doing this, it was hoped that these core skills would be highlighted more effectively and subject teachers would find it easier to focus on their department targets more consistently. The agreed focus was on Writing and presentation of work.

All departments submitted Action Plans to Mrs Anderson and Mrs Millar, clearly defining their focus for 2019-20. However, owing to the disruption caused by COVID, these were carried through to 2020-21, as departments had insufficient opportunity to focus sufficiently on their original targets. The 2021-22 joint Literacy and Numeracy Action Plans, which were submitted in September 2021, also reflect the continued disruption of COVID and consist of reconsidered targets from the previous year. Departments were urged to consider the profile of the new Year 8 intake when considering their 2021/22 targets.

Mrs Millar and Mrs Anderson signed up for a CCEA Literacy and Numeracy Testing Pilot Scheme in 2019 and the Yr10 pupils completed online tests. The results of these were rather unsatisfactory but CCEA was unable to continue the pilot last year, owing to disruptions in the school year. It was decided to wait for a further year before returning to the pilot scheme as, beginning September 2021, the pupils in Yr8 and Yr11 are undertaking substantial baseline tests and it was felt that any further testing would be disruptive to their education.

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

The school has been fortunate enough to secure funding to run the Engage Programme and pupils from Yr8 and Yr12 have been selected by the English and Mathematics Departments to benefit from specially tailored tuition on a withdrawal basis. The Engage Programme and remediation strategies will be monitored closely by both departments. Further action and improvements to remediation will be discussed by Mrs Anderson, Mrs Millar and also the Literacy Committee.

Mrs Dorman and Ms Patterson from the English Department have continued to pursue their Pathways Training Course and both selected a Literacy focus for their projects. They aim to disseminate their findings to the department and wider school and this began with Ms Patterson informing the English Department about Digital Literacy and instructing them in the use of several digital resources in two departmental sessions after school in September and October 2021.

The English Department appreciates the importance of its contribution to whole school Literacy standards and attempts to encourage better Literacy through annual competitions in short story writing and poetry. The annual school Poetry Competition continues to be conducted by Mrs Graham. Through the Creative Writing Club, the Librarian and Mrs Millar author visits are organised for year groups every term which enables the pupils to learn directly from professional writers. Ms Patterson and Miss Jenkinson continue to run the Debating club to encourage effective oral communication skills. Both Creative Writing and Debating continued to run during lockdowns using Google Meet and posting resources on Google Classroom.

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

The Mathematics department faced additional challenges during 2020-21 as five of their dedicated classrooms were used as "Bubble rooms" for the Year 8 pupils. With no teaching base for most of the department, no Mathematics departmental staff area (CS1 eventually became a base for those displaced staff) and COVID-19 protocols preventing the mixing of year groups, many enrichment activities normally included as part of the teaching and learning of Mathematics in the school were severely curtailed. Year 13 pupil mentors alongside departmental staff were unable to run the highly successful Maths Help Desk and whole school competitions proved impossible to organise. That said, pupils were able to participate in remote online versions of the UKMT Maths Challenges and in December 2020 a team of four Year 14 pupils, under the supervision of Dr Boreland, successfully competed in the QUB Maths Competition for Schools, held via video conferencing, where they were placed third.

During the second lockdown the Mathematics department was grateful to the school for providing up-to-date iPads, these alongside the Apple pencils purchased by the Mathematics department, helped enormously in the delivery of the Mathematics curriculum during this difficult period.

Following the lead of the English Department, the Mathematics department compiled a list, distributed in October, of pupils in Y8-Y12 group who experience difficulties when applying and using Mathematics and, where practical, offer ideas and strategies to help teachers.

School Development Days

The primary emphasis of these days was to plan and prepare for changes brought about by the ongoing pandemic eg developing expertise and resources for remote and blended learning, adjusting schemes of work and teaching resources to take into account concessions and omissions from the examination boards and awarding of centre grades. 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.

No Candidates were entered for GCSE, AS and A2 examinations in January due to Covid-19 and pupils and staff working from home.

Covid 19 once again caused significant, and well reported change to the examination system for this year. Examinations and assessments were replaced by Centre Determined Grades. Centre Determined Grades were evidenced-based grades using Departmentally agreed criteria. GCSE, AS and A2 pupils sat centre-approved assessments during April to assist in the determination of grades. Marks attained by individual pupils were collated, which then led to the awarding of an overall grade. 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. Awarding Bodies accepted the Centre Determined Grades originally submitted by the school.

Due to the extraordinary circumstances, there were no re-marks 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. The programme was adapted to include a focus on wellbeing following the impact of Covid-19 and lockdown. There continued to be a focus on resilience including the delivery of the 'Hopeful Minds' project to all pupils in Year 8 and 'The Floreo Project' was delivered to all pupils in Year 11.

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

Pupil health and wellbeing continues to remain a priority. Wellbeing days were scheduled in October and February where there was a focus was on the 'Five Steps to Wellbeing.' Fun and educational activities were organised for pupils. The second wellbeing day took place in lockdown so there was a focus on reaching out and communicating with others.

The School Council was re-launched in the summer term. Pupil Representatives came through a rigorous selection process prior to being elected. The aim of the School Council is to encourage pupils to realise that this is their school and as such their opinions are valued.

The Independent Counselling Service, Familyworks, has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school. The demand for counselling increased so an additional counsellor was provided which was part-funded by SUPA. The Counselling Service continued throughout the lockdown period.

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

The Child Protection Policy, Positive Behaviour Policy and Medical Medications Policy were reviewed.

(vi) Special Educational Needs

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

Implementation of the new code of practice relating to the SEND act of 2016 is underway and this has led to a significant change in the recording of Special Educational Needs on the SIMS system. While 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, to ensure continuity of provision for pupils removed from the SEN register in Sullivan Upper, a new pupil passport system has been implemented.

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. The assistant SENCO has worked in her own time to get qualified as a specialist assessor for Specific Learning difficulties, this training went online during lockdown. This testing is carried out with parental permission within the school setting.

The use of technology has increased both to help the adult assistant team and when available for pupils.

The SENCO oversees the educational provision for pupils with special educational needs, liaises with relevant outside agencies and communicates with parents on behalf of the school. Outside agency support during the academic year 2020-2021 included referrals to the EA behavioural support service, advice was sought from the EA Autism, Advisory and Intervention service and one stage 2 referral was made to Educational Psychology. There is ongoing liaison with Belfast Hospital 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 this includes input from Education Authority transition service and NI careers service. For the first time in February 2020 this process was undertaken entirely online.

During lockdown, provision continued to be available remotely dependent on each pupil's individual need. The adult assistant team helped to support both their pupils at home and in school.

The SENCO has continued to undertake regular training and has begun making changes as instructed by the Education Authority SEND team with regards to the implementation of the new

code of practice. This training is disseminated to staff. Funding was received from the Educational Authority to support this. The SENCO and assistant SENCO took part in training regarding the implementation of JCQ access arrangements and in ways to support our pupils with SpLD, while working online. The adult assistant team continue to undertake training as is appropriate and available.

(vii) Extracurricular

As a result of the pandemic, extracurricular activities could not take place for the most part in 2020/21.

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

Sullivan Upper School runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently five members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the expertise of the Northern Ireland Careers Service, local universities, local business, and parents to enrich the Careers Programme. Note that due to the pandemic, some activities may have operated differently during 2020- 2021. 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 fewer changes compared with previous years. Mrs Rosemary Gilbert was an integral member of the Geography department in Sullivan for 25 years. Rosemary was a dedicated and approachable teacher who has inspired all the pupils she has taught over the years at Sullivan.

In order to cover long-term absence during the year, we availed of the services of Mr Niall Uprichard and Mr Darren Martin in Technology, Mr Kory Dickerson in Art and Design, Mrs Karen Brown in English, Miss Naomi Montgomery in Business Studies, Mr James McConnell in Geography, Miss Ellen O'Neill in Biology, Mrs Claire Stewart in Chemistry and Biology, Mr Robert Jemphrey in Mathematics and Mr Peter Kirk in Physical Education.

New staff were welcomed to the school in the following non-teaching posts during the 2020/21 academic year: Mrs Ashleigh Bartley (Classroom Assistant), Mr Dave Cave (Classroom Assistant), Mr Andrew Henry (Study Supervisor), Mrs Michelle Martin (Classroom Assistant) and Mrs Joanna McIlwaine (Examinations Officer).

In 2020/21 on the non-teaching side we said farewell to the following staff: Mrs Ashleigh Bartley (Classroom Assistant), Mr Andrew Henry (Study Supervisor), Mrs Ann Hanratty (Silver Robin Supervisor), Mrs Marion Hood (Classroom Assistant), Mrs Gillian McGee (Classroom Assistant), Mrs Trish Milligan (Examinations Officer), Mrs Debbie Ritchie (Classroom Assistant), Miss Esther Cromie (Art and Design Technician) and Mrs Elizabeth Smyth (Study Supervisor).

(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 was 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 system went live from the end of August 2021.

The Board of Governors has approved expenditure, to be funded by the school, on works to ensure the safe movement for pupils, staff, parents and visitors throughout the school site. These works will take place in the summer of 2021 and include traffic calming measures, the installation of separate pedestrian entrances, the installation of additional lighting and an automatic barrier at the Abbey Ring exit.

(xi) Buildings and Facilities

The school continues to invest in its facilities despite this significant and increasing pressure on revenue with capital expenditure of £180k in 2021 and associated grants of £146k from the Department of Education. These works related largely to the completion of the door access system. Capital fees of £32k 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 2021

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

The surplus in the Revenue Account for the year ended 31 March 2021 was £256,801 (2020: deficit £8,624).

The details are given on pages 34 and 35 and the position may be summarised as follows:-

	2021	2020
	£	£
Secondary Department	255,996	220
Preparatory Department	97	141
Silver Robin Restaurant	708	(8,985)
	256,801	(8,624)

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 £185k (2020: £178k) and Gift Aid of £41k (2020: £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 2020 133 (96%) (2019 134 (93%)) 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 2020 examination year 139 (2019 144) pupils were entered for the A Level examinations. 86% of pupils achieved a minimum of 3 C's (79% in 2019). 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)

159 (2019 153) pupils were entered for the GCSE examinations in 2020. Of those entered, 100% (2019 97%) achieved A* to C in 7 or more subjects including English and Mathematics.

Extracurricular Activities

The Coronavirus pandemic resulted in two significant school closures during this financial year – in the summer term and the spring term. When pupils returned to school in September, there were significant restrictions in place to safeguard our pupils and our staff. The school followed the Restart Guidance issued by the Department of Education (DE) and unfortunately as a result of the restrictions, after school and inter-school activities did not take place during the financial year.

The Governors are delighted however to report that some restrictions have eased in April 2021 and outdoor extracurricular activities have recommenced in line with DE guidance. It is the school's practice to provide a wide range of extracurricular activities through which pupils can develop independence, confidence and a range of skills. These include a wide range of clubs and societies as well as many sporting activities with the aim for every pupil to derive enjoyment and satisfaction from achieving their best, at whatever level.

School Trips

These are seen as an integral part of the education offered by the school however unfortunately due to the Coronavirus pandemic no tours or educational visits were permitted to take place this year in line with DE Guidance. The Board looks forward, in due course, to the reintroduction of this invaluable aspect of school life.

Music

The Music Department is a thriving Department at Sullivan Upper School and even the Coronavirus restrictions could not curtail all of music activities. Whilst face to face music lessons and after school activities such as the Orchestra, Jazz Band etc could not take place, alternative solutions were found. Remote lessons were held by music tutors with their pupils and a Virtual Christmas Concert took place with contributions from a wide range of musical talent.

Community Involvement

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

Financial Results

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2021 our total LMS funding increased by £187k or 4% compared with the previous year to fund the increase due to teaching payscale increases. Additional grant funding increased in total by £219k or 35% in 2021 with the inclusion of DE funding of £149k to support expenditure as a result of the pandemic (eg personal protective equipment, restart costs, staff substitution costs, wellbeing and Engage funding). Additional funding was also received from DE to cover the costs of the payscale arrears. Overall, grant funding and other income increased by £406k or 6%.

Total teaching costs increased by £253k or 6% reflecting the implementation of 2017 and 2018 payscales; provision of £196k is also included for the 2019 and 2020 payscale increases which were published in April 2021. Total non-teaching staff costs were largely in line with prior year costs with a small decrease of £3k. New pay scales effective from 1st April 2020 were also implemented during the year for non-teaching staff following completion of the pay remit approval process with an increase which of 2.75%; however, these increases were offset by savings due to minor staffing changes. Staffing costs in total therefore have increased by £249k (5%) during the year. There were savings in both curriculum and property costs of £110k or 37% and £50k or 10% respectively. These reflected the impact of the two school closures with reduced property

costs and also with reduced curriculum spend due to the move to remote learning for two terms. There was also a significant reduction in examination fees due to the change in the GCSE, AS and A Level awarding system with public examinations unable to be undertaken in the traditional format. Instead schools were required to submit centre assessed grades for each pupil. Total expenditure in the secondary and preparatory revenue accounts for the year increased by £150k or 2%.

The Silver Robin was severely affected by the two school closures and also as a result of the reduced operational capacity due to the COVID measures in place upon reopening. The Board was pleased that it was successful in an insurance claim for Business Interruption; the school was also able to take advantage of the HMRC Coronavirus Job Retention Scheme for its canteen employees during the periods of school closure. It reports then an overall decrease in income of £80k or 26% offset by a saving in expenditure of £100k or 32%. The Board is pleased that despite this difficult year, it has been able to set aside funds of £10k (2020: £nil) for reinvestment in the Silver Robin facilities.

Funding (Secondary Department)

The secondary department reports a surplus this year of £256k (2020: Surplus £220). The income and expenditure account includes revenue and costs associated with curricular and extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School.

Facilities

The school continues to invest in its facilities despite this significant and increasing pressure on revenue with capital expenditure of £180k in 2021 and associated grants of £146k from the Department of Education. The focus of capital expenditure was on pupil safety works with the installation of a door access system which is due to be completed in the near future. Capital fees of £32k in total were set aside in the preparatory department to provide funding for future capital development.

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, 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 has 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.

The school reopened its doors to its pupils once again in August 2020 with risk assessments in place and having followed DE Guidance. Unfortunately however a second school closure was announced from 4 January and with pupils returning on a phased basis from 8 March 2021 (prep) and 22 March 2021 (secondary department). All year groups were in attendance from 12 April 2021. During the second period of school closure, the school once again facilitated the attendance by pupils of key workers and vulnerable pupils. Remote learning operated across all year groups and the school supported those pupils who had difficulties with ICT access by supplying them with ICT devices on a loan basis.

These have been unprecedented times and the health and safety of pupils, staff and all of the Sullivan Community has been of paramount concern at all times. The school continues to follow the advice of the Department of Education, local government and Public Health to ensure the safety of all. There have been financial implications as a result of this lockdown as noted earlier but the school wishes to record its sincere appreciation and thanks to the Department of Education, HMRC and Early Years for their financial support during these difficult times. There is no doubt that the full impact of this pandemic has yet to be realised. The school has seen a detrimental impact on the mental health of both its pupils and staff and it acknowledges the loss that families have suffered during this time as a result of the Coronavirus. The Board has

committed its support to the pastoral team to address the needs of those pupils who require additional support eg, with access to additional school counselling services.

The Governors wish to thank all the staff for their commitment and resilience 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.

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 in the face of inescapable cost pressures (e.g. 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 will continue to deliver a varied programme of both curricular and extracurricular activities for all its pupils. The Board remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive programme of extracurricular activities.

Fundraising – Sullivan Connect

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

This campaign has evolved over the past number of years and the Governors are pleased to report on the development of "Sullivan Connect". During the year, the Sullivan Connect website and database was launched which is providing an online news and networking platform for the Sullivan Community and which has the aim of providing a proactive support base for the school eg in terms of mentoring and fundraising opportunities. At the end of March 2021, there were over 800 registrations with Sullivan Connect via its website.

As at 31 March 2021, the balance for the fundraising appeal was £111,248 having secured income of £216,715 from a combination of pledges and income from events and incurred expenditure of £105,467. 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 all that 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 2020/2021 school year, at the time of the school census the total number of pupils enrolled in the school was 1250. Of these, 177 were in the Preparatory Department and 1073 in the Secondary Department with 157 in Year 12, 147 in Year 13 and 150 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 17, of whom 14 were in the Secondary Department and 3 in the Preparatory Department.

APPENDIX 2 - Attendance Rates

The annual attendance rate for 2020/2021, calculated in the manner set down by the Department of Education, was 97.3% (2019/20: 95.5%) in the Secondary Department and 97.5% (2019/20: 96%) 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 2020/21 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, under normal circumstances:

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 171 pupils left the school by the end of the 2020//2021 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.

LEAVERS	Year 12		Year 13		Year 14	
	Number	Percentage Year Group	Number	Percentage Year Group	Number	Percentage Year Group
Transferring to another school	7	4.4	1	0.66	0	0
Apprenticeship Training Courses	0	0	0	0	0	0
Entering Further Education	8	5.1	1	0.66	3	2
Entering Higher Education	0	0	0	0	144	96
In Full-Time Employment	1	0.6	1	0.66	3	2
Other (Gap Year)	0	0	0	0	0	0
Seeking Employment	1	0.6	0	0	0	0
Other	1	0.6	0	0	0	0
Totals	18	11.3	3	1.98	150	100

APPENDIX 7 - End of Key Stage 3 Levels of Progression

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

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

Please note: There is no data for 2020/21

APPENDIX 8 - Examination Results - GCSE/Year 12

Number in Year 12	156
% entered for 7+ GCSE's	100%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	98%
% 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)	148
% achieving 3+ A level Grades A* - C	91%
% achieving 2+ A level Grades A* - E	100%

APPENDIX 9 - Examination Results - (ii) AS Level

Number in Year 13	146
% achieving 3+ AS Grades A-C	91%*
% 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	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average	Sullivan	NI Grammar School Average
% Achieving 5+ GCSEs at Grades A* - C	94.4	96.5	99.0	96.0	99.0	96.1	100	N/A	100	N/A
% Achieving 7+ GCSEs at Grades A* - C	96.8	91.2	94.1	90.7	97.4	90.5	100	N/A	98	N/A
% Achieving 3+ A levels at Grades A* - C	73.2	78.1	72	78.1	79	79.7	86.0	N/A	91	N/A
% Achieving 2+ A levels at Grades A* - E	100	99.7	99	99.5	100	99.6	100	N/A	100	N/A

NB. Comparative figures for NI Grammar Schools 2019/20 and 2020/21 not available.

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

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE									
		A*	A	B	C*	C	D	E	F	G	U
Art & Design	23	17.4	52.2	17.4	8.7	4.3	0	0	0	0	0
Biology	126	39	39.0	19.0	1.6	1.4	0	0	0	0	0
Business Studies	37	24.4	37.8	29.7	8.1	0	0	0	0	0	0
Chemistry	113	46.0	26.5	14.2	9.7	1.8	1.8	0	0	0	0
Drama	12	33.3	41.7	25.0	0.0	0.0	0	0	0	0	0
English Language	155	21.9	45.2	26.5	5.8	0.6	0	0	0	0	0
English Literature	153	19.0	46.4	28.1	3.9	2.6	0	0	0	0	0
Food and Nutrition	35	20.0	40.0	34.3	2.9	2.8	0	0	0	0	0
French	96	15.6	29.2	22.9	12.5	16.7	3.1	0	0	0	0
Geography	84	31.0	51.2	14.3	3.5	0	0.0	0	0	0	0
German	0	0	0	0	0	0	0	0	0	0	0
History	78	33.3	35.9	20.5	6.4	2.6	1.3	0	0	0	0
Mathematics	79	16.5	57.0	13.9	8.9	3.7	0	0	0	0	0
Further Mathematics	75	52.0	25.3	14.7	4.0	4.0	0	0	0	0	0
Moving Image Arts	19	42.1	31.6	26.3	0	0	0	0	0	0	0
Music	21	47.6	38.1	4.8	9.5	0	0	0	0	0	0
Physical Education	45	42.2	40.0	11.2	2.2	4.4	0	0	0	0	0
Physics	102	47.0	36.3	13.7	2.0	1.0	0	0	0	0	0
Religious Studies (SC)	151	25.8	33.1	24.5	11.9	3.3	1.4	0	0	0	0
Spanish	71	22.5	25.4	23.9	12.7	9.9	5.6	0	0	0	0
Technology & Design	25	16.0	64.0	12.0	4.0	4.0	0	0	0	0	0

Subject	Number Entered	English Examination Boards Grading System									
		9	8	7	6	5	4	3	2	1	U
Computer Studies	36	27.8	33.3	22.2	13.9	2.8	0	0	0	0	0
Sport Studies	32	31.3	12.5	25.0	18.8	12.4	0	0	0	0	0

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

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	4	50.0	25.0	0	25.0	0	0
Biology	70	77.1	20.0	1.5	0.0	1.4	0
Business Studies	42	46.6	27.2	14.3	4.8	7.1	0
Chemistry	45	72.4	16.2	4.6	6.8	0	0
Computing	4	75.0	0	25.0	0	0	0
Economics	13	23.1	15.4	53.8	7.7	0	0
English Literature	17	58.8	29.4	11.8	0	0	0
French	10	60.0	20.0	20.0	0	0	0
Geography	40	72.5	20.0	7.5	0	0	0
History	33	69.7	24.2	6.1	0	0	0
Mathematics	63	68.3	12.7	12.6	1.6	3.2	1.6
Moving Image Arts	17	58.8	23.5	17.7	0	0	0
Music	9	77.8	22.2	0	0	0	0
Nutrition & Food Science	38	60.5	21.1	15.8	0	2.6	0
Physical Education	25	68.0	20.0	8.0	4.0	0	0
Physics	35	82.9	5.6	8.6	0	2.9	0
Politics	17	29.4	35.3	29.4	0	5.9	0
Religious Studies	16	56.3	25.0	18.7	0	0	0
Spanish	4	50.0	50.0	0	0	0	0
Technology & Design	11	100.0	0	0	0	0	0

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

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	5	40.0	20.0	20.0	20.0	0	0	0
Biology	44	38.63	50	9.1	2.27	0	0	0
Business Studies	39	15.38	41.05	30.76	10.25	2.56	0	0
Chemistry	38	34.21	36.84	13.15	10.52	2.64	0	2.64
Computing	8	37.5	25	0	25	12.5	0	0
Drama	9	33.3	22.2	33.3	11.2	0	0	0
Economics	7	14.3	42.8	28.6	14.3	0	0	0
English Literature	19	31.6	31.6	15.8	21.0	0	0	0
French	10	10	40	30	20	0	0	0
Geography	35	25.7	60	8.6	5.7	0	0	0
History	31	12.9	45.15	19.35	12.9	9.70	0	0
Mathematics	70	44.3	25.7	12.9	5.7	4.3	7.1	0
Further Mathematics	11	54.54	18.19	9.09	9.09	0	9.09	0
Moving Image Arts	12	16.7	58.3	16.7	8.3	0	0	0
Music	3	67	33	0	0	0	0	0
Nutrition & Food Science	23	26.1	39.1	34.8	0	0	0	0
Physical Education	20	10	55	25	10	0	0	0
Physics	29	34.5	31.03	13.81	10.35	6.9	3.41	0
Politics	16	12.5	43.75	6.25	37.5	0	0	0
Religious Studies	18	11.1	50	27.8	11.1	0	0	0
Spanish	5	60	40	0	0	0	0	0
Technology & Design	11	18.2	54.5	27.3	0	0	0	0

APPENDIX 14 - Other Examination Results

	Examination	Number Entered	Pass Rate
All Years	Associated Board of Royal Schools of Music	89	100%
All Years	Rock School Exams	7	100%
All Years	London College of Music	76	100%

APPENDIX 15 - Key Dates for 2020/21

KEY DATES FOR 2020/2021

Autumn Term	Tuesday 25 August 2020 – Friday 18 December 2020 (inclusive)
Pupil Induction Days [9.00 am – 12.30 pm]	Tuesday 25 August 2020 [Year 8 only] Wednesday 26 August 2020 [Year 14 only] Thursday 27 August 2020 [Year 13 only] Friday 28 August 2020 [Years 8-13]
Bank Holiday	Monday 31 August 2020 (school closed)
All Pupils in School	Tuesday 1 September 2020
School Development Day 1	Thursday 1 October 2020 (pupils do not attend)
Half Term	Monday 26 October 2020 – Friday 30 October 2020 (inclusive)
Autumn Term ends	Friday 18 December 2020 at 12.00 noon
Christmas Holiday	Monday 21 December 2020 – Friday 1 January 2021 (inclusive)
Spring Term	Monday 4 January 2021 – Friday 26 March 2021 (inclusive)
School Development Day 2 School Development Day 3	Monday 4 January 2021 (pupils do not attend) Tuesday 5 January 2021 (pupils do not attend)
All Pupils in School	Wednesday 6 January 2021
Half Term	Monday 15 February 2021 – Friday 19 February 2021 (inclusive)
School Development Day 4	Wednesday 17 March 2021 (pupils do not attend)
Spring Term Ends	Friday 26 March 2021
Easter Holiday	Monday 29 March 2021 – Friday 9 April 2021 (inclusive)
Summer Term	Monday 12 April 2021 – Wednesday 30 June 2021 inclusive)
Summer Term Begins	Monday 12 April 2021
May Day Holiday	Monday 3 May 2021
School Development Day 5	Monday 31 May 2021 (pupils do not attend)
Summer Terms Ends	Wednesday 30 June 2021 at 12.00 noon

NB: As a result of the global pandemic, the school was in lockdown for the Spring Term.

APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2021

Financial Statements

Revenue Account for the Year ended 31 March 2021

	2020/21 £	% Income	2019/20 £	% income
INCOME				
Fees	691,524	10.17	686,413	10.73
LMS Delegated Budget	5,174,638	76.08	4,987,641	77.98
Additional Grant Funding	838,756	12.33	619,279	9.68
Other Income	96,499	1.42	102,465	1.61
TOTAL INCOME	<u>6,801,417</u>	<u>100.00</u>	<u>6,395,798</u>	<u>100.00</u>
EXPENDITURE				
Teaching Salary Costs	4,657,185	68.47	4,404,605	68.89
Non-Teaching Salary Costs	<u>1,009,543</u>	<u>14.85</u>	<u>1,013,380</u>	<u>15.84</u>
Total Salary Costs	5,666,728	83.32	5,417,985	84.73
Other Costs				
Curriculum	188,073	2.76	297,801	4.66
Property	428,189	6.30	477,801	7.47
Administration	<u>262,334</u>	<u>3.86</u>	<u>201,850</u>	<u>3.13</u>
TOTAL EXPENDITURE	<u>6,545,324</u>	<u>96.24</u>	<u>6,395,437</u>	<u>99.99</u>
Surplus/(Deficit) for the year	256,093	<u>3.76</u>	361	<u>0.01</u>
Surplus/(Deficit) for Silver Robin Restaurant	708		(8,985)	
Net decrease in revenue reserves	<u>256,801</u>		<u>(8,624)</u>	

APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2021

Financial Statements

Balance Sheet as at 31 March 2021

	As at 31 March 2021	As at 31 March 2020
Fixed Assets	12,121,661	11,978,587
Current Assets		
Stock	16,177	13,384
Debtors	121,015	198,397
Bank Current Account	1,105,181	654,714
Bank Treasury Deposit	401,612	400,605
Specified Bank Account	9,621	4,920
Cash on Hand	300	300
	1,653,906	1,272,320
Current Liabilities		
Creditors	(643,504)	(558,788)
	(643,504)	(558,788)
Net Current Assets	1,010,402	713,532
Total Assets Less Current Liabilities	13,132,063	12,692,119
Long Term Liabilities		
Finance Loans	(62,104)	(167,389)
Provisions for Liabilities	(195,681)	(399,956)
Net Assets	12,874,278	12,124,774
Represented By		
Unrestricted Reserves	12,581,794	11,733,151
Designated Funds	111,248	119,688
Restricted Reserves	72,665	180,547
Endowed Funds	108,571	91,388
Total Reserves	12,874,278	12,124,774