



SULLIVAN UPPER SCHOOL HOLYWOOD

**Report of the Board of Governors
on the
2013/2014 School Year**

CONTENTS

Section	Title	Page
1	The Constitution of the Board of Governors	3
2	The Preparatory Department	5
3	The Secondary Department	14
	3 (i) Introduction	14
	3 (ii) Curriculum	14
	3 (iii) Examination Results	15
	3 (iv) The Public Examination System	16
	3 (v) Pastoral	16
	3 (vi) Special Educational Needs	17
	3 (vii) Extra-Curricular	17
	3 (viii) Careers Education, Information, Advice and Guidance	20
	3 (ix) Staffing	21
	3 (x) School Security and Safety	23
	3 (xi) Buildings and Facilities	23
4	Financial Statement	24
5	Conclusion	26
Appendix 1	Information about Pupil Numbers	27
Appendix 2	Attendance Rates in 2013/2014	27
Appendix 3 (a)	Admissions and Enrolment Numbers for 2013/2014	27
Appendix 3 (b)	School Fees	27
Appendix 4	Courses of Study Available in 2013/2014	28
Appendix 5	Information about Extra-Curricular Activities in 2013/2014	29
Appendix 6	School Leavers 2013/2014	30
Appendix 7	End of Key Stage 3 Assessment Outcomes 2013/2014	31
Appendix 8	Examination Results 2013/2014 GCSE/Year 12	32
Appendix 9 (i)	Examination Results 2013/2014 A2 Level	32
Appendix 9 (ii)	Examination Results 2013/2014 AS Level	32
Appendix 10	Examination Results – Trend Data	33
Appendix 11	GCSE Results by Subject and Grade Summer 2014	34
Appendix 12	AS Level Results by Subject and Grade Summer 2014	35
Appendix 13	A2 Level Results by Subject and Grade Summer 2014	36
Appendix 14	Other Examination Results 2013/2014	37
Appendix 15	Key Dates for 2014/2015	38
Appendix 16	Financial Statements – Revenue Account for Year Ended 31 March 2014	39
Appendix 17	Financial Statements – Balance Sheet as at 31 March 2014	40

SULLIVAN UPPER SCHOOL

1. THE CONSTITUTION OF THE BOARD OF GOVERNORS

1 January 2010 - 31 December 2013 and 1 January 2014 - 31 December 2017

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
Mrs Roberta Price

First Hollywood Presbyterian Church,
Bangor Road, Hollywood

Mr Peter Moran
Mr Chris Warnock (appointed 27.01.14)
Mr Mark Watson (resigned 27.01.14)

High Street Presbyterian Church,
Hollywood

Mr Brian Cave
Mrs Audrey Gordon (appointed 27.01.14)
Mrs Betty Hewitt (resigned 27.01.14)
Prof Hasley Mitchell (resigned 27.01.14)

First Presbyterian (Non-Subscribing)
Church, Hollywood

Rev Colin Campbell

The Methodist Church, Hollywood

Mr Colin Burnside
Mrs Zara McCone

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

Mrs Anita Fitzsimmons (resigned 30.09.13)
Mr Peter Greene
Mr Stuart Hamilton
Mrs Jacqueline McIlroy (appointed 24.11.14)
Mrs Jacqueline Simpson

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

Mr Jon Gillies (resigned 27.01.14)
Dr Stephen Martin (resigned 27.01.14)
Mr Mike McNeill (appointed 27.01.14)
Dr Joanna Turner (appointed 27.01.14)

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

Mr Bill Halliday
Mr Martin Thom

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

Mrs Doreen Mathison (appointed 31.03.14)
Mr Lindsay Todd

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 Peter Greene (to 27.01.14) Rev Colin Campbell (from 27.01.14)
Vice-Chairperson of the Board of Governors:	Mr Brian Cave
Chairperson of the Education Policy Committee:	Mrs Jacqueline Simpson
Chairperson of the Education Services Committee:	Mrs Roberta Price
Chairperson of the Finance Committee:	Mr Colin Burnside
Chairperson of the Audit Committee:	Mr Brian Burke
Chairperson of the Preparatory Dept Committee:	Mr Brian Cave

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

2. THE PREPARATORY DEPARTMENT

AQE Transfer Results 2013/14

We are reporting the following 'groups' of scores for AQE results this year:

111-125	64%
100-110	18%
99 or below	18%

100% of our children in 2013/14 attained their first choice of Grammar School for Year 8.

Prep Average AQE score was 111 (AQE report that an average score for their test is 100)

Attendance: 2013-14 was 98% with 19% children achieving 100% attendance

We have completed another busy year in the Prep with plenty of challenges, visits and opportunities for our pupils to enjoy both in and out of school. 'Time Travel' was the theme of our whole school Prep Concert this year in March 2014 and everyone had a starring role in this production which incorporated each class's World About Us curriculum topics. Charity donations reached the sum of £3874.15 and many classes played a key role in organising fundraising opportunities with bun sales and sponsored events. We had a number of visitors to our assemblies, including charities such as the Lifeboat Institute, and these occasions are very good source to make children aware of the outside world and how they can help others.

Our annual Book Week and Sports Week are very popular with the children and they help progress children's abilities by raising the positives about reading and enjoying books as well as the importance of being active. There is nothing better than seeing children try a different sport, which they didn't think they would like, and enjoying it.

Two residential were held, with Prep 6 staying in the Ulster Folk Museum overnight and Prep 7 enjoying a one week residential in the Greenhill YMCA in Newcastle. The latter trip was especially exhilarating for the class as they went canoeing, hill walking, orienteering, archery and experienced the aerial runway as just a few of their many experiences over the week – definitely one for the memory books!

Our Young Enterprise Programme, which takes place throughout the school, is well supported by parents who are able to assist the staff by bringing workplace activities and perspectives into the classroom and encouraging the older pupils, in particular, to see the relevance of aspects of their learning for the real world of work.

All in all, a great year has been completed, with hardworking pupils who have achieved a personal best in many aspects of their work through being supported by their hardworking teachers, classroom assistants and non-teaching staff. We said goodbye to Mrs Deirdre Young our Prep Secretary, to Mrs Claire Ebbinghaus a Lower Prep Classroom Assistant, to Mrs Deborah Campbell the KS2 Art, Design & Technology teacher and to Mrs Mila Burrows our After School Club member of staff. We wish them all well for the future. We welcomed Miss Katherine McGeagh as a Classroom Assistant and Mr Rick Campbell as our new caretaker and we hope they will enjoy being a member of our Prep team. Thank you to everyone on the Prep staff for their hard work and commitment over the year.

Prep Charity 2013-14:

Jeans for Genes:	£200.00
Abaana:	£200.00
Riding for the Disabled:	£200.00
Children in Need:	£311.80
RSPB:	£50.00
Save the Children:	£200.00
Sports Relief:	£800.00
Marie Curie:	£112.35
Asha:	£700.00
Motor Neurone Disease:	£800.00
Little Princess Trust:	£100.00
Clic Sargent	£200.00
+ 92 shoeboxes were sent to Samaritans' Purse	
+ Harvest gifts were sent to Storehouse	

CURRICULUM REPORTS FOR 2013-14:

Communication

Literacy Team: Mrs M Galway, Miss K Worthington & Miss J Reid

Another successful and busy year has been completed in this area.

Workshops for Parents:

In our previous year's audit, parents had responded favourably to the idea of having workshops so in January 2014 we organised the following for all parents:

- Prep 1 & 2: mostly phonic and reading content
- Prep 3 & 4: numeracy and Literacy
- Prep 5, 6 & 7: as above but with particular reference to the effects of the AQE procedure on our Literacy & Numeracy teaching and how we build our skills. The Head of the English Department in Sullivan addressed the parents about the importance of our continued development of literacy ability post AQE for an easier transition into Y8.

Feedback from all of the workshops was very positive and encouraging for all staff and our on-going curriculum work. All workshops were extremely well attended and appreciated by our Prep parents.

Workshops for Staff:

Our Prep Learning Support Teacher led staff development on the subject of 'higher order reading skills' as she disseminated good practice shared by the Inspectorate in Rosetta Primary School.

Book Week:

Our eagerly awaited Annual Book Week, as usual, was full of engaging literacy activities and ways to promote the love of reading in the Prep Department. All classes welcomed Declan Carville back to Sullivan Prep. He led them in "how to get started in creative writing" and shared his own published children's books. He was a great success and we hope to have him back for two days next year.

All classes also had the privilege of meeting and working with Paul Howard, a very well-known children's illustrator. Sessions were held for Preps 1-3, 4 & 5, and 6 & 7 - another very successful venture.

Preps 5 & 6 had outings to Easons in Belfast's city centre to meet Nicola Pierce, hear her read from her new children's novel, 'City of Fate' as well as spend their World Book Day vouchers.

The Drama Club accepted the kind invitation from Grosvenor Grammar to their production of 'Around the World in Eighty Days' and thoroughly enjoyed the performance.

The whole school dressed as their favourite book character, which is now traditional, on the last day of Book Week.

Testing

"PIPS" – this is a computer style 1:1 teacher/pupil trial testing administered by the Prep 1 teacher to her incoming Prep 1 pupils to see if the results bring up useful information on which to build schemes. We trialled this due to the fact that everyone starts school with different abilities and concepts and we wanted to see if it would help to build a better baseline on which we could plan. The results did not however produce sufficient information to repeat this testing again in Prep 1 next year.

NFER – this testing is carried out in all classes from Prep 2-7. Results are recorded for English (PIE) (and Mathematics - PIM) and are entered and analysed by staff. Children with a discrepancy of 10 points or more when compared with NFER scores need further analysis and focus by staff and this helps us target children when we start a new academic year. We track children's efforts against their perceived ability and can then see if they are 'underachieving'.

Prep 3 & 5 also carry out NRIT tests which are Non Reading Intelligence Tests.

An additional test - Suffolk Reading Testing - takes place in September and May in Prep 5 & 6

Literacy Support (Learning Support teacher)

Prep 1 had learning support for individual pupil support and literacy intervention was also given to Preps 2, 3 & 4 as appropriate. One pupil in Prep 5 received assistance, along with one group for reading. Comprehension groups in Preps 4 & 5 and a sounds group in Prep 6 were also taught in small groups by the learning support teacher.

Reciprocal Reading/Reading Strategies

A trial has begun in Prep 7 with the P7 class teacher beginning these practices. Feedback is very positive for all concerned. Reciprocal Reading is a new venture for us which allows pupils to become the teacher in small group reading sessions. As the class teacher models how to lead and guide a group, the pupils then begin to learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Using our National Geographic non-fiction guided reading books, the P7 pupils took turns to assume the roles of manager, questioner, clarifier, predictor and summariser in leading discussions about what was read. This technique encourages pupils to think about their own thought process during reading, helps them learn to be actively involved and monitor their comprehension as they read and teaches them how to ask questions during reading to make non-fiction texts more comprehensible.

Foundation Stage reading strategies were sent home to parents and are displayed in classrooms.

Linguistic Phonics:

Foundation and Key Stage procedures are being revised with updated lists and practices being written. A trail of the new spelling workbooks was completed and staff decided these did not meet their needs sufficiently. Samples of other material will be completed and tried next year for KS2 classes.

Competitions:

In November our Prep entered the first ever Primary School team to take part in the KIDS LIT Competition in Wellington College. This exciting event was greatly enjoyed and will hopefully be repeated next year should we have an able and interested team!

Book Dips:

These took place in both key stages and feedback was given to staff by the co-ordinators for monitoring and evaluation purposes.

Liaison with other Literacy Co-ordinators:

The Head of the English Department in Sullivan Upper invited the literacy team to meet with the Senior School Literacy Team and others from local primary schools to give feedback on transition difficulties within literacy from Primary to Secondary. This was most useful and new contacts with Holywood Primary School have now been made.

Resources:

We are fairly well resourced in this area, with a further order to be dispatched for a new set of Prep 6 class novels.

School Portfolio:

Tasks in Literacy have begun to be compiled after moderation at staff meetings throughout the year in order to build up a school portfolio with reference to the CCEA Levels of Progression in the NI Curriculum. These become particularly important for our pupils at End of Key Stage 1 & 2 Assessments in Prep 4 and Prep 7.

Using Mathematics

Maths Team: Miss E Cairnduff & Mrs K Wilson

At the beginning of the 2013-2014 school year, the maths co-ordinators identified in an action plan the areas of maths that were to be the focus of our work during the year.

Parent Meetings:

We held a very successful evening for Key Stage 1 parents in January 2014 when parents were given lots of 'fun' ideas on ways to help their children develop their maths skills. These ideas were very well received by parents and we hope to have a similar evening in the future.

Financial Capability:

Prep 7 had a visit from the Bank of Ireland. Other classes included this area of mathematics in a Maths Fun Day.

Standardised Testing:

Prep 1-7 completed NFER Progress in Maths tests in May 2013. The results of these tests were analysed and disseminated at a staff meeting in August 2013. From this information we were able to identify pupils who had made below average progress in maths and pinpoint the areas of the maths curriculum each teacher needed to concentrate more on. We also identified those children who were 'high achievers', 'low achievers' and 'under achievers'.

Prep 2-7 completed NFER progress in maths tests in May 2014.

In May 2014 Prep 3 and Prep 5 completed NRIT (Non Reading Intelligence Test) and Preps 4, 6 and 7 completed Non Verbal Intelligence Test.

Results have been recorded in SIMS and data analysed. Children with a NFER score 10 points or more below their NRIT score have been identified as being 'under achievers' and will be targeted by class teachers in their planners and classroom practices as well as by the Learning Support teacher in small groups / 1:1 work.

Resources:

No major expenditure was required this year.

School Portfolio:

A maths course in March was attended by a co-ordinator on the subject of submitting our school Portfolio, levelling and the setting of tasks. In August each year group will select appropriate tasks.

Prep 3-7 have trialled different tasks in all the different strands of Using Mathematics. These were levelled together at staff meetings.

Maths Day:

This year we had a very successful 'Maths Fun Day' (5 June 2014) when each class participated in maths games and a maths hunt.

Forward Planning:

In 2014-2015 we hope to focus on:

Monitoring & Evaluation through book dips to be continued (topic still to be decided)

NFER Tests: Complete NFER Progress in Maths tests in May 2015 in all classes, analyse results and identify 'target' pupils / areas to focus on in class

Maths Days: Celebrate 100th Day (February 2015) or Maths Fun Day (June 2015) or Money Day/Week

Maths Competitions: Enter classes for online maths competitions

School Website: Add links to maths games for each class on school website

IT: Post Transformation we are hoping to use iPads and other new software to further mental arithmetic and other maths concepts.

ICT

ICT Team: Mrs K Wilson, Mrs J Matthews & Miss E Cairnduff

ICT at Sullivan Prep is very good. This year there were many changes in ICT, both in school with Transformation of our c2k networked computers and through assessment and reporting. Both of these issues have been postponed by outside factors until a later date, however, and this has benefited the Prep as we are well ahead in our assessment with the trialling of tasks and would be ready and happy to submit a school portfolio at any time.

Where We Were

Staff:

All teachers are using Interactive Whiteboards in classrooms daily to enhance teaching and learning.

One ICT co-ordinator attended a course on 'Fronter' training which will be very useful for staff when the new transformation system has occurred.

The school website is updated regularly with class events to inform our school community and a more modern and user-friendly website is under way. A co-ordinator attended a course on Weebly and the setting up of website to assist with this progress. Our goal is to have interactive games accessible at home for the pupils to enjoy.

The Specialist Teachers' room is the location of our computer suite. The printer is temperamental so it was agreed we could save documents as PDF and print work through photocopier. Prep 4 acquired a printer for their classroom use.

Pupils:

They are now using classroom PCs and laptops to enhance learning.

Key Stage 2 pupils are still completing ICT Accreditation Tasks, despite the scheme being terminated, as there are good practices in this work.

Key Stage 1 pupils are also trialling tasks in ICT Accreditation Scheme in preparation for submitting a portfolio when the scheme commences again.

Online learning competitions have been entered by many of our pupils eg Mathletics or Sumdog, with great success!

What We Have Done This Year:

Staff:

Continuing Professional Development:

- Training of staff for implementing new Computer Based Assessments and retrieving results
- Refresher training for developing 'My School' and 'Fronter'
- Assessment Coordinators trained in new arrangements new tasks and the possibility of submitting work and a school portfolio again, once the Curriculum disputes over Levels have been agreed
- The assessment of ICT has been delayed for another year, but Sullivan Prep is ready. The new tasks have already been trialled
- Shared network access for storing online half-termly notes, Risk Assessments, subject resources has been developed and is now used regularly by all members of the teaching staff

Development of future ICT re resources:

ICT lessons now have a more skills-based approach and progression is apparent in skills being taught from Prep 1 - Prep 7 classes.

There is a greater awareness of the content of the core ICT skills to be covered by pupils.

Management has decided that a class set of iPads would enhance the pupils' learning even further and the Parents' Association has agreed to fund this purchase, initially of 30 iPads. Members of staff visited Grange Park Primary School and Elmgrove Primary School to see iPads in action. The Head of Prep has been liaising with Mr Stinson in the Senior School ICT team regarding the purchase of iPads for the Prep and communicating with iTeach on costs of setting up, installation of apps and staff training. This will be finalised over the summer for setting up in August 2014-15.

Pupils:

Use is made of timetabled ICT lessons using the Specialist Teachers' Room with access to computers and laptops for all children in the school.

Pupils attend ICT lessons at least once a week with 2-3 sessions weekly for Prep 7 post AQE.

KS1 & KS2 pupils use new CCEA ICT tasks linked to WAU topic work to ensure continuity and progression of skills in preparation for levelling.

Preps 3-7 regularly enter online learning competitions, e.g. Mathletics, Sumdog, World Education Games. They achieve highly in these competitions.

Pupils use the internet and email facilities in school and also for Literacy/Numeracy homework activities.

We regularly submit ICT tasks to Learning NI as evidence of their work and this helps to encourage peer-evaluation.

Future of ICT in School Development Planning:

CEA "Using ICT, along with Communication and Using Mathematics, is one of three statutory Cross-Curricular Skills that form part of the Northern Ireland Curriculum. Assessment and reporting of Using ICT is a statutory requirement for all schools from 2013/14."

This has been postponed for another year.

Staff:

Training has taken place in Assessing, Levelling and Reporting of Using ICT.

Current ICT planning has been amended to include half-termly tasks and skills, ensuring the 5 Es are embedded.

All staff attended training for My School in preparation for Transformation, although the latter has now been postponed until the end of June 2014.

Preparation for My School, Fronter and wireless access (3 areas nominated in Prep 3, Prep 7 &

Specialist Teachers' Room) has begun.

We continue to fundraise for iPads for the school.

Staff will now require time for training purposes and practice work to prepare schemes and lessons appropriate to the new IT in the school. This work will happen in staff meeting times, Exceptional Closure days and in non-contact time over the next couple of years.

Pupils:

Samples of pupils' work submitted will be levelled.

Further use will be made of the new VLE to strengthen home-school work links.

Assessment

Co-ordinators: Mrs A Patterson & Mrs EA Smith

Targets and progress for 2013-14:

- Data from standardised testing such as Progress in Maths (PIM) and Progress in English (PIE) is now entered by staff onto the SIMS system which is able to record and predict scores based on entries from P1-P7. This is very useful for staff who use this system to see who is achieving appropriately for their level and who needs to be 'targeted' for 'underachieving' through further classroom practices.
- SIMS usage was revised for individual teacher use but problems occurred with teacher usage as the ongoing transformation of our c2k computers happened at this particular time with computers not operating for a number of weeks.
- As a staff we prepare 6 weekly notes for our medium term planning purposes and inside these notes we differentiate work further for groups / individuals through the use of Record Sheets. These sheets contain the differentiated practices and monitoring and evaluation work is carried out to see how children have responded to the planning.
- The Assessment Co-ordinators track the differentiated teaching through planners and check an individual's progress; monitor the continued use of PIE and PIM data by all staff; and analyse Benchmarking data generated by SEELB, annually.
- Annual Target Setting re End KS1/KS2 levels in Communication and Using Mathematics for 2013-14 is carried out by the Prep 3 & Prep 4 teacher for End of KS1 targets and the Prep 6 & Prep 7 teachers for End of KS2 alongside the Assessment Co-ordinators.
- We continue as a whole staff to gather and moderate examples of Communication and Using Mathematics levels in line with recently published Levels of Progression.
- The introduction of the new Levels of Progression in ICT was put back a year and that will be part of our further development in 2014-15.

In-house staff meetings were taken in 2013-14 with P1-P7 teachers to build up a school portfolio for the three areas of Communication and the 5 areas of Using Mathematics in the Prep. All staff brought pieces of work completed in their class for everyone to assess and we now have a more comprehensive knowledge of the Levels of Progression which were published by CCEA a few years ago. We hope to continue to build on this from year to year. We did not submit End of Key Stage levels to either CCEA or DENI due to industrial action being in place across Northern Ireland. We have however established the above system of in-house examples in both Communication and Using Mathematics to form a baseline for our own school needs. These are available at any time for inspection by the Department of Education and/or Board officials.

We continue to prioritise learning support in the Lower Prep and we also do the following: deploy the Learning Support teacher for KS2 classes where possible; provide a Reading Partnership Programme to target reading ability in Preps 3 & 4; Head of Prep assists with reading in assorted classes in Terms 2 & 3; and differentiated planning is carried out and monitored and evaluated on a regular basis.

Special Educational Needs

Co-ordinators: Mrs J Lockhart & Mrs A Patterson

Following our monitoring and evaluation of all year group half termly notes, to ensure appropriate work level for children with SEN, we advised colleagues about:
The inclusion of IEPs by teaching staff into each half-termly planning set of notes
Ensuring that children identified in assessment data analysis are identified in differentiation notes. Please see attached sheet.

This year, following standardised testing of all children, we have entered the data onto SIMS, to enable us to monitor pupils' progress and identification of pupils for SEN support in the next academic year. SIMS gives information on whether children have achieved the progress expected and puts each child into a stanine band. This analysis will be used alongside NFER PIE and PIM data analysis to identify and account for the children receiving support at stages 1 and 2 in the Code of Practice.

ASCET support began this academic year, with the Prep 1 'Pencil Grasp' course information being cascaded to all Prep 1 children and the 'movement course' for Prep 3 in Term 2. This support will continue next year for staff and in-class support for Prep 1-4s.

We will continue to prioritise early intervention (KS1) for SEN children with time allocated on the Learning Support (LS) teacher timetable, as highlighted and commented on by DENI inspectors.

The SEN policy has been amended and reviewed this academic year.

We will continue to include KS1 children in discussion about target setting, both at Stage 1 and 2 of the Code of Practice, helping to make children more aware of their targets and working to reach them.

The ASD Support Team completed whole staff Autism Awareness Training in June 2014 for classroom practice implementation of suggestions in 2014/15.

Stage 5 Code of Practice pupil's annual review was completed in March 2014 by SENCo.

Advice on challenging behaviours was given to staff in January 2014 by Colin Campbell from SEELB, and the Head of Prep and the Lower Prep Classroom Assistant attended a course on Team-Teach, about positive handling strategies, in Term 2 of this year.

We refer a number of children annually (4 this year) to the SEELB for further advice and support.

World Around Us

World Around Us Team: Miss K Worthington & Mrs J Matthews

Resources:

No expenditure was required this year other than for 'Green Day' costs with our speakers and guests. We will need to meet with all teachers next year to check they have sufficient resources to aid in the teaching of WAU in their classroom.

Progress in 2013-2014:

- All teachers looked at their plans and used a topic approach to ensure all areas of WAU are covered throughout each Key Stage
- Green Day took place on 2nd May 2014
- Europe Day took place on 6th June 2014
- Monitoring and evaluation of practices was completed by the WAU co-ordinators with Topic Webs being checked for activities being linked to each topic
- Eco Committee meets twice a month
- An Eco Committee board was put up on display in the entrance foyer of the school
- Green Club ran with a number of pupils attending regularly from April-May 2014

Forward Planning: Monitoring and Evaluation

Topics are all finalised

Every class is using a planning board efficiently (all on display)

All teachers are using topic webs to help plan

The Green Flag Award:

- Through the Eco Committee we have achieved a Silver Award
- We had a 'Power Down Day' for energy saving throughout the school this year
- We have continued to recycle in school (2 playgrounds and all classrooms)
- A compost bin is used at break and lunchtime in both playgrounds

Outdoor Classroom:

KS1-KS2 made greater use of the garden for planting and especially on Green Day

P1 planted potatoes

P3 planted carrots

General garden tidy up by pupils with the caretaker, Mr Campbell, to assist

School Newsletter:

We shared a range of activities on the newsletter to inform parents and all children how to work towards gaining the Green Flag.

Green Club:

We painted pots and planted flowers for display around the school grounds

We collected bottle tops and made 'Recycle, Reduce and Reuse' posters which have been displayed in the dining room.

Play based learning in The Foundation Stage

PBL Team: Miss K Worthington & Mrs J Lockhart

Topics continue to be evaluated and updated with any new ideas which arise from discussions with the Classroom Assistants being added, as appropriate.

A play based learning observation skills list (for each child) was devised last year and both classroom assistants and class teachers added comments to it on a regular basis throughout the course of school year 2013/2014. This keeps a record of development of key areas for each child to monitor improvements and progress.

In the later part of the school year, maths investigations were incorporated to play based learning for Prep 2 so that we could take advantage of the extra adult support in the room and carry out investigations in small groups. This worked well and was beneficial to the children.

We are hoping to add more construction equipment, particularly Lego, over the course of the next few years as the boys enjoy using Lego and it is currently in short supply in the Prep 1 and Prep 2 classrooms.

Art KS2

Co-ordinator : Mrs D Campbell

Targets for Academic Year 2013/14:

- To continue to collect evidence of children at work in Art for Art portfolio.
- To focus more on giving children the skills to evaluate a range of artists' work as well as their own work and that of their peers.
- To enquire whether it would be possible to have a photographer/another expert for a taster session for 1 or more of the KS2 classes.

Progress made to date:

- Photos continue to be taken of children in Art and displays of their work.
- We have begun to evaluate work of different artists, own work and peers.
- Have previously spoken to a photographer about possibility of giving a taster session and need to find an appropriate time of year for this to happen alongside delivering the curriculum for Art.

Next steps:

- Continue to evaluate work of artists, themselves and their peers.
- Focus on skills such as sketching, shading, texture, tone.
- Focus on improving understanding of perspective in Art.
- Focus on colour work, e.g. blending colours using different media.

Follow up re photographer/another outside expert about the possibility of a taster session for 1 or more of the KS2 classes

Design & Technology KS2

Co-ordinator: Mrs Campbell

Targets for Academic Year 2013/14:

- To discuss with KS2 teachers how Design & Technology could be carried out in their classrooms perhaps as part of a particular 'World Around Us' area they are focusing on.
- To alter Design & Technology tasks to fit in with time constraints of other areas of the curriculum to make them more manageable.
- To continue to take photos of Design & Technology work to be displayed and included in portfolio.

Progress made to date:

- KS2 Teachers aware that Design & Technology tasks will need to be carried out in class but discussions are on-going as to how to achieve this.
- The Design & Technology task for Prep 6 in the spring term was altered to design and make props for our School play; this was very useful for the children and gave extra meaning to their work. This could be done again in the future.
- Design & Technology photos have been on display and also put into the portfolio.

Next Steps:

- On-going discussions with KS2 teachers as to how we can fit Design & Technology into their curriculum and alter Design & Technology tasks as appropriate.
- Spend more time on focused practical skills such as safe use of the glue gun, different ways of joining materials and creating an electric circuit.
- Continue to take photos for display and Design & Technology portfolio.

Music In KS2

Co-ordinator: Mrs McKinley

The music policy remains the same. Children continue to develop their listening, composing and performing skills. A more integrated approach with class teachers has been implemented to keep in line with the Northern Ireland curriculum. This year as well as the annual Christmas Concert, all Prep 1-7 children took part in the Spring Concert. The theme was "Time travel". The topics which the children had been learning about in class were used for their musical items. This performance was enjoyed by both the children and the audience.

The strong link with the Camphill Community at Glenraig continues. The Music Clubs visited Glenraig for their usual Christmas Concert. The children and adults in Glenraig look forward to hearing the Sullivan children sing and play instruments every year. It is a very good learning situation for our pupils to work alongside children and young adults with physical and mental challenges.

This year Prep 7 took part in Priory Choral Festival. Some very competitive choirs attended this event. We were very proud of the class as they sang beautifully, as can be heard on the CD which was made on the day. We hope to be invited to attend this very worthwhile and enjoyable event next year.

The annual Music Club outing to Waterworld in Portrush and the Giant's Causeway took place in early June. This is a lovely opportunity to reward all the hard work undertaken by our music students.

Physical Education

Co-ordinator for P1-P7: Miss E Graham

Targets for Academic Year 2013/14 were to:

- Review and update risk assessments for all areas (August 2014)
- Raise the profile of the Prep through participation in a range of competitions/tournaments (ongoing)
- Develop House Events – inclusion of House Badminton (May 2014)
- Delivery of Badminton to P5-7 within PE curriculum
- Introduce Distance Awards in Swimming P4-7 (June 2015)
- Develop and Athletic Award Scheme in line with Athletics NI Programme (June 2015)
- Develop Rookie Lifesaving Programme to include links with Bangor Aurora

- Offer non or weak swimmers a pool session with teacher in the pool to help improve confidence (June 2014)

Progress made to date:

- Risk assessments for some areas have been completed with all to be finished during Baker Days in August 2014-15
- The Prep has participated in a range of sporting events. We have hosted the North Down Netball League Finals, North Down Netball one day Tournament, several friendly matches in football, League Netball and Football matches. We have reached the finals of the NI Hockey League, had 5 medal winners at North Down Athletics, participated in Hollywood Shared Spaces Programme, enjoyed coach-led sessions from North Down Coaches and taken teams to Athletics NI Cross Country events. Our involvement in this wide variety of events has ensured that each child has had the opportunity to represent the school in sports, our profile has been raised within the community and parents have appreciated the range of activities that their children have been able to participate in.
- House Badminton ran for P6/7 during Sports Week.
- P5-7 pupils were able to participate in 4-6 weeks of badminton and P5 also had a coaching session with an external coach during Sports Week.
- Classes were evaluated for the effectiveness of distance awards. We still now to look at whether we used NGB awards or an award of our own. Options will be discussed in August of next academic year with staff.
- We introduced an Athletics Club for P4 this year and had 46 participants from P4-7. We will hope to introduce track awards next summer term with resourcing costs to be discussed in August 2014-15.
- The Rookie Lifesaving programme very successful in its second year, with 22 participants from P5-7 gaining one or two levels of the Bronze Award. The end of year trip to Aurora to assess skills took place in June and this aspect will continue once each term in the future for assessment purposes.
- Non-swimmers in P4-7 were offered remedial session in the pool during an Exceptional Closure Day in Term 2 and this was very successful, with both parents and pupils seeing the benefits. Sessions were offered prior to P3 beginning their swimming block and the offer was extended to them. We will continue to offer this next year.

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.

In terms of performance in public examinations, 2013/14 was another very successful year, both at A level and GCSE. The non-academic highlight of the year was undoubtedly the 1st XV reaching the Final of the Schools Cup for the first time.

The recognition of the success of the school is also clear from the fact that it is heavily oversubscribed in all year groups. 2013/14 saw the fifth series of AQE testing in relation to Transfer and the process once again passed off smoothly.

The pace and volume of educational change continues to present the school with a range of challenging circumstances and there is no doubt that the difficult economic climate is continuing to have a significant impact on schools. However, it is important to point out in this introduction that the Board of Governors and staff of Sullivan Upper 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 extra-curricular activities and we continue to support our pupils with strong pastoral and careers structures.

(ii) Curriculum

While meeting the requirements of the Northern Ireland Curriculum, the school continues to offer pupils a broad and balanced curriculum to empower young people to develop their potential and to make responsible decisions throughout their lives. Schemes of work at all levels continue to be refined and teaching strategies developed. Self-evaluation strategies have been developed and are used to enable departments to evaluate and adjust units of work and to keep schemes under review throughout the year. Heads of Departments also evaluate their role as curriculum leaders and draw up an annual Departmental Development Plan.

Tasks have been developed to address the Cross-Curricular skills of Communication, Using Mathematics and Using ICT and the school is in a good position to meet all statutory requirements in relation to assessing and reporting levels. It should be noted that the introduction of the statutory requirement to report on Using ICT has been further delayed by the Department of Education.

This academic year was dominated by consultations and meetings regarding upcoming changes to A Levels with new specifications being developed for introduction from September 2015. This consultation process is continuing with Heads of Departments attending subject specific consultation events. We were mindful of the substantial changes being made to the A Level system in England and throughout the consultation process we were determined to stress the need for Northern Ireland examinations to be seen as robust in comparison to English examinations and that any future Northern Ireland examinations should remain as valued as English examinations to employers and third level education institutions. Of particular concern is the fact that in some cases, such as the Sciences, the Minister has ruled that a practical element must be retained which, at present, precludes us from using an English board. In the same way, at GCSE the minister has decided that the

English Language qualification must have a 'Speaking and listening' element which restricts choice to CCEA. The proposed differences in the weighting of AS examinations between Northern Ireland and English Boards and the associated changes, will pose significant challenges in the near future.

The new style school report was implemented and the reporting committee took feedback. The reporting of the other 'Thinking Skills and Personal Capabilities' was re-examined and the allocation of responsibilities amended. The assessment committee worked to update the assessment policy and began to consider how to make assessments more robust. Time was dedicated to this at an Exceptional Closure day to allow departments to begin their deliberations and planning.

The Literacy Committee embedded good practice in written communication through the use of the common marking grid and regular book scoops across various departments. There was whole school training on differentiation and feedback from the ETI conference on Best Practice in Literacy. Literacy was linked to PRSD to ensure it continued to be a whole-school priority. The Accelerated Reader programme was extended in to Year 9 and some sixth form pupils were selected and trained to act as Library mentors during the Year 8 and 9 library periods.

Having reviewed the audit returned by individual departments, the numeracy coordinator ensured that the teaching of topics in the Mathematics Department's Key Stage 3 (Years 8-19) schemes was sequenced in such a way that the pupils have encountered the skills required by other subject areas at an appropriate time. This will be developed into Key Stage 4 (Years 11&12).

The use of MIDYIS to provide baseline data on Year 8 pupils was further developed, the focus moving to how the data can be used to inform teachers about individual pupils and to enhance teaching and learning. A tracking system was set up and used for Year 8 pupils and this will be extended in years 9 and 10. Work was started on ensuring that data supplied to Heads of Departments was useful and meaningful. This is of particular importance in relation to the data supplied to enable Heads of Departments to analyse pupil performance in public examinations. Training on the interpretation of data was given and this will be developed. Data to analyse the performance of SEN, EOTAS, FSM and EOTAS pupils was produced for use by the SENCO, SLT and teachers.

Controlled Assessment at GCSE continued to be monitored and evaluated. In addition to information being sent home, the Senior Teacher in charge of Curriculum also held an information evening for Year 11 parents which was well attended. Heads of Departments also discussed concerns about sixth form pupils failing to meet deadlines for coursework and controlled assessment. Further work will continue in this area. Heads of Departments considered strategies to support pupils in the Senior School to enable them to meet their full potential. This important work continues and remains a focus on the new three-year School Development Plan.

The Entitlement Framework continues to be an important part of government policy which looks to provide access to a broad range of courses for students. It is the intention that by 2015 KS4 pupils (ie GCSE level/Years 11 and 12) will be able to choose from at least 24 subjects with at least one third being classified as "general" and one third "applied". Similarly at Sixth Form (KS5/Years 13 and 14) students should have access to at least 27 courses with the same one third stipulation for general and applied subjects. In terms of subjects offered to pupils we have already met this target. However, a few classes do not run because of the very small number of pupils selecting them. In order to meet the requirements there has been an emphasis on co-operation and collaboration; for schools to share resources and to work together to try to move towards the Entitlement Framework

provisions. Sullivan is a member of the North Down and Ards Area Learning Community. As part of this community we have forged a particular partnership with our near neighbours Priory Integrated College. Since the 2007/2008 school year Sullivan Sixth Formers have been offered access to some courses at the College. The results have been excellent at both AS and A2 levels. As part of the partnership Priory Integrated College have access to a wide range of AS and A2 subjects at Sullivan. In addition, Priory pupils can access GCSE Drama classes at Sullivan. This sort of collaborative work is resource intensive and requires great care in the planning and execution of the arrangements. The Board of Governors is pleased to support and commend this work. The challenge is, however, to become fully compliant with the Entitlement Framework by 2015 within the constraints of ever decreasing budget and personnel.

(iii) Examination Results

See Appendices 8-13.

(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 four hundred students for a variety of GCSE, AS level and A2 level examinations.

In January, pupils in Years 12, 13 and 14 are entered for their GCSE, AS and A2 units and cash-in awards for the subjects they are studying. Year 14 pupils are also entered at this time for any AS units they wish to re-sit in school during the summer examination session.

In the Spring, coursework marks, samples and estimated grades were collected from departments, ready to be sent to the relevant Awarding Bodies (i.e. examination boards) in May. The main examination period ran as usual from early May to the end of June with examinations held in a number of locations around the school. The examinations were supervised by a team of invigilators who were organised by the Examinations Officer. Examination arrangements also included requests for Special Consideration and Access Arrangements for a number of pupils. The past few years has seen an increase in the number and range of Access Arrangement requests, a fact recognised by the Joint Council for Qualifications (JCQ). They have this year considerably tightened up on what is allowable, and what evidence is required when applying for an Access Arrangement.

Results were issued in August, with Year 14 pupils receiving individual unit scores for all their AS (if they re-sat a module) and A2 units and final grade awards for both AS and A2 level subjects. Year 13 pupils receive unit scores and grade awards for each AS units studied. GCSE pupils in Year 12, as the specifications are now unitised in the main, also receive unit scores as well as grade awards for each subject studied.

Requests for re-marks and access to scripts are also handled at this time by the Examinations Officer.

(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 is Miss Anne Dines who leads a team made up of Head of Sixth Form, Year Heads, Form Teachers and SENCO all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics is provided as part of Learning for Life and Work to each year group.

Following training on the use of Lesson Monitor, attendance is now being recorded on a period by period basis in all subjects. This has proved a useful tool in monitoring and recording the whereabouts of pupils throughout the school day.

In order to keep everyone aware of this important issue, Safeguarding Children Training was given to new members of staff, teaching and non-teaching, as well as governors.

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 lunchtime under the supervision of the Year 14 mentors.

The independent counselling service Familyworks has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school.

In addition work continues with the School Council to develop its role as an important channel for the pupil voice.

(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.

The number of pupils at the school with Statements of Special Educational Needs, who have designated classroom assistants or who are recognised at stages 1, 2 or 3 of the Code of Practice and who have educational plans in place, continues to increase. The Special Educational Needs Co-ordinator 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 school continues to adapt our buildings to improve facilities for those with disabilities in line with SENDO requirements. This has involved the creation of ramps, widening door access, lift installation and hygiene facilities.

The Special Educational Needs Co-ordinator and Assistant Special Educational Needs Co-ordinator 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.

(vii) Extra-Curricular

As always, pupils engaged in an enormous range of extra-curricular activities, a flavour of which follows.

The 1st XV of 2013/14 did something which no other team has done in the 137 year history of the school, namely reach the final of the Schools Cup. They reached the final on merit, but they were carried to Ravenhill on an unprecedented wave of support and excitement from the entire school community. We may have won the battle of the fans, as it were, but on the pitch, Methody proved the stronger and took the spoils of victory.

In rugby, achievement was not limited to the Schools Cup. A last-gasp try in the first round of the Shield sparked a tremendous run which took the Medallion team to the semi-final, losing only to the eventual winners. The U14 team won the annual 7-a-side competition as did the 1sts, thus ensuring that departing Upper Sixth players got their hands on some silverware.

In girls hockey overall statistics provide a great insight into the strength and depth of the sport in the school: 134 matches were played, 99 were won, 21 were drawn, 14 were lost; in total 330 goals scored. The 1st XI showed great promise during the early season, winning the regional section of the Ulster Schools Tournament in September. When it came to the Schools Cup, victory in three tough matches took them to the quarter-final against Rainey Endowed and a 1-0 defeat on an indoor surface which defined home advantage. The 2Bs went two steps further in an unbeaten season, lifting the Gibson Cup after a very convincing win against Omagh Academy. The U14 team reached the semi-final of their competition.

In boys hockey the 1st XI just missed out on the latter stages of the McCullough Cup and lost to Banbridge in the first round of the Burney Cup. Pride of place goes to the U14 team which drew with Cookstown in the final of the Ferris Cup, thus sharing the trophy. The U13 team won the Belmont Cup. Callum Robson was selected for the Ulster U16 squad and we were delighted to learn that his brother and recent former pupil, Michael Robson, had gained his first three full international caps for Ireland, a tremendous achievement for an 18 year old.

2013/14 saw a first for Sullivan, perhaps any school, in that with Victoria Duxbury and Rachel Philpott we had the top two women foil fencers in Ireland. Victoria won the Senior Irish Womens Foil Championship for the third year running and Rachel won the U17 Championship. Both girls were selected to represent Northern Ireland in the 2013 School Games in Sheffield. Coming along right behind Victoria and Rachel is a steady stream of young Sullivan Fencers at U12, U14 and U16 levels. Top three positions were achieved by Emily Maginn, Rosie Adams, Turlough Smyth, Ella Reid, Iona O'Neill, Erin Maginn and Rachel Smyth.

In Cricket, Mark Adair captained the Ulster Schools side. John Matchett was selected for Ulster and Irish Schools at U17. Stephen Hodgson and Charlie Shannon were selected to play for the NCU in the U15 inter-provincials. The U13 team reached the semi-final of the Mourne Cup.

The junior netball team won the Belfast Area League.

In tennis, the Girls Intermediate and the Junior and Senior Boys teams all reached the semi-finals of their competitions. The Intermediate boys team reached the Final. Amy Rothwell was number one in Ulster and number five in Ireland at U14 level. Katharine Hill, Alasdair Knox and Ben Cree played for Ulster at U18.

In golf, Laura McCaw was selected for the Ulster U18 team which triumphed in the Inter-Provincial Championship. In the NI Schools Trampolining Competition, Sullivan retained the Shield. In Sailing, Ben Martin represented Ireland at the World Championships in France. In Rifle Shooting, Rory Hamilton represented Ulster Counties at the Junior International Small Bore competition at Bisley. Ross Gourley was a member of the NI U15 Wheelchair Basketball team. Charlie Roberts became NI Karate champion in the 14/15 age group.

In the Ulster Grammar Schools Swimming Championships, Roger Dawson and James Doggart took bronze, Jemma Speers and the senior relay team (of Roger Dawson, James Doggart, Peter Speers and Harry Speers) took gold. Tom Uprichard was the Age Group

Champion in the 200 m breast-stroke.

Seventeen pupils qualified for the Ulster Athletics finals in various disciplines. Mark Burton was first in triple-jump, Jonathon Hill first in long-jump and Harry Speers first in steeplechase. The relay team finished second and these pupils along with six others qualified for the Irish Schools Finals, where Laura Potts and Amy Rothwell were seventh in discus and the shot respectively, Chris Ball was sixth in the discus and seventh in the shot, Harry Speers and Jonathon Hill were third in the steeplechase and long-jump respectively. The boys relay team (of Nameer Shahzad, Chris Jordan, Mark Burton and Jack Reid) had to settle for fourth place. Mark Burton took gold in the triple-jump. We were delighted to learn in June that Harry Speers had been selected for the Northern Ireland Triathlon team for the Commonwealth Games in Glasgow where he acquitted himself very well in a world-class field. Sullivan had four representatives at those Games – joining Harry Speers were former pupils, swimmer Jordan Sloan, hurdler Ben Reynolds, and 800m runner Katie Kirk. Snowboarder and former pupil, Aimee Fuller, competed for GB in the Winter Olympics in Sochi.

The Sullivan Singers competed for the first time in the RTE All-Island Choir Competition and made it to the regional final which was televised. Despite an excellent performance, they were pipped to the post.

For the fifth year the Annual Spring Concert was held in the Ulster Hall and, as always, it provided a simply stunning showcase of musical talent in this school. Sullivan continues to have great representation in the various provincial groups: six pupils successfully auditioned for the Ulster Youth Training Choir; Anna Gregg, Suzy McDougall, Karis Fitch, Rebekah Fitch, Ross McKenna and Jamie Hardacre sang with the Ulster Youth Choir; Owain Campton played with the Ulster Youth Jazz Orchestra; and Anna Blake, Samuel Feinburg, Claire Moore, Sophie Pyper, Amy Hartin and Cathryn Lynch were members of the Ulster Youth Orchestra. Cathryn, a highly gifted percussionist, reached the final of the 2014 Northern Ireland Young Musician of the Year competition and of the 16 finalists, Cathryn was placed third overall.

Following the success of Grease two years ago, another junior musical was always on the cards and in June after many months of rehearsals, Buggy Malone was staged at the Stranmillis Theatre. Those who were there marvelled at the dramatic and musical talents of all involved. We were transported back to prohibition era Chicago and a highly entertaining tale of love, loyalty and splurge guns.

Senior drama pupils staged Oscar Wilde's Lady Windermere's Fan at Cultra Manor in November. The period setting was perfect and there were great performances from all cast members, with Owain Campton, Sophie Hill, Ross McKenna and Victoria Wilton outstanding in the lead roles. Victoria will shortly provide a review of the experience. The Junior Drama performance consisted of three plays which were written or adapted and directed by a team of Sixth Form pupils.

A growing number of pupils availed of wider opportunities in drama, public-speaking, verse-speaking and creative writing. At the Belfast Speech and Drama Festival, Ross McKenna was presented with the overall trophy for senior drama and Ellen McCormick with the junior commendation trophy. Over 30 pupils took part in the Holywood Festival of Speech and Drama. Cup winners included Beatrice Campbell, Charlotte Geddis and Luke Campbell and in the President's Cup for Public Speaking, Nick Hodgson was first, James Convill and Natasha Johnston second and Maela Amin third. Dan Gordon and Duke Special came back to school to give workshops on, respectively, devising drama and lyric writing. At the Bangor Speech Festival, James Wright achieved 1st place in Verse Speaking, Scripture Reading and Duologue. Owain Campton (of McAlester House) won the Inter-House Public

Speaking Competition. Molly White represented Sullivan at the semi-finals of the Poetry Aloud competition at the National Library in Dublin.

Orla Mallon won the Best Report Prize in this year's Institute of Directors 'Shadowing Scheme'. Marcus Graham and Catherine Kitchen represented Northern Ireland on the Royal College of Paediatrics and Child Health Youth Advisory Panel. Year 13 & 14 Politics pupils contributed to a Radio 4 World Tonight news report. Nina Lloyd-Humphreys, Josh Patterson and Derianna Thomas attended the prestigious Arvon Foundation Residential Writing Course in Devon. Ten pupils from 9C had their 100-word stories published in a UK-wide anthology.

Pupils in Years 8-10 participated in their annual Readathon sponsored read, raising over £4000 in the past three years. Speaking of charity, our pupils were once again extremely generous in raising money for others. The staff and pupils got into the festive spirit by wearing their Christmas jumpers and raising money for Save the Children; Silver Robin staff arranged a red food day in aid of the Chest, Heart and Stroke Association and the Year 14 Charity week was a great success, raising over £3,000 for various charities.

In acknowledgement of their fundraising efforts, the Sullivan Upper Parents Association received a Gold Award from Parent Teacher Association.

One hundred and fifty pupils from Years 8 to 12 took part in the UK Maths Challenge, many being awarded gold, silver and bronze.

At the Salters' Festival of Chemistry, the Sullivan team (of Charis Mills, Michael Trimble, John McNally and Max Ballantine) whose challenge was to solve a forensic problem using chromatography, came second. Andrew Bailie and Catherine Kitchen were awarded Silver medals in the British Biology Olympiad.

The Home Economics Department ran their annual Masterchef competition in June, with Orla Scanlon, Aimee Frazer and Ben McAnoy taking the top three places. We were delighted to welcome back as judge, former pupil, Stephen Chisholm, fresh from his victory in the Great Irish Bake Off. A glutton for punishment, Stephen also judged the Staff Bake Off competition won by Mrs Hutchinson of the PE department.

Miss Carey inaugurated an Inter-House photography competition. Professional photographer and former pupil, Amy Millar, acknowledged the very high standard of entry and awarded overall first prize to Connor Patterson.

As part of the Confucius programme sponsored by the Chinese Government and arranged through the University of Ulster, Key Stage 3 pupils participated in a programme of Chinese culture. Year 8s were introduced to the Mandarin language and Years 9 and 10 enjoyed demonstrations of Chinese martial arts.

As part of our literacy development, we embarked upon an Accelerated Reader Programme through the English Department and the School Library. By next year, all pupils in Key Stage 3 will be involved.

None of these activities would be possible without the staff, be they teaching or non-teaching, tutors or coaches, who give of their time for the benefit of the pupils and the Board of Governors acknowledges and appreciates their commitment.

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

Sullivan runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently seven 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 material in the Pastoral programme
- 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 pupils with possible interest in Further Education courses

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
- Practice interviews and preparation for Oxbridge candidates

After Care

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

(ix) Staffing

The year began with four new faces joining the teaching staff of the school. Mrs Karayiannis took up her post in the Geography Department as did Mrs Cinnamond in the Modern Languages Department, Miss Brown in the PE Department and Mr Miller in the Physics Department. An infusion of 'new blood' is always to be welcomed. Mrs Stewart also remained in position providing extended Maternity Leave cover for Mrs McKeown in the Chemistry Department.

A number of staff also took on new responsibilities within the school. Mrs McCarey and Miss Morgan took on co-ordinating roles within the Careers Department. Mrs J Hutchinson became the Year 13 Year Head. Mrs Hartin took on the role as Charities Co-ordinator and Miss Carey became Head of McAlester House.

The pace of change in staffing in the previous school year had at times appeared frenetic. Whilst this year was somewhat quieter in that respect, there were a number of long-term illnesses. The teaching duties of Miss Orr (Modern Languages), Mr Beggs (Chemistry) and Mr Anderson (PE) were covered effectively and efficiently by Mrs Cinnamond/Mr Madill, Mr Beacom and Mr Henderson respectively. Careful management by individual subject departments and the use of well-qualified replacements ensured that the impact of absences on pupils was minimised.

We welcomed back Mrs McKeown to the Chemistry Department in late April and around the same time extended our best wishes to Ms Whitla in the Art Department as she began her period of maternity leave. Ms Whitla's teaching duties are being covered by Mrs Simon and Mrs Dorman has taken over temporary responsibility for the production of the school magazine.

Unusually, at the end of the school year in June no member of the teaching staff departed either for pastures new or into retirement.

From the non-teaching staff, Mrs McKay (Classroom Assistant - Special Needs) commenced her career break and Miss Hillis was appointed to cover her absence. New appointments were also made to our team of Classroom Assistants (Special Needs) with Mrs Demspter, Mrs Kelso and Mr Robb taking up post at the start of 2013/14 academic year. The Silver Robin said goodbye to Mrs Parker during the school year.

In the Prep Department we said goodbye to a number of staff during the year – Mrs Young (Secretary) and Mrs Ebbinghaus (Classroom Assistant – Special Needs). New appointments were made and we welcomed Mrs Dempster (Secretary) and Miss McGeagh (Classroom Assistant – Special Needs). We were delighted to extend our staff provision with the appointments of Mr Campbell (Caretaker), and Ms Connolly (Classroom Assistant – Special Needs).

(x) School Security and Safety

The Health and Safety Committee, chaired by Mrs Catherine O'Neill (Governor) 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 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's focus continues to be on the key areas of traffic management and pupil movement throughout the site.

During the year, new driveway lighting and upgrade of CCTV equipment were installed with the support of funding from Department of Education. These will enhance the safety for all on site.

(xi) Buildings and Facilities

In 2014 the Department of Education approved the following capital projects which have now been completed: the refurbishment of toilets and the Sports Hall boiler; the provision of a lift for the school stage to improve disabled access; the replacement of curtain walling in one stairwell; the upgrade of CCTV and provision of driveway lighting to enhance security around the school. The Board gratefully acknowledges the continued support of the Department of Education in such projects. The school also refurbished its fitness and conditioning suite to include the provision of cardiovascular and conditioning equipment – this project was funded by the voluntary contributions from parents.

4. **FINANCIAL STATEMENT**

The Board of Governors is pleased to present its report for Sullivan Upper School for the financial year ending 31 March 2014.

Despite significant external pressures, the 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 remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive program of extracurricular activities.

The Board is very conscious of the ongoing uncertainty within education – it is clear now that the Education and Skills Authority (ESA) will not be established. Sullivan Upper School welcomes the fact that it will retain its employing authority status and that the voluntary principle on which our school and other voluntary grammar schools were established is protected.

Following two successive years of reductions in funding, in 2013/14 our LMS funding remained in-line with the previous year. As part of its focus on financial stability and budget control, the Board of Governors regretted that it was necessary once again to reduce costs through staff restructuring despite securing savings through alternative measures. At the end of August 2013, there were redundancies within teaching with the posts of one full-time, one part-time teacher and one modern languages assistant being made redundant. Within non-teaching staff, the post of gardener was also made redundant.

The Department has now published its response to the Independent Report on the Review of the Common Funding and there have been a number of changes to the funding scheme, including changes to the funding mechanism for VAT amongst the Voluntary Grammar and Grant Maintained Integrated Sectors. The school will be monitoring the operation of this new funding scheme very closely in 2014/15.

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 receives voluntary contributions from parents of £164k (2013: £166k) and gift aid of £39k (2013: £39k) was received in relation to these contributions. These funds are used to operate the school's wide programme of extracurricular activities and to fund items of expenditure which are not funded by the Department of Education in the secondary department such as the refurbishment of the fitness and conditioning suite (£68k) and provision of additional ICT resources (£14k). Sullivan Upper School plays an important role in the local community and its facilities are made available to a number of local organisations during the year. The school also has strong links with local schools and involves, for example, the operation of music workshops and the hosting of sports events.

Financial Results

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. Following two successive years of reductions in funding, in 2013/14 our LMS funding remained in line with the previous year. In 2014 our LMS funding was £4,724k (2013 £4,722k) and reflects a reduction in the funding of the average weighted pupil unit (AWPU) which fell by 0.95% offset by an increase in pupil enrolment in the secondary department. Additional grant funding increased by £112k or 35% in 2014 due to

redundancy payments of £133k in this financial year (£nil in 2013) offset by the decrease of £45k in maternity grants reflecting a reduction in the number of maternity absences in the school. Overall, total income increased by £135k or 2.39 %.

Teaching costs increased by £58k or 1.44%. Schools received approval post year end from the Department of Education to implement new pay scales for teachers from 1 September 2013 however the school provided for this pay increase in this year's financial results. This year there were redundancy costs of £128k (2013 -£nil) which were offset by the subsequent savings in salaries relating to the redundant posts from September 2013. The cost of substitute teachers decreased by £26k or 14% due a reduction in the number of maternity teaching absences. Non-teaching staff costs increased by £30k or 3.57% with a further increase in employers' superannuation contributions from 19% to 20%. Schools had not received approval by the year end from the Department of Education to implement new pay scales for non-teaching staff as the pay remit approval process had not completed; the school has provided for a pay increase of 1% from April 2013 in this year's financial results. Total staffing costs therefore increased by £80k (1.66%) during the year.

Curriculum costs increased by £11k or 3.0% reflecting an increase in expenditure on sports and games. Property costs increased by £19k or 4.7% with an increase in heating costs of £6k or 10% and an increase in insurance costs of £10k or 20%. Administration costs increased by £8k or 8% during the year with increased expenditure on health and safety works. Total costs for the year therefore increased by £119k or 2.1%.

The Silver Robin reported an increase in income of £20k or 8%. Sales in the canteen have increased by £17k or 4.8% and reflect the increase in the number of days on which the canteen was operational due to the timing of school closures. Total costs have increased by £17k or 6.8% largely due to the associated increase in food costs. The Board is pleased that it has been possible to set aside funds of £3.7k (2013 £nil) for reinvestment in the Silver Robin facilities. However it notes with concern that the trading environment for the canteen is difficult. The school is fully committed to compliance with the Nutritional Standards but with no increase in grant funding over the years and with food costs continuing to rise, there is a significant pressure on the operation of the canteen.

Funding of the Deficit (Secondary Department)

The secondary department reports a deficit this year of £63k (2013 £79k). The income and expenditure account (Page 7) 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 this deficit is funded by the voluntary contributions donated by parents. 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.

Facilities

The school continues to invest in its facilities despite the significant and increasing pressure on revenue with capital expenditure of £551k and associated grants of £355k from the Department of Education. In 2014 the Department of Education approved the following capital projects which are almost at completion stage – the refurbishment of toilets and the Sports Hall boiler; the provision of a lift for the school stage to improve disabled access; the replacement of curtain walling in one stairwell; the upgrade of CCTV and provision of driveway lighting to enhance security around the school. The Board gratefully acknowledges the continued support of the Department of Education in such projects. The school also refurbished its fitness and conditioning suite with private expenditure of £68k to include the provision of cardiovascular and conditioning equipment. Capital fees of £71k in total were set aside in the preparatory department to provide funding for capital

development and the purchase of major items of equipment. In the summer 2014, the prep department completed the first phase of its rolling programme of refurbishment works with works carried out in the P2 classroom and in the Dromkeen Assembly Hall.

Voluntary Contributions

The Board of Governors wishes to thank all those parents who pay voluntary contributions to the school. This funding is an essential source of income to operate the extensive extra-curricular programme for which we receive no other funding and to enhance our facilities and resources.

In 2013/14 voluntary contributions of £164k were received. As a registered charity, we are also able to avail of gift aid on such contributions which brought an additional amount of £39k to the school. The majority of these funds were used:

- to operate our extracurricular programme (Appendix 5) including payment of sports coaches, music tutors, hire of facilities and transport;
- to fund the refurbishment of the fitness and conditioning suite;
- to enhance our ICT provision throughout the school.

At a time when revenue funding is under pressure, this source of funding is critical for the school. We would encourage all parents to contribute in this way.

5. **CONCLUSION**

Readers of this report will be well aware of the successes of the pupils and the developments that have taken place at Sullivan over the past year. The Board of Governors is proud of the school's achievements and will continue to build on the solid foundations of the school's history and ethos – 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 2013/2014 school year, at the time of the school census the total number of pupils enrolled in the school was 1267. Of these, 191 were in the Preparatory Department and 1076 in the Secondary Department with 156 in Year 12, 155 in Year 13 and 142 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 14 were in the Secondary Department and 2 in the Preparatory Department.

APPENDIX 2

Attendance Rates in 2013/2014

The annual attendance rate for 2013/2014, calculated in the manner set down by the Department of Education, was 96.7% in the Secondary Department and 98% in the Preparatory Department.

APPENDIX 3

(a) Admissions and Enrolment Numbers for 2013/2014

The school admissions number for 2013/2014 was (as usual) 150. The school's total enrolment number was 1060 for the Secondary Department (excludes Statemented pupils who are supernumerary).

(b) School Fees

For the 2013/2014 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 £80 per term ie £240 per annum. A full statement of the Governors' Charges and Remissions Policy is available on the school's website or upon request.

Courses of Study Available in 2013/2014

The following subjects were available for study at GCSE level

Art & Design	Home Economics
Biology	ICT
Chemistry	Learning for Life and Work
Drama	Mathematics
English Language	Moving Image Arts
English Literature	Music
French	Physical Education
Further Mathematics	Physics
Geography	Religious Studies
German	Spanish
History	Technology & Design

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

Applied Business Studies	German
Art & Design	Government and Politics
Biology	History
Chemistry	Home Economics
Computing	ICT
Design and Technology	Mathematics
Drama	Moving Image
Economics	Music
English Literature	Physical Education
French	Physics
Further Mathematics	Religious Studies
Geography	Spanish

The following subject was available in the Sixth Form

OCR Level 3 National Health and Social Care

Information about Extra-Curricular Activities in 2013/2014

The main activities available for pupils in 2012/2013 were:

- Army Cadet Force
- Art Club
- Athletics
- Badminton
- Chess
- Community Service
- Cricket
- Drama
- Duke of Edinburgh Award Scheme
- Fencing
- Golf (Boys and Girls)
- History
- Hockey (Boys and Girls)
- Inter-school quizzes eg Worldwise Quiz
- Mountaineering Club
- Musical Groups**
- Netball
- Politics
- Public Speaking
- Rugby
- Scripture Union (Junior and Senior)
- Show jumping
- Skiing
- Tennis
- Warhammer
- Young Enterprise

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

SCHOOL LEAVERS 2013/2014

As the following table shows 158 pupils left the school by the end of the 2013/2014 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	5	3.2	0	0	0	0
Apprenticeship Training Courses	0	0	0	0	0	0
Entering Further Education	6	3.8	3	1.9	13	9.2
Entering Higher Education	0	0	0	0	113	79.6
In Full-Time Employment	0	0	0	0	6	4.2
Other (Gap Year)	0	0	0	0	8	5.6
Seeking Employment	0	0	0	0	2	1.4
Other	1	0.6	1	0.6	0	0
Totals	12	7.6	4	2.5	142	100

END OF KEY STAGE 3 LEVELS OF PROGRESSION 2013/2014

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	32	NR	28	NR	12

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	28	NR	28	NR	19

* Please note: due to industrial action this year's Northern Ireland summary is not based on the full cohort of pupils.
There is no KS3 result from Sullivan due to industrial action.

APPENDIX 8**EXAMINATION RESULTS 2013/2014****GCSE / YEAR 12**

Number in Year 12	156
% entered for 7+ GCSE's	99.4%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	94.2%
% achieving 5+ GCSE's Grades A* - C	99%
% entered for other exams	0%
% achieving none of the qualifications listed	0%

APPENDIX 9**EXAMINATION RESULTS 2013/2014****(i) A2 LEVEL**

Number in final year of A level (Year 14)	142
% achieving 3+ A level Grades A - C	76.1%
% achieving 2+ A level Grades A - E	100%

(ii) AS LEVEL

Number in Year 13	152
% achieving 3+ AS Grades A-C	78%
% achieving 2+ AS Grades A-E	99.3%

EXAMINATION RESULTS - TREND DATA

Performance Indicator	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
	Sullivan	NI Grammar School Average								
% Achieving 5+ GCSEs at Grades A* - C	97	97	99	97	99	97	100	97	99	N/A
% Achieving 7+ GCSEs at Grades A* - C	96	92	97	92	96	92	98	94	94	N/A
% Achieving 3+ A levels at Grades A – C	74	78	76	77	84	77	81	77	76	N/A
% Achieving 2+ A levels at Grades A – E	100	100	100	99	98	100	99	100	100	N/A

NB Comparative figures for NI Grammar Schools 2013/14 not available at this time.

GCSE RESULTS BY SUBJECT AND GRADE SUMMER 2014

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE								
		A*	A	B	C	D	E	F	G	U
Art & Design	31	12.9	38.8	29.0	12.9	3.2	3.2	0	0	0
Biology	122	21.3	32.8	27.9	16.4	1.6	0	0	0	0
Chemistry	92	29.3	38.0	25.0	4.3	3.4	0	0	0	0
English Language	156	20.5	46.8	27.6	5.1	0	0	0	0	0
English Literature	156	16.7	37.2	32.1	12.8	1.2	0	0	0	0
Drama	10	0	40.0	50.0	10.0	0	0	0	0	0
French	122	23.0	27.9	25.4	12.3	7.4	4.0	0	0	0
Geography	67	10.4	37.3	34.3	13.4	3.0	1.6	0	0	0
German	21	19.0	23.8	14.3	9.5	28.6	4.8	0	0	0
Home Economics	25	20.0	48.0	28.0	4.0	0	0	0	0	0
History	109	21.1	35.8	20.2	16.5	4.6	1.8	0	0	0
ICT	58	41.4	51.7	5.2	1.7	0	0	0	0	0
Mathematics	164	41.4	33.0	19.5	6.1	0	0	0	0	0
Further Maths	69	31.9	36.2	20.3	7.2	0	1.5	0	2.9	0
Moving Image Arts	18	16.7	38.9	38.9	0	5.5	0	0	0	0
Music	24	54.2	25.0	20.8	0	0	0	0	0	0
Physical Education	39	15.4	43.6	41.0	0	0	0	0	0	0
Physics	111	19.8	34.2	34.2	8.2	2.7	0.9	0	0	0
Religious Studies (SC)	156	19.9	37.8	25.6	13.5	1.3	1.3	0.6	0	0
Spanish	40	32.5	27.5	7.5	17.5	12.5	0	2.5	0	0
Technology & Design	30	0	30.0	33.3	26.7	6.7	3.3	0	0	0

AS LEVEL RESULTS BY SUBJECT AND GRADE SUMMER 2014

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	10	30.0	20.0	20.0	30.0	0	0
Biology	63	49.2	22.2	9.5	15.9	3.2	0
Business Studies	24	33.3	45.8	16.7	0	4.2	0
Chemistry	53	37.7	17.0	22.6	9.4	5.7	7.6
Computing	15	13.3	13.3	40.0	13.4	20.0	0
Drama	5	20.0	40.0	40.0	0	0	0
Economics	19	31.6	26.3	15.8	0	15.8	10.5
English Literature	37	24.3	37.8	29.7	2.8	2.7	2.7
French	14	42.9	14.3	28.6	14.2	0	0
Geography	33	42.4	15.2	27.3	12.1	3.0	0
German	3	33.3	33.3	33.4	0	0	0
Home Economics	16	56.3	31.3	12.4	0	0	0
History	42	33.3	35.7	23.8	4.8	2.4	0
ICT	8	12.5	12.5	25.0	12.5	0	37.5
Mathematics	67	58.2	17.9	6.0	7.5	9.0	1.4
Moving Image	21	23.8	61.9	14.3	0	0	0
Music	14	85.7	0	14.3	0	0	0
Physical Education	9	44.4	11.2	22.2	22.2	0	0
Physics	58	41.4	17.3	13.8	8.6	8.6	10.3
Politics	26	46.2	23.1	23.1	7.6	0	0
Religious Studies	19	31.6	36.8	21.1	5.3	0	5.2
Spanish	17	5.9	64.7	17.6	11.8	0	0
Technology & Design	9	55.6	0	44.4	0	0	0

A2 LEVEL RESULTS BY SUBJECT AND GRADE SUMMER 2014

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	8	25.0	37.5	37.5	0	0	0	0
Biology	35	8.6	45.7	20.0	14.3	5.7	2.9	2.8
Business Studies	24	0	37.5	45.8	12.5	4.2	0	0
Chemistry	31	12.9	22.6	51.6	9.7	3.2	0	0
Computing	11	9.1	18.2	36.4	9.1	18.2	9.0	0
Drama	4	0	25.0	25.0	50.0	0	0	0
Economics	27	7.4	11.1	33.3	22.2	18.5	7.5	0
English Literature	31	9.7	12.9	38.7	22.6	9.7	6.4	0
French	7	14.3	28.6	28.6	28.5	0	0	0
Geography	25	0	24.0	40.0	20.0	4.0	4.0	8.0
German	2	0	100	0	0	0	0	0
Home Economics	9	11.1	66.7	11.1	0	0	11.1	0
History	27	14.8	33.3	25.9	18.5	3.8	3.7	0
ICT	3	0	0	33.3	0	0	66.7	0
Mathematics	55	16.4	45.5	25.5	7.3	3.6	1.7	0
Further Maths	12	50.0	0	33.3	16.7	0	0	0
Moving Image	5	0	80.0	20.0	0	0	0	0
Music	3	100	0	0	0	0	0	0
Physical Education	9	0	11.1	33.3	22.2	33.4	0	0
Physics	38	5.3	21.1	36.8	15.8	10.5	7.9	2.6
Politics	28	10.7	17.9	46.4	17.9	7.1	0	0
Religious Studies	18	0	16.7	44.4	27.8	11.1	0	0
Spanish	10	0	30.0	30.0	40.0	0	0	0
Technology & Design	11	0	54.5	45.5	-	0	0	0

OTHER EXAMINATION RESULTS 2013/2014

	Examination	Number Entered	Pass Rate
All Years	Associated Board of Royal Schools of Music	92	98%
All Years	Trinity College of Music, Singing, Rock School Percussion and Electric Guitar Exams	9	89%
All Years	London College of Music	89	99%

KEY DATES FOR 2013/2014

TERM 1

Staff Development Days Wednesday 21, Thursday 22 and Friday 23 August 2013

Holiday Monday 26 August 2013

Induction Days

Year 14 only	Tuesday 27 August 2013
Year 13 only	Wednesday 28 August 2013
Years 8 & 13 only	Thursday 29 August 2013
Years 8 - 12 only	Friday 30 August 2013

All Pupils in School Monday 2 September 2013

Half Term Holiday Monday 28 October – Friday 1 November 2013

Term Ends Friday 20 December 2013

TERM 2

Term Starts Friday 3 January 2014

Half Term Holiday Monday 17 – Friday 21 February 2014

Term Ends Friday 11 April 2014

TERM 3

Term Starts Monday 28 April 2014

May Day Holiday Monday 5 May 2014

Term Ends Monday 30 June 2014

5 Exceptional Closure Days:
(Staff only – no pupils)

Monday 30 September 2013
Wednesday 20 November 2013
Friday 3 January 2014
Monday 27 January 2014
Monday 17 March 2014

APPENDIX 16

Financial Statements**Revenue Account for the Year ended 31 March 2014**

	2013/14		2012/13	
	£	%	£	%
INCOME				
Fees	548,975	9.47	531,481	9.39
LMS Delegated Budget	4,723,848	81.50	4,722,084	83.42
Additional Grant Funding	428,516	7.39	316,225	5.59
Other Income	94,783	1.64	90,900	1.60
TOTAL INCOME	<u>5,796,122</u>	<u>100.00</u>	<u>5,660,690</u>	<u>100.00</u>
EXPENDITURE				
Teaching Salary Costs	4,088,416	70.54	4,030,490	71.20
Non-Teaching Salary Costs	860,939	14.85	838,205	14.81
Total Salary Costs	<u>4,949,355</u>	<u>85.39</u>	<u>4,868,695</u>	<u>86.01</u>
Other Costs				
Curriculum	366,135	6.31	355,318	6.28
Property	433,353	7.48	413,821	7.30
Administration	107,622	1.86	99,423	1.76
TOTAL EXPENDITURE	<u>5,856,465</u>	<u>101.04</u>	<u>5,737,257</u>	<u>101.35</u>
Deficit for the year	(60,343)	<u>(1.04)</u>	(76,567)	<u>(1.35)</u>
Surplus for Silver Robin Restaurant	56		59	
Net decrease in revenue reserves	<u>(60,287)</u>		<u>(76,508)</u>	

Financial Statements**Balance Sheet as at 31 March 2014**

	As at 31 March 2014	As at 31 March 2013
	£	£
Fixed Assets	7,163,789	6,696,818
Current Assets		
Stock	23,031	32,504
Debtors	245,107	54,044
Bank Current Account	40,931	61,279
Cash on Hand	300	300
	<u>309,369</u>	<u>148,127</u>
Current Liabilities		
Creditors	(435,238)	(353,611)
	<u>(435,238)</u>	<u>(353,611)</u>
Net Current Liabilities	(125,869)	(205,484)
Total Assets Less Current Liabilities	<u>7,037,920</u>	<u>6,491,334</u>
Long Term Liabilities		
Finance Loans	(208,537)	(256,276)
Net Assets	<u><u>6,829,383</u></u>	<u><u>6,235,058</u></u>
Represented By		
Unrestricted Reserves	6,518,275	6,124,008
Restricted Reserves	226,208	32,846
Endowed Funds	84,900	78,204
Total Reserves	<u><u>6,829,383</u></u>	<u><u>6,235,058</u></u>