Cambridge House Grammar School

Annual Report
of the
Board of Governors

School Year 2021-22

1. **Board of Governors**

Name	Representing	Term of Office
Bleakley, Mr Andrew	Teachers	2018-2023*
Buchanan, Mrs Myra	Parents	2018-2023*
Calwell, Mr Darren	Parents	2018-2023*
Clinton, Ms Tara	DENI	2018-2023*
Coulter, Mr Wesley	Co-Opted	2018-2023*
Faloon, Mr Stuart	Parents	2021-2023*
Finlay, Mr Maurice	Teachers	2018-2023*
Gray, Ms Roberta	EA	2018-2023*
Greer, Mr Alfred C	DENI	2018-2023*
Harshaw, Mrs Daphne	EA	2018-2023*
Johnston, Mr Alan	EA	2018-2023*
McCready, Mr David	EA / Vice-Chair	2018-2023*
Millar, Mrs Joanne	Parents / Chair	2018-2023*
Thompson, Mrs Margaret	EA	2018-2023*
Elliott, Mr Phillip	Principal / Secretary	1 January 2021 onwards

*DENI Circular 2021/20 stated that, given the pressures and disruption placed on schools and managing authorities due to the Covid-19 pandemic, the Minister of Education has given approval to reschedule the next reconstitution for controlled and maintained schools to 2023. The current reconstitution period will therefore be 2018 to 2023.

2. **Financial Statement**

Available Funds		£4,990,762
Description	**Projected Expenditure (£)**	**Actual Expenditure (£)**
Staff Pay (Teaching)	3,147,379	3,120,829
Staff Pay (Non-Teaching)	453,188	477,148
Staff (Other Costs)	20,179	842
Premises, Fixed Plant & Grounds	277,875	172,294
Operating Costs	676,297	220,103
Non-Capital Purchases	62,027	43,394
Cleaning & Grounds Maintenance	224,233	233,155
Capital Expenditure	129,434	56,482
Income	900	19,396
Surplus (Deficit) Carried Forward	1,050	685,911

3. **Links with the Community**

The following list of activities offers a brief overview of the numerous links the school has developed with the local and wider community:

- Art students selected for CCEA virtual "True Colours" Exhibition
- Athletics participation at Ulster Schools' Track and Field Championship, Antrim Forum
- Business Studies and Careers: Centre of Excellence for Enterprise Education
- Chemistry students took part in Royal Society of Chemistry's "Top of the Bench" and Chemistry Olympiad competitions
- Christmas Carol Service in First Presbyterian Church, Ballymena
- Collections throughout the year in aid of local charities
- Drama trip to the Grand Opera House and theatre visits to London
- Duke of Edinburgh's Award Scheme training and qualifying expeditions along North Down Coastal Path
- English Department organised "Read for Good" sponsored reading event, and "World Book Day" also celebrated in March
- Equestrian participation in NI Equestrian Inter-Schools Competition
- Hockey players selected for Ulster U15 Talent Development Programme
- Junior and Senior Lego Robotics teams entered Tomorrow's Engineers and Lego League competitions
- Musicians contributed to promotional video for Gracehill World Heritage application
- Orienteering participation in British Orienteering Competition
- Participation in Regional Heat of Soroptimists' Public Speaking Competition
- Physics students attended QUB event for female physicists and mathematicians
- Rugby training weekend at Johnstown House Hotel, and players selected for Ulster U18 and U19 squads
- Scripture Union welcomed local visiting speakers
- Ski Trips to Folgaria
- Swimming participation at Ulster Senior Schools' Cup and Championship in Bangor
- Young Enterprise NI QuickStart Company of the Year

4. **Security of the Pupils, Staff and Premises.**

A number of measures are taken to ensure the security of pupils, staff and premises, and these are reviewed periodically by the Board of Governors. These include:

- School site secured by fencing with access gates which are open and closed at prearranged times by the Building Supervisors and/or Maintenance Staff.
- External doors either locked or manned during the School day;
- Modern fire detection and alarm system;
- Monitored intruder alarm system;
- Building secured by Building Supervisor at the end of the day;
- Staff on supervisory duty at break and mealtimes;
- Visitors report to reception on arrival and required to carry a visitor pass at all times;
- Staff wear identity lanyards at all times;
- Pupils registered during every lesson throughout the day;
- Consultation with PSNI Crime Prevention Officer;
- Strong links with PSNI Community Liaison Team;
- Consultation with Department of Education and Education Authority NI;
- Appropriate School Policies, Procedures and Guidelines.

A Safeguarding Team is in place at Cambridge House Grammar School. The Designated Governor with responsibility for Safeguarding is Mr Darren Calwell. The Designated Teacher for Safeguarding is Mrs Kathy McClurg (Vice-Principal, Pastoral) and the Deputy Designated Teachers for Safeguarding are Ms Adele Wilson (SENCO) and Mrs Arlene Proctor (Vice-Principal, Curriculum). Mrs McClurg led Safeguarding training for all members of staff (teaching and non-teaching), Prefects and Mentors at the start of the academic year, and on arrival in school throughout the year for all new members of staff. All parents received a Safeguarding Information Leaflet which included procedures for reporting. Assemblies were held to inform all pupils about Safeguarding and the procedures for reporting and support, both inside and outside School. Safeguarding messages were also promoted actively through a Learning for Life and Work curricular programme and external agencies. A Photograph Board is on display in the Front Foyer of School to enable pupils to access staff support, and Form Room Noticeboards inform pupils of support organisations outside school. Counselling support was offered by a counsellor on a weekly basis, with access available through a confidential request box or by referral.

5. Arrangements for Special Educational Needs (SEN) and Disabled Pupils.

Assistance is provided for pupils with identified specific learning difficulties and, if recommended in a Statement of Special Educational Needs, the support of a Classroom Assistant is also provided for individual pupils. Likewise, for those with special needs arising from physical disabilities, the support of a Classroom Assistant may be provided after consultation with the Department of Education.

The School employs a Pupil Welfare Auxiliary who has responsibility for the health of all pupils during school hours. This responsibility includes assistance for pupils with specific medical needs.

Two Evac chairs were installed August 2021 to assist with the emergency evacuation of pupils will disabilities.

6. Curriculum and Courses of Study

The Cambridge House Grammar School curriculum aims to nurture the physical, social and mental wellbeing of all pupils, whilst simultaneously enabling them to acquire the knowledge and skills that will equip them better for life. Cambridge House Grammar School aims to provide pupils with access to a broad, balanced and dynamic education, equipping them with the core knowledge and skills which are transferable across key transition points, and on to further study and career pathways. The school curriculum is informed by labour market indicators and harmonised with future growth sectors. We seek to offer equal opportunities to all pupils and to delay specialisation as long as possible. It is the School's aim that the timetable should be structured to meet the needs of its pupils. To that end, as much freedom of choice as possible is offered to pupils making Post-14 and Post-16 choices. Pupils and parents are supported in making these choices through a well-established Careers Education, Information, Advice and Guidance (CEIAG) Programme. We seek to ensure that pupils' learning is purposeful, enjoyable and rewarding.

Key Stage 3 Curriculum 2021 - 22

Pupils in Years 8 – 10 were streamed, based on alphabetical order of surname, into five Form Classes. All pupils in Key Stage 3 were taught in Form Class sets for core curriculum subjects. The practical subjects (Art and Design, Home Economics, Information Technology, Performing Arts (Music and Drama), Physical Education, Science and Technology) were taught in six or seven groups.

In Year 10 the three Science subjects (Biology, Chemistry and Physics) were taught separately, each for three periods a fortnight. All pupils study both French and Spanish in Years 8, 9 and 10. Accommodation was made for a minority of pupils to study one Modern Foreign Language in Years 9 and 10. During Pastoral Time, statutory Learning for Life and Work, comprising Employability, Local and Global Citizenship and Personal Development, was delivered by Form Teachers. In Year 10, pupils had discrete Careers provision of one period per week. Pupils in Years 8 had one Library period per week and pupils in Year 9 had one Library period per fortnight. School operated a two-week timetable, comprising 60 periods, 30 periods per week. Three days had 55 minute periods and two days had 50 minute periods. On a Tuesday and Thursday Period 4 was reduced to facilitate Registration and Enrichment Options.

The Key Stage 3 Curriculum is set out below.

Key Stage 3	Year 8	Year 9	Year 10
Core Curriculum			
English	7	8	7
French	3	3	3
Geography	4	4	4
History	4	4	4
Mathematics	7	8	7
Religious Education	2	2	2
Spanish	3	3	3
Practical Subjects			
Art and Design	3	3	2
Home Economics	3	2	3
Information Technology	3	3	2
Physical Education	3	3	2
Performing Arts (Drama and Music)	2	2	3
Science	7	7	9
Technology and Design	3	3	3
Other Provision			
Careers	0	0	2
Games	2	2	2
Library/Literacy	2	1	0
Pastoral Time/Learning for Life and Work	2	2	2

Key Stage 4 Curriculum 2021 - 22

Pupils in Key Stage 4, Years 11 and 12, followed a core curriculum of English, Mathematics and Science (either Double or Single Award). Dependent on the Science pathway pupils had either five or six free choices, selected from a range of subject options. The Key Stage 4 curriculum was built on pupil choices, with option blocks being generated following submission of options. Pupils were entered for 9 GCSE subjects. All pupils were entered for GCSEs in English, Mathematics and either Double or Single Award Science, along with five or six other GCSE choices. All pupils in Years 11 and 12 followed the statutory requirement for Religious Education, those who opted to study GCSE

Religious Studies had an additional period allocated to their timetable and remained in the GCSE class grouping. In addition to the chosen GCSE subjects, pupils had Careers and Games on their timetables. During Pastoral Time, statutory Learning for Life and Work, comprising Employability, Local and Global Citizenship and Personal Development, was delivered by Form Teachers.

The Key Stage 4 Curriculum is set out below.

Key Stage 4	Year 11	Year 12
Core Curriculum		
English Language	6	6
Mathematics	6	6
Science – Double Award Science	12	12
Science – Single Award Science	6	6
Option Choices		
Agriculture and Land Use	6	6
Art and Design	6	6
Business and Communication Systems	6	8
Business Studies	6	6
Construction and the Built Environment	6	6
Digital Technology	6	6
Drama	6	6
English Literature	6	6
French	6	6
Further Mathematics	6	6
Geography	6	6
History	6	6
Home Economics: Child Development	6	6
Home Economics: Food and Nutrition	6	6
Media Studies	6	6
Music	6	6
Physical Education	6	6
Religious Studies	6	6
Spanish	6	6
Statistics	6	6
Technology and Design	6	6
Non-GCSE/Statutory Provision		
Careers	1	1
Games	2	2
Pastoral Time/Learning for Life and Work	2	2
Religious Education	1	1

Key Stage 5 Curriculum 2021 - 22

The Key Stage 5 curriculum was built on pupil choices, with option blocks being generated following submission of options. All pupils in Year 13 studied 3 or 4 AS/Level 3 subjects and were entered for examinations; most continued with 3 subjects in Year 14 and were entered for the full A Level/Level 3 qualifications. The Key Stage 5 curriculum was broadened through active participation on the Ballymena Learning Together Group, providing access to additional GCE and BTEC qualifications. In addition to the selected A Level/Level 3 subjects, pupils in Year 13 were offered Careers, one period per fortnight in Year 13 and one period a week in Year 14.

The Key Stage 5 Curriculum is set out below.

Key Stage 5	Year 13	Year 14
Option Choices		
Art and Design	8	8
Biology	11	11
Business Studies	11	11
Chemistry	11	11
Construction (BTEC Level 3) (BLT at NRC)	11	11
Digital Technology	11	11
Drama and Theatre Studies	9	9
Engineering (BTEC Level 3)	11	11
English Literature	11	11
Environmental Technology (BLT at NRC)	11	11
French	11	11
Geography	11	11
Health and Social	11	11
History	11	11
Information Technology (BTEC Level 3)	11	11
Life and Health Sciences	11	11
Mathematics	11	11
Media Studies	11	11
Music	7	7
Nutrition and Food Science	11	11
Physics	11	11
Professional Business Services	11	11
Religious Studies	11	11
Spanish	11	11
Sport (BTEC Level 3)	11	11
Technology and Design	11	11
Non-GCE/Statutory Provision		
Careers	1	2

Learning and Teaching

Learning and Teaching is the core purpose of the school. The priority is active engagement within the classroom, making effective use of appropriate learning strategies to facilitate high quality academic outcomes, in line with NI Grammar School benchmarks. Our school is committed to ensuring that learners attain high standards of performance. Learners also acquire the full range of personal skills and attributes that contribute to their social and economic wellbeing, including problem solving, creativity and their capacity to work both independently and collaboratively. Our school provides a welcoming, supportive and stimulating environment and promotes a sense of curiosity and self-esteem in learners. Effective improvement is closely linked to a high degree of accountability and rigorous monitoring and evaluation of all aspects of provision by the relevant school leaders. A range of key skills are developed: Being creative, Using Imagination, Thinking, Decision-making, Listening, Managing Information, Working with Others, Negotiation, Self-evaluation, Self-management and Target Setting

Religious Education

The School has a Christian ethos, and provision is made in line with Statutory requirements. During 2021 - 22 pupils attended weekly assemblies, led by the Principal, Vice-Principals, Senior Leadership Team and Heads of Year. Parents may, if they wish, withdraw their children from Assembly or RE.

Careers Education, Information, Advice and Guidance (CEIAG)

Careers Education, Information, Advice and Guidance (CEIAG) is an important element of our provision. We provide students with access to high quality careers education, information, advice and guidance to enable them to make informed, considered and realistic decisions about their education, training and employment options, supporting them in the pursuit of progression pathways which match their interests and aspirations.

7. Educational Achievements: Summer 2022

Year 12 GCSE Grades 2022

Number of pupils in Year 12: 138   Statement of Special Educational Needs: 1

Percentage entered for 5 or more subjects	Percentage entered for 7 or more subjects
99.26%	99.26%

Percentage achieving Grades A* - C in 5 or more subjects	Percentage achieving A* to C in 7 or more subjects
99.26%	94.12%

Subject	Total Number of Entries	Percentage of Pupils Entered Achieving Grades									
		A*	A	B	C*	C	D	E	F	G	U
Agriculture	17	0.00	35.3	41.2	11.8	11.8	0	0	0	0	0
Art and Design	21	28.6	14.3	19.1	9.5	14.3	14.3	0	0	0	0
Business and communication	17	0	11.8	47.1	23.5	11.8	5.9	0	0	0	0
Business studies	57	10.5	19.3	42.1	19.3	3.5	5.3	0	0	0	0
Child development	52	15.4	32.7	26.9	17.3	3.9	3.9	0	0	0	0
Construction	43	20.9	23.3	41.9	13.9	0	0	0	0	0	0
Digital Technology	26	46.2	34.6	11.5	7.7	0	0	0	0	0	0
Drama	28	25	35.7	25.0	7.1	3.6	3.6	0	0	0	0
English Language	138	2.2	30.7	32.9	23.4	9.5	1.5	0	0	0	0
English Literature	17	0	29.4	64.7	5.9	0	0	0	0	0	0
Food and Nutrition	37	27.0	24.3	37.8	10.8	0	0	0	0	0	0
French	20	30.0	5.0	35.0	30.0	0	0	0	0	0	0
Geography	43	18.6	41.9	27.9	9.3	2.3	0	0	0	0	0
History	50	8.0	26.0	26.0	24.0	3.0	2.0	0	0	0	0
Mathematics	137	6.6	22.6	50.4	13.1	5.8	0.7	0.7	0	0	0
Mathematics Further	34	5.9	41.2	29.4	8.8	11.8	2.9	0	0	0	0
Music	10	10.0	60.0	30.0	0	0	0	0	0	0	0
Physical Education	36	11.1	19.4	30.6	11.1	25.0	2.8	0	0	0	0
Religious Studies	43	20.9	34.8	25.6	13.6	4.6	0	0	0	0	0
Science: Single Award	6	0	16.7	16.7	16.7	50.0	0	0	0	0	0
Statistics	10	0	10.0	10.0	70.0	10.0	0	0	0	0	0

		Percentage of Pupils Entered Achieving Grades									
Technology and Design	61	11.5	26.2	27.9	13.1	14.8	6.6	0	0	0	0

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades									
		9	8	7	6	5	4	3	2	1	U
Media Film and TV Studies	17	0	5.9	23.5	11.8	29.4	29.4	0	0	0	0

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades									
		A*A*	A*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD
Science: Double Award	131	7.6	8.4	17.6	6.9	9.9	19.1	13.7	6.9	3.8	5.3	0.8

Year 12 (GCSE) Performance Indicators	2017/18		2018/19		2019/20		2020/21		2021/22	
	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI
Percentage achieving Grades A*- C in 5 or more subjects	96	96	97	96	99	N/A	99	N/A	99	N/A
Percentage achieving Grades A*- C in 7 or more subjects	91	91	91	91	97	N/A	95	N/A	90	N/A

Year 13 Grades 2022

Number of pupils in Year 13: 112   Statement of Special Educational Needs: 1

Subject	Total number of entries	Percentage of pupils entered achieving grades					
		A	B	C	D	E	U
Art and Design	4	50.0	50.0	0	0	0	0
Biology	31	32.3	35.5	25.8	6.45	0	0
Business Studies	11	45.5	36.4	18.2	0	0	0
Chemistry	16	37.5	37.5	18.8	6.25	0	0
Digital Technology	8	12.5	50.0	25.0	12.5	0	0
English Literature	6	16.7	16.7	50.0	0	16.7	0
Geography	14	35.7	42.9	14.3	7.14	0	0
Health and Social Care	31	41.9	38.7	19.4	0	0	0
History	15	33.3	26.7	26.7	6.67	6.67	0
Life and Health Sciences	16	12.5	56.3	25.0	6.25	0	0
Mathematics	30	30.0	23.3	20.0	23.4	3.33	0
Music	2	0	100.0	0	0	0	0
Nutrition and Food Science	19	21.1	26.3	31.6	15.8	5,26	0
Physics	10	30	20	40	10	0	0
Professional Business Services	25	20	56	20	0	4	0
Religious Studies	18	33.3	22.2	33.3	5.56	5.56	0
Spanish	4	50	25	25	0	0	0
Technology and Design	19	26.3	52.6	21.1	0	0	0

Year 14 Grades 2022

Number of students in Year 14: 110   Statement of Special Educational Needs: 1

Percentage achieving 3 or more Grades A* to C	Percentage achieving 2 or more Grades A* to E
80%	100%

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades						
		A*	A	B	C	D	E	U
Art and Design	6	33.3	66.7	0	0	0	0	0
Biology	20	5.0	30.0	40.0	20.0	5.0	0	0
Business Studies	25	4.0	44.0	40.0	12.0	0	0	0
Chemistry	6	0	50	16.7	0	33.3	0	0
Digital Technology	12	0	33.3	8.3	8.3	25.0	25.0	0
Drama	8	0	75.0	12.5	0	12.5	0	0
English Literature	5	0	40.0	40.0	20.0	0	0	0
French	2	0	0	0	100.00	0	0	0
Geography	14	0	21.4	57.1	21.4	0	0	0
Health and Social Care	35	2.9	42.9	40	13	0	0	0
History	10	0	20	40	30	10	0	0
Life & Health Sciences	15	0	0	6.7	66.7	26.7	0	0
Mathematics	31	6.5	41.9	19.4	16.1	9.7	6.5	0
Media Studies	9	0	0	22.2	44.4	11.1	11.1	11.1
Music	3	0	33.3	66.7	0	0	0	0
Nutrition and Food Science	12	0	25.0	33.3	41.7	0	0	0
Physics	18	5.9	23.5	47.1	23.5	5.9	0	0
Professional Business Services	15	6.7	26.7	33.3	20.0	6.7	6.7	0
Religious Studies	18	5.6	50.0	33.3	11.1	0	0	0
Spanish	6	16.7	33.3	50.0	0	0	0	0
Technology and Design	13	10.0	35.0	30.0	15.0	10.0	0	0

		Distinction*	Distinction	Merit	Pass
Construction (BTEC Level 3 Subsidiary Diploma)	2	50.0	0	50.0	0
Engineering (BTEC Level 3 Subsidiary Diploma)	16	100.0	0	0	0
Information Technology (Cambridge Technical Level 3)	13	30.8	38.5	30.8	0
Sport (BTEC Level 3 Subsidiary Diploma)	13	53.8	38.5	7.7	0

Year 14 (A-level) Performance Indicators	2017/18		2018/19		2019/20		2020/21		2021 - 22	
	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI
Percentage achieving 2 or more Grades A* to E	100	100	100	100	100	N/A	99	N/A	100	N/A
Percentage achieving 3 or more Grades A* to C	87	78	87	80	96	N/A	93	N/A	80	N/A

Destination of School Leavers

	Total number of pupils in Years 12, 13 and 14			Percentage of pupils in Years 12, 13 and 14		
	12	13	14	12	13	14
Transferred to another school	3	1	0	11.1	7.7	0
Entered Jobskills	0	0	0	0	0	0
Entered Further Education	16	3	4	59.3	23.1	3.6
Entered Higher Education	0	0	76	0	0	69.1
Took up Full-time Employment	0	2	17	0	15.4	15
Entered Modern Apprenticeship	2	1	8	7.4	7.7	7.3
Emigrated	0	0	0	0	0	0
Did not do any of the above	6	6	6	22.2	46.1	5
Total	27	13	110	100	100	100

Annual Attendance Rate for 2021/22

91.4%

Applications and Admissions

Year	Admissions No.	Total Application All Preferences	Total Admissions
2018/19	140	199	142
2019/20	140	210	141
2020/21	140	168	140
2021/22	140	187	140
2022/23	140	180	142 (140 + 2 SEN)