



# **Annual Report**

**2020-2021**

# GROSVENOR GRAMMAR SCHOOL

## Annual Report of the Board of Governors 2020-21



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## 1. CHAIRPERSON'S STATEMENT

Dear Parents/Guardians,

It is with pleasure and privilege that I present the Annual Report for 2020-2021.

In August 2021 pupils received their Centre Determined Grades after a second year of unprecedented change and uncertainty regarding the external examinations process. We congratulate our GCSE pupils who achieved an impressive 95% 7 A\* to C pass rate, with many notable individual achievements amongst the year group. In a second year in which all students studied 3 AS subjects, we celebrated excellent results once again, with 79.5% of our pupils achieving 3 A to C grades. At A Level, an exceptional figure of 89.1% of pupils achieved at least 3 A\* to C grades, a figure which reflected the best results at A Level in the school's history.

The start of the academic year saw a challenging few months of transition, with school return heralding many necessary changes to the normal practice and daily routine of everyone involved. I wish to pay tribute to the teamwork and commitment of staff, pupils and parents who took on board the necessary protocols and worked hard to ensure the health and wellbeing of our school and wider community.

Our school ethos has at its centre the development of the young people within our care – academically, morally, physically, spiritually and emotionally. The cancellation of the AQE examinations, followed by the GCSE, AS and A2 external examinations, had immense repercussions for society as a whole. Just as in the previous academic year, our pupils and staff dealt with all of these circumstances with steadfast courage.

Extra-curricular activities were curtailed once again to a large extent, and we missed being able to join together as a community for events such as Prize Distribution, the Annual Carol Service in St Anne's Cathedral and numerous sporting events, to name but a few. We place high value on the importance of such occasions and look forward to a time when we will be able to resume such wonderful activities and create lasting, positive memories.

Despite the curtailing of many extra-curricular activities, the spirit of Grosvenor Grammar School shone through in the wonderful relationships which can be seen amongst our staff and pupils. We owe a huge debt to staff members who worked continuously to support our pupils in every respect. On behalf of the Board of Governors, I wish to express sincere gratitude to all who made 2020-2021 a year to remember for so many different reasons. None of this could be achieved without their input and that of volunteers. The School's reputation in our community remained high, and rightly so.

I am honoured to serve as Chairperson of the Board of Governors in Grosvenor Grammar School. I wish to express my sincere appreciation to my fellow governors for their committed, voluntary service to the School. We were able to meet at times in person over the course of the last year, and at times via remote conferencing. I thank them for their loyal service, especially in a year in which we had to come together for a number of extra-ordinary meetings to complete vital school business.

I also wish to thank the Principal, Vice-Principals, Senior Leadership Team and staff of Grosvenor for the continued extra workload carried this year as a consequence of Covid-19. Changing guidance meant that flexibility was the order of the day, often under such challenging and difficult conditions. Two years of Centre Assessed and Determined Grades brought with them an immense burden and extra workload. I thank the Principal and her team of staff for

the manner in which they accepted all challenges and strove to achieve the essential outcomes for our pupils. All work was undertaken with the utmost integrity and professionalism and the attention to detail required cannot be underestimated.

As parents, your ongoing support of your child through his/her education at Grosvenor and your co-operation with all staff members are greatly appreciated. We work in partnership together to ensure that we support all children in Grosvenor to become resilient, capable and kind adults who go on to achieve everything they deserve.

The Friends of Grosvenor, who meet monthly to provide financial and other support to the School, offer you an opportunity to become more involved in school life. The School thanks them for their ongoing hard work, time commitment and generous financial support, as does the Board of Governors.

2020-2021 has been a year that we will never forget, yet we are also thankful for the continued success of the school and its longstanding reputation as a centre of excellence. High standards remain, yet are also couched in the knowledge that as a school community we care for one another and will continue to work hard to place the highest value on the education of future generations to come.

Yours sincerely,

S Rosemary Rainey OBE

Chairperson of the Board of Governors

## **2. BOARD OF GOVERNORS' DISCHARGE OF FUNCTIONS IN RELATION TO GROSVENOR GRAMMAR SCHOOL**

The 1989 Education Reform Order gives Governors responsibility for the overall management of the School. The following is a brief summary of the duties of the Governors.

1. Establishing aims and objectives for the School.
2. Managing the School's finances, as allocated by the Education Authority.
3. Ensuring that the teachers in the School have the facilities necessary to provide a curriculum which meets the requirements of the 1989 Education Reform Order and for producing a policy in relation to the curriculum.
4. Ensuring that appropriate arrangements are put in place for the admission of pupils to the School and for drawing up criteria which will be used to select pupils, should it happen that the number of pupils seeking to be enrolled exceeds the number of places available.
5. Selecting staff, making promotions and undertaking other personnel responsibilities.
6. Providing parents with information about the School, through the issue of a prospectus and Annual Report.

### 3. MEMBERSHIP OF THE BOARD OF GOVERNORS OF GROSVENOR GRAMMAR SCHOOL

Membership as of September 2020:

<b>NAME</b>	<b>CATEGORY</b>
<b>Miss S R Rainey OBE</b>	EA Rep.
Mr S Millar (Vice-Chairman)	EA Rep.
Mrs R Brooks	Department of Education Rep.
Mr N Brown	Department of Education Rep.
Mr A Cowan	Teacher Rep.
Mr S Hughes	EA Rep.
Mr P Lawther	EA Rep.
Mrs N Lloyd	Parent Rep.
Mrs L McGowan	EA Rep.
Mr M Magill	Teacher Rep.
Mrs M McCartney	Department of Education Rep.
Mrs H Murray	Parent Rep.
Mrs S Otley	Parent Rep.
Mr C Pidgeon	Parent Rep.
Mr W Pinkerton	EA Rep.

Secretary to the Board – Dr F Vasey (Principal)

#### 4. ETHOS, MISSION STATEMENT AND AIMS OF THE SCHOOL

##### ETHOS OF THE SCHOOL

###### GROSVENOR GRAMMAR SCHOOL



***Relationships***  
*Working together*

***Respect***  
*Fostering mutual  
understanding*

***Responsibility***  
*Developing self and others*

##### **MISSION STATEMENT:**

To inspire our pupils within a supportive, caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.

##### **AIMS:**

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

##### **SECURITY**

- The School operates a visitor pass system for all visitors during office hours. All visitors, including spectators at sports fixtures must, therefore, report to reception on arrival at school.
- CCTV is operational throughout the school premises and grounds.

##### **ACCESS**

- Access throughout the school is assisted by a number of lifts.

**School Policies** are available on request, during office hours, from the School Office.

**Grosvenor Grammar School is a nut-free, kiwi-free and avocado-free zone.**

The **safety and welfare** of visitors are important to us. All visitors have a legal responsibility for their own and others' safety and welfare and all incidents and accidents must be reported immediately to reception.

## 5. FINANCIAL REPORT 2020-21

The amount available to Grosvenor from the Education Authority LMS allocation was £5,100,147 which included a carry-over of £-118,029 from 2019-2020.

	<b>2020-21</b>	<b>2019-20</b>
<b>Budget</b>	£5,100,147	£4,621,171
<b><i>Expenditure:</i></b>		
Wages & Salaries	£4,471,539	£4,092,260†
Contractual Cleaning	£176,025	£225,675
Fuel	£102,135	£115,638
PPP / PFI Unitary Charge	£101,454	£98,990
Maintenance - Buildings	£4,401	£3,435
Maintenance - Grounds	-	-
Books/Equipment/Materials	£73,633	£77,574
Examination Fees	£20,324	£102,498
Other Costs	£67,017	£82,631
Capital & Minor Works	-	-
Furniture & Fittings	£717	£242
<i>Total</i>	£5,017,245	£4,798,943
<b><i>Income:</i></b>		
PPP Refresh	-	£59,743
Transfer from School Fund	-	-
<b>TOTAL EXPENDITURE</b>	<b>£5,017,245</b>	<b>£4,739,200</b>
<i>Carryover</i>	<i>£82,902</i>	<i>£-118,029†</i>

### Notes:

† The Education Authority adjusted the published expenditure for Wages & Salaries to include an accrual of approximately £172,799 for the back-dated pay award (from 1 September 2017) for the teaching staff. This accrual reduced the Carryover cash position by the same amount.



**GROSVENOR GRAMMAR SCHOOL - SCHOOL FUND  
ANNUAL REPORT 2020 - 2021**

Please note that these accounts are subject to amendment following independent review.

	<b>Income £</b>	<b>Expenditure £</b>
<b>1 Fund Contribution</b>	74,675.00	
<b>2 Contribution Usage:</b>		
<b>Transport</b>		
Pupil Transport		747.00
Buses (Sport etc...)		760.00
<b>Practical Materials</b>		650.00
<b>Fees / Subscriptions</b>		815.00
<b>Tutors</b>		763.50
<b>Open Night Expenses</b>		0.00
<b>School Extra-Curricular Expenses</b>		63.34
<b>Extra Curricular Coaches / Tutors</b>		8,297.94
<b>Surplus</b>		62,578.22
<b>Total</b>	<b>74,675.00</b>	<b>74,675.00</b>
<b>3 Other Items in the Fund</b>		
<b>Whole School (Boxes 2b + 5)</b>	6,067.23	10,604.18
<b>Other Income (Box 3)</b>	7,126.50	3,900.36
<b>Other Transactions (Box 4)</b>	25,897.87	10,387.47
<b>Charity Collections (Box 6)</b>	656.67	6,484.63
<b>Donations (Box 7)</b>	0.00	0.00
<b>School Trips (Box 8)</b>	3,701.98	14,206.49
<b>Clubs / Societies (Box 9)</b>	18,100.60	12,515.10
<b>Bank Interest/Charges (Box 10)</b>		528.52
<b>Surplus</b>		2,924.10
<b>Total</b>	<b>61,550.85</b>	<b>61,550.85</b>
<b>General Accounts</b>	<b>284,461.40</b>	

## CHARITIES' ACCOUNT 2020-2021

The Board of Governors, staff and pupils are justly proud of the School's charity record.

Grosvenor has always striven to develop pupils with a social awareness. As part of this ethos, pupils are encouraged to provide help for the less fortunate of our world, through weekly charity appeals and events, organised by pupils and staff of the Charity Committee.

The money raised this year was donated by the School for the following projects:

Friends of the Cancer Centre	£205.99
Fields of Life	£201.00
Simon Community NI	£201.00
MS Society	£201.00
NI Children's Hospice	£201.00
Assisi Animal Sanctuary	£201.00
Tear Fund	£201.00
Tiny Life	£250.00
MS Society	£210.00
Autism NI	£270.00
Make a wish	£300.00
Assisi Animal Sanctuary	£50.00
Little Hearts Matter	£150.00
Cancer Research	£500.00
NI Children's Hospice	£300.00
Marie Curie	£850.00
Chest, Heart and Stroke	£300.00
NI Air Ambulance	£200.00
PIPs	£100.00
Alzheimer's Society	£50.00
Friends of the Cancer Centre	£200.00
Cystic Fibrosis Trust	£100.00
Rosie's Trust	£100.00
Dementia NI	£150.00
Action Mental Health	£250.00
Reverse Rett	£100.00
<b>Total</b>	<b>£5841.99</b>

## 6. FRIENDS OF GROSVENOR ASSOCIATION

The Friends of Grosvenor Association is a group of interested parents, former pupils, staff and other friends of the School who wish to help support Grosvenor in its education of the pupils. The Association is run by a committee of three nominated staff (including a representative of the School's Senior Leadership Team) and a group of dedicated parents (including three office bearers).

Membership of the Friends of Grosvenor Association Committee for 2020/21:

Mrs S Kelly (Nov 2018 – present)	Joint Chairperson
Mrs J Mitchell (Nov 2018 – present)	Joint Chairperson
Mrs A Parker (Nov 2015 – present)	Treasurer
Mrs R Hill (Nov 2018 – present)	Secretary
Mr A Cowan	SLT Representative
Mr V Venkataraman	Parent
Mrs J Harron	Parent
Mrs H Gregg	Parent
Mrs R Russell	Parent
Mr M Holden	Parent
Mrs D Irwin	Parent
Mrs D McGinnis	Parent
Mrs C Catney	Parent

The Association seeks to fulfil its role by:

1. holding meetings for parents on topical and relevant educational issues;
2. fundraising to aid the School in the provision of additional equipment, materials and training to enhance our pupils' education; and
3. providing opportunities for parents and friends to meet in a social manner.

The efforts and successes of all members of the Association are greatly appreciated by staff, students, governors and the wider Grosvenor community.

7. PUPIL ACHIEVEMENTS

2021 Key Stage 3 Assessment Outcomes [All figures are %]

Key Skills		Level 5	Level 6	Level 7
<b>Communication</b>	Teacher-Assessed Levels	<i>Unable to determine outcomes due to COVID-19 lockdown from December 2020 – March 2021.</i>		
<b>Mathematics</b>	Teacher-Assessed Levels			
<b>ICT</b>	Teacher-Assessed Levels			

## 2021 GCSE OVERALL GRADES

No. IN YEAR 12	161	ENTERING 5+ SUBJECTS	98.8%
		ENTERING 1-4 SUBJECTS	100%
A*-C IN 7+ SUBJECTS	95.0%	A*-G IN 5+ SUBJECTS	98.8%
A*-C IN 5+ SUBJECTS	96.7%	A*-G IN 1-4 SUBJECTS	100%
A*-C IN 1-4 SUBJECTS	97.5%		

### PERCENTAGES PER GRADE

GCSE BY SUBJECT	ENTRY NO.	A*	A	B	C*	C	D	E	F	G	U
ART	17	23.5	41.2	5.9	11.8	17.6	0.0	0.0	0.0	0.0	0.0
BIOLOGY	104	24.0	36.5	31.7	5.8	1.0	1.0	0.0	0.0	0.0	0.0
BUSINESS STUDIES	42	14.3	33.3	35.7	4.8	7.1	0.0	2.4	2.4	0.0	0.0
CHEMISTRY	110	16.4	36.4	33.6	7.3	6.4	0.0	0.0	0.0	0.0	0.0
COMPUTING	30	33.3	20.0	23.3	6.7	6.7	6.7	3.3	0.0	0.0	0.0
ENGLISH LANGUAGE	160	10.0	28.8	37.5	11.3	8.8	1.3	2.5	0.0	0.0	0.0
ENGLISH LITERATURE	128	11.7	35.2	23.4	14.1	14.8	0.8	0.0	0.0	0.0	0.0
FRENCH	66	15.2	28.8	24.2	19.7	12.1	0.0	0.0	0.0	0.0	0.0
GEOGRAPHY	43	16.3	51.2	20.9	2.3	2.3	2.3	2.3	2.3	0.0	0.0
GERMAN	53	9.4	30.2	32.1	13.2	5.7	5.7	3.8	0.0	0.0	0.0
HISTORY	72	18.1	33.3	27.8	13.9	1.4	1.4	2.8	1.4	0.0	0.0
FOOD & NUTRITION	38	15.8	21.1	28.9	23.7	10.5	0.0	0.0	0.0	0.0	0.0
LLW	159	1.9	18.2	20.1	24.5	19.5	10.7	3.8	0.6	0.6	0.0
MATHEMATICS	161	18.0	52.8	21.1	5.0	1.9	0.6	0.0	0.0	0.0	0.6
FURTHER MATHS	50	26.0	38.0	28.0	2.0	4.0	2.0	0.0	0.0	0.0	0.0
MEDIA STUDIES	28	14.3	28.6	35.7	14.3	3.6	0.0	0.0	0.0	3.6	0.0
MUSIC	10	0.0	40.0	30.0	0.0	30.0	0.0	0.0	0.0	0.0	0.0
P.E.	42	14.3	50.0	31.0	2.4	0.0	2.4	0.0	0.0	0.0	0.0
POLITICS	14	14.3	50.0	35.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PHYSICS	68	27.9	42.6	25.0	4.4	0.0	0.0	0.0	0.0	0.0	0.0
RELIGIOUS STUDIES	25	24.0	40.0	20.0	4.0	8.0	4.0	0.0	0.0	0.0	0.0
SINGLE AWARD SCIENCE	37	21.6	51.4	13.5	10.8	0.0	2.7	0.0	0.0	0.0	0.0
SPANISH	46	13.0	28.3	23.9	19.6	15.2	0.0	0.0	0.0	0.0	0.0
TECHNOLOGY	20	10.0	30.0	25.0	5.0	15.0	10.0	5.0	0.0	0.0	0.0
R.S. (Short Course)	132	24.2	31.1	18.9	12.9	4.5	4.5	0.8	3.0	0.0	0.0

N.B All results are provisional and may change as the result of re-marks.

## 2021 AS AND A-LEVEL OVERALL RESULTS

NUMBER IN YEAR 13 128

### PERCENTAGES PER GRADE

AS LEVEL BY SUBJECT	ENTRY NO.	A	B	C	D	E	U
ART	10	60.0	20.0	20.0	0.0	0.0	0.0
BIOLOGY	39	43.6	25.6	23.1	5.1	2.6	0.0
BUSINESS STUDIES	18	11.1	44.4	38.9	5.6	0.0	0.0
CHEMISTRY	30	40.0	23.3	13.3	10.0	10.0	3.3
ENGLISH LITERATURE	7	42.9	57.1	0.0	0.0	0.0	0.0
FRENCH	16	37.5	25.0	31.3	6.3	0.0	0.0
GEOGRAPHY	24	41.7	33.3	16.7	8.3	0.0	0.0
GERMAN	7	42.9	14.3	42.9	0.0	0.0	0.0
HEALTH & SOCIAL CARE	18	22.2	50.0	16.7	5.6	5.6	0.0
HISTORY	27	33.3	40.7	22.2	3.7	0.0	0.0
NUTRITION & FOOD SCIENCE	14	28.6	14.3	42.9	14.3	0.0	0.0
MATHEMATICS	35	57.1	20.0	14.3	5.7	2.9	0.0
MEDIA STUDIES	11	45.5	27.3	27.3	0.0	0.0	0.0
MUSIC	1	100.0	0.0	0.0	0.0	0.0	0.0
PHYSICS	21	42.9	23.8	19.0	4.8	9.5	0.0
POLITICS	19	31.6	42.1	21.1	5.3	0.0	0.0
PSYCHOLOGY	26	19.2	34.6	26.9	19.2	0.0	0.0
RELIGIOUS STUDIES	10	40.0	40.0	20.0	0.0	0.0	0.0
SOFTWARE SYSTEMS	15	46.7	26.7	20.0	6.7	0.0	0.0
SPANISH	11	36.4	45.5	18.2	0.0	0.0	0.0
SPORTS SCIENCE	16	50.0	31.3	12.5	6.3	0.0	0.0
TECHNOLOGY	4	25.0	75.0	0.0	0.0	0.0	0.0
TRAVEL AND TOURISM	5	40.0	40.0	0.0	20.0	0.0	0.0

N.B All results are provisional and may change as the result of re-marks.

<b>A-LEVEL</b>	
NO. IN FINAL YEAR	147
3+ AT GRADES A* TO C	89.1%
2+ AT GRADES A* TO E	100%
1+ AT GRADES A* TO E	100%

### PERCENTAGES PER GRADE

<b>A-LEVEL BY SUBJECT</b>	<b>ENTRY NO</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
ART	5	60.0	40.0	0.0	0.0	0.0	0.0	0.0
BIOLOGY	43	14.0	44.2	25.6	11.6	4.7	0.0	0.0
BUSINESS STUDIES	21	0.0	33.3	52.4	4.8	9.5	0.0	0.0
CHEMISTRY	36	13.9	36.1	16.7	16.7	5.6	11.1	0.0
ECONOMICS	9	0.0	33.3	44.4	22.2	0.0	0.0	0.0
ENGLISH LITERATURE	20	20.0	40.0	35.0	5.0	0.0	0.0	0.0
FRENCH	10	0.0	60.0	30.0	10.0	0.0	0.0	0.0
GEOGRAPHY	8	0.0	50.0	37.5	12.5	0.0	0.0	0.0
GERMAN	4	0.0	50.0	50.0	0.0	0.0	0.0	0.0
HEALTH & SOCIAL CARE	16	0.0	18.8	50.0	31.3	0.0	0.0	0.0
HISTORY	39	12.8	33.3	43.6	7.7	2.6	0.0	0.0
HOME ECONOMICS	5	0.0	60.0	0.0	20.0	20.0	0.0	0.0
MATHEMATICS	49	26.5	28.6	28.6	12.2	4.1	0.0	0.0
FURTHER MATHS	8	50.0	25.0	25.0	0.0	0.0	0.0	0.0
MEDIA STUDIES	7	0.0	57.1	42.9	0.0	0.0	0.0	0.0
PHYSICS	31	25.8	25.8	16.1	22.6	9.7	0.0	0.0
POLITICS	26	3.8	50.0	30.8	15.4	0.0	0.0	0.0
PSYCHOLOGY	38	10.5	7.9	44.7	28.9	7.9	0.0	0.0
RELIGIOUS STUDIES	14	14.3	21.4	35.7	28.6	0.0	0.0	0.0
SOFTWARE SYSTEMS	13	0.0	53.8	7.7	38.5	0.0	0.0	0.0
SPANISH	19	10.5	42.1	21.1	26.3	0.0	0.0	0.0
SPORTS SCIENCE	14	21.4	57.1	14.3	7.1	0.0	0.0	0.0
TECHNOLOGY	6	33.3	16.7	33.3	16.7	0.0	0.0	0.0
TRAVEL & TOURISM	8	37.5	25.0	0.0	37.5	0.0	0.0	0.0

N.B All results are provisional and may change as the result of re-marks.

## POST 'A' LEVEL LEAVERS' DESTINATIONS 2021

HIGHER EDUCATION	80.2%
FURTHER EDUCATION	5.4%
HIGHER APPRENTICESHIP	0.68%

EMPLOYMENT	3.4%
GAP YEAR	8.2%
OTHER	2.0%

## TOTAL LEAVERS' DESTINATIONS (including GCSE and other leavers destinations)

HIGHER EDUCATION	60.5%
FURTHER EDUCATION (inc. Jobskills/Apprenticeship)	18.5%
HIGHER APPRENTICESHIP	0.5%

EMPLOYMENT	4.6%
ANOTHER SCHOOL	5.6%
GAP YEAR	6.2%
OTHER	3.6%

## PERFORMANCE IN PUBLIC EXAMINATIONS<sup>1</sup> 2017-18 TO 2019-20 - Grammar schools

*The Northern Ireland statistics for the years 2019-20 and 2020-21 have not been published.*

Performance Indicator	2017/18		2018/19		2019/20	
	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) <sup>2</sup>	99.4	96.9	100.0	96.9	95.3	
% Achieving 7+ GCSEs at Grades A* - C (or equivalent) <sup>2</sup>	96.1	90.5	97.5	90.5	90.3	
% Achieving 3+ A Levels at Grades A-C (or equivalent) <sup>2</sup>	70.3	78.1	82.5	78.1	84.6	
% Achieving 2+ A Levels at Grades A-E (or equivalent) <sup>2</sup>	100.0	99.7	100.0	99.7	100.0	

<sup>1</sup> Excludes pupils with statements of special education needs.

<sup>2</sup> Figures include all equivalent qualifications. NI Average compares with Grammar Schools in the same Free School Meal Band



## 8. CURRICULUM

The curriculum provided was the total learning package on offer, in and out of class. Grosvenor provided a curriculum which went well beyond the requirements set by the Department of Education. Our aim was to empower our pupils to achieve the very best of which they are capable, by enabling them to develop as individuals and as contributors to society, the economy and the environment.

Pupils with identified Special Educational Needs were supported and, where necessary and practically possible, provided for in school in order that they could fulfil their potential. In addition, the School assisted those who were experiencing difficulties with their studies through our Academic Tutoring and Pastoral Mentoring schemes.

In 2020/21, the School week was divided into 45 periods of 35 minutes:

8.45 am	-	9.10 am	<b>Registration</b>
9.10 am	-	9.45 am	Period 1
9.45 am	-	10.20 am	Period 2
10.20 am	-	10.40 am	<b>Senior Break</b>
10.40 am	-	11.15 am	Senior Period 3
10.20 am	-	10.55 am	Junior Period 3
10.55 am	-	11.15 am	<b>Junior Break</b>

11.15 am	-	11.50 am	Period 4
11.50 am	-	12.25 pm	Period 5
12.25 pm	-	1.00 pm	Period 6
1.00 pm	-	1.35 pm	Period 7
1.35 pm	-	2.10 pm	Period 8
2.10 pm	-	2.45 pm	Period 9
2.45 pm	-	3.20 pm	Period 10

The 2020/21 curricula, including period allocations at the various Key Stages, are given in the following tables. An annual process of review and evaluation is in place and from time to time there may, therefore, be some changes to these figures.

## KEY STAGE 3

At Key Stage 3 (Years 8 – 10), the School provided a broad and balanced curriculum which met the statutory requirements of the Education Order 2006, including Learning for Life & Work (incorporating Home Economics, Personal Development, Local & Global Citizenship and Education for Employability), Skills & Capabilities (incorporating Communication, Using Mathematics, ICT, Thinking Skills & Personal Capabilities) and the General Learning Areas which take up most of the pupils' time.

### NUMBER OF PERIODS PER WEEK

SUBJECT	YEAR 8	YEAR 9	YEAR 10
MATHEMATICS	5	5	5
ENGLISH	5	5	5
LITERACY	1	-	-
DRAMA	1	-	-
SCIENCE	5	-	-
BIOLOGY	-	2	2
CHEMISTRY		2	2
PHYSICS		2	2
FRENCH	4	2	6 <sup>1</sup>
GERMAN	-	2	
SPANISH	-	2	
ART	2	2	2
CEIAG	-	-	1
FORM PERIOD	1	1	1
GEOGRAPHY	2	2	2
HISTORY	2	2	2
HOME ECONOMICS	2	2	2
ICT	2	2	1
LLW	2	2	2
MANDARIN	1	-	-
MUSIC	2	2	1
OPTIONS CAROUSEL <sup>2</sup>	-	-	1
RELIGIOUS STUDIES	2	2	2
TECHNOLOGY & DESIGN	2	2	2
GAMES	2	2	2
PHYSICAL EDUCATION	2	2	2
<b>TOTAL</b>	<b>45</b>	<b>45</b>	<b>45</b>

#### NOTES:

- The total period allocation for modern languages in Year 10 was 6 periods. Pupils were provided with the opportunity to:
  - focus their language studies by selecting a combination of any two languages (with each language being allocated 3 periods per week); or
  - continue with all three modern languages (with each language being allocated 2 periods per week).
- Year 10 pupils were allocated an enrichment period when they received taster lessons in Business Studies, Government & Politics and Media Studies.
- Staff set and marked internal examinations in all subjects and the outcomes were reported to parents.
- All pupils in Year 10 received a Junior Certificate, based on the results of their Summer Examinations.

## KEY STAGE 4

At Key Stage 4 (Years 11 & 12), there was greater flexibility and the School provided a menu of 27 courses respectively. English, Mathematics, and a Science subject were compulsory GCSEs and all pupils took Learning for Life & Work, Religious Studies [a ½ GCSE] and Physical Education as required by the Education Order 2006. Beyond that, the arrangements gave freedom in terms of subject combinations and number of GCSEs taken. Pupils were able to make informed and appropriate choices which best suited their interests, abilities and ambitions for A Level, university and their career. The School is compliant with the Entitlement Framework for 2020/21, as required by the Education Order 2006.

All pupils follow courses designed to enable them to obtain **7, 8, 9 or 10 full GCSEs**.

SUBJECTS	PERIODS PER WEEK YEAR 11	PERIODS PER WEEK YEAR 12	No. of GCSEs
ENGLISH LANGUAGE & ENGLISH LITERATURE <b>OR</b> ENGLISH LANGUAGE	6	6	1 or 2 x GCSEs
MATHEMATICS <sup>1</sup>	4	5	1 x GCSE
Modern Languages <sup>2</sup> - FRENCH or GERMAN or SPANISH <b>OR</b> INDEPENDENT STUDY <i>N.B. Pupils wishing to study 2 or 3 languages selected the second/third from the option box below.</i>	4	5	0 or 1 x GCSE
Science - <b>either</b> BIOLOGY <b>OR</b> CHEMISTRY <b>OR</b> PHYSICS <b>OR</b> SINGLE AWARD SCIENCE <i>N.B. Pupils wishing to study only one Science <b>MUST</b> study Single Award Science.</i>	5	4	1 x GCSE
LEARNING FOR LIFE & WORK <sup>3</sup> (incorporating Citizenship, PSHE & Employability)	2	0	1 x GCSE [taken in Years 10 & 11] <sup>3</sup>
CEIAG	-	1	
ENRICHMENT <sup>4</sup>	1	1	
RELIGIOUS STUDIES (Short Course)	2	2	0.5 x GCSE
GAMES	2	2	
PHYSICAL EDUCATION	1	1	
<b>OPTIONAL SUBJECTS</b>			
All pupils choose 4 extra subjects from the following list:	18	18	4 x GCSEs
ART & DESIGN BIOLOGY BUSINESS STUDIES CHEMISTRY DIGITAL TECH. (Multi-media) DIGITAL TECH. (Programming) DRAMA	FOOD & NUTRITION FRENCH FURTHER MATHEMATICS GEOGRAPHY GERMAN GOVERNMENT & POLITICS HISTORY	MEDIA STUDIES MUSIC PHYSICAL EDUCATION PHYSICS RELIGIOUS STUDIES (Full Course) SPANISH TECHNOLOGY & DESIGN	
TOTALS	45	45	7.5 or 8.5 or 9.5 or 10.5 x GCSEs

### NOTES:

- A small number of pupils were offered the opportunity to study 10.5x GCSEs by accessing Further Mathematics through an accelerated programme of learning.
- A small number of pupils were offered the opportunity to study 10.5x GCSEs by accessing a second language through an accelerated programme of learning.
- In the 2020/21 academic year, GCSE Learning for Life and Work was offered as an Optional Subject. In addition, all Year 11 pupils were allocated a single non-examination period of LLW. Year 12 pupils had undertaken their GCSE LLW throughout Years 10 & 11.
- The enrichment programme provided pupils with the opportunity to develop effective Study Skills, access further Careers Advice and Guidance and reinforce their own learning through independent study.
- All pupils followed courses designed to enable them to obtain **7 or 8 or 9 or 10 full GCSEs** and 1 short-course GCSE.

## **SENIOR SCHOOL – KEY STAGE 5**

Pupils wishing to enter the Senior School had to meet the published entry criteria. They were interviewed, and in the light of their career plans, advised on courses of study. Final decisions were made following discussions among parents, pupils and the careers staff.

The School provided a menu of 26 courses. Based on their academic ability and performance at GCSE, pupils will select 3 AS (or BTEC) subjects to study in Year 13. A minimum of 3 A2 (or BTEC) qualifications must be studied in Year 14. Consideration to study 4 AS/A2 qualifications may be given to Further Mathematics students.

The School is compliant with the Entitlement Framework for 2020/21 as required by the Education Order 2006.

### **SUBJECTS - GCE AS & A2 LEVELS**

Art & Design	Further Mathematics	Mathematics	Software Systems Dev.
Biology	Geography	Media Studies	Spanish
Business Studies	German	Music	Sports Science
Chemistry	Government & Politics	Nutrition & Food Science	Technology & Design
Economics	Health & Social Care	Physics	Travel & Tourism
English Literature	History	Psychology	
French	Life & Health Science	Religious Studies	

### **NOTES:**

1. All students had two Games periods in which a wide range of activities were available.
2. Year 13 pupils participated in a comprehensive Enrichment Programme that comprised both compulsory, core elements and optional elements.
3. A Careers class was timetabled for all students in both Years 13 & 14.
4. Visiting speakers were invited to address Years 13 & 14.
5. Pupils studying languages had timetabled Conversation Classes per language per week.

## **9. CAREERS EDUCATION (CEIAG)**

Careers education holds an important place in the learning experiences of all pupils at this School. A comprehensive programme of development is delivered as a cross-curricular theme, and through CEIAG classes. The department maintain two careers libraries which contain a wide variety of up-to-date literature and resources. All pupils were given the opportunity to attend a series of lunchtime talks by visitors employed in a wide range of sectors. Some of our regular events had to be cancelled due to school closure; details of available virtual events and courses were sent via google classroom or parent email.

### **YEAR 8**

- Each pupil had a weekly LLW lesson, which included Employability topics.

### **YEAR 9**

- Each pupil had a weekly LLW lesson, which included Employability topics.

### **YEAR 10 - An important year in which pupils make decisions on GCSE subjects.**

- Each pupil had a weekly CEIAG lesson.
- Each pupil had a personal interview with careers staff, at which parents may be present.
- A presentation on GCSE Subject Choices was provided on the School's website.
- Increased careers research was enabled using virtual resources created by many companies and universities.

### **YEAR 11**

- Each pupil had a weekly LLW lesson on Employability (including employability skills).

### **YEAR 12 - Last year of compulsory schooling; pupils must make vital decisions.**

- Each pupil had a weekly CEIAG lesson.
- DE Careers Adviser provided careers interviews for each pupil using video and phone calls.
- Increased careers research was enabled using virtual resources created by many companies and universities.
- All pupils had a personal interview with a member of the Careers staff.
- A presentation on AS Subject Choices was provided on the School's website.

### **YEAR 13**

- Each student had a weekly CEIAG lesson.
- All students were given the opportunity to participate in virtual work shadowing.
- Students had the opportunity to attend virtual Careers Fairs and Higher Education Fairs.

### **YEAR 14**

- Each student had a weekly CEIAG lesson.
- Personal interviews were held with each student to discuss career pathways (UCAS).
- A presentation on UCAS Applications was provided on the School's website
- Interview training was provided for those anticipating university interviews.
- Detailed guidance was given on completion of UCAS forms and other relevant documentation including other Higher Education Institutions, Colleges of Further Education and employment applications.
- Year 14 pupils attended a variety of virtual University Open Days throughout the year.
- Some pupils undertook further virtual work shadowing or voluntary work for further experience.

## 10. RELIGIOUS STUDIES

The School taught Religious Studies to each pupil, and entered students for GCSE and GCE Advanced Level examinations. Parents had the right to request (in writing) if they wished their children to be exempted from acts of worship or Religious Studies classes.

## 11. EXTRA-CURRICULAR ACTIVITIES

Grosvenor Grammar School prides itself on an extensive and varied extra-curricular programme. Regrettably, the restrictions put in place as result of the Covid 19 pandemic had a negative impact on the School's extra-curricular provision for the academic year 2021-22.

Pupils took part in the following activities:

<b>Sport</b>	<b>Music</b>	<b>Drama</b>	<b>Other Activities</b>
Athletics Cricket Football Hockey (Boys & Girls) Rugby			Scripture Union Duke of Edinburgh's Award Charity

## 12. PASTORAL CARE

### 1. What is Pastoral Care?

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provision, a school demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

### 2. The Importance of Pastoral Care in Grosvenor:

The importance placed on the pastoral care of our pupils is reflected by and embedded within our Mission Statement:

*To inspire our pupils within a supportive caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.*

and the Grosvenor aims:

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

Pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

Our Pastoral Care aim is:

TO OFFER THE BEST POSSIBLE PASTORAL CARE BY PROVIDING SUPPORT AND GUIDANCE FOR PUPILS IN A CLIMATE WHICH IS CHARACTERISED BY GOOD RELATIONSHIPS AND MUTUAL RESPECT.

We strive to continue to create an atmosphere in Grosvenor where our young people:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self discipline and a sense of responsibility;
- have the ability and knowledge to make informed career decisions;
- develop a positive approach to leisure activities and healthy living

and where parents:

- are well informed;
- are reassured that their children are being educated in a safe and caring environment; and
- have opportunities to act in partnership with the School.

### **3. Systems and Structures to achieve these aims**

Pastoral care is all-pervasive and fully integrated into the school curriculum and daily routines. All staff (teaching and non-teaching) have an on-going responsibility to care for our pupils and contribute to the caring ethos of our school. In addition:

1. a pastoral care structure is in place which identifies staff with particular specialised roles and responsibilities;
2. a taught programme of study – Personal Development / Learning for Life & Work - has been developed for all pupils;
3. a well-developed and comprehensive programme of Careers Education, Information Advice & Guidance (CEIAG) is offered;
4. a wide variety of extra-curricular activities is available; and
5. provision is made for enrichment opportunities in the wider community.

### **4. Pastoral Care Structure and Personnel**

Grosvenor has developed a formal Pastoral Care system where each pupil belongs to a Form Class / Tutor Group under the direct care of a Form Tutor, co-ordinated by a Head of Year and a Head of Junior, Middle and Senior School, with the Vice-Principal i/c Pastoral Care having overall responsibility. A school counsellor, a Special Educational Needs Co-ordinator (SENCo), Assistant SENCo and a Pupil Welfare Auxiliary (school nurse) also play vital roles in providing pastoral care to our pupils.

#### **4.1 Form Tutor**

In Grosvenor, the Form Tutor provides the first and most immediate level of support and help for pupils, with 25 minutes set aside at the beginning of each day to develop relationships in Form Time.

*“The Form Teacher is a key figure in the Pastoral System and should have a detailed knowledge of the needs, emotional development, progress and academic attainment of each pupil in his/her class”* (Common Curriculum Guidance on the Pastoral System - DENI).

Depending on the age/educational stage, pupils have different needs. In order to provide the most appropriate care, the pastoral structure and provision differ slightly between the year groups:

#### **Year 8:**

The School recognises this is an important year where some pupils can be daunted by the move to grammar school. The pupils are the youngest and smallest; they have to move around much more; they have to get to know more teachers and make new friends. The Form Tutor and Head of Year are carefully selected and specifically trained to work with the Year 8 pupils and a full Induction Programme is in place, beginning with a Year 8 Induction Evening in June before the pupils start at Grosvenor.

Each parent/guardian is invited to an interview (by telephone) with the Form Tutor early in the first term and to a Parent Consultation (by telephone) with subject teachers later in the year. To help pupils settle in, develop friendships and relationships with each other (as well as with their Tutor and Form Prefects), a residential experience is currently offered to each class.

Year 8 pupils have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their form class and their Form Tutor and also to support the taught Pastoral programme.



## **Year 9 -12**

Pupils remain in the same Form Class throughout and, where possible, their Form Tutor moves with them.

Parents/Guardians have an opportunity to talk with subject teachers in all year groups and a digital Parent Information Evening presentation is available for pupils in Year 10 and Year 12, as well as being given the opportunity to attend their child's personal Careers interview (by telephone). Digital Parent Information Evenings are also provided for pupils in Year 9 and Year 11.

Year 9 pupils also have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their Form Class and their Form Tutor and also to support the taught Pastoral programme.

Any pupils who join the School in Years 9 - 12 benefit from an Induction Programme established by their Head of Year and includes a 'buddy system' to ensure that they integrate fully into school life as easily as possible.

### **Senior School:**

In Senior School, pupils are re-grouped to encourage greater mixing and to help new pupils integrate more easily. At the beginning of Year 13, an Induction Programme is in place to help students make the transition to life in Senior School. Year 13 Independent Study classes are held in the Year 13 Library and are supervised by the Senior School Study Supervisor. Year 14 Study classes are held in the Year 14 Library and are unsupervised reflecting the maturity and focus expected from Year 14 pupils.

Parents/Guardians have an opportunity to meet subject teachers in both year groups, and are also invited to attend a Higher Education information evening for parents of pupils in Year 13.

*Specific Duties of all Form Tutors include:*

- promotion of the ethos of the School;
- delivering the pastoral scheme of work;
- registration and attendance monitoring;
- overseeing of the conduct and appearance of each individual in the class;
- monitoring of the progress and well-being of each individual;
- facilitating individual pupil target-setting exercises;
- liaising with the Head of Year, subject teachers and parents regarding progress, behaviour of each pupil;
- guidance with self-organisation e.g. Student Planners;
- induction arrangements for new pupils joining the class;
- accompanying class to relevant assemblies and conducting class assemblies;
- responsibility for report completion; and
- dealing with a variety of administrative matters relating to the Tutor Group.

## **4.2 Head of Year**

The Head of Year has a key role in the School's pastoral structure and provides a constant channel of information, support and encouragement for each pupil, working closely with all involved in pastoral provision. Each Head of Year leads and manages his/her team of Form Tutors and co-ordinates and oversees their work. As well as dealing with individuals, the Head of Year establishes a relationship with each Form Class and promotes a sense of year-group identity, partly through Year Assemblies and year-group activities. Heads of Year work in partnership with parents, liaising closely with them.

## **4.3 Heads of School**

There are 3 Heads of School: Head of Junior School, Head of Middle School and Head of Senior School. Each Head of School is also a member of the Senior Leadership Team.

#### **4.4 The School Counsellor**

The School Counsellor provides pupils with an opportunity to discuss and try to resolve their concerns or problems in a confidential manner. Pupils refer themselves to the Counsellor by making personal contact (details publicised in Form Rooms and throughout the School); additionally, members of SLT and/or the Principal may refer a pupil to the appropriate counselling support. Counselling rooms provide a private and informal setting. Our school Counsellor seeks advice from and refers young people to external Counselling agencies where necessary.

The School also avails of the external counselling service appointed by the Department of Education. Our designated external Counsellor works one day in school and can be contacted by pupils in person or by pupils/parents through the school office or via the School Counsellor or the appropriate Head of School.

#### **4.5 Special Educational Needs Co-ordinator (SENCo) and Assistant SENCo**

Pupils with identified special educational needs (for example, specific learning difficulty; emotional and behavioural difficulties; physical disabilities; sensory impairments; speech and language difficulties; medical conditions) receive additional support and attention, as their specific need dictates. The co-ordinators work closely with Heads of Year and other senior staff to ensure that appropriate measures are taken to meet the needs of these young people. They also liaise with parents and external agencies such as Educational Psychologists and Educational Welfare Officers. Grosvenor's facilities are fully DDA compliant in order to provide full access for people with physical disabilities. Classroom / General Assistants are provided where necessary, to give maximum support to individual pupils with particular needs.

#### **4.6 Academic Tutoring & Pastoral Mentoring**

In order to help pupils who are experiencing difficulties, either in a specific subject or across the curriculum, academic tutoring and pastoral mentoring are offered. The schemes are co-ordinated by specially selected staff who are assisted by senior pupils.

#### **4.7 Pupil Welfare Auxiliary (PWA)**

The PWA is available throughout the school day (in the Medical room) to provide support for pupils who have medical needs, as a result of an accident or sickness. Pupils in need of the PWA's attention (except in an emergency) should report to her after gaining permission from the subject teacher / teacher on duty, in the company of another pupil if necessary. After examination, the PWA will decide on treatment and possibly make contact with a parent/guardian, where appropriate.

#### **4.8 Prefects**

All prefects make an active contribution to school life, acting as a role model and promoting a sense of responsibility and commitment to the school.

Form Prefects attend registration with a Year 8, Year 9 or Year 10 Form Class. They have a special role in terms of their responsibilities and relationships with the pupils in their Form Class. While part of their role is to assist the Form Tutor with a variety of duties, such as assisting in the planning and presentation of class assemblies, and helping the Form Tutor to keep a regular check on Student Planners, their key role is to establish a relationship with the pupils and to act as a positive role model to the younger pupils.

### **13. PUPIL SAFETY AND PROTECTION**

The safety and wellbeing of the pupils has absolute priority. In this connection, the School sought to implement all directives from DENI and EA relating to matters such as class size, resourcing and premises management. The Board of Governors Health & Safety Sub-Committee oversaw all issues relating to pupil safety and a system of time-locks, restricted access, CCTV and visitor passes is in place. In keeping with DENI directives, the governors implemented policies and procedures for pupil protection.

#### **Safeguarding and Child Protection Policy**

The aims were to:

1. maintain a safe and caring learning environment for all pupils;
2. enable speedy identification and reporting of abuse;
3. protect staff from erroneous or malicious allegations; and to
4. meet legal obligations in relation to safeguarding and child protection.

#### **Reporting Procedures**

- (i) In order to report abuse, contacts were the Designated Teacher or the Deputy Designated Teachers.
- (ii) If the allegation related to a member of staff, the contact was the Designated Teacher who reported to the Chair (or Vice Chairperson) of the Board of Governors and the Principal.
- (iii) If the allegation related to the Principal, the contact was the Designated Teacher who reported to the Chair (or Vice Chairperson) of the Board of Governors.
- (iv) All allegations of abuse would have been reported to the Chair of the Board of Governors and recorded confidentially.

Copies of all procedures are available for inspection on application to the Principal.

## **14. STAFF TRAINING**

The School is compliant with the statutory requirements for staff training and during the academic year delivered a 10-day programme based on essential elements identified in the School Development Plan. Training was provided in the areas listed; non-teaching staff attended sessions that were connected to their needs.

- Pupil Safeguarding and Child Protection
- Health and Safety Training
- Learning and Teaching
- Pastoral
- Attendance
- Anti-Bullying
- Development of Literacy and Numeracy
- ICT Training – Google Meet, Google Classroom / Microsoft Teams, PowerPoint Voiceovers
- Communication / GDPR
- CDG Process

As a result of both internal and external training, staff became more familiar with whole-school policies and procedures, had input into and developed an understanding of the School Action Plan, enhanced their knowledge and skills to deliver the curriculum and school-based initiatives, were made aware of educational changes and their implications and as a result were better equipped to meet the needs of all pupils in the School.

## **15. FEEDBACK – COMPLAINTS, COMPLIMENTS, SUGGESTIONS**

Feedback is important to this school and we strive to engage with the full school community in order to provide the highest quality educational service. The following is a summary of the feedback for 2020-2021:

- The Junior School Council, Middle School Council and Senior School Committee (comprising pupil representatives from each Form/Tutor Group) met regularly (circumstances permitting) to raise issues of concern and to make suggestions for improvement. In addition, the Senior Prefects met with the Principal, either in person or remotely. As a result, changes were discussed and, where possible, implemented. Suggestions on improving the facilities were acted upon where possible.
- Feedback was provided by parents and the wider community and took the form of letters, emails and telephone. Some visits were also able to take place in person.
- In 2020-21 we received 6 complaints from parents and other individuals about various aspects of the school. All complaints were given due consideration and resolved. Where the complaint related specifically to a member of staff, the Chair of the Board of Governors was informed. Pupils were reminded frequently to ensure they make a positive impact on the local community and environment.
- Compliments and positive feedback were received on a regular basis throughout the year. Where appropriate, these letters were displayed on the notice board in the staffroom. Much of the feedback was, as always, informal: simply a phone call complimenting our pupils on their behaviour in the local and wider community.

## **16. SUSPENSIONS**

The Department of Education has brought into force a new system for reporting Pupil Suspensions to the Education Authority. Whilst the reasons for suspension are included in the School's *Behaviour Policy* (as published to parents), it should be noted that the new guidelines include the power of suspension for breaches in discipline which occur outside school (whether or not the pupil is in school uniform) and, in particular, for any act against members of staff and/or their property.

Individual suspension or an accumulation of suspensions may lead to expulsion.