



2022 PROSPECTUS



RELATIONSHIPS • RESPECT • RESPONSIBILITY

Grosvenor Grammar School

- where happiness breeds success

Grosvenor Grammar School was founded in 1945 by the Belfast Corporation to cope with the increase in demand for grammar school education in the area. It was sited in Roden Street, off the Grosvenor Road, and remained there until 1958, when the present location was secured at Cameronian Drive in the east of the city. A new £18.5 million building was completed in 2010 on our 34-acre site off Marina Park providing a state-of-the-art educational facility in the heart of east Belfast.

The School has earned a deserved reputation for very high standards of achievement, pastoral care, innovation in education and providing a wide range of opportunities for pupils from all backgrounds, the vast majority of whom pass on to universities throughout the British Isles. Happiness breeds success in Grosvenor with every pupil being welcomed into the Grosvenor family when they join the school, before being encouraged and supported to achieve their very best. In 2020, the School celebrated its 75th anniversary which provided an opportunity to reflect with gratitude on the past and to look to the future with confidence.



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GROSVENOR GRAMMAR SCHOOL



Welcome from the Principal

Thank you for showing an interest in Grosvenor Grammar School.

Our School Ethos is underpinned by the three values of Relationships, Respect and Responsibility. As a new pupil to our school, your child will be warmly welcomed into the Grosvenor family and our dedicated staff work hard to ensure that our pupils feel supported and encouraged at every stage of their educational pathway.

We have a proud tradition in Grosvenor of celebrating academic achievement, whilst ensuring that our pupils become caring, confident adults. We provide a broad, balanced curriculum and strong careers advice to enable your child to fulfil his or her potential.

I would encourage you to come and visit our school to see our fantastic, modern facilities which enable us to provide a vast range of extra-curricular activities.

Happiness breeds success in Grosvenor and we encourage everyone to get involved in our school community.

I am proud of the achievements of all our pupils and look forward to welcoming your child.

Please see our website at www.grosvenorgrammarschool.org.uk for further information.

I would be very happy to answer any questions or queries you have about Grosvenor and hope you enjoy reading our Prospectus.

Dr F Vasey
Principal



Our Mission and Aims

The importance placed on the care of our pupils is reflected by and embedded within the Grosvenor Ethos:

RELATIONSHIPS	RESPECT	RESPONSIBILITY
Working together	Fostering mutual understanding	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.”

Within our school, we aim:

- 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.



A Caring Ethos

Our School Ethos is underpinned by the three values of Relationships, Respect and Responsibility. As a new pupil to our school, pupils will be warmly welcomed into the Grosvenor family.

From September of Year 8 through to a Year 14 pupil leaving for pastures new, we make every effort to ensure pupils have a deep sense of our caring ethos. Form Tutors in Year 8 are quick to build a good rapport with the pupils under their care, not least when they take them on a Year 8 Residential. We are proud of the Residential Programme and believe in its important role in helping pupils settle into Grosvenor and make lasting friendships with others in their Form Class. Year 14 pupils leaving the School still hold dear the memories from their Year 8 Residential.

As pupils then move through the various Key Stages, our excellent Pastoral System ensures a smooth transition and a safe haven for all pupils. As a first point of contact each morning, the Form Tutor plays a key role in helping pupils plot their way through school. Beyond that, our Heads of Year, Heads of School and Vice Principal in charge of Pastoral Care ensure that no child is without support and encouragement throughout their Grosvenor journey.

The School is proud of its strong pastoral care system and pleasant atmosphere in which pupils are encouraged to develop their capabilities. The curriculum gives emphasis to academic, social, aesthetic, moral and physical development and pupils are enabled to grow in self-confidence throughout their years in the School.

Arrangements for Pastoral Care

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 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 will feel secure and accepted in a safe environment and where they know that they are valued as individuals. We encourage our pupils to develop a positive approach to study and support them as they grow in self-esteem, confidence and independent thinking. We will assist our pupils to make informed career decisions and promote a positive approach to leisure activities and healthy living.

Our relationship with parents/guardians is of the utmost importance to Grosvenor and we will ensure parents are well informed and reassured that their children are being educated in a safe and caring environment and have opportunities to act in partnership with the School.

YEAR 8: TRANSITION FROM PRIMARY TO POST PRIMARY

Grosvenor recognises this is an important year, where some primary pupils may 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 with the Form Tutor early in the first term and to a Parent Consultation afternoon with subject teachers later in the year. To help pupils to settle in, develop friendships and relationships with each other (as well as with their

Tutor and Form Prefects), a residential experience is offered to each class. Year 8 pupils have a timetabled Form Period. 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.

STRUCTURE OF PASTORAL CARE

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, coordinated by a Head of Year, supported by a Head of School, with the Vice-Principal i/c Pastoral Care having overall responsibility. A School Counsellor, a Learning Support Co-ordinator, Assistant Learning Support Co-ordinator and a Pupil Welfare Auxiliary (school nurse) also play crucial roles in providing pastoral care to our pupils.

SAFEGUARDING AND CHILD PROTECTION

Grosvenor Grammar School provides a safe and caring environment for pupils and staff, and the safety and wellbeing of pupils have absolute priority. The pastoral care system is in place for the benefit of all pupils and staff and to support the Safeguarding and Child Protection Policy and E-safety, ICT Acceptable Use and Digital Media Policy. A member of the Senior Leadership Team is the Designated Teacher for Safeguarding and Child Protection and there are three Deputy Designated Teachers.

SCHOOL COUNSELLING SERVICE

In view of the School's commitment to the well-being and pastoral care of pupils, we provide a dedicated Counselling Service. The School Counsellor has received extensive training in counselling and has been allocated time during the week to devote to individual pupils who are experiencing problems, require advice or wish to discuss a personal matter. The School Counsellor is supported by the Independent Counselling Service for Schools.



THE SCHOOL DAY

Time	Period
8.45am – 9.10am	Form Time – Registration
9.10am – 9.45am	Period 1
9.45am – 10.20am	Period 2
10.20am – 10.40am	Senior Break
10.40am – 11.15am	Senior Period 3
10.20am – 10.55am	Junior Period 3
10.55am – 11.15am	Junior Break
11.15am – 11.50am	Period 4
11.50am – 12.25pm	Period 5
12.25pm – 1.00pm	Period 6 (senior lunch)
1.00pm – 1.35pm	Period 7 (junior lunch)
1.35pm – 2.10pm	Period 8
2.10pm – 2.45pm	Period 9
2.45pm – 3.20pm	Period 10

“Grosvenor is a place where I know I am valued and am not afraid to ask for help. I have always felt this way, thanks to the supportive and caring ethos of our school.”

UNIFORM



Pullover

Mid-grey, V-necked, plain or with Grosvenor neck band.

Shirt

Plain white.

Pullover

bottle green v-neck, fine plain knit of correct size. Cardigans may be worn in Senior School only.

Blouse

regulation white shirt blouse of correct size.

Blazer

black, wool, or man-made fibre, which is sold complete with School or Sixth Form badge and bought from the official suppliers.

Trousers

Evvaprest charcoal grey.

School Tie

The School tie is available from the suppliers; the Senior School tie is only available from the school.

Shoes

Shoes must be black leather and plain and with a heel no greater than 4cms.

Skirt

bottle green, box pleated to the knee in length.

Knee socks/tights

bottle green.

Uniform

All Grosvenor pupils are encouraged to wear their uniform with pride as it identifies them as a member of the School community. Basic guidance can be found below; however, a more detailed version of the *Uniform Policy* can be found on our website.

Suppliers:

- Cowdy's, 121 Woodstock Road, Belfast (Boys and Girls)
- Little's, 254 Woodstock Road, Belfast (Boys only)
- School Days, 16 Hollywood Road, Belfast (Boys and Girls)
- Warnock's, 407 Lisburn Road, Belfast (Boys and Girls)

PE and Games Kit

	Boys' PE and Games Kit	Girls' PE and Games Kit
PE	PE top PE shorts White socks Training shoes (non-marking)	PE/Games top PE/Games skirt Games socks Training shoes (non-marking)
Games	Grosvenor GS rugby jersey Rugby shorts Rugby socks (Green, blue, white hoops) Boots (rugby or soccer) Training shoes (non-marking)	PE Kit (as above) Training shoes (non-marking) Hockey stick

NB – Each pupil requires a towel, mouth guard and shin guards for every lesson. PE and Games kit items are only available through the School. Pupils must wear full school uniform or a school tracksuit as they travel to and from Games and matches off-site.

Parents' co-operation is requested in ensuring that the correct size of garment is worn and that attention is paid to general grooming and appearance. Uniform grants are available in certain circumstances; details are provided in the "Information Booklet for Parents and Pupils" and application forms are available from the Education Authority. If you have any queries on uniform, please ring 028 9070 2777 and ask for a member of the Senior Leadership Team.

A Sense of Community

Grosvenor Grammar School is nestled in the heart of East Belfast just a few hundred metres from the busy Castlereagh Road. The School has long since enjoyed a positive relationship with its neighbours, whether this be local residents, businesses or churches, to name some examples.

There is a strong sense of community amongst the pupils, staff, parents and wider community recognising the positive impact a school can have on the local area. This sense of community is played out daily in the corridors of the school as young and old pupils mix together with staff members, all with a common purpose. We believe strongly as a school in the importance of a positive relationship with our parents; we hope pupils and parents feel this strong sense of community from the day they join us at Year 8 Induction through to the Year 14 leaving for pastures new.

We believe strongly that the School has, not only a positive influence on the young people in our care, but a similar positive influence beyond the gates into the local community. From arrival in Year 8, all pupils and parents are welcomed into the Grosvenor family and are encouraged to remain so when they leave as young adults at the end of Year 14.



PUPILS

A strong sense of community is key to a happy and thriving school. In Grosvenor, this sense of community is engendered through our pastoral care structure in which all pupils will feel supported and nurtured to reach the best of their ability.

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.

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. 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.

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.

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; 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.

The School also avails of the external counselling service appointed by the Department of Education. Our designated external Counsellors, from Family Works, are in school every Monday and Wednesday. They can be contacted by pupils in person, or via the internal School Counsellor or the appropriate Head of School.

LEARNING SUPPORT CO-ORDINATOR (LSCO) AND ASSISTANT LSCO

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 coordinators 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.

ACADEMIC TUTORING AND CLASSROOM ASSISTANT (CA) MENTORING

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

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) can 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.

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 help 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 and thereby deepen the sense of community in school.

SCHOOL COUNCILS

Grosvenor is committed to facilitating an active pupil voice. To provide an opportunity for pupils to have an input into school policy, Student Councils meet at least once during each term and are led by the Head Prefects. Pupil representatives meet with Head Prefects and Senior Leaders to discuss issues, propose changes and listen to others' viewpoints. Proposals are taken to the Senior Leadership Team as a whole, who respond accordingly.

EQUALITY, INCLUSION AND DIVERSITY

Pupils come to Grosvenor from a variety of geographical areas and social backgrounds and the School seeks to establish positive and constructive relationships with the local community, with feeder primary schools, with the wider community and,

beyond that, to an international community. Grosvenor has a strong tradition of links with people of all creeds, cultures and nationalities. The School is proud of its involvement in various local, national and international schemes and projects which promote the international dimension and which enable pupils to develop personally, as world citizens and in an increasingly competitive international workplace. The Board of Governors strongly supports the efforts of staff and pupils in these areas of the curriculum.

“From year 8, there has always been a sense of belonging, being a part of a bigger community. From extra-curricular activities and making friends across different year groups, to having a form prefect in junior school, everybody is there to support one another.”



PARENTS

REPORTING TO PARENTS

Junior School (Years 8-10)

Parents/Guardians receive 3 report cards (Autumn, Winter, Spring) and 1 full report following end-of-year examinations.

Middle School (Years 11 & 12)

Parents/ Guardians of Year 11 pupils receive 2 report cards (Autumn, Winter), 1 mock report following mock examinations in April (for subjects sitting modules in May/June only) and 1 report for all other subjects following end-of-year internal examinations; Year 12 pupils receive 1 report card (Autumn) and 1 full report issued in January following mock GCSE examinations.

Senior School (Years 13 & 14)

Parents/Guardians of Year 13 and Year 14 students receive 1 report card (Autumn) and 1 full report issued in January following the mock AS/A2 examinations.

All Years

At any time, a parent may request an interview or a specific report, which will be arranged through the Head of Year in the first instance.

Parent Consultation

Parents/Guardians of pupils in all years are invited to meet the subject teachers of their child at a Parent Consultation afternoon. Parents/Guardians are informed of the dates of these meetings at the start of the year.

PARENTAL VISITS TO SCHOOL

The partnership between home and school is of crucial importance in ensuring the best possible education for all our pupils. Grosvenor prides itself on having developed good communications with home and we provide a range of opportunities for parents and guardians to consult with the School on any matter

regarding the education or well-being of their son or daughter. These opportunities include:

- formal parent consultations;
- informal contact by means of phone calls or notes; and
- meetings arranged by appointment.

All discussions are carried out in an atmosphere of mutual respect.

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 nominated staff (including a representative of the School's Senior Leadership Team) and a group of dedicated parents.

The Association attempts to meet its task 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 by
3. providing opportunities for parents and friends to meet in a social manner.



Academic Excellence

We have a proud tradition in Grosvenor Grammar School of celebrating academic achievement, whilst ensuring that our pupils become caring, confident adults. We regularly celebrate our pupils' excellent public examination results at GCSE and A Level and have a long history of successful Oxbridge applicants. The vast majority of our pupils leave Grosvenor after their A Levels to attend universities across the British Isles.

Pupils are offered a broad, flexible and balanced curriculum in Grosvenor and the School provides a supportive learning environment to motivate pupils to achieve the highest of academic standards. Grosvenor provides a curriculum which goes well beyond the requirements set by the Department of Education. Our aim is 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.



Curriculum Summary

The School Curriculum

In Grosvenor, the curriculum provided to our pupils is the total learning package on offer: in and out of class. Grosvenor provides a curriculum which goes well beyond the requirements set by the Department of Education.

Key Stage 3

At Key Stage 3, the School provides a broad and balanced curriculum which meets 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 Literacy, Using Mathematics, ICT, Thinking Skills & Personal Capabilities) and the General Learning Areas which take up most of the pupils' time.

Key Stage 4

At Key Stage 4, there is greater flexibility and the School provides a menu of 27 courses. English Language, Mathematics, and a Science subject are compulsory GCSEs and all pupils take Learning for Life & Work, Religious Studies [a ½ GCSE] and Physical Education as required by the Education Order 2006. Beyond that, the arrangements give freedom in terms of subject combinations and number of GCSEs taken. Pupils are able to make informed and appropriate choices which best suit their interests, abilities and ambitions for A Level, university and their career.

Key Stage 5

Pupils wishing to enter Years 13 or 14 have to meet the published entry criteria. They are interviewed, and in the light of their career plans, advised on courses of

study. Final decisions are made following discussions among parents, pupils and the Careers staff. The School provides a menu of 23 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.

Religious Education

The School teaches Religious Studies to each pupil, and enters students for GCSE and GCE Advanced Level examinations. Parents have the right to request (in writing) if they wish their child(ren) to be exempted from acts of worship or Religious Studies classes.

Homework

Successful examination results are the outcome of a combined effort between home and school. It is essential that work in school is reinforced by work undertaken at home: writing, reading or learning. Each pupil is required to complete homework, which increases in quantity as pupils progress up the school. In an effort to avoid overloading Junior School pupils, a homework timetable is issued to pupils in Years 8 – 10 by their Head of Year.

Support

Pupils with identified Special Educational Needs are supported in school, where necessary and practically possible, in order that they can fulfil their potential. In addition, the School assists those who are experiencing difficulties with their studies through our Academic Tutoring and Classroom Assistant Mentoring schemes.

Key Stage 3

Art & Design
Biology
CEIAG
Chemistry
Drama
English
French
Games
Geography
German
History
Home Economics
ICT
Learning for Life and Work
Mandarin
Mathematics
Music
Physical Education
Physics
Religious Studies
Science
Spanish
Technology & Design

GCSE

Art & Design
Biology
Business Studies
CEIAG
Chemistry
Digital Technology (Multimedia)
Digital Technology (Programming)
Drama
English Language
English Literature
Food & Nutrition
French
Further Mathematics
Games
Geography
German
Government & Politics
History
Learning for Life and Work
Mathematics
Media Studies
Music
Physical Education
Physics
Religious Studies (Full Course)
Religious Studies (Short Course)
Single Award Science
Spanish
Technology & Design

A Level

Art & Design
Biology
Business Studies
CEIAG
Chemistry
English Literature
French
Further Mathematics
Games
Geography
German
Government & Politics
Health & Social Care
Mathematics
Media Studies
Music
Nutrition & Food Science
Physics
Psychology
Religious Studies
Software Systems Development
Spanish
Sports Science & the Active Leisure Industry
Technology & Design
Travel & Tourism (BTEC)

Careers

Careers education holds an important place in the learning experiences of all pupils at Grosvenor. We aim to prepare pupils for adult and working life, and achieve high levels of success. We provide high quality Careers Education, Information, Advice and Guidance (CEIAG) tailored to each pupil to support this aim. Pupils have timetabled careers classes, offering opportunities to identify their areas of strength, research careers and develop skills to enable them to operate in the world of work. The department maintains two Careers libraries which contain a wide variety of up-to-date literature and resources.

A variety of activities, provided across the curriculum, help pupils develop employability skills, and gain insights into the world of work, team working, problem

solving, design thinking and other areas which will become crucial to their success in the future. These activities include visits from employers and universities, a Careers Convention, Young Enterprise, Labour Market Information events, an Interview Skills Programme, trips to university open days and other insight events, and work shadowing, both real and virtual.

Individual interviews are provided throughout school at key decision points such as subject choices for GCSE or A Level.

The majority of our pupils progress to university, both in Northern Ireland and further afield, with an increasing number of pupils gaining competitive Higher Level Apprenticeship places.

“Throughout my studies, I have always been encouraged to work hard and challenge myself, yet whenever I have needed help, I’ve always had the support of my teachers to help me to achieve my best. I firmly believe that this caring and encouraging environment has been key to me becoming the person I am today.”

Pupil Achievements

Grosvenor Grammar School is committed to high standards of learning and teaching where pupils are encouraged and supported to achieve academic excellence throughout their time in school. Through strong relationships between staff and pupils, positive reinforcement and a culture of ambition, pupils are encouraged to aim high and to achieve their very best.

Results 2021

Advanced Level

No. in Final Year	A* - C grades in 3+ subjects	A* - C grades in 2+ subjects
147	89.1%	100%

Pupil Highlights

1 pupil achieved 4 A* grades **8** pupils achieved 3 A* grades **6** pupils achieved 4 A grades or better **46** pupils achieved 3 A grades or better

100% A* - C

- » Art
- » Economics
- » English Literature
- » French
- » Geography
- » German
- » Health & Social Care
- » Further Mathematics
- » Media Studies
- » Government & Politics
- » Religious Studies
- » Software Systems Development
- » Spanish
- » Sports Science & the Active Leisure Industry
- » Technology & Design
- » Travel & Tourism (BTEC)

GCSE Level

No. in Final Year 12	A* - C grades in 7+ subjects	A* - C grades in 5+ subjects
161	95.0%	96.7%

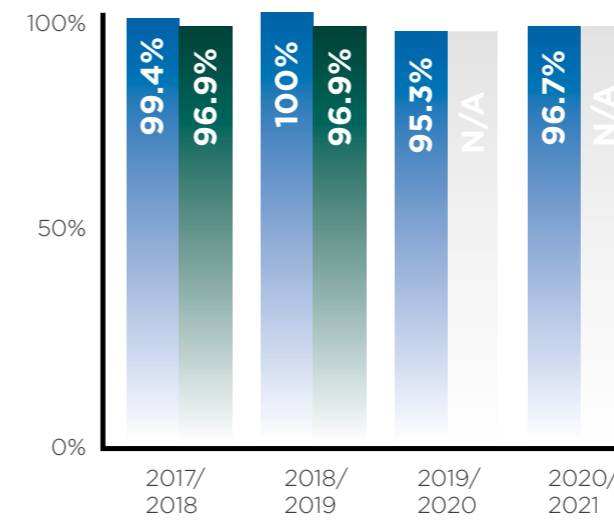
Pupil Highlights

2 pupils achieved 10 A* grades **16** pupils achieved 10 A*-A grades **41** pupils achieved at least 8 A grades

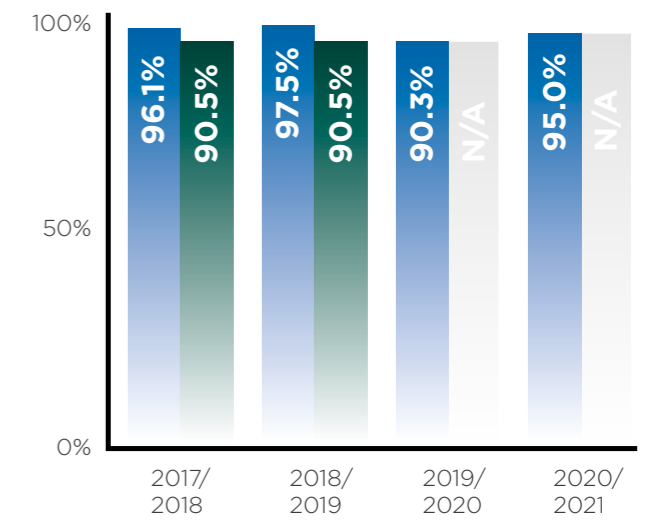
97-100% A* - C

- » Art
- » Biology
- » Chemistry
- » English Literature
- » French
- » Food & Nutrition
- » Government & Politics
- » Mathematics
- » Further Mathematics
- » Music
- » Physical Education
- » Physics
- » Single Award Science
- » Spanish

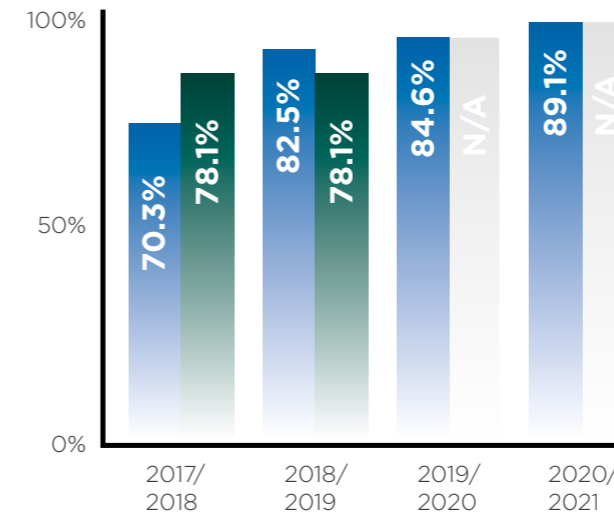
% Achieving 5+ GCSEs at Grades A*-C



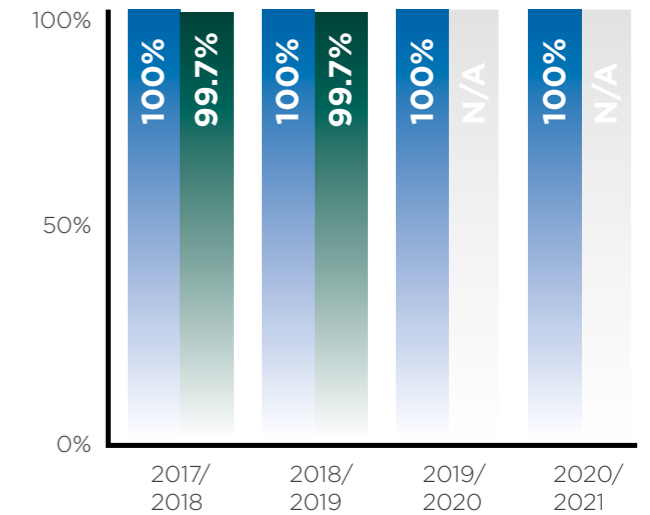
% Achieving 7+ GCSEs at Grades A*-C



% Achieving 3+ A Levels at Grades A-C



% Achieving 2+ A Levels at Grades A-E



Post A Level Leavers' destinations 2021

HIGHER EDUCATION	80.2%	EMPLOYMENT	3.4%
FURTHER EDUCATION	5.4%	GAP YEAR	8.2%
HIGHER APPRENTICESHIP	0.68%	OTHER	2.0%

Key:

- GGS Results
- NI Grammar Schools

Total Leavers' destinations (including GCSE and other leavers' destinations)

HIGHER EDUCATION	60.5%	EMPLOYMENT	4.6%
FURTHER EDUCATION (inc. Jobskills/Apprenticeship)	18.5%	ANOTHER SCHOOL	5.6%
HIGHER APPRENTICESHIP	0.5%	GAP YEAR	6.2%
		OTHER	3.6%

ATTENDANCE (Years 8 – 14) - Attendance was 97.2% of the possible total.

Please note that a detailed version of our Pupil Achievements can be found on our website.

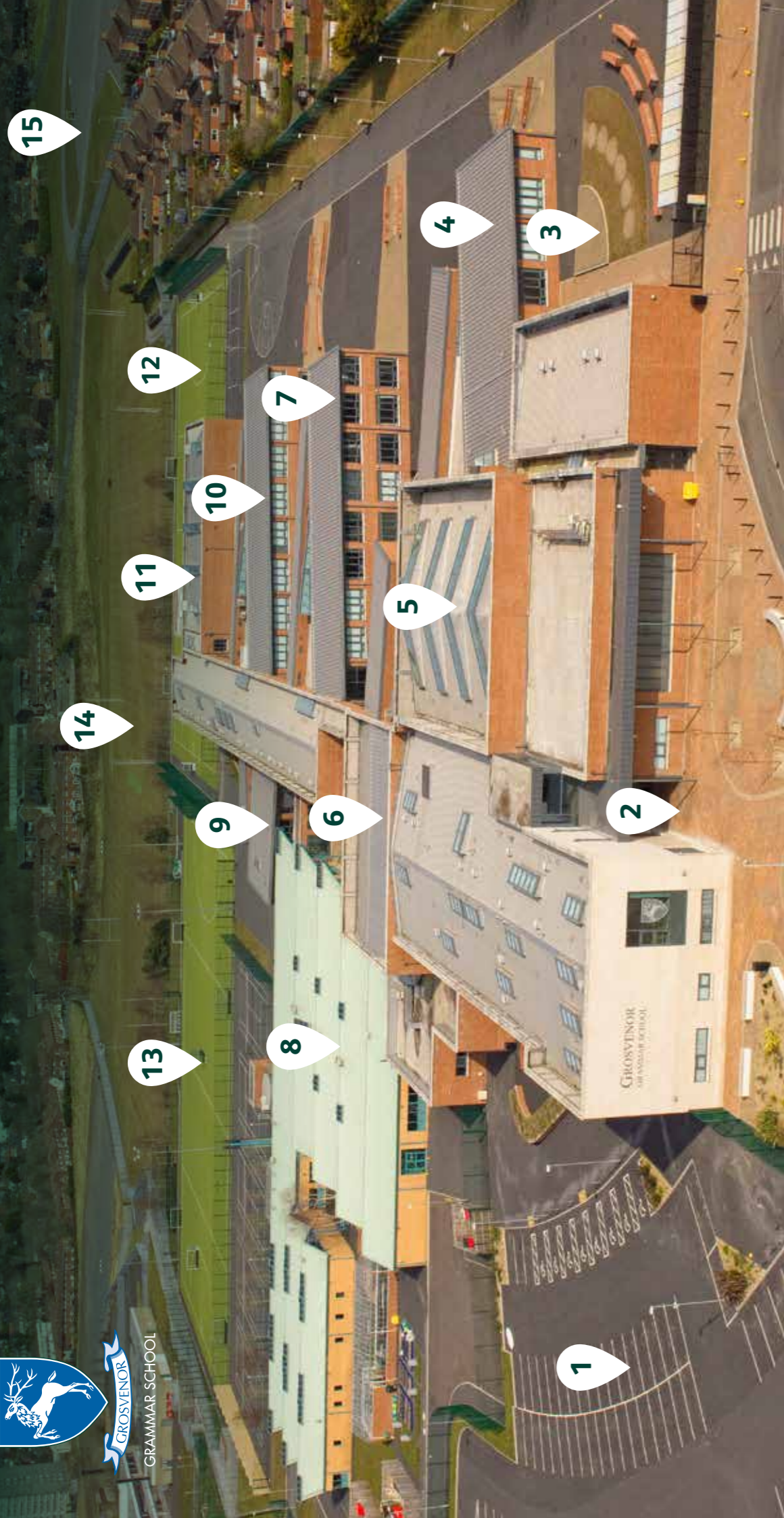
This gives a breakdown of Key Stage 3 Assessed Outcomes and details of GCSE, Advanced Subsidiary and Advanced Level results by subject.

Excellent Facilities

We are very privileged at Grosvenor to enjoy excellent facilities both inside and outside the classroom on our 34-acre site at Marina Park. The pupils benefit from these superb facilities which allow them to be educated in state-of-the-art classrooms. Each classroom boasts excellent technology including a ceiling-mounted projector, interactive whiteboards and Apple TV, all of which allow for challenging and engaging lessons.

Outside the classroom, pupils can benefit from a range of exciting options in the areas of sport, drama and music in particular. We are in a privileged position of being able to host rugby, girls hockey and boys hockey all on site on a Saturday morning and in close proximity. It makes for a great atmosphere between pupils, parents, staff and visiting teams. Friends of Grosvenor volunteers also sell refreshments from our cabin located beside the pitches and contribute to the strong sense of community. We are equally well resourced for athletics, tennis and cricket in the summer term. Our Lecture Dance Studio, Drama Studio and Music Suite are superbly equipped to give the pupils a deeply rewarding and enriching experience of school life. A full list of the facilities available can be found overleaf.





- Aerial plan**
- 1 Main Car Park
 - 2 Main Entrance
 - 3 Pupil Entrance
 - 4 Music Suite
 - 5 William Moles Hall
 - 6 Dining Centre
 - 7 C Block
 - 8 Ken Reid Building (Science)
 - 9 Home Economics
 - 10 D Block
 - 11 Sports Hall
 - 12 Astro Pitch 1
 - 13 Astro Pitch 2
 - 14 Rugby & Cricket
 - 15 Athletics Track



At Grosvenor, your child will be able to enjoy and benefit from the following:

- » three sand-based Rugby Pitches
- » two synthetic Hockey Pitches
- » three synthetic Cricket Wickets
- » four Tennis Courts
- » a 400m Running Track
- » Fitness Suite
- » Sports Hall
- » Lecture Dance Studio
- » Purpose built Art Suite
- » Drama Studio
- » Home Economics Suite
- » Music Suite
- » Careers Suite
- » Library
- » dedicated Senior School facilities

Grosvenor is at the forefront of the growth in educational technology to enhance learning and teaching for all of our pupils. A substantial investment has been made over the past few years in relation to computers, data projectors, interactive whiteboards, wireless networks, laptops, iMacs and iPads. This investment has resulted in the school having unprecedented levels of hardware and software including:

- » more than 10 computing rooms within the subject areas of Business Studies, Home Economics, ICT, Languages, Media Studies, Music, Science & Technology and in the Independent Learning Centre;
- » a ratio of approximately 1 computer to 2 pupils, many of which are available for pupil use before / after school, during break and lunch times; and
- » all members of staff having access to an iPad to use as a Learning & Teaching aid within their classroom practice.



Beyond the Classroom

Grosvenor has a thriving extra-curricular programme in which pupils are encouraged to participate at every opportunity. The rich variety of what is available to the pupils is designed to encourage everyone to find their place and to build relationships with peers and staff beyond the classroom walls that will ultimately lead to a deeper enjoyment of school and better results back in the classroom. The School has strong traditions in sport, drama and music, but also offers opportunities in lots of other areas.

The School also has a tradition of providing opportunities not just beyond the classroom within Grosvenor, but further afield, whether in Northern Ireland or beyond. Departments will take trips relevant to their subject, whether they involve the Biology and Geography Department taking fieldtrips for example, or whether they involve trips further afield, such as the recent Art trip to Paris, the History trips to Krakow or Washington, or our thriving Modern Language Department taking trips to France, Germany or Spain. Recent sports trips have included a rugby tour to South Africa, a girls' hockey tour to Spain, a boys' hockey tour to Portugal and a football tour to Spain.

Whilst ensuring that there is high quality learning and teaching in the classrooms, the emphasis of and the importance placed upon a rich and varied extra-curricular programme helps develop further the relationships between pupils and staff. Our staff involvement with the extra-curricular programme and their willingness to lead trips and excursions emphasises how seriously they take the responsibility entrusted to them to ensure that the pupils in Grosvenor are shown a caring ethos and allowed to have a fulfilling school experience which will set them up for life.



Extra-curricular Activities

The wide-ranging extra-curricular programme encourages pupils to develop and pursue their interests with opportunities for personal and social development, enjoyment, challenge and co-operation. The programme includes sport, music and many other clubs and societies. These voluntary activities occur before school, at lunch-time, after school or at weekends.


All pupils are advised to participate and to use their energies, skills and enthusiasm constructively, as university admission tutors and employers have all indicated the value of such participation. Furthermore, participation in such activities will broaden their educational experience and also provide pupils with a sense of belonging and loyalty to the School.

The teachers involved, along with details of the days, times and venues of the below activities are published annually to each Form Class / Tutor Group and are displayed on Form Room noticeboards.

“The extra-curricular activities in school have given me various opportunities to try something new. I’ve made many friendships and had plenty of success within sports, creating memories I will never forget. I have enjoyed being a part of the school productions and have been able to compete in sports like table tennis thanks to the support around me.”



Sport




Athletics	Hockey (Boys & Girls)
Badminton	Netball
Basketball	Rugby
Cricket	Table Tennis
Football	Tennis
Golf	

Music



Senior Choir	Guitar Club
Chamber Choir	Senior Orchestra
Junior Choir	String Ensemble
Girls'/Mens' Choir	Brass Group
String Quartet	Flute Group
Jazz Band	

Drama



Production	Set Design
Backstag	Make-Up
Sound & Lights	

Other Activities

Animal Club	Library Club
Creative Writing Club	Duke of Edinburgh's Award
Book Club	Mock Trial Competition
Mindfulness Meditation Club	Habitat for Humanity
Chess and Board Games Club	Mini Enterprise
Scripture Union	Charity Committee
Junior Fellowship Group	Technology Club
Senior Fellowship Group	ACF
Culture Club	Magazine Committee
Code IT	Science Club
Urban Ecologists	Cookery Club
Debating Society	Revision Club
Public Speaking	Spanish iPads Club
Fencing	BBC School News Club
	STEM Club





Sport

The Physical Education Department in Grosvenor has a history of encouraging active participation and of promoting a culture of ambition and achievement. Qualities of teamwork, discipline, determination and self-confidence support our ethos and are developed and promoted at every opportunity as skills that are as equally important on the field of play as they are beyond the sporting arena.

Grosvenor is committed to delivering a wide ranging and engaging physical education programme that aims to develop a lifelong appreciation of the benefits of physical activity. Our extensive extra-curricular programme operates every afternoon following the end of the school day and then a comprehensive range of competitive fixtures are organised for Saturday mornings with many pupils representing the School.

Top performers are able to proceed to provincial and national honours; recently we have had pupils who have played Boys Hockey, Girls Hockey, Boys Rugby, Athletics, Table Tennis and Cricket at provincial level. Additionally, the School boasts national representation in Athletics, Netball and Girls Football. Over its history, the School has reached the summit of school competition in Rugby, Football, Cricket and Athletics.

Involvement of both staff and pupils fosters good relations and brings many positive benefits to the classroom environment. Everyone is encouraged and supported to achieve their very best with the overall aim of inspiring a generation of Grosvenor pupils who have a love of their school, a love of their sport and a desire to be involved in physical wellbeing all their lives.

Music

We have a thriving Music Department in Grosvenor within which there are a variety of rich and rewarding opportunities for pupils to develop, excel and showcase their amazing talents. Over the course of each year, pupils have the chance to hone their skills in our state-of-the-art Music Department through enjoyable and engaging weekly rehearsals.

The Junior Choir is open to all pupils in Years 8 – 10 whereas the Senior Choir is for pupils in Years 11-14, with the latter maintaining the esteemed Grosvenor choral tradition of taking the lead in the Nine Lessons and Carols at St Anne's Cathedral. Both choirs are in demand to sing at prestigious events such as the Open Nights and Spring Concert. The Chamber Choir consists of 20-30 experienced senior pupils. In addition to singing at the Carol Service at St Anne's Cathedral, the Chamber Choir were finalists for the BBC Songs of Praise Choir of the Year 2019, BBC Radio Ulster School Choir of the Year 2019 and winners of the competition in 2015. Members of this group are often selected for the prestigious National Youth Choir of Northern Ireland.

The Orchestra is for string, woodwind, brass and percussion players in Years 8-14, with the minimum standard of entry at approximately Grade 3+ level. These enthusiastic young musicians attend a rehearsal after school every week. Members of this group are often selected for the Ulster Youth Orchestra and the Ulster Youth Jazz Orchestra.

Pupils can enjoy a plethora of other groups and rehearsals such as the String Ensemble, Jazz Band, String Quartet, Brass Ensemble, Woodwind Ensemble, Flute Group and Guitar Club to name some examples.

The Music Department is proud of the strong musical tradition in Grosvenor and is a hive of activity throughout the week, with high numbers participating in various disciplines. It has a reputation for sustained excellence and gives many pupils a deeply fulfilling school experience beyond the classroom.



Drama

'Treading the boards' at Grosvenor is less about adopting stage positions and more about grasping opportunities. Each year, every pupil in the school is offered the chance to join the cast and crew of our whole school production. Working together over a period of four months, students from Years 8 to 14, forge friendships, hone performance skills and astound all with their talents.

The reach of Drama at Grosvenor is wide and strong, as annually, over a thousand Year 6 and 7 children attend our matinees and our evening performances are enthusiastically supported by the local community. Whether onstage, backstage or in the Technical Gallery, at Grosvenor creativity, confidence and camaraderie combine allowing everyone involved in Drama Department to have their moment in the spotlight.



Educational Trips

Grosvenor Grammar School is committed to giving pupils the opportunity to take part in educational trips both locally and abroad, with a strong emphasis placed upon the educational, social and cultural value of such trips. Pupils joining us in Year 8 can look forward to a trip to Delamont for a uniquely rewarding experience which is important in forging early friendships and building confidence. Following this first overnight experience, pupils can then benefit from a wide range of options. Whether it be trekking through the Mourne Mountains as part of the Duke of Edinburgh's Award Scheme, conducting Biology or Geography field trips to places such as Strangford Lough or Magilligan Strand, or flying further afield on trips overseas, Grosvenor has it all. The strong Modern Languages Department runs annual trips to France, Spain and Germany. We have a long-standing relationship with the Evangelisches Gymnasium in Lippstadt, where pupils have honed their German speaking skills and enhanced their understanding of German culture. There have been ski trips to Austria, Italy, Norway and USA, rugby tours to South Africa, girls' hockey tours to Spain and boys' hockey tours to Scotland and Portugal. Each trip is a unique opportunity for pupils to broaden their horizons, enhance their social and cultural understanding and, perhaps most importantly, create incredible memories and forge lifelong friendships.

"I have thoroughly enjoyed the range of trips offered by Grosvenor such as the year 8 trip to Delamont which allowed me to settle in to life at Grosvenor and make new relationships that I still have to this day. Towards the end of my career at Grosvenor I had the opportunity to go to Lisbon in Portugal on a hockey tour making some unforgettable memories along the way and growing closer as a team."

Proud to be a Stag

The Grosvenor badge proudly displays the image of a stag whist at the front of the School we have a statue of a stag kindly donated by former Principal Mr John Lockett and former Vice Principal Mrs Norma Jack. In more recent years, pupils have embraced this key aspect of the Grosvenor identity with the hashtag #PTBAS (Proud to be a Stag) used widely across the School and on our social media platforms.

Having a sense of identity can be a powerful tool in uniting the whole community. Pupils, parents, staff and past pupils all feel this sense of unity around being 'stags'.



Appendix One: Admissions Criteria

Please note that alternative arrangements to Open Evenings will be advertised via the School website.

To Parents/Guardians naming Grosvenor Grammar School as a preference on your child's Transfer Application.

Entrance Test Results

Please ensure that you provide the following information on your child's Transfer Application:

- your child's score in the Association for Quality Education (AQE) Common Entrance Assessment (CEA) which must be entered, along with the AQE Candidate Number. **It is the responsibility of parents/guardians to make sure that the original notification received from AQE indicating their child's AQE CEA score is uploaded with the Transfer Application.**

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances and/or Special Provisions, please note that you are required to:

- present all such material as you consider will assist the Board of Governors in determining if Special Circumstances and/or Special Provisions apply;
- upload appropriate evidence with the Transfer Application.

Further details can be found in the Section 'Special Circumstances and Special Provisions – General Information' below.

Parents/Guardians should note that they are required to produce documents verifying information pertinent to the School's Admissions Criteria. If the documents are not uploaded with the Transfer Application, as detailed below, they will be requested after notification of an offer of a place at the school.

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE SCHOOL

The Board of Governors delegates the selection of pupils for admission to the School Transfer Committee, consisting of the Chairman (or Deputy Chair) of the

Board, two other Governors, the Principal (or her appointed Deputy) and one other member of the School's Senior Leadership Team.

ADMISSIONS POLICY

A. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2022

- 1 General
 - 1.1 The Board of Governors of the School will not use as a criterion the position of preference given to the School on the Transfer Application, i.e. a child who has chosen Grosvenor in any position on the Transfer Application will be considered equally with those who have put the School first.
 - 1.2 **When considering which children will be selected for admission, the Board of Governors will only take into account information which is detailed on or uploaded with the Transfer Application. It is the responsibility of parents/guardians to make sure that all information pertaining to their child and relevant to the School's admissions criteria, as outlined below, is stated legibly on or uploaded with the Transfer Application.**
 - 1.3 The School will consider 'child of the family' as defined in Article 2(2) of the Children (NI) Order 1995, save that foster children will also be included. The child must be a child of the family as at the date of application.
 - 1.4 In relation to 'eldest child of the family', twins (or other multiples) will be treated as joint eldest.
 - 1.5 In relation to eldest child of the family 'eligible to transfer to a mainstream post-primary school in Northern Ireland', this includes cases where the eldest child was in receipt of a statement of SEN and attended a special post-primary school/unit.
- 2 **If the School is over-subscribed, the following criteria for entry will apply, in the order stated:**
 - 2.1 The Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the School before those who are not.¹

- 2.2 The Board of Governors will then consider children who have taken the Common Entrance Assessment (CEA) administered by the Association for Quality Education (AQE). The Board of Governors will use the 'score' as **awarded** by AQE to a pupil in the CEA, subject only to the consideration of parent/guardian(s) claiming 'Special Circumstances' or 'Special Provisions' as defined below. **Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (175). The score in the AQE CEA must be entered, along with the AQE Candidate Number, on the Transfer Application. It is the responsibility of parents/guardians to make sure that the original notification received from AQE indicating their child's AQE CEA score is uploaded with the Transfer Application.**

- 2.3 If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:

- (i) children who either have a child of the family currently enrolled in the School [state name(s) and Registration Group(s)] or are the eldest child of the family to be eligible to transfer to a mainstream post-primary school in Northern Ireland.²
- (ii) applicants will be ranked for acceptance on the basis of a computer-based process which will make use of the names of applicants as shown on their Transfer Applications.

The process is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the Transfer Application as the seed for a random number generator. The ranking number generated for any given applicant, is dependent only on the applicant's name (as stated on the Transfer Application) and is not affected by the details of any other applicant. Although

the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

3. **If there are still places available after consideration of all the children who have taken the AQE CEA and been awarded a score by AQE, or awarded a score as a result of Special Circumstances or Special Provisions, the School Transfer Committee will consider for admission any children who have not taken the AQE CEA. These children will be allocated to the remaining places up to the School's Admission Number using the criteria outlined above in 2.3 in the order set out.**

Special Circumstances and Special Provisions – General Information

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provisions, or both; if a child is permitted to be considered as having Special Circumstances or as attracting Special Provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the School so that a mark equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents/guardians to present all such material as they consider will assist the School in performing both parts of the consideration described above. All such material must be uploaded with the Transfer

¹ The child's Birth Certificate and proof of address must be uploaded with the Transfer Application. Proof of address – any two of the following recent (i.e. within the last 6 months) documents with sensitive information redacted: Bank/Building Society statement; utility bill (e.g. electricity, gas, TV licence, landline telephone); addressed payslip; letter awarding Child Benefit to the child or another letter relating to this benefit; mortgage statement; Land and Property Services Rates Demand; financial statement such as ISA, pension or endowment; current driving licence; rental agreement.

² Proof of eldest child should be uploaded with the Transfer Application – a letter on headed notepaper, stating that the child is the eldest eligible child and that the family is known to the verifier, from one of the following who is not a family member of the applicant: a primary school principal, a medical practitioner, a solicitor, an elected public representative, a member of the clergy, or a police officer

Application. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions

In reaching the education judgement needed to award the mark that the child would have obtained in the AQE CEA under normal circumstances, the School Transfer Committee will consider any material presented (and uploaded with the Transfer Application) by the parents/guardians. This material may include any, or all of the following:

- i) the score awarded by AQE in the CEA (if the child sits two or three AQE CEAs), or the ‘raw score’ provided by AQE (if the child only sits one of the AQE CEAs, due to the child’s illness, the child’s self-isolation or any other unforeseen circumstances;
- ii) the results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end-of-year tests in English and Mathematics in Years 5 and 6;
- iii) comparative information from the Primary School, including the results, without names, for other children in the child’s Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end-of-year tests in English and Mathematics in Years 5 and 6 and where available the respective CEA scores;
- iv) any other relevant material.

SPECIAL CIRCUMSTANCES

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE CEA and which are supported by documentary evidence of a medical or other appropriate nature. Such ‘medical or other problems’ are commonly referred to as ‘Special Circumstances’.

Please note: If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School Transfer Committee will take into account

the fact that the child was granted Special Access arrangements for those matters.

Parents/guardians who wish to apply to the School under Special Circumstances must complete Form SC22, obtainable from the School, stating the precise reason why they believe the child should be considered for Special Circumstances and upload it with appropriate evidence, to the Transfer Application. Parents are required to confirm if Access Arrangements were granted to the child and if so, for what reason.

Details of Medical or other problems

Where it is claimed that a child’s performance in the AQE CEA has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in Form SC22 the precise details of the problem and upload evidence to corroborate its existence.

Where the problem is a medical one of short-term duration which affected the child only at the time of the AQE CEA, parents/guardians should be aware that the School Transfer Committee will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature, the parents/guardians must set out in the Form SC22 precise details of the problem and upload any appropriate evidence.

The School Transfer Committee will consider the application for Special Circumstances. Where this is granted, the School Transfer Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all the other children who have received an AQE CEA score and the admissions criteria applied.

SPECIAL PROVISIONS

Special Provisions will apply for:

- a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;

- c) children entered for the AQE CEA, who because of unforeseen and **serious** medical or other problems which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments. This will include absence for all three CEAs due to the child having COVID-19, or the need for the child to self-isolate for all three CEAs due to COVID-19.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of children who took up residence in Northern Ireland after 9 October 2021.

Parents/guardians who wish to apply to the School under Special Provisions must complete Form SC22, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and upload it with appropriate evidence to the Application. It should be noted that independent evidence will carry greater weight. For children who have tested positive for COVID-19, documentary evidence of a positive PCR test must be uploaded with the Transfer Application. Parents/Guardians who are applying for Special Provisions under category a) must do so by **1 April 2022**.

The School Transfer Committee will consider the application for Special Provisions. Where this is granted, the School Transfer Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the admissions criteria applied.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant’s Transfer Application. Parents should note that the information contained within an application that qualifies the child for admission may require to be verified. If the requested evidence is not provided to the Board of Governors by the deadline specified by the Board of Governors, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Grosvenor Grammar School operates a separate waiting list for each year group. For Year 8, all applications for admission to Year 8 that were initially refused will be automatically added to the waiting list. New applications and applications where new information has been provided will also be added to the waiting list. Please note that if a child does not have an AQE CEA score the School Transfer Committee will determine, on the basis of the information on or attached to the School Application Form, an appropriate AQE CEA score for the child. The Year 8 waiting list will be in place until the **30 June 2023**. Please contact the School if you wish your child’s name to be removed from the list.

Should a vacancy arise after **18 May 2022** and should there be more applications than places available, the procedure outlined in the Admissions Criteria for entry of children to Year 8 will be followed. The School will contact you in writing if your child gains a place in the School by this method.

Applications and Admissions

Year	Admissions No	Total Applications All Preferences	Total Admission
2019/20	157	232	157
2020/21	175 (TV)	236	175
2021/22	175 (TV)	440	175

B. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEARS 9, 10, 11 OR 12

APPLICATION PROCEDURE

Those wishing to apply for entry to Year 9 - Year 12 must make formal application each year using the Education Authority Form and provide the most recent reports from their present school.

Full details, including the Education Authority Application Form, may be obtained by writing to the Principal's Personal Assistant, Grosvenor Grammar School, Marina Park, Belfast BT5 6BA.

The Board of Governors has approved the criteria described below and has delegated the task of applying these criteria to the Principal.

It is the responsibility of parents/guardians to make sure that all information pertaining to their child and relevant to the School's admissions criteria, as outlined below, is stated legibly on or attached to the Education Authority Application Form.

Following receipt of an application, the School will advise parents in writing, by the eleventh working day following the receipt of the Education Authority Form, of any decision to interview their child or otherwise.

Children will only be called to interview if they are deemed suitable to be admitted on the basis of any educational attainment evidence on or attached to the Education Authority Application Form. This evidence must indicate academic attainment which is compatible with the demands and requirements made upon the year group they wish to enter. This material may include any or all of the following:

- i) the score awarded by AQE in the CEA or the transfer grade awarded by CCEA;
- ii) school reports indicating the results for the child of any tests/examinations conducted in **Post-Primary Education**;
- iii) any other relevant material.

1 Criteria for admission for applicants

- 1.1 There **MUST** be places available in the year group being applied for, conditional upon

places being available within classes to support appropriate subject choices and Department of Education guidelines regarding class size, subject to an overall enrolment number of 1075.

- 1.2 If the number of applications is greater than can be admitted within the School Enrolment Number, or within a particular Year group, the following criteria will be applied in the order stated:

- (i) children whose most recent reports from their present school (and previous schools, if applicable) satisfy the Principal on past school record and achievement will be considered before other children. Each case will be carefully assessed by the Principal and will take into account appropriate documentary evidence medical or otherwise. In such a case the decision of the Principal will be final;
- (ii) children whose applications have been **received on or before 1 April 2022** and applications received after this date from children who have recently moved into the area (*see below) will be considered before other children;
- (iii) children will be ranked on the basis of a scored interview to include attainment, effort, extra-curricular contribution and motivation. It should be noted that the interview process will take into account **any educational attainment evidence, including the most recent school report, presented prior to or at the interview.**

- 2 If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:

- (i) children who either have a child of the family currently enrolled in the School [state name(s) and Registration Group(s)] or are the eldest child of the family to be eligible to transfer to a mainstream post-primary school in Northern Ireland.

- (ii) applicants will be ranked for acceptance on the basis of a computer-based process which will make use of the names of applicants as shown on their Education Authority Application Forms.

The process is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the Education Authority Application Form as the seed for a random number generator. The ranking number generated, for any given applicant, is dependent only on the applicant's name (as written on the Education Authority Application Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may, therefore, be subsequently verified, it is not possible to predict, in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

*Moving to the area from a distance of greater than 20 miles from the School as measured in a straight line using an Ordnance Survey web distance measurement tool from the child's home to the front entrance of the School's main administrative building. Home will be taken to mean the child's address appearing at the commencement of the Education Authority Application Form.

All applications for Years 9, 10, 11 or 12 that were initially refused will be automatically added to a separate waiting list for each Year Group. New applications and applications where new information has been provided will also be added to the relevant Year Group waiting list. The Years 9, 10, 11 and 12 waiting lists will be in place until the **end of April 2023**, after which the application is deemed to have lapsed. Please contact the School if you wish your child's name to be removed from the relevant Year Group waiting list.

Should a vacancy arise all applications on the waiting lists will be treated equally and the procedure outlined in the Admissions Criteria for entry of pupils to Years 9, 10, 11 or 12 will be followed. The School will contact you in writing if your child gains a place in the School by this method.

C. ENTRY TO SENIOR SCHOOL

There are currently 290 places available in the Senior School, subject to an overall School Enrolment Number of 1075 pupils. On average, approximately 10 pupils enter Year 13 each year from neighbouring schools. All applicants should be aware that 3 'AS' level (or BTEC) subjects in Year 13 will be studied, based on the appropriate advice provided to the students and their parents. 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. Other equivalent qualifications (e.g. from a different examination authority) will be taken into account.

Full details of the requirements are given in the School Contract that all pupils and parents must sign before a place in the Senior School can be confirmed.

Part 1 - ENTRY TO YEAR 13

NOTE: Most subjects will have Specific and General Entry Recommendations and the details can be found in the 'Information About Senior School Entry and Year 13/Year 14 Courses' booklet, but in general terms it is **very strongly recommended that pupils have achieved a GCSE* grade B (or above) or have teacher recommendation in those subjects they wish to study at advanced level**; with the exception of some subjects for which GCSE in the subject is not a prerequisite (e.g. Government & Politics).

* with reference to all stated qualifications (e.g. GCSE, AS, A2), please read 'or the equivalent outcome as approved by the Department of Education'.

POINTS 1-3 APPLY TO CURRENT GROSVENOR GRAMMAR SCHOOL PUPILS ONLY

1. **Parents and pupils should note that all Grosvenor Grammar School pupils who meet all of the following criteria will**

automatically have the right to a place in the Senior School, regardless of the grades/points of outside applicants to the School:

- (i) have achieved 15 or more points in their GCSE subjects where a GCSE grade A* or A = 3 points, B = 2 points, C* = 1.5 points and C = 1 point [Please note the grade achieved in Religious Studies (Short Course) is worth half the points of a full GCSE Grade i.e. A* or A = 1.5 points, B = 1 point, C* = 0.75 of a point and C = 0.5 of a point]. The Principal will determine the points awarded for other non-GCSE level 2 qualifications;
 - (ii) satisfy the Principal on past school record and achievement (including attendance levels, behaviour, motivation and punctuality);
 - (iii) have an interview with Grosvenor Grammar School careers staff to choose a course of study which shows he/she has a reason for entering Senior School and has a suitable match of subjects.
2. In the case of Grosvenor Grammar School pupils whose performance in GCSE examinations may have been detrimentally affected by **medical or other problems**, the Principal is empowered, in exceptional cases, to waive the requirements of paragraph one above. Each case will be carefully assessed by the Principal, taking into account the appropriate documentary medical evidence.
 3. If a Grosvenor Grammar School pupil fails to gain admission via the criteria detailed above they will be considered via criteria 4 - 6.

EXTERNAL APPLICATIONS

Please Note

- *All applications for places must be received, at the latest, by the School Office staff by 1.00 p.m. on the day of publication of the final GCSE results. Applications received after this time will only be considered for a place if there are places available.*
- *Acceptance of a place offered in the Grosvenor Grammar School Senior School must be made*

and received by the School before 1.00 p.m. on the day following the publication of the final GCSE results. Otherwise, the offer will be withdrawn and the place offered to the applicant next on the waiting list.

4. If the number of applicants exceeds the number of places available, applicants will be ranked according to the points score based on their best 7 GCSE grades [where a GCSE Grade A* or A = 3 points, B = 2 points, C* = 1.5 points and C = 1 point; please note the grade achieved in a GCSE Short Course is worth half the points of a full GCSE Grade i.e. A* or A = 1.5 points, B = 1 point, C* = 0.75 of a point and C = 0.5 of a point]. Applicants will be selected in accordance with their place in this rank order of the points score. The Principal will determine the points awarded for other non-GCSE level 2 qualifications.
5. In the event that criterion 4 fails to separate candidates for a remaining place then applicants will be ranked according to the points score based on their best 7 GCSE grades (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points, C* = 1.5 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order of the points score.
6. In the event that criterion 5 fails to separate candidates for a remaining place then the total points tally of each applicant will be used to rank them (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points, C* = 1.5 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order.

Criteria for all extra places made available by the Department of Education for admission into Year 13

The Department of Education may, in response to a request from a school, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for Sixth Form study (as set out below) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Grosvenor Grammar School.

2. Pupils from other schools where admission has been agreed and additional places granted by the Department of Education.*

* Parents should note how the Department of Education (DE) will, in response to a school's request, temporarily increase a school's enrolment number in order to allow extra post-16 pupils to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 choice courses at another suitable school without undertaking an unreasonable journey (i.e. a journey, that by public transport, would be over an hour from where the young person lives or is further than 15 miles distance). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

What is a school of a type that is suitable for a pupil? To determine this, DE first considers all schools to be one of 4 types: (1) denominational (2) non-denominational (3) Integrated and (4) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school or school from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in Year 12.

Part 2 - ENTRY TO YEAR 14

1. **Grosvenor Grammar School Year 13 pupils** must be aware that the **minimum entry requirements** for entry into Year 14 are that pupils must:

- have achieved in AS examinations during Year 13 **at least 3 grade Ds * OR scored a minimum of 32 points in GCE AS subjects only;**
[UCAS Points Tariff (AS or equivalent): A = 20, B = 16, C = 12, D = 10, E = 6];
- satisfy the Principal on attitude, behaviour and attendance.

Note also that:

- full details of the requirements are given in the School Contract that all pupils and

parents must sign before a place in the Senior School can be confirmed;

- in a few exceptional cases it may be possible for pupils to repeat their Year 13, provided they will be under 19 years of age before 2 July 2022 AND that places are available and that the Principal feels it is in the best interests of the pupil to do so. Failure to meet the age requirement will mean that such pupils will automatically lose their place in the School; and
- pupils whose performance in the AS level examinations may have been detrimentally affected by **extreme medical or other problems**, the Principal, in consultation with the Chairman of the Board of Governors, is empowered, in exceptional cases, to waive the above requirements. Each case will be carefully assessed by the Principal and Chairman of the Board of Governors, taking into account the appropriate documentary evidence.

2. Non Grosvenor Grammar School applicants to enter Year 14.

- 2.1 There **MUST** be places available in Year 14. Places are subject to an overall school enrolment number of 1075.
- 2.2 All Grosvenor Grammar school pupils that meet the minimum entry requirements will be accepted first. If the Principal deems that there are still places available and the total number of applicants exceeds the number of places available, then applicants will be scored according to their results in AS examinations. Applicants will be rank ordered according to their total score and selection will be according to their place in this rank order, the highest scores being selected first.

[UCAS Points Tariff (AS or equivalent):
A = 20, B = 16, C = 12, D = 10, E = 6]

All applications for Year 13 or Year 14 that were initially refused will be automatically added to a separate waiting list for each Year Group. New applications and applications where new information has been provided will also be added to the relevant Year Group waiting list. The Year 13 and Year 14 waiting lists will be in place until **30 September 2022**, after which the application is deemed to have lapsed. Please contact the School if you wish your child's name to be removed from the relevant Year Group waiting list.

Should a vacancy arise all applications on the waiting lists will be treated equally and the procedure outlined in the Admissions Criteria for entry of pupils to Year 13 or Year 14 will be followed. The School will contact you in writing if your child gains a place in the School by this method.

* The School will also consider 2 C grades and 1 E grade as an equivalent to 3 D grades.

2022

Appendix Two: The School Year 2022-23

PROVISIONAL DATES

<i>Staff Training</i>	<i>Tuesday 23 August – Wednesday 24 August 2022</i>
<i>Staff Training</i>	<i>Thursday 25 August 2022 (GCSE Results Day)</i>
First Term	Friday 26 August 2022 (Year 8 only)
August Bank Holiday	Monday 29 August 2022 Tuesday 30 August 2022 (Years 9, 10 & 11 only) Wednesday 31 August 2022 (Years 12, 13 & 14 only) Thursday 1st September 2022 (All pupils)
<i>Staff Training</i>	<i>Friday 21 October 2022 (No pupils to attend)</i>
Half-Term Holiday	Monday 24 October – Friday 28 October 2022 (inclusive)
<i>Staff Training</i>	<i>Monday 31 October 2022 (No pupils to attend)</i> School reopens on Tuesday 1 November 2022
<i>Staff Training</i>	<i>Wednesday 21 December 2022 (No pupils to attend)</i>
Christmas Holidays	Thursday 22 December – Wednesday 4 January 2023 (inclusive) School reopens on Thursday 5 January 2023
<i>Staff Training</i>	<i>Thursday 12 January 2023 (No pupils to attend)</i>
<i>Staff Training</i>	<i>Monday 13 February – Tuesday 14 February 2023 (No pupils to attend)</i>
Half-Term Holiday	Wednesday 15 February – Friday 17 February 2023 (Inclusive) School reopens on Monday 20 February 2023
<i>Staff Training</i>	<i>Monday 3 April 2023 (No pupils to attend)</i>
Easter Holidays	Tuesday 4 April – Friday 14 April 2023 (Inclusive) School reopens on Monday 17 April 2023
May Day Holiday	Monday 1 May 2023 School reopens on Tuesday 2 May 2023
	Monday 5 June 2023 (Return of Year 13 pupils)
End of Year	Last day Friday 30 June 2023

N.B. These dates are provisional and may be subject to alteration. Additional Staff Training Days may be notified

Appendix Three: Bus Routes

The catchment area for Grosvenor Grammar School is very large and, as such, we are grateful to Translink (Metro) who provide a number of bus routes which connect to the School. Further details, including route details and arrival/departure times, can be found on our website.

East Belfast	North Down	South Belfast	Mid Down
1 Belmont: Metro 'School Special' 899	1 Ballygowan: Ulsterbus No.12 or 'School Special'	1 Belvoir: Metro 975	1 Saintfield and Carryduff
2 Dundonald / Ballybeen / Icebowl: Metro 188	2 Derryboye: Ulsterbus No.12	2 Four Winds: Metro 31	
3 Dundonald: Metro 4D	3 Comber: Ulsterbus 'School Special'	3 Rosetta: Metro 30	
4 Belfast City Centre: Metro 5A	4 Moneyrea: Ulsterbus No.12 (Ballygowan Bus)		
5 Braniel (Farmhouse Green): Metro 4E			
6 Braniel: Metro 5A			
7 G1 Glider			



Appendix Four: Key Information

Admissions and Enrolment

Grosvenor Grammar School is a controlled, co-educational, inter-denominational and multi-cultural, day grammar school.



Please visit our website at www.grosvenorgrammarschool.org.uk and navigate to Admissions where you can enjoy our Promotional Video and Virtual Tour of the School.

Fees

Grosvenor believes in providing as many opportunities as possible for its pupils to develop both academically and as young citizens. The School is very grateful to parents for the annual voluntary contribution that they make to the School to help it provide these opportunities. The School Fund contribution is £100.00 for the first child and £50.00 for each additional child, currently enrolled from the same family, to a maximum of two additional children. The full *Charges and Remissions Policy* is available on the website.

School Policies

Copies of our school policies are available from the school office or on the website.

These include policies such as:

- Anti-bullying
- Assessment
- Charges and Remissions
- Drugs and Substance Abuse
- eSafety, ICT Acceptable Use and Digital Media
- Pastoral Care
- Positive Behaviour
- Uniform

If you are dissatisfied with any aspect of school life or your dealings with school, complaints to school should follow our complaints procedure which is also available on the school website.

Contact Information

PRINCIPAL Dr F Vasey
CHAIRPERSON Miss S R Rainey OBE

Contacting the School

TELEPHONE: 028 9070 2777
FAX: 028 9079 7019
E-mail: info@grosvenor.belfast.ni.sch.uk
Further information: www.grosvenorgrammarschool.org.uk
Twitter: @GrosvenorGS

Marina Park
Belfast
BT5 6BA

Tel. (028) 9070 2777
Fax. (028) 9079 7019

Email. info@grosvenor.belfast.ni.sch.uk
Web. www.grosvenorgrammarschool.org.uk
Twitter. @GrosvenorGS



RELATIONSHIPS
RESPECT
RESPONSIBILITY

