



ANNUAL REPORT

2016-2017

GROSVENOR GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS 2016 - 2017

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1. CHAIRMAN'S STATEMENT

Dear Parents/Guardians

It is my pleasure and privilege to present the Annual Report for 2016-2017.

In August, pupils celebrated their public examination results. At GCSE, a remarkable 50 pupils achieved 8 A*-A grades or better, with 22 pupils attaining at least 10 A*-A grades. Our A*-B percentage grades reflected our best year ever. At AS Level, 23 pupils were awarded 3 A grades or better, with 11 pupils gaining an impressive 4 A grades. At A2 Level, an extremely impressive total of 26 pupils achieved 3 A grades or better and Ethan Kee achieved an outstanding 4A* grades. 6 of our pupils achieved 3A* grades or better. With 76% of pupils obtaining 3 grades A*-C or better, this has marked a considerable improvement in outcomes for our pupils and is a culmination of supreme effort from the pupils and staff, working alongside very supportive parents.

Outside the classroom, pupils continued to participate with wonderful enthusiasm and success in the wide range of extra-curricular activities on offer. Particular mention should be given to our Under 18 Football Team who were the winners of the Northern Ireland Schools Cup for the second year in a row. We were equally delighted when our Girls Tag Rugby Team reached the final of the Danske Bank Schools Cup, only to lose out narrowly on the day. Music and drama remain an integral and vibrant part of our school extra-curricular activities and events such as the Carol Service, School Production and Spring Concert showcase the outstanding talent of our pupils and staff. There are so many other activities that reflect the Grosvenor values of Relationships, Respect and Responsibility. Our fantastic extra-curricular programme is only able to continue due to the sheer hard work and commitment of our staff and volunteers and on behalf of the Governors of the school, I wish to thank everyone involved for their unstinting efforts.

The 2016-2017 academic year was a year of consultation in developing our new School Development Plan 2017-2020, with a strong focus on a pupil-centred approach. We are an ambitious school and we have, under Dr Vasey's leadership, the capacity to continue to improve the learning outcomes of our pupils.

I wish to place on record my sincere gratitude to the Principal and all of the staff in Grosvenor for their professionalism, commitment and care towards all of the pupils of Grosvenor. I also wish to thank you for your continued support for your child and the teachers of the School as we share in the vision of the future characterised by our new School Development Plan.

We are always keen to encourage parents to become more involved in school life, and you are most welcome to attend the monthly Friends of Grosvenor meeting. I would also encourage you to join the Communication Strategy Group, led by Dr Vasey.

Yours sincerely,

Mr Alan McVeigh
Chairman 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 2016

NAME	CATEGORY
Mr A McVeigh (Chairman)	Department of Education Rep.
Mr P Cullen (Vice Chair)	Parent Rep.
Mrs F Browne	Teacher Rep.
Mr P Conway	Department of Education Rep.
Mr D Irvine	Parent Rep.
Mr R Magowan MBE	Department of Education Rep.
Mrs M McCartney	Department of Education Rep.
Mr D McConnell	EA Rep.
Dr T McNeill	EA Rep.
Mr S Millar	Parent Rep.
Mr C Pidgeon	Parent Rep.
Mr W Pinkerton	EA Rep.
Miss R Rainey OBE	EA Rep.
Mr S Skillen	EA Rep.
Mr J Young	Teacher 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 2016-17

The amount available to Grosvenor from the Education Authority LMS allocation was £4,549,889 which included a carry-over of £83,502 from 2015-2016.

	2015-16	2016-17
Budget	£4,497,499	£4,549,889
<i>Expenditure:</i>		
Wages & Salaries	£3,592,826	£3,601,063
Contractual Cleaning	£220,836	£228,496
Fuel	£112,338	£105,124
PPP / PFI Unitary Charge	£89,640	£91,817
Maintenance - Buildings	£10,705	£809
Maintenance - Grounds	-	-
Books/Equipment/Materials	£169,628	£175,262
Examination Fees	£119,632	£96,293
Other Costs	£99,099	£107,518
Capital & Minor Works	£21,845	£18,586
Furniture & Fittings	-	£7,728
<i>Total</i>	£4,436,549	£4,432,696
<i>Income:</i>		
PPP Refresh	-	£30,000
Transfer from School Fund	£22,552	-
TOTAL EXPENDITURE	£4,413,997	£4,402,696
<i>Carryover</i>	£83,502	£147,193

GROSVENOR GRAMMAR SCHOOL - SCHOOL FUND

ANNUAL REPORT 2016 - 2017

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

	Income £	Expenditure £
1 Fund Contribution	£62,211.00	
2 Contribution Usage:		
Transport		
Pupil Transport	£59.00	£455.30
Buses (Sport etc...)	£254.00	£14,074.00
Insurance		
Pupil Property		£1,693.79
		£100.00
Practical Materials		£2,200.00
Fees / Subscriptions	£60.00	£4,935.35
School Magazine	£30.00	
Open Night Expenses		£65.93
School Extra-Curricular Expenses		£90.00
Carol Service		£411.20
Tutors		£3,070.00
Surplus		£35,518.43
Total	£62,614.00	£62,614.00
3 Other Items in the Fund		
Whole School (Boxes 2b + 5)	£8,090.58	£10,510.64
Other Income (Box 3)	£6,744.46	£2,860.53
Education Authority Transactions (Box 4)	£500.00	£5,362.33
Other Transactions (Box 4)	£15,351.22	£37,532.01
Charity Collections (Box 6)	£8,831.23	£7,395.93
Donations (Box 7)	£0.00	£1,440.00
School Trips (Box 8)	£73,844.70	£87,969.31
Clubs / Societies (Box 9)	£19,864.00	£24,468.29
Bank Interest/Charges (Box 10)	£689.36	£1,057.69
Deficit	£44,681.18	
Total	£178,596.73	£178,596.73
General Accounts	£138,628.04	

The accounts are consistently prepared on a receipts and payments basis and summarise cash movements throughout the financial year.

Charity Collections are shown in both Box 6 and Box 9 (Clubs/Societies)

CHARITIES' ACCOUNT 2016-2017

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 two regular means of financial support.

1. Weekly charity appeals organised by pupils and staff of the Charity Committee.
2. An annual week of fund raising for Habitat for Humanity.

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

Alzheimer's Society	£355.48
Born Free	£300.00
Cancer Research	£150.00
Fairways Orphanage Uganda	£447.48
Giraffe Conservation	£270.00
Gorilla Organisation	£250.00
Habitat for Humanity	£930.64
Help for Heroes	£282.56
MacMillan	£900.00
Marie Curie	£496.60
NI Cancer Fund for Children	£371.63
Readathon	£99.60
Royal Belfast Hospital for Sick Children	£286.42
Royal British Legion	£230.00
RVH PICU	£820.00
Save the Rhino	£420.00
Simon Community	£210.00
Sponsored Walk Friends of Grosvenor	£4,057.64
Tiny Life	£349.58
WWF	£420.00
Zakky Brennan	£250.00
Zoological Society London	£250.00

TOTAL: £12,147.63

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 2016/17:

Mrs R Russell (Nov. 2015 - present)	Chairperson
Mr M Holden (Nov. 2015 - present)	Secretary
Mrs A Parker (Nov. 2015 - present)	Treasurer
Mrs M Fox	SLT Representative
Mrs J Catterson	Parent
Mr Vivek Venkataraman	Parent
Mrs L Grant	Parent
Mrs M Walker	Parent
Mrs S Kelly	Parent
Mr P Harron	Parent
Mrs Conaghan	Parent
Mrs N Vance	Parent
Ms A Gowan	Relative
Mrs E Simpson	Parent
Mrs H Gregg	Parent
Mrs P McCabe	Staff Representative
Mr D Newell	Staff Representative

The Association attempted to meet its task by:

1. holding meetings for parents on topical and relevant educational issues;
2. fund raising 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.

This year saw the first Friends of Grosvenor sponsored walk, raising over £4,000 to help support extra-curricular provision for our students. 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

2017 Key Stage 3 Assessment Outcomes [All figures are %]

Key Skills		Level 5	Level 6	Level 7
Communication	Teacher-Assessed Levels	100.0	88.8	36.4
Mathematics	Teacher-Assessed Levels	100.0	90.6	45.3
ICT	Teacher-Assessed Levels	100.0	80.4	12.3

2017 GCSE OVERALL GRADES

No. IN YEAR 12	160	ENTERING 5+ SUBJECTS	100%
		ENTERING 1-4 SUBJECTS	100%
A*-C IN 7+ SUBJECTS	92.5%	A*-G IN 5+ SUBJECTS	100%
A*-C IN 5+ SUBJECTS	96.9%	A*-G IN 1-4 SUBJECTS	100%
A*-C IN 1-4 SUBJECTS	99.4%		

GCSE BY SUBJECT

PERCENTAGES PER GRADE

	ENTRY NO	A*	A	B	C	D	E	F	G	U
ART	25	0.0	32.0	52.0	16.0	0.0	0.0	0.0	0.0	0.0
BIOLOGY	125	26.4	34.4	36.8	2.4	0.0	0.0	0.0	0.0	0.0
BUSINESS STUDIES	55	18.2	34.5	21.8	16.4	3.6	3.6	0.0	0.0	1.8
CHEMISTRY	146	20.5	29.5	37.7	8.9	2.1	0.7	0.0	0.0	0.7
COMPUTING	25	4.0	16.0	40.0	28.0	4.0	8.0	0.0	0.0	0.0
ENGLISH LANGUAGE	160	9.4	24.4	47.5	15.0	3.8	0.0	0.0	0.0	0.0
ENGLISH LITERATURE	133	17.3	36.8	33.1	11.3	0.8	0.0	0.0	0.0	0.8
FRENCH	64	35.9	26.6	28.1	9.4	0.0	0.0	0.0	0.0	0.0
GEOGRAPHY	50	24.0	28.0	32.0	8.0	6.0	2.0	0.0	0.0	0.0
GERMAN	71	16.9	21.1	22.5	23.9	7.0	7.0	1.4	0.0	0.0
HISTORY	66	25.8	33.3	27.3	9.1	4.5	0.0	0.0	0.0	0.0
HOME ECONOMICS	38	15.8	26.3	36.8	15.8	5.3	0.0	0.0	0.0	0.0
I.T.	7	42.9	28.6	14.3	14.3	0.0	0.0	0.0	0.0	0.0
LLW	155	2.6	20.0	42.6	21.3	10.3	2.6	0.7	0.0	0.0
MATHEMATICS	160	35.0	34.4	22.5	6.3	1.9	0.0	0.0	0.0	0.0
FURTHER MATHS	81	24.7	28.4	29.6	16.0	0.0	0.0	0.0	0.0	1.2
MEDIA STUDIES	16	0.0	6.3	37.5	37.5	18.8	0.0	0.0	0.0	0.0
MUSIC	10	10.0	40.0	30.0	0.0	20.0	0.0	0.0	0.0	0.0
P.E.	44	9.1	27.3	34.1	15.9	13.6	0.0	0.0	0.0	0.0
PHYSICS	103	28.2	40.8	28.2	1.9	1.0	0.0	0.0	0.0	0.0
RELIGIOUS STUDIES	10	10.0	30.0	40.0	20.0	0.0	0.0	0.0	0.0	0.0
SINGLE AWARD SCIENCE	12	8.3	25.0	50.0	16.7	0.0	0.0	0.0	0.0	0.0
SPANISH	64	37.5	21.9	31.3	6.3	3.1	0.0	0.0	0.0	0.0
TECHNOLOGY	32	6.3	25.0	56.3	12.5	0.0	0.0	0.0	0.0	0.0
R.S. (Short Course)	157	21.7	25.5	24.2	19.1	7.6	1.3	0.6	0.0	0.0

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

2017 AS AND A-LEVEL OVERALL RESULTS

NUMBER IN YEAR 13 153

PERCENTAGES PER GRADE

AS LEVEL BY SUBJECT	ENTRY NO	A	B	C	D	E	U
ART	7	42.9	28.6	28.6	0.0	0.0	0.0
BIOLOGY	51	29.4	21.6	17.6	17.6	9.8	3.9
BUSINESS STUDIES	34	20.6	47.1	17.6	11.8	0.0	2.9
CHEMISTRY	46	26.1	26.1	10.9	13.0	15.2	8.7
DRAMA	7	14.3	42.9	42.9	0.0	0.0	0.0
ECONOMICS	13	15.4	0.0	30.8	15.4	23.1	15.4
ENGLISH LITERATURE	22	27.3	18.2	27.3	22.7	4.5	0.0
FRENCH	21	33.3	28.6	19.0	14.3	0.0	4.8
GEOGRAPHY	12	8.3	25.0	16.7	25.0	25.0	0.0
GERMAN	9	22.2	33.3	33.3	11.1	0.0	0.0
HEALTH & SOCIAL CARE	18	11.1	61.1	22.2	5.6	0.0	0.0
HISTORY	22	22.7	27.3	31.8	9.1	9.1	0.0
HOME ECONOMICS	12	33.3	33.3	16.7	16.7	0.0	0.0
INFORMATION TECHNOLOGY	9	44.4	22.2	11.1	22.2	0.0	0.0
MATHEMATICS	59	35.6	25.4	15.3	13.6	6.8	3.4
MEDIA STUDIES	28	32.1	39.3	21.4	7.1	0.0	0.0
MUSIC	6	16.7	33.3	33.3	16.7	0.0	0.0
PHYSICS	27	29.6	22.2	11.1	22.2	7.4	7.4
POLITICS	32	28.1	31.3	21.9	15.6	3.1	0.0
PSYCHOLOGY	29	17.2	31.0	20.7	10.3	13.8	6.9
R.S.	9	66.7	11.1	11.1	11.1	0.0	0.0
SOFTWARE SYSTEMS	11	36.4	45.5	9.1	9.1	0.0	0.0
SPANISH	17	52.9	11.8	29.4	5.9	0.0	0.0
SPORTS SCIENCE	24	12.5	33.3	33.3	20.8	0.0	0.0
TECHNOLOGY	6	83.3	16.7	0.0	0.0	0.0	0.0
TRAVEL AND TOURISM	9	0.0	33.3	66.7	0.0	0.0	0.0

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

A-LEVEL	
NO. IN FINAL YEAR	131
3+ AT GRADES A* TO C	75.6%
2+ AT GRADES A* TO E	99.2%
1+ AT GRADES A* TO E	100%

A-LEVEL BY SUBJECT

PERCENTAGES PER GRADE

A-LEVEL 2017	Entry No	A*	A	B	C	D	E	U
ART	9	0.0	44.4	33.3	22.2	0.0	0.0	0.0
BIOLOGY	36	13.9	36.1	19.4	13.9	8.3	8.3	0.0
BUSINESS STUDIES	42	0.0	19.0	33.3	42.9	2.4	2.4	0.0
CHEMISTRY	29	6.9	20.7	31.0	20.7	10.3	6.9	3.4
DRAMA	4	0.0	0.0	25.0	75.0	0.0	0.0	0.0
ECONOMICS	4	0.0	25.0	25.0	50.0	0.0	0.0	0.0
ENGLISH LITERATURE	14	7.1	35.7	14.3	21.4	14.3	7.1	0.0
FRENCH	7	14.3	57.1	0.0	28.6	0.0	0.0	0.0
GEOGRAPHY	14	7.1	14.3	35.7	21.4	21.4	0.0	0.0
GERMAN	12	33.3	33.3	16.7	16.7	0.0	0.0	0.0
HEALTH & SOCIAL CARE	16	0.0	43.8	50.0	6.3	0.0	0.0	0.0
HISTORY	23	8.7	17.4	30.4	26.1	17.4	0.0	0.0
HOME ECONOMICS	5	0.0	40.0	20.0	40.0	0.0	0.0	0.0
INFORMATION TECHNOLOGY	7	0.0	14.3	57.1	28.6	0.0	0.0	0.0
MATHEMATICS	30	16.7	50.0	20.0	6.7	6.7	0.0	0.0
FURTHER MATHS	7	42.9	14.3	14.3	14.3	14.3	0.0	0.0
MEDIA STUDIES	11	0.0	9.1	90.9	0.0	0.0	0.0	0.0
MUSIC	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
PHYSICS	14	28.6	28.6	7.1	35.7	0.0	0.0	0.0
POLITICS	15	0.0	20.0	66.7	13.3	0.0	0.0	0.0
PSYCHOLOGY	27	0.0	14.8	22.2	29.6	25.9	7.4	0.0
R.S.	6	0.0	0.0	83.3	16.7	0.0	0.0	0.0
SOFTWARE SYSTEMS	8	12.5	25.0	12.5	25.0	25.0	0.0	0.0
SPANISH	16	6.3	18.8	31.3	37.5	6.3	0.0	0.0
SPORTS SCIENCE	27	14.8	25.9	29.6	29.6	0.0	0.0	0.0
TECHNOLOGY	10	0.0	40.0	30.0	20.0	10.0	0.0	0.0
TRAVEL & TOURISM	8	0.0	0.0	50.0	12.5	12.5	25.0	0.0

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

POST 'A' LEVEL LEAVERS' DESTINATIONS

HIGHER EDUCATION	78.4%
FURTHER EDUCATION	6.0%
HIGHER APPRENTICESHIP	1.5%

EMPLOYMENT	9.7%
GAP YEAR	3.7%
OTHER	0.8%

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

HIGHER EDUCATION	61.0%
FURTHER EDUCATION (inc. Jobskills/Apprenticeship)	22.6%
HIGHER APPRENTICESHIP	1.1%

EMPLOYMENT	7.9%
ANOTHER SCHOOL	4.0%
GAP YEAR	1.1%
OTHER	2.3%

ATTENDANCE (YEAR 8 - 14)

ATTENDANCE WAS 95.5% OF THE POSSIBLE TOTAL.

PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2013-14 TO 2015-16 - Grammar schools

The Northern Ireland statistics for the year 2016-17 are not yet available for publication.

Performance Indicator	2013/14		2014/15		2015/16	
	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) ²	98.8	97.2	98.7	97.2	99.4	98.2
% Achieving 7+ GCSEs at Grades A* - C (or equivalent) ²	97.5	93.0	94.8	95.5	97.5	95.4
% Achieving 3+ A Levels at Grades A-C (or equivalent) ²	71.1	75.7	72.3	75.7	71.1	78.1
% Achieving 2+ A Levels at Grades A-E (or equivalent) ²	100	99.6	100	99.6	100.0	99.7

¹ Excludes pupils with statements of special education needs.

² 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 2016-17, the School week was divided into 45 periods of 35 minutes.

8.40 am	-	8.50 am	Registration in Form Room
8.50 am	-	9.05 am	Assembly
9.05 am	-	9.40 am	Period 1
9.40 am	-	10.15 am	Period 2
10.15 am	-	10.35 am	Break
10.35 am	-	11.10 am	Period 3
11.10 am	-	11.45 am	Period 4

11.45 am	-	12.20 pm	Period 5
12.20 pm	-	12.55 pm	Period 6
1.05 pm	-	1.40 pm	Period 7
1.40 pm	-	2.15 pm	Period 8
2.15 pm	-	2.50 pm	Period 9
2.50 pm	-	3.25 pm	Period 10

The 2016-17 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 2016-17

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	2
GERMAN	-	2	2
SPANISH	-	2	2
ART	2	2	2
CEIAG	-	-	1
FORM PERIOD	1	1	-
GEOGRAPHY	2	2	2
HISTORY	2	2	2
HOME ECONOMICS	2	2	2
ICT	2	2	1
MANDARIN	1	-	-
MUSIC	2	2	1
LLW (Citizenship)			4
LLW (Employability)	2	2	-
LLW (PD)			-
RELIGIOUS STUDIES	2	2	2
TECHNOLOGY & DESIGN	2	2	2
GAMES	2	2	2
PHYSICAL EDUCATION	2	2	2
TOTAL	45	45	45

NOTES:

1. Staff set and marked internal examinations in all subjects and the outcomes were reported to parents.
2. All pupils in Year 10 received a Junior Certificate, based on the results of their summer examinations.
3. In Year 10, pupils commenced a two-year course in GCSE LLW. This course is completed at the end of Year 11.

KEY STAGE 4

The School had undertaken a comprehensive review of the KS4 curriculum during the 2015/16 academic year. In the 2016/17 academic year, Year 12 pupils followed the second year of their course of study whilst Year 11 pupils embarked on a revised curriculum offer.

At Key Stage 4 (Years 11 & 12), there was greater flexibility and the School provided a menu of 26 courses. English, Mathematics, and a Science subject were compulsory GCSEs and all pupils took Learning for Life & Work [an additional GCSE], 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 2017, as required by the Education Order 2006.

Year 12 pupils

All pupils follow courses designed to enable them to obtain **8, 9, 10 or 11 full GCSEs**.

SUBJECTS	PERIODS PER WEEK YEAR 11 (2015-16)	PERIODS PER WEEK YEAR 12 (2016-17)	No. of GCSEs
ENGLISH LANGUAGE & ENGLISH LITERATURE OR ENGLISH LANGUAGE	6	6	1 or 2 x GCSE
MATHEMATICS	4	5	1 x GCSE
Modern Languages - FRENCH or GERMAN or SPANISH OR SUPPORTED STUDY <i>N.B. Pupils wishing to study 2 or 3 languages selected the second/third from the option box below.</i>	4	4	0 or 1 x GCSE
Science - either BIOLOGY & CHEMISTRY OR PHYSICS & CHEMISTRY OR SINGLE AWARD SCIENCE & SUPPORTED STUDY <i>N.B. Pupils wishing to study all 3 sciences selected the third from the option box below.</i>	8	8	1 or 2 x GCSE
LEARNING FOR LIFE & WORK (incorporating Citizenship, PSHE & Employability)	2	-	1 x GCSE [taken in Years 10&11]
CEIAG	-	1	
ICT	1	1	
RELIGIOUS STUDIES (Short Course)	1	1	0.5 x GCSE
GAMES	2	2	
PHYSICAL EDUCATION	1	1	
OPTIONAL SUBJECTS			
All pupils choose 4 extra subjects from the following list:	16	16	4 x GCSE
ART & DESIGN BUSINESS STUDIES COMPUTING DRAMA FRENCH FURTHER MATHEMATICS	GEOGRAPHY GERMAN HISTORY HOME ECONOMICS ICT MEDIA STUDIES	MUSIC PHYSICAL EDUCATION PHYSICS RELIGIOUS STUDIES (Full Course) SPANISH TECHNOLOGY & DESIGN	
TOTALS	45	45	8.5 or 9.5 or 10.5 or 11.5 x GCSE

NOTE:

- All pupils followed courses designed to enable them to obtain **8 or 9 or 10 or 11 full GCSEs** and 1 short-course GCSE.
- Pupils had the opportunity of taking an accredited ICT qualification (Microsoft Office Specialist).

Year 11 pupils

All pupils follow courses designed to enable them to obtain **8, 9, 10 or 11 full GCSEs**.

SUBJECTS	PERIODS PER WEEK YEAR 11 (2016-17)	PERIODS PER WEEK YEAR 12 (2017-18)	No. of GCSEs
ENGLISH LANGUAGE & ENGLISH LITERATURE OR ENGLISH LANGUAGE	6	6	1 or 2 x GCSE
MATHEMATICS ¹	4	5	1 x GCSE
Modern Languages ² - FRENCH or GERMAN or SPANISH OR 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 - either BIOLOGY OR CHEMISTRY OR PHYSICS OR SINGLE AWARD SCIENCE <i>N.B. Pupils wishing to study only one Science MUST study Single Award Science.</i>	5	4	1 or 2 x GCSE
LEARNING FOR LIFE & WORK (incorporating Citizenship, PSHE & Employability)	2	-	1 x GCSE [taken in Years 10&11]
CEIAG	-	1	
ENRICHMENT ³	1	1	
ICT ⁴	1	1	
RELIGIOUS STUDIES (Short Course)	1	1	0.5 x GCSE
GAMES	2	2	
PHYSICAL EDUCATION	1	1	
OPTIONAL SUBJECTS			
All pupils choose 4 extra subjects from the following list:	18	18	4 x GCSE
ART & DESIGN	FURTHER MATHEMATICS	MUSIC	
BIOLOGY	GEOGRAPHY	PHYSICAL EDUCATION	
BUSINESS STUDIES	GERMAN	PHYSICS	
CHEMISTRY	HISTORY	RELIGIOUS STUDIES (Full Course)	
COMPUTING	HOME ECONOMICS	SPANISH	
DRAMA	ICT	TECHNOLOGY & DESIGN	
FRENCH	MEDIA STUDIES		
TOTALS	45	45	8.5 or 9.5 or 10.5 or 11.5 x GCSE

NOTE:

1. A small number of pupils were offered the opportunity to study 11.5x GCSEs by accessing Further Mathematics through an accelerated programme of learning. These pupils used both the Mathematics and ICT periods to undertake Mathematics and Further Mathematics in an allocation of 5 periods in Year 11 and will use an allocation of 6 periods in Year 12.
2. A small number of pupils were offered the opportunity to study 11.5x GCSEs by accessing a second language through an accelerated programme of learning. These pupils used both the Modern Language and Enrichment periods to undertake 2x languages in an allocation of 5 periods in Year 11 and will use an allocation of 6 periods in Year 12.
3. 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.
4. Pupils had the opportunity of taking an accredited ICT qualification (Microsoft Office Specialist).
5. All pupils followed courses designed to enable them to obtain **8 or 9 or 10 or 11 full GCSEs** and 1 short-course GCSE.

SENIOR SCHOOL

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 27 courses. The majority of pupils studied 4 GCE AS subjects in Year 13 and 3 A2 subjects in Year 14. A small number of pupils could, with the Principal's agreement, take 4 subjects to A2.

The school is compliant with the Entitlement Framework for 2017 as required by the Education Order 2006.

SUBJECTS - GCE AS & A2 LEVELS

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

NOTES:

1. All students had two Games periods in which a wide range of activities were available.
2. A CEIAG class was timetabled for all students in both Years 13 & 14.
3. Visiting speakers were invited to address Years 13 & 14. This occurred on a weekly basis, at a time when most students had a study period. It was compulsory that those who do not have a timetabled subject class attended these talks.
4. Pupils studying languages had timetabled Conversation Classes per language per week.

9. CAREERS EDUCATION (CEAIG)

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 contained a wide variety of up-to-date literature and resources.

YEAR 8

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

YEAR 9

- All pupils attended an annual careers day.
- 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
- Personal interviews with careers staff, at which parents may be present.
- All parents were invited to attend a talk on GCSE options in the School.
- Pupils attended the annual Careers Convention.

YEAR 11

- All pupils had two days of work experience.
- All pupils attended an annual Careers Day.
- 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 visited the School weekly to advise on post-16 choices.
- Pupils attended the annual Careers Convention in the first term.
- All pupils had a personal interview with a member of the Careers staff.
- Parents attended a talk on AS options in the School during the Spring term.
- All pupils attended talks on Labour Market Information (Eye for Education).

YEAR 13

- Each student had a weekly CEIAG lesson.
- Past students returned and gave first-hand information about their experiences after leaving school.
- All students were given the opportunity to participate in three days' work shadowing.
- Major employers and businesses visited the School to give talks.
- University and course representatives visited the School regularly to talk about the requirements for entry and courses available.
- Seminars on particular career areas were held.
- Pupils attended the annual Careers Convention.

YEAR 14

- Each student had a weekly CEIAG lesson.
- Personal interviews were held with each student to discuss career pathways (UCAS).
- Parents were invited to attend a UCAS talk in the School.
- Pupils attended a mock interview in the first term.
- 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 University Open Days throughout the year.
- Some pupils undertook further work shadowing or voluntary work for further experience.

10. RELIGIOUS STUDIES

The school held a non-denominational, but Christian act of worship each day, 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

Pupils took part in the following activities:

Grosvenor Grammar School Extra Curricular Programme 2016-17				
SPORT	MUSIC	DRA MA	OTHER ACTIVITIES	
Athletics	Senior Choir	Production	Animal Club	Literacy Club
Badminton Club	Chamber Choir	Backstage	War Hammer	Duke of Edinburgh
Cricket	Junior Choir	Sound and Lights	Scripture Union	Mock Trial Competition
Football	Girls' /Men' s Choir	Set Design	Culture Club	Habitat for Humanity
Golf	String Quartet	Make up	Chess Club	Young Enterprise
Hockey (Boys & Girls)	Jazz Band		Urban Ecologists	T & D Club
Netball	Guitar Club		IT Extra	Charity Committee
Rugby	Senior Orchestra		Public Speaking	Language Leaders
Table Tennis	String Ensemble		Talent Show	ACF
Tennis	Brass Group		Apps r Us	Magazine Committee
	Flute Group		Fencing	

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 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 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 meet subject teachers in all year groups and are invited to attend a careers/subject choice information evening for pupils in Year 10 and Year 12, as well as being given the opportunity to attend their child’s personal Careers interview. 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. Senior School pupils have their own accommodation where they study independently (under supervision) during non-timetabled subject classes, and join together in the Common Room for break and lunch.

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 Chairman (or Vice Chairman) of the Board of Governors and the Principal.
- (ii) If the allegation related to the Principal, the contact was the Designated Teacher who reported to the Chair (or Vice Chairman) of the Board of Governors.
- (iv) All allegations of abuse would have been reported to the Chairman 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 procedures including Fire Safety and Evac Chair Training
- Use of SIMS.net
- SEN support: Using Classroom Assistants
- Self-Evaluation of Teaching and Learning
- Teaching and Learning, including promoting learning opportunities
- Development of Literacy

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 2016-2017:

- The Junior School Council, Middle School Council and Senior School Committee (comprising pupil representatives from each Form/Tutor Group) met termly to raise issues of concern and to make suggestions for improvement. In addition, the Senior Prefects met with the Principal on a regular basis and the Board of Governors in November. The Principal also met with Pupil Focus Groups, as a new venture being developed. 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, telephone calls and visits from individual parents. The Principal invited all parents to volunteer to become members of a new Communications Strategy Group which will come to fruition in the 2017-2018 academic year.
- In 2016-17 we received 13 complaints from parents and other individuals about various aspects of the school [4 in relation to staff; 9 in relation to school procedures, inc. curriculum, criteria, pupil behaviour, examinations, pastoral care, facilities]. All complaints were given due consideration and resolved. Where the complaint related specifically to a member of staff, the Chairman of the Board of Governors was informed. Pupils were reminded frequently, e.g. via Assembly, 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.