



St Mary's High School GOVERNORS' REPORT 2020-2021



**Upper Chapel Street
NEWRY
Co Down
BT34 2DT**

Telephone: 028 3026 2851

Fax: 028 3026 7138

Email: info@stmarys.newry.ni.sch.uk

Website: www.stmarysnewry.com

School Facebook: St Mary's High School, Newry

Twitter Account: @StMarysHSNewry

October 2021

Dear Parents and Carers

On behalf of the Board of Governors of St Mary's High School, I present to you our Annual Governors' Report which summarises the events and achievements during our previous school year from September 2020 to August 2021. Reflecting on this past school year, I pay tribute to the Staff, Teaching and Non-Teaching, Governors, Pupils and Parents who worked successfully together during this exceptional period in education.

St Mary's, an all ability Post Primary School, continues to be extremely proud of the very high level of educational opportunity it offers to the young people of Newry its surrounding areas. The Governors of St Mary's are committed to maintaining high educational standards and attributes this to its highly motivated and dedicated staff, who work closely in partnership with pupils and parents.

The 2020-2021 academic year was very challenging for everyone as a result of the global pandemic. As Chair of the Board of Governors, I want to thank the entire staff of St Mary's for working tirelessly to ensure that the pupils were able to continue with their learning and were supported at home. I also want to thank the pupils for their resilience in coping with this new form of home learning and to you their parents and carers for your ongoing support.

The school community was greatly saddened in June with the loss of our wonderful School Chaplain, Fr Tony Corr RIP. Fr Tony was a Governor for four years and Chaplain for seven years. Fr Tony was always supportive of the school community helping us to celebrate liturgical events throughout the school year, we will all remember him with great fondness, may his gentle soul rest in peace.

I would like to take this opportunity to recognise the work of a member of staff who retired in August 2021. Mrs Adrienne O'Hare was Head of Home Economics and Year Tutor. She worked tirelessly to promote Home Economics throughout the school. In her role as Year Head she supported and guided many girls pastorally and academically. We wish her good health and happiness in her retirement.

The Governors' Report gives an insight into the varied life of our school and it shows how much the curriculum extends beyond the classroom. From reading the individual Department Reports, you will note the many additional activities which were undertaken to extend the opportunities for teaching and learning. You will note that the school is taking part in many educational initiatives to enhance our pupils' learning. The report also gives you the opportunity to see how the school is both organised and financed.

St. Mary's is a school in which we, the Governors, staff, parents, and above all, pupils, share great pride. As a member of our Area Learning Community, we continue to develop positive working relationships with all our Post Primary Partners. In St. Mary's, we acknowledge and celebrate the sterling work carried out by our Primary Schools and our many curriculum links which are invaluable in ensuring the pupils' smooth transition to Post Primary Education. Our collaborations with other Post Primary Schools in the ALC has enabled us to extend curriculum choice and to ensure our pupils are prepared for Third Level Education.

Our thanks go to a very dedicated, committed and enthusiastic staff for the professional manner in which they carry out their duties. We are delighted with the progress and achievements of our pupils. They have shown what can be achieved through hard work, enthusiasm and the support of parents and staff.

We value links with the local community and wish to express our appreciation for the expertise and time given to the school by individuals, businesses and agencies. Through the many programmes we are strengthening our links with the Parish and this ensures the continuance of St Mary's distinct Catholic Ethos which is inclusive and celebrates diversity.

We pledge ourselves to continue to strive for excellence so that the pupils of St. Mary's may achieve their full potential. We thank you for your continued support and we look forward to working in partnership over the coming years.

Rev. John E McClelland, - Chairperson Board of Governors

BOARD OF GOVERNORS
ST MARY'S HIGH SCHOOL, NEWRY

REV. J E MCCLELLAND
CHAIRPERSON
TRUSTEE

MRS P CUNNINGHAM
VICE-CHAIRPERSON
EA REPRESENTATIVE

MRS P MAGUIRE
TRUSTEE REPRESENTATIVE

MRS E BELL
TRUSTEE REPRESENTATIVE

MRS S HADDAD
TEACHERS' REPRESENTATIVE

MS M DONAGHEY
EA REPRESENTATIVE

MR E MCDONNELL
PARENT REPRESENTATIVE

MR D MCCAUL
DENI REPRESENTATIVE

MRS J CURTIS
TRUSTEE REPRESENTATIVE

MISS D CRAWLEY
PRINCIPAL

MR M FITZPATRICK
SECRETARY TO THE BOARD OF GOVERNORS

As a result of the 1989 Education Reform N.I. Order governors have been given responsibility for the overall management of the school:

- the establishment of aims and objectives for the school and the drawing up of policy statements for those areas of management where a written policy is required;
- ensuring the implementation of the Northern Ireland Curriculum and keeping it under review and in particular fostering links with the local community and pursuing the objectives of Education for Mutual Understanding;
- selecting staff, making promotions and undertaking other personnel responsibilities;
- drawing up an admissions policy and applying it to prospective pupils;
- managing the school's finances;
- ensuring that the premises are properly maintained;
- providing parents with information about the school through the issue of a Prospectus and Annual Report.

VISION

Our vision is to educate and develop the students in our school to the highest possible standard and as a Catholic School, to awaken them to the challenge of living according to the Catholic faith whilst also appreciating diversity.

We acknowledge that Catholic Education:

- Takes place in communities inspired by the Spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools
- Promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God
- Is inclusive. It is respectful of, and engages with people of all beliefs: it encourages the development of all in their own faith
- Is rooted in the Gospel values of Respect for Life, Love, Solidarity, Truth and Justice: it aims to harmonise faith and culture, build a better society and pursue the Common Good

Aims of St Mary's as a Catholic School

Together Catholic Schools provide high quality, rounded education for all young people, so that they develop their full uniqueness and potential.

In Catholic Schools the person and message of Christ find expression in:

- Communities of Faith, Service, Prayer and Worship
- The development of each person's full potential in a climate of joy, freedom, respect, challenge, cooperation and celebration
- The enrichment of pupil life – intellectual, physical, spiritual, moral, social and emotional
- The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships
- A culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished
- Listening, mutual understanding, trust, reconciliation, healing and peace
- The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the common good

MISSION

OPTIMUM SEMPER FACERE - ALWAYS TO DO ONE'S BEST

We will work in collaboration with other educational institutions and in partnership with parents and students to maximise academic and creative potential of students, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.

STRATEGIC AIMS

VALUING EDUCATION

- To promote the value of education through the celebration of achievement and personal endeavour
- To engender a love of learning as a life long process and an appreciation of its relevance in everyday life

FULFILLING POTENTIAL

- To provide young people with learning opportunities suited to their needs and abilities
- To maximise the academic and creative potential of students by challenging them to be independent thinkers and lifelong learners
- To provide students with the opportunity to develop competence and confidence in eLearning
- To give students opportunity to learn about factors which impact on learning e.g. learning styles, techniques to improve learning, healthy lifestyles
- To prepare students for the opportunities, responsibilities and experiences of adult life and equip them with the skills to manage their career development
- To foster the personal and social development of students as responsible members of society
- To collaborate with other schools and colleges to improve learning and extend opportunity

PROMOTING EQUALITY AND INCLUSION

- To ensure all members of the school community are treated with respect and that there is equality of access to resources
- To encourage tolerance and respect for others and to promote the value of diversity

RESOURCING EDUCATION

- To use resources effectively to support and improve learning
- To ensure procedures are in place to appoint and develop skilled and motivated staff
- To seek opportunities to provide additional funding to support and improve learning
- To provide a safe, healthy, stimulating and well-equipped learning environment
- To actively promote the welfare of pupils and staff

SCHOOL CONTEXT

St Mary' High School first opened in 1961 as an all-girls non selective Catholic School providing high quality education and pastoral support for the girls in the Newry and surrounding area. The school provides an inclusive, welcoming and stimulating learning environment for pupils and staff; one where learning and achievement is supported and celebrated. St Mary's is a progressive 11-18 school which embraces change, collaborative learning and promotes high expectations. The pupils, parents, governors, trustees and staff are committed to the school and proud of its many achievements.

In St Mary's each student is guided and encouraged to realise their full academic and creative potential within a supportive, child centred learning environment. The curricular, extra-curricular and pastoral programmes support the spiritual, personal and social development of all students enabling them to become confident individuals with positive attitudes and dispositions prepared for the opportunities, responsibilities and challenges of adult life.

St. Mary's is a **Rights Respecting School (Level 2, Dec 2016)** where learning is underpinned by caring, supporting relationships and mutual respect. The many student voice groups promote human rights, locally and globally, enabling active pupil participation in a wide range of areas: Rights Respecting School Council, SNAG, ECO, Learning Partners, Fundraising, Liturgical Committees, Maths Mentors and Subject Ambassadors.

Students are supported to reach their full potential within a learning environment of high expectations, they confidently apply themselves to the learning and assessment process. The comprehensive curricular and extra-curricular opportunities together with the strong pastoral ethos, allows students to develop their skills, knowledge and positive attitudes and values to become self-reliant and resilient young adults. Students are encouraged to develop their self-esteem, self-awareness and responsibility. Their contribution to school life and to the life of the wider community is promoted and celebrated.

Religious Education and faith development plays a very important role in the life of the school, supported and enhanced by the commitment of the School Chaplain. The school plays an active role in the local parish and promotes the involvement of the youth at every opportunity.

As reported by the most recent **ETI Inspection Report** (Oct 2015) the school has a 'High level of capacity for sustained improvement'. This finding reflects the high levels of academic achievement within St Mary's and demonstrates that school is a leading education provider. This inspection report stated 'The school's mission statement 'Optimum Semper Facere – Always to do ones best' pervades the life and work of the school. St Mary's works in partnerships with local primary and post primary schools, community and business groups in the local area, enriching the pupils' learning experiences and future opportunities.

The Investors in People, **Health and Wellbeing Award** (June 2019) is an accolade which recognises the combined achievements of all staff in ensuring St Mary's creates an environment that is proactive in promoting the health and wellbeing of all staff. The school embraces change, embeds new initiatives and celebrates success.

The strong Pastoral Ethos and effective Personal Development Programme which permeates the school are based on a deep appreciation of each individual's rights and responsibilities and their

active participation as a local and global citizen. This is reflected in the accolade of being a **Rights Respecting and Welcoming School**.

The comprehensive CEIAG programme promotes personal and career development supporting students in their chosen curriculum pathway enabling them to make informed career choices. As a designated **ECO School**, the school community received recognition for its commitment to raising environmental awareness (**ECO Ambassador School 2017**).

In developing our global outreach, St Mary's is actively working with 'The Newry Africa Link' to support the work of Fr Donall O'Cathain SMA in building new primary and secondary schools in Africa. As a Rights Respecting School, St Mary's is keen to improve the life opportunities of children in developing countries by supporting quality education. To date St Mary's has raised £44,000 to support both the building programme and resourcing of the new schools. We are also very proud of our support for Mr Barry Traynor from the Zambia Street Children Project, to date the school has donated through our yearly fundraising £26,900 to this great project.

The Governors of St. Mary's High School wish to recognise the hard work of the Principal, teaching and non-teaching staff and their dedication to the spiritual, moral, cultural, intellectual and physical development of our pupils.

LEARNING AND TEACHING

St. Mary's is a vibrant, child centred, self-improving learning environment which effectively meets the needs and aspirations of all pupils through high quality learning and teaching. Working in collaboration with other educational and business providers, we maximise the academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.

Staff is supported through on-going continuous professional development including: Inset Training; PRSD; Sharing Good Practice, Trusted Colleague and Reflective Teacher Models. Teachers and Classroom Assistants set high expectations for all pupils to maximise the learning opportunities for all. They work collaboratively to create a learning environment that develops pupils who are responsible for their own learning. There are a wide range of teaching methods and strategies in place to support learning and teaching and to enable all pupils to succeed and reach their full potential. These have been agreed at whole school level and include policies for Learning and Teaching, Assessment, Homework, Examinations, Literacy, Numeracy and ICT which are revised regularly in line with DE guidelines. Learning and Teaching remains a standing item on all department and curriculum team agendas. In-service training for teachers and Classroom Assistants are determined by the key priorities identified from the School Development Plan.

CURRICULUM PATHWAYS/ENTITLEMENT FRAMEWORK

Curriculum development is progressive and ongoing, providing pupils with broad, balanced and flexible curriculum pathways to meet their needs, abilities and aspirations and reflective of Local Market Information. Pupils have access to a wide range of applied and general subjects which meets the statutory requirements of the Entitlement Framework - KS3 – 17 subjects, KS4 – 30 subjects, Post 16 – 21 subjects. Curriculum planning and development is underpinned by the comprehensive CEIAG Programme supported by our partnerships with our collaborating schools in the ALC (St Mark's High School and St Colman's Grammar School).

KEY STAGE 3:

The curriculum structure in KS3 empowers pupils to reach their full potential and make informed decisions as an individual, a contributor to society and a member of the local and global economy as outlined in the Northern Ireland Curriculum. Through a wide range of learning experiences and assessment methods, pupils develop a wide range of Thinking Skills and Personal Capabilities including the Cross Curricular Skills of Communication, Using Maths and ICT. This is underpinned by the promotion of positive attitudes and dispositions. In KS3 pupils are placed in mixed ability classes with streaming in Mathematics and English. Pupils are fully engaged in the school's Learning Cycle. Learning plans and Reflection Plans are used by teachers and pupils to reinforce and evaluate the learning process. Pupil progress is tracked effectively through the Assessment and Reporting procedures through SIMs and pupil diaries.

In KS3, pupils study a range of subjects and have the opportunity to become involved in a wide range of curricular and extra-curricular activities, clubs, educational and cultural trips. As an Extended School, St Mary's offers further opportunities to pursue learning outside school hours to pupils and parents. Decisions about individual curriculum pathways for Key Stage 4 are made at the end of Year 10 supported by the school's comprehensive CEIAG programme.

KEY STAGE 4:

Curriculum provision at Key Stage 4 is broad, balanced and flexible to meet the needs of individual pupils and ensures appropriate progression opportunities. Pupils have access to a range of academic and vocational options including GCSE's (Applied and General), OCN and Occupational Studies as outlined in the Entitlement Framework. We create a supportive environment which is conducive to learning where clear expectations exist that all pupils can and will achieve to the very best of their ability. Through a wide range of teaching and learning strategies pupils are motivated and engaged in their work both collaboratively and independently. Learning and teaching at Key Stage 4 supports the development of cross curricular skills, thinking skills and personal capabilities. Through the use of Assessment Manager teachers and pupils set and track realistic Target Grades enabling pupils to reach their full potential.

Pupils follow a comprehensive CEIAG Programme allowing them to make informed decisions regarding the future career management. Work Placement in Year 11 creates opportunities for work related learning and skills development aiding the advancement of employability skills. Unfortunately due to Covid 19 work placement was unable to take place in June 2021.

KEY STAGE 5:

In collaboration with other schools in the Area Learning Community pupils have access to a range of subjects both academic and applied as outlined in the Entitlement Framework. Decisions regarding curriculum provisions at Key Stage 5, reflects the needs and career aspirations of all pupils. The pupils have access to a comprehensive CEIAG Programme informing them of educational and employment opportunities. The Personal Development Programme prepares pupils for the challenges and opportunities of adult life and the acquisition of essential personal and social skills.

Transition Seminars are held at the beginning of Year 8, Year 11 and Year 13. These seminars are designed to inform pupils and parents about the challenges and demands of each Key Stage.

RESOURCING LEARNING

There is a commitment to provide a well-resourced, stimulating and safe learning environment which enables pupils to have access to a broad and balanced curriculum, demonstrating our caring ethos and strong commitment to the welfare and attainment of all pupils.

PERSONAL DEVELOPMENT PROGRAMME

Personal Development involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist pupils in coping with the challenges of everyday living. This is inclusive of their present needs and helps them in their development towards adulthood, encouraging the development and promotion of emotional intelligence. Pupils follow the statutory Personal Development Programme from Years 8 to 12 delivered by form teachers supported by external resources and agencies. In Year 13 students follow a Healthy Lifestyle Enrichment Programme developing knowledge, skills and attitudes to make informed lifestyle choices.

SPECIAL EDUCATIONAL NEEDS

St Mary's High School is committed to maximising its pupils' academic achievements within a broad and balanced curriculum which addresses the social, spiritual and emotional needs of its pupils. Teachers aim to be alert to the specific educational needs of the pupils who have learning difficulties. The pupils who require additional support to help them overcome specific learning difficulties are the focus of the SEN Policy. Every pupil is entitled to develop to their full potential while being educated alongside their peers. The support given will address the specific learning difficulties which are impeding progress and achievement. We aim to provide an educational experience which celebrates all achievement and recognises individuality.

Pupils with Special Educational Needs are integrated into mainstream provision through a mixed ability system with additional support and resources. This support results in smaller class sizes for Literacy and Numeracy in Years 8, 9 and 10. A variety of teaching and learning strategies and differentiated work are used in all subjects. Teachers may use both the pastoral and academic programmes and structures within the school in identifying and making provision for needs. The school is committed to staff development in issues connected with Special Educational Needs.

The Learning Support Co-ordinator is responsible for ensuring pupils' individual needs are recognised, identified and appropriate support is put in place. She coordinates and monitors SEN pupils' progress and attainment and is responsible for the compilation of clear and realistic Education Plans through consultation with parents, classroom assistants, Support Services and outside agencies. The Co-ordinator plans and organises the annual review of pupils with Statements of Educational Needs.

St Mary's promotes a culture of tolerance where pupils of diverse identities are welcomed, respected and cherished. In promoting the value of diversity the school has a range of strategies to enable pupils to fully access the curriculum and make progress.

PROCEDURE FOR MAKING A COMPLAINT

At St. Mary's High School, we are committed to listening about our service. We will use this information, wherever possible, to help maintain and improve our service. We encourage and welcome all comments and views, both positive and negative. Parents are welcome to come to the school to discuss any matter pertaining to their daughter. It is the belief of the school that this open communication is highly beneficial to all and especially to the pupil. Our policy is designed to establish a clear mechanism for the resolution of complaints which may be verbal or in written form.

AIMS

Our complaints procedure aims to:

- provide an efficient and thorough system through which issues are effectively addressed
- facilitate the school in providing the best possible service for its pupils and the local community
- provide a simple, speedy and accessible service that respects confidentiality
- be courteous and respectful
- address the issues that arise from complaints in a fair and honest manner within the timescale set out
- treat individuals and groups with openness, equality and inclusiveness
- keep people informed of progress and the final outcome of the issues raised
- be simple, easily accessible and easy to use

These procedures do not replace or supplement other established procedures and/or appeals mechanisms in such areas as Child Protection, Special Education, Admissions, Suspensions and Expulsions etc.

The procedures allow for a five stage process ranging from informal to formal. Most complaints are resolved at the informal stage but if a parent believes that the issue has not been dealt with in a satisfactory manner the complaint should be made in writing, initially to the Principal. Ultimate responsibility for the curriculum of the school lies with the Board of Governors and it is involved at Stage 4 and Stage 5 of the complaints procedures.

A full copy of the Complaints Procedure and other school policies is available from the School on request or on the School Website.

DEPARTMENT REPORTS

ART AND DESIGN DEPARTMENT

Showcasing the diverse range of ability and talent within St Mary's and promoting the Art and Design Department within the school and wider community has remained our primary focus during the current climate.

Through online platforms we were able to collaborate with artists and practitioners, inviting artists into the classroom environment. We continued to use Google Classroom as our blended learning programme of study. We have also adapted some methods and implemented these into our future schemes of work.

We continue to celebrate success at GCSE and 'A' Level and have a high intake at year 11. We look forward to returning to our classroom and delivering exciting and creative lessons in September.

BUSINESS STUDIES DEPARTMENT

The department had a very successful year in terms of examination results and was particularly delighted with the exceptional achievements of our GCSE students.

The GCSE results were 100% A-C in Business Studies which is 18.5% above the Northern Ireland average and the 'A' Level Professional Business Services students attained 95% A*-C which is a 9% increase in attainment in students from AS to A2. This is down to the number of students attaining A*-C increasing from 19/22 to 21/22. Level 3 Cambridge Technical students attained 100% A*-C. Revision resources were again very instrumental toward these results, online learning, booklets and revision days were offered. Lunchtime and afterschool sessions were run by teaching staff and detailed preparation and guidance for the completion of coursework was provided. This reflects both the efforts invested by and the productive relationships that exist between students and staff.

Like all others, our department found itself in a very unfamiliar position this year due to the pandemic. For large parts of the academic year, neither students nor staff were on site in school. This report would like to acknowledge the hard work invested by the members of the department to become conversant with the technologies that enabled remote teaching and learning to take place during the pandemic. Departmental priorities for this year included ensuring we were adequately prepared for blended learning. Fortunately, the Business Studies department is a department that has embraced technology in recent years. Resources have been available to our students remotely pre pandemic via Google Classroom. This, allied with the Collaborate Ultra Software, meant that Business Studies students were able to continue with learning throughout the periods that the school was closed.

In light of the global pandemic, the department was unable to undertake much of its usual interaction with the local community and business world, including our annual fundraising drive, but we look forward to returning to this rewarding work next year.

Mrs Barry returned from maternity leave in October and we thank Miss Hanna for the hard work she contributed to the department during Mrs Barry's maternity cover. Mrs Mc Allister attained a permanent position within the department in May of this year. As a past pupil of St Mary's, Mrs Mc Allister is a very welcome addition to the Business Studies Department.

CEIAG DEPARTMENT

Despite disruption due to the COVID 19 Pandemic, the CEIAG department worked tirelessly this year to ensure our students have not been disadvantaged in their access to quality Career teaching, advice and guidance.

We would normally take all our Year 14 students to both the QUB and Ulster University Open Days however this was not possible this year. Fortunately, the Universities pre-empted this likelihood and delivered virtual Open Days via online platforms. Our students were informed of these opportunities over our social media platforms such as Facebook and Instagram. Indeed, online platforms have become a key mechanism by which we can inform our students of local, regional and global opportunities in both training and employment.

Similarly, our Year 12 students would normally have the opportunity to meet face to face with our DEL Careers Advisor. This was not possible this year so we had to put in place alternative arrangements to ensure our students were not disadvantaged. We successfully delivered digital guidance via WebEx until Christmas and thereafter we delivered telephonic interviews from March to May. ALL Year 12 students received either a digital or telephonic interview and we are delighted that none of our students were disadvantaged as a result of ongoing COVID disruption.

Key Stage 4 and Post 16 students can avail of a wide selection of both vocational and academic subjects in collaboration with St Mark's High School and St Colman's College. We are continually adding to the menu of subjects and qualifications that are offered at all transition stages. Feedback from parents, students and training providers has been extremely positive and we look forward to forging even stronger links this coming academic year and so extending further our KS4 and Post 16 Provision.

All Year 10 and 12 students receive support and guidance at these key transition phases to help them to make more informed career/subject decisions and options lessons are fully embedded within the KS3 Employability Programme and the KS4/5 CEIAG Programmes. The CEIAG Department works closely with the DEL Guidance Counsellor to ensure all our students have access to the highest quality Careers Advice and Guidance. New procedures have been implemented this year for both these transition stages which have proved to be highly valued by our students.

The CEIAG Department Policy has been completely revised to bring it in line with all other school policies and to reflect the changing nature of Careers, Education, Advice and Guidance in the 21st Century.

The department is very proud that our students are leaving as confident and self-aware individuals ready to embark upon the next phase of education, training or the world of work despite the need for online learning from December to March. The CEIAG department continues to be friendly, welcoming and provides a stimulating environment for students and staff.

CHILD DEVELOPMENT DEPARTMENT

This has been another busy but productive year for the Child Development Department. We ran both years of our Level 3 CCLD program, taught by Mrs Hamilton and a new member to the department, Mrs. McCaffery. We also successfully introduced a new Level 2 OCN qualification, taught by various members of the department; Mrs McGinn, Mrs Hamilton, Mrs McCaffery and Miss Digney.

The year began positively with results from last year's GCSE students, with 92% achieving A*-C grades and 100% of Post 16 students achieving A-C. We were delighted with these results and are a credit to the hard work of both staff and pupils.

During this challenging year, we have successfully introduced and implemented a new Level 2 qualification – An Extended Certificate in Early Years Learning, Care and Development. This course is 100% portfolio based and equivalent to a BB grade at GCSE. It is worth noting, Mrs Foster the Head of Department, collaborated with OCN in the development of the specification of the new qualification and Miss Digney collaborated with OCN to develop resources for the qualification, which has been in use from September 2020.

Pupils have responded positively to this course, which helps them to develop their knowledge and understanding of child development, learning through play and how meeting the needs of individual children will support their learning. This qualification has also helped pupils develop essential skills and attributes that are valued by employers and further or higher education, which many of our students have shared a keen interest in.

The Level 2 and 3 samples of coursework were sent to our BTEC External Verifiers Bola Emmanuel and Jill Thickett. The feedback received was very positive and they were happy with and commented on the high standard of work provided. This is a direct result of the hard work and commitment of all our department members, all of whom strive to ensure all our pupils meet their full potential.

We continue to collaborate with St. Mark's High School who offer BTEC Level 3 and St. Paul's High School who offer Level 2. These collaborative working relationships are an important part of our development as a department.

Teaching this year was interrupted due to Covid-19, however our department continued to deliver our subjects to KS4 and KS5 pupils through blended learning and online platforms such as Showbie and Google Classroom. This provided opportunities to continue to support our students academically and pastorally.

DRAMA DEPARTMENT

New Qualifications

Post 16

This year was the first year that the Drama and Music Department successfully worked together to deliver A-Level Performing Arts. In previous years, this has been delivered in St Mark's High School but moving forward this will be a two-year cycle of delivering the subject between both schools.

KS4

The Drama Department has also returned to delivering GCSE Drama as well as Level 2 in Performance Skills. This is to help develop and stretch the G&T pupils in the subject.

Theatrical Performances

Every Year the Drama Department facilitates at least one trip to see a live theatre event. This is a requirement for the GCSE course and also helps to encourage a love of the Arts in KS3 pupils. With the restrictions imposed by Covid 19 plays and musicals were not viable this year. Instead we subscribed to Drama Online, enabling our Year 12 and Year 11s to watch and analyse **'Translations' By Brian Friel** and **'One Man Two Guv'nors' by Richard Bean**. Both were professionally recorded and produced by the National Theatre in London. The Key Stage 3 pupils were treated to the Broadway production of **'Shrek The Musical.'**

'Smashing Times' Online Workshops.

In March 2021, Year 11 and Year 12 pupils attended two online workshops with Smashing Times Theatre Company. The first was a **Wellness Workshop** facilitated by Michael McCabe and Eimear Burke. All the pupils thoroughly enjoyed this session and got a lot from it. The second workshop was a **Drama Workshop** facilitated by Roisin Fearon that was focused on the theme of 'Differences' with the pupils writing and performing their own monologues. All three facilitators really enjoyed the workshops with our girls.

Performances

Drama Moderation

Due to the Covid pandemic and the measures that were put in place for returning to school, GCSE pupils were required to prepare and perform monologues. For this year only this was without an audience however, the pupils were able to use this opportunity to refine their camera acting skills.

KS3 Drama

During lockdown all Key Stage Three pupils we given tasks to complete online. There was fantastic engagement from the students in Year 8 and 9, with the pupils not only performing in the submitted videos but also showing their ability to edit and use new and exciting software.

Cross Curricular

Online Creative Arts Festival

This year the Drama Department initiated an Online Creative Arts Festival. This consisted of competitions in Art, Drama, ICT and Music. Fifty-nine children registered for the festival with pupils from KS3 and KS4 entering videos of their creative work via google classroom. Prizes were awarded at each Key Stage with the winners receiving an all 4 one voucher. The winners appeared in the local press when we returned to school.

Staff Development

Mrs McCaughey and Mrs Tennyson made use of all agreement trial material online for A-Level Performing Arts from CCEA. Mrs McCaughey liaised further this year with CCEA and the Drama Department in St Mark's High School with regards to A-Level Performing Arts. She also liaises with Mr McParland in Abbey Grammar School regarding GCSE Drama.

ENGLISH DEPARTMENT

The Siobhan Dowd Book Bursary

In late Summer we were delighted to receive confirmation that our application to the Siobhan Dowd Trust was successful and we were awarded £650 to spend on books. This prestige foundation celebrates the life of acclaimed writer Siobhan Dowd by supporting schools to encourage reading. This bursary must be spent in a local, independent bookshop. We are delighted to be working with 'Wee Book Worms' in Warrenpoint.

Engage Teacher

Due to the implications of COVID-19 and subsequent funding by DE, we secured an Engage Teacher to support pupils whose English (Literacy) and Maths (Numeracy) were adversely affected. Miss Catherine McAlinden worked closely with the English and Maths Department to support teachers and pupils.

Halloween Projects

Once again year 8 pupils took part in our annual Halloween Competition by creating fantastic projects. Throughout the month of October year 8 pupils studied and analysed a range of texts ranging from; advertisements, play scripts, gothic stories, newspaper articles, poems, brochures and informative texts. Pupils were then tasked with creating their own texts. As always, the standard was extremely high and winners were awarded in each year 8 English class.

Cross Curricular Project – History

In English class, year 8s read the Historical Fiction Novel 'Spirit of The Titanic'. This novel allowed pupils to deepen knowledge gained in History and garnered more interest in this historical event. Pupils also sent a range of questions to the novel's author, who took part in a virtual Q&A sessions as part of Literacy week celebrations.

Collaboration with Bookshop

This year we strengthened our links with a local children's bookshop - Wee Book Worms (Warrenpoint). As part of our passion for reading and our dedication to develop this in our pupils, competitions were organised in conjunction with this local business. Pupils of St. Mary's

were treated to a virtual tour of the shop and a group of keen readers became ‘St Mary’s Book Worms’ by working closely with the shop to create book reviews to promote books available in the store.

Literacy Planet

All Key stage 3 pupils availed of one-month subscription to the website – Literacy Planet. This literacy based site is tailored to pupils’ levels, it generates a range of activities to support and develop their literacy, in a fun and interactive way.

Virtual Book Fair

To further promote reading, a virtual book fair was organised. Pupils and staff were able to purchase books from the Scholastic’s website at reduced rates. The school received a commission for all purchases.

Mental Health Week

To promote this important issue and to highlight how important reading can be in relation to wellbeing, the English teachers created a video to promote the benefits of reading.

Pupils were given the task to spend time reading and ‘share a book’ by reading virtually to others.

Pupil Challenges

During our period of remote learning the English Department devised weekly challenges to motivate and engage pupils. Each week pupils were tasked with a topical challenge that saw them research or create. Some challenges included researching Inspirational Women to celebrate International Women’s Day. Another challenge encouraged pupils to spend time reading, to promote the benefits for the mind as part of Mental Health Awareness Week.

Literacy Week

Once again this was a whole school event, however due to COVID-19 and remote learning, all activities were virtual and online.

The week began with DEAR (Drop Everything and Read) sessions which allowed pupils and some staff to enjoy some quiet time to read their favourite book. Each year group received a Literacy quiz to complete, as did staff. Pupils and staff also took part in daily puzzles.

Throughout the week pupils took part in a range of book themed challenges and activities.

KS3 pupils celebrated World Book Day by taking part in a virtual book quiz. That evening St. Mary’s staff and their families also tested their literacy knowledge by taking part in a book themes quiz.

Unfortunately, due to COVID-19 we were unable to welcome our Patron of Reading –Ms P Burgees to school. However, she recorded a special video for our pupils which focused on her journey as a writer and answered many of their questions about her novels. Year 8 pupils also got to ‘meet’ online Nicola Pierce, author of their class novel ‘Spirit of the Titanic’. Ms Pierce also spoke to the pupils about her writing journey and answered their questions.

GEOGRAPHY DEPARTMENT

The Geography department continues to be a thriving and dynamic department in St Mary's. Despite what has been another challenging year, the department is extremely proud to announce a 100% GCSE pass rate at grades A* to C through Centre Determined Grades and associated evidence.

Sadly, we missed out on Open Night this year which is always our chance to showcase the great work that goes on in the Geography department. The GCSE River Study, a major highlight of the Year 11 programme, was unable to take place for the second year running. Fieldwork is an essential skill in Geography and we are looking forward to the time when we can resume outside learning in safety following the easing of restrictions. We have booked Tollymore Field Centre for March 2022 for our current Year 11 and Year 12 students who will band together for a study of the River Shimna.

Year 8 Geography students normally work alongside the Science, English, Art and Music departments in the completion of a collaborative project on Nigeria. In the Geography Department our focus is on the climate of Nigeria whilst other departments have different foci. Students are then assessed on their learning in each of the departments. Unfortunately, the collaborative nature of the project made it impossible to complete this year however in the Geography Department, we decided we would still study the climate, vegetation and animals found in Nigeria. We believe our Year 8 students enjoyed this learning.

The Radius Housing Project was unable to take place and we hoped to take it up again this year. Miss Carroll, one of our KS3 Geography teachers, met with representatives of Sentinus in December this year via Zoom with hopes of starting the project in Jan/Feb. The project was to be focussed on understanding how Radius are striving to develop affordable and sustainable social housing in the local area. Unfortunately, as we were in lockdown until Easter, we were unable to complete the project again this year but hope to next year.

As a department, we are proud of the fact that our GCSE and 'A' Level results remain consistently above the NI Average.

Results: GCSE

2015 73% (*NI Average 67%*)

2016 71% (*NI Average 69.7%*)

2017 75% (*NI Average 69.7%*)

2018 82% (*NI Average 64%*)

2019 100% (*Predicted Grades due to COVID-19*)

2020 100% (*Centre Determined Grades*)

This report would like to take this opportunity to personally thank all the teachers in the department who teach Geography at KS3, all who add their own individual skills and qualities to promote the subject throughout the school with their interest and obvious enthusiasm for the subject.

We are looking forward to next year when we hope restrictions will ease and we can get back to the business of promoting geography as the exciting, vibrant and dynamic subject it is.

HEALTH and SOCIAL CARE DEPARTMENT

The Health and Social Care Department has had a busy and successful year in St. Mary's despite the pandemic.

Department Members

This year there were eight members of the Health & Social Care team: Miss Carroll, Miss Digney, Mrs O'Hara, Mrs Tankov, Mrs Hamilton, Mrs Murphy, Miss McKeown and Miss Bellew.

KS4 Courses

The department provides two different courses at KS4 to meet the needs of our different learners.

GCSE

The GCSE Health and Social Care course is an Applied GCSE and follows the Northern Ireland exam board CCEA. The pupils usually undertake the exam unit 'Personal Development' in Year 11, but this school year it was completed as in-class exam by the Year 12 pupils using the exam resource provided by CCEA. The Year 12 pupils, as well as revising for the in-class exam, completed Task A of the independent coursework tasks in the unit 'Working in Health and Social Care'. Both these robust pieces of evidence were used for the Centre Assessed Grades. This year, S O'Hara taught the Year 11 and 12 GCSE Health & Social Care courses.

OS Environment & Society

The Level 2 Occupational Health & Social Care course is 100% coursework and is internally assessed by the teacher and then usually externally moderated by CCEA. The pupils undertake two units which are 'Working in a Care Environment' and 'Reminiscence with Individuals in a Care Environment'. The Year 11 and Year 12 pupils both completed the 'Working in a Care Environment' in this school year. The Centre Assessed Grades were determined using the 'Reminiscence with Individuals in a Care Environment' portfolio, which was completed in 2019/2020. This was assessed by Mrs O'Hara and Mrs Hamilton. The Year 11 classes this year were taught by Miss Carroll and Miss Bellew, and the Year 12 classes were taught by Miss Carroll and Miss Digney.

KS5 Courses

The GCE Health and Social Care course is also an applied qualification following the Northern Ireland exam board CCEA. At AS Level, the pupils usually complete three units, two are coursework units and the third is an exam unit. This year the 'AS' pupils completed Sections A-D of both coursework units and these grades were used to determine their Centre Assessed Grades. These were taught by Miss Carroll, Mrs Hamilton, Mrs Tankov and Miss Bellew.

At 'A2' Level the pupils complete a further three units. Again there are two coursework units and a pre-release exam unit. This year the Year 14 pupils completed two entire portfolios, 'Body Systems' and 'Health Promotion', as well as completing sections of the exam resource provided by CCEA. These three robust results were used to determine their Centre Assessed Grades. The Year 14 were taught by Miss Digney, Mrs Murphy, Mrs Hamilton, Miss McKeown and Miss Bellew.

Fortnightly meetings have been held when appropriate, between relevant KS4 and KS5 team members. These are valuable times for the teams to discuss curriculum and pupil progress as well as other department issues.

Staff Development

There was no organised staff training this year for the Health and Social Care team due to the pandemic, but we had several effective collaborative learning activities to allow staff to develop their skills with the online platforms.

Results

The Teacher Grades from 2020 were excellent:

GCSE –	A*-C	100%
OS HSC -	A*-C	100%
AS -	A*-C	92%
A2 -	A*-C	97%

HISTORY DEPARTMENT

The History Department in St. Mary's has had another very successful year. The year began very well with last year's GCSE candidates, receiving excellent grades, (92% achieving grades A*-C) which is testament to the hard work and commitment of both staff and pupils. It must be noted that without the excellent foundation laid by the KS3 teachers, these results at GCSE would not be possible.

During the past academic year 25 pupils studied the subject at GCSE in Year 12 and 20 in Year 11. Both year groups have to be credited for the way in which they have applied themselves over the past year in particularly difficult circumstances and it is hoped that they are rewarded very suitably for their enthusiasm and hard work in August.

Obviously due to the restrictions we all faced this year, trips for History were impossible, but the History department worked with the English department on a cross curricular project on the Titanic. We will also be working together next year on a Myths and Legends project to encourage awareness of the history of their local area. To further this experience, discussions have taken place with local historian, James McAreyve, who is planning to host a bus tours around the area when restrictions lift.

HOME ECONOMICS DEPARTMENT

The academic year 2020-2021 was unusual and the many interruptions from normal school life meant the department and the department team was employed differently.

The events and gatherings synonymous with the Home Economics Department didn't take place this academic year, where the majority of teaching was outside the department and practical work both at KS3 and KS4 was halted almost entirely in the interest of health, safety and wellbeing.

The Livestock and Meat Commission gave support for both Year 11 and Year 12 students, these demonstrations support the GCSE food and Nutrition syllabus and this year reminded the students that practical cookery remains an integral part of their GCSE.

In term one we were also able to host the Fruity Friday event in conjunction with the SNAG team, an event that is enjoyed very much annually by pupils and staff.

Once again in 2020 the Home Economics department enjoyed very good GCSE results. Enthusiasm for Home Economics GCSE and related subject choices remains high in the senior school. Results in the department continue to be significantly in excess of the Northern Ireland average.

In term 2 whilst working remotely, we held an Easter Bake Off competition, where KS3 pupils showcased their baking skills as well as creativity, presentation and independent decision making skills. Pupils were actively encouraged to utilise their creative and presentation skills, which was evident in the quality and variety of end products. It is heartening to see many pupils sharing their interests in practical skills which we will continue to develop over their school years.

Formal assessments carried out for GCSE this year indicate a high standard of achievement and year 11 students are still enjoying their studies despite the limitations being placed on their actual experience presently.

It is hoped that the new academic year will provide opportunities for improvements in this situation and the usual activities and bustle of school life will return to the Department seamlessly.

INFORMATION TECHNOLOGY DEPARTMENT

The Information Technology Department has had another busy and successful year in St. Mary's. The Department was delighted to see the appointment of Mrs Mc Allister for Business, IT and LLW. The Department is supported by the ICT Technician Ms C Doyle.

Department Members

KS4

At Key Stage 4 Mrs Williams delivers the OCN NI Information Technology Applications. This course is 100% coursework with five units of evidence studied. Units studied include: - Fundamentals of IT, Database Software, Spreadsheet Software, Presentation Software and Communication Software.

KS5

In the KS5 team, Mrs Mc Allister and Mrs Williams taught the Cambridge Technical IT qualification. This course is 100% coursework with six units of evidence studied. Unit 2 Information Systems, 10 Games Development and 23 Database Design was delivered by Mrs Mc Allister. Mrs Williams delivers Units 1 Communication and Employability, 6 ecommerce and 19 Spreadsheet Software. Fortnightly meetings have been held between KS5 IT team members.

KS3

In the KS3 team, Mrs Mc Allister, Mr Twohig and Mrs Williams delivered theory IT lessons in the bubble rooms. The Year 10 IT pupils were introduced to the Level 2 course OCN NI Information Technology Applications, both Mrs Mc Allister and Mrs Williams taught the theory based unit, Fundamentals of IT to pupils.

Courses

The KS4 OCN Information Technology Applications introduced into the IT Department in 2017 continues to be a popular option among pupils. It has an excellent pass rate with students being

awarded a grade B upon successful completion of the course. The qualification is 100% coursework, and is internally assessed by the teacher, internally verified by an IT Department member, and then the units of study are externally moderated by OCN.

The pupils undertake five units of study. The Department has identified the qualification as providing an excellent foundation for the Key Stage 5 Cambridge Technical IT qualification. Information Systems that are developed in the OCN IT qualification provide an excellent foundation for those candidates whom opt to continue their studies in Key Stage 5 IT.

The Cambridge Technical IT was introduced into the Department in 2018. It is also a vocational qualification with 100% coursework. It is internally assessed by the teacher, internally verified by an IT Department member, and then the units of study are externally moderated by OCR. The pupils undertake three units of study in Year 13 and also three units in Year 14. Information Systems that have been developed in OCN Information Technology Applications can be further developed. The exam board have granted one more year of the existing specification, the new specification will be 70% exam and 30% coursework.

Staff Courses

Microsoft Teams Training delivered by Mrs Williams Head of IT and Mrs Tennyson Head of Music. Mrs Mc Allister attended training for Google Classroom.

Results

The year began very successfully with the results from both Key Stage 4 and Key Stage 5 students achieving 100% A*-C.

LANGUAGES DEPARTMENT

The Department was very pleased with the 100% success in the GCSE results in French at the start of the year.

The Department firmly believes in the wide use of technology and Year 8, 9 and 10 pupils used Netbooks, iPads, and video for improving and extending their language skills. The Year 10 and 11 pupils enjoyed authentic French films, magazines and Internet sites as part of their course.

Unfortunately, due to the Covid-19 pandemic, our Year 9 pupils were unable to travel to Paris on our annual school trip in May. The department used Google Classroom and Collaborate to deliver online teaching to all year groups.

Finally, we had the pleasure to welcome Axelle Melia from Paris as our language assistant for the year. Axelle became involved in school life and with our GCSE and A-level pupils, and both teachers and pupils enjoyed working with her. Axelle is hoping to return next year as our assistant.

LEARNING FOR LIFE AND WORK DEPARTMENT

The Citizenship and Learning for Life and Work Department in St. Mary's enjoyed a very successful year 2020-2021. Mrs Tankov, Mrs Mc Allister and Mrs Coutney delivered the GCSE programme. Mr Magee delivers the Level 2 qualification, Preparation for Adult Life at KS4.

The year began very successfully with the results from last year's GCSE candidates achieving 95% A*-C grades with 77% the Northern Ireland average. 100% of pupils who completed Preparation for Adult Life achieved a Pass. We were delighted with these results and are a credit to the hard work of both pupils and staff. Another indication of the success of the subject is the large number of pupils choosing to study both Learning for Life and Work and Preparation for Adult Life.

Over a very challenging year, we developed our ICT skills and attended in-school training for a range of online platforms. This allowed us to continue to deliver our subjects to the pupils in Year 11 and Year 12 through blended learning. Through the use of Showbie, we were able to support pupils through a difficult time in terms of both their academic and pastoral development. We also developed a range of resources for use online to ensure that the pupils received all advantages possible this year.

Mrs Tankov maintained links with outside agencies, to communicate that due to Covid we were unable to have guest speakers in school. Mrs Tankov built up a range of contacts with a variety of teachers for both LLW and PAL across Northern Ireland through an online Learning for Life and Work Teacher Group.

With two teachers who are relatively new to the GCSE team, we spent a lot of time working closely together to ensure they were confident in delivering all aspects of the specification. We communicated regularly during lockdown and shared resources. We worked together to complete all the necessary paperwork for GCSE LLW and PAL as required by CCEA.

MATHEMATICS DEPARTMENT

Another successful, productive year in the Mathematics department with excellent progress being made.

Mixed Ability Teaching

This year due to the class 'Bubble System' for Key Stage 3, it was necessary for the Maths department to move to mixed ability teaching. This required schemes to be rewritten and new resources created to meet the needs of the range of abilities in each class.

CCEA Adaptive Assessments

Following a successful pilot of CCEAs Computer Adaptive Assessments the department will continue to use these standardised tests as one of the ways in which they monitor pupil progress and identify areas for targeted support. The assessments are completed in Year 8 and 10 and will provide us with another way to identify value added across Key Stage 3.

Engage Programme

Miss McAlinden joined the department this year through her role in the Engage Programme. Miss McAlinden team-taught the Ma5 group in Years 8 – 10 and brought with her wonderful experience and enthusiasm for teaching pupils with particular difficulties in Mathematics.

This allowed Mrs Fearon, Mrs Courtney and Mrs Little to become available to take additional support classes for small groups of pupils in Year 11 and 12 to begin to close gaps in learning caused by Covid-19.

Maths Eyes Competition

The Maths Eyes competition ran in Term 1 with pupils from Years 8-10 taking part. Pupils were challenged to find Maths in the world around them and take a picture or create a picture which showed some Maths. The pupils showed great creativity in their entries which even included a ‘stop motion’ video made by the overall winner in Year 10.

A selection of the entries was made into a video and uploaded to social media.

Numeracy Programme

The iXL Programme replaced Count Read Succeed this year and was the intended intervention support for Year 10 pupils, who were selected based on data and liaising with the Mathematics Department. A classroom assistant was trained to oversee the initiative and a suitable time and room allocated to facilitate the requirements of Covid-19. This was to be a weekly support class; however, it was affected by school closures due to Covid-19.

The Year 13 Maths Mentoring Programme in neighbouring Primary Schools could not be facilitated this year due to Covid-19 restrictions. Similarly, the Y13 Maths Mentoring in KS3 Mathematics classrooms could not be implemented in order to protect the KS3 bubble policy being followed by St Mary’s.

The scheduled Numeracy Week and planned activities were to take place whilst in lockdown.

Key Stage 4

GCSE Mathematics

All Year 12 pupils continue to be entered for the CCEA Modular Mathematics GCSE Exam. The Higher Tier grades range from A* to D and the Foundation Tier from C* to G.

GCSE Mathematics does not include a coursework element. Each student should complete a Module Paper in Year 11 - 45% and a Completion Paper in Year 12 - 55%, due to Covid-19 these assessments did not take place.

There was no reduction to subject content this year. GCSE Maths was the only GCSE with no content removed due to Covid-19.

From September GCSE Maths remains the only qualification without a reduction in subject content and this will place additional pressure and stress on pupils and teachers in trying to cover all work before exams.

GCSE Further Mathematics

In August, 11 students in Year 12 achieved their Further Maths GCSE grades with 100% pass rate A*-C (Northern Ireland Average - 84.3%). GCSE Further Maths continues to go from strength to strength. This year 9 pupils will complete GCSE Further Maths with a prediction of 100% A*-C. Five pupils have selected Further Maths for GCSE and we have high hopes for continued success within the subject. Due to Covid-19 and the amendments to the specification, pupils completed only Unit 1 and Unit 2 with one optional unit being except, this amendment will continue next year also.

Signature Project

The Signature Project continued this year with 7 support classes (3 support classes for Year 12 and 4 for Year 11). These classes are invaluable to all who are able to be timetabled to participate, and the students commented on how much they get from the small group support. It is hoped in the future that the number of timetabled support classes will be maintained to support the raising of attainment in GCSE Mathematics, with particular focus on those who are on the C/D borderline.

After School Support Classes

A limited number of after school support classes were offered for Years 11 and 12 pupils in preparation for their assessments due to Covid-19.

Teaching through Covid-19

The pupils adapted well to online learning in January 2021. The department produced a large bank of work in early January 2021 to allow pupils to come into school to collect packs of work to support their learning at home. Online lessons and video tutorials were uploaded daily and pupils were provided with feedback on their work. The pupils who participated in this work gave very positive feedback about their learning experiences.

Open Night

As Open Night could not take place this year, the department looked to social media as a means of communicating the wonderful work completed in the department.

e-Learning

The department has continued to build on the high standard of e-Learning from the previous academic year. The Maths department staff have taken on the task to upskill themselves in effective methods of online learning particularly with the apps of Showbie, Notability and Explain EDU.

MUSIC DEPARTMENT

KS3

2020/2021 has been a very different and challenging year for practical subjects like Music. As pupils were in bubble rooms they did not have access to the usual resources such as keyboards and percussion, and singing was restricted. The department had to amend schemes of work to take account of this so pupils enjoyed learning about Body Percussion and Cup Rhythms and used these to perform and compose.

KS4

At this level pupils are offered CCEA GCSE Music or CCEA Performing Skills Level 2 which is the equivalent to a B at GCSE level. This year 6 pupils completed GCSE Music and 6 pupils completed the vocational course. Currently numbers are healthy with ten in the Year 11 GCSE class.

As a result of the pandemic CCEA reduced the content of the GCSE course so pupils were required to produce one composition instead of two, and had to perform a solo piece instead of solo and ensemble.

KS5

There were 8 pupils in the 'A' Level Performing Arts class, four from St Mark's and four from St Mary's. Seven pupils chose Acting as their discipline and one chose Music.

Results

Exams were cancelled this year due to the pandemic and grades were awarded by teachers.

GCSE	100 % A*-C
Performing Skills Level 2	100% Pass
AS Level Performing Arts	100 A*-C

Extracurricular Activities

Due to the pandemic the department was sadly unable to run any extracurricular activities such as choir and traditional group. We had to find other ways to involve the pupils in performing and so online platforms became a valuable way of doing this.

Leading up to Christmas a selection of singers and musicians were given the opportunity to perform Christmas songs which were recorded and displayed on the school Facebook page. The performances were very well received in the local community:

Emma Rafferty	Year 13
Beth McElroy	Year 13
Frances Nasibi	Year 11
Caoimhe McElroy	Year 11
Caitlin Rose Poacher	Year 9
Hollie Magee	Year 9
Caoimhe Hynds	Year 9
Eibhli Doran	Year 9
Aoife Rafferty	Year 9

The department also recorded a fun video of "Merry Christmas Everyone" involving classes from Year 8-14 as well as staff members which was posted on Facebook to get everyone in the festive spirit.

This year the BBC ran a competition School Soloist of the Year instead of School Choir of the Year. Singers from all key stages were encouraged to enter. The pupils who were chosen to represent the school at the next stage were:

Year 8-9	Aoife Rafferty
Year 10-11	Caoimhe McElroy
Year 12-14	Frances Nasibi

The girls performed brilliantly but unfortunately were not able to proceed to the next round of the competition due to a very high volume of entries from schools all over Northern Ireland.

Instrumental lessons were unable to run during Term 1 & 2 due to the pandemic restrictions but we were delighted that EA tutors Mr. R Bothwell, Mrs B Brien, Mrs M Masterson and Mrs P McCourt were able to resume tuition in Term 3. We look forward to welcoming back our other tutors Mr P Jennings, Ms C McElroy and Miss E Donnelly in September.

The Music Department together with the Drama, Art, ICT and PE Departments organised an online Creative Arts Festival during lockdown. Pupils were encouraged to enter the various

categories such as KS3 Singer, KS4 Singer, KS3 Musician and KS4 Musician. The theme of the festival was “Hope”. Teachers chose winners from each category in their own subject. The successful pupils in Music were:

KS3 Singer	Caitlin Rose Poacher
KS4 Singer	Rachael McConville
KS5 Singer	Jordana Fitzpatrick
KS3 Musician	Tara Rocks
KS4 Musician	Mary Kate Donaghy

Online learning has become an important tool in teaching and learning this year. The Music Department has used Google Classroom to engage with pupils during the lockdown and has found it to be a valuable platform for teaching, marking, recording, evaluating and showcasing pupil work for Music. We will continue to explore the use of Google Classroom in the coming school year.

PHYSICAL EDUCATION DEPARTMENT

Physical Education is compulsory for all KS3 and KS4 pupils in St. Mary’s. We aim to provide an inclusive, enjoyable and challenging program of physical activity that interests all pupils. The school motto ‘Always to do one’s best’ is at the forefront of teaching, learning and pupil experiences in Physical Education and extra-curricular sport. Through participation in Physical Education our pupils develop an understanding of the benefits of exercise towards maintaining good health across all three areas, physical, social and emotional well-being. Pupils are encouraged to continue active participation in physical activity upon leaving school. Our program of extra-curricular activities provides an opportunity for pupils to enhance, enrich and extend their skills, knowledge and understanding.

CURRICULAR ACTIVITIES OFFERED TO PUPILS

Aerobics, Athletics, Badminton, Basketball, Creative Dance, Gymnastics, Health Related Fitness, Netball, Rounders, Tennis, Volleyball and Uni-hoc.

Covid 19 Restrictions resulted in us moving away from the traditional curriculum and offering activities which enabled pupils to stay active while maintaining social distancing regulations. Activities included health related



fitness, jump rope, traditional playground games, athletics, rounders, recorded workouts.

Restrictions also required us to teach more class room based activities. Junior pupils took part in the Dare to Believe Project and the Road to Tokyo Project in order to enhance PE learning in the classroom. Our involvement in this program resulted in 1009 receiving a Zoom Question and Answer Session with Greta Streimikyte, an Irish Paralympic Athlete who will be competing in the Tokyo Olympics.



EXTRA CURRICULAR ACTIVITIES OFFERED TO PUPILS

Covid 19 Restrictions impacted heavily on our extra-curricular program. When restrictions eased we were able to offer a 4-week Netball Skills Course to Year 8's. Over 40 Year 8's attended.

GCSE PHYSICAL EDUCATION

Physical Education is offered to pupils as a GCSE subject. The course is both practical and theoretical.

GCSE PHYSICAL EDUCATION (REVISED SPECIFICATION)

First teaching (September 2017) and consists of both practical and theoretical material.

Component 1: Factors underpinning health & performance (25 %)

Component 2: Developing performance (25%)

Component 3: Individual performances in physical activities and sports (50 %)

UNIT ASSESSMENT	AREAS OF STUDY
Component 1: Factors Underpinning Health and Performance	You will study how your body systems work, how to maintain good health and how lifestyle decisions can affect health. You will also study the active leisure industry. This component is assessed in a 1 hour 15 minute written examination worth 25 percent of the overall GCSE qualification.
Component 2: Developing Performance	You will study physical fitness and its importance for health and for efficient and effective performances in your physical activities and sports. You will learn how to plan effective training programmes to develop physical fitness. This component is assessed in a 1 hour 15 minute written examination paper worth 25 percent of the overall GCSE qualification.
Component 3: Individual Performances In Physical Activities and Sports	You must perform three physical activities or sports. This unit is assessed using controlled assessment worth 50 percent of the overall GCSE qualification.

RESULTS:

Pupils achieved 100% A*-C success in their GCSE Physical Education in Summer 2020.

POST 16: EXAMINATION PHYSICAL EDUCATION

BTEC Subsidiary Diploma in Sport and Exercise Sciences

Collaboration pupils from St Mark's High School, Warrenpoint are taught with St Mary's High School pupils. This year we have 18 Year 14's (9 St Mary's and 9 St Mark's).

SPORTS CAPTAIN

Caoimhe McShane was awarded the role of Sports Captain for the academic year. Although she was unable to carry out the role fully we thank her for commitment to school sport throughout her time at St Mary's.

DEPARTMENT EVENTS

October 2020: All Juniors participated in the Dare to Believe Olympic Project. Zoom Call with Greta Streimikyte.

January 2021: Through Lidl the School won £3,000 worth of PE Equipment from Podium 4 Sport.

March 2021: Refurbishment of PE Changing Rooms and Fitness Suite.

April 2021: Virtual Mile Challenge. Pupils from Year 8 – 14 completed in the All Ireland School Virtual Mile Challenge. The girls were set the challenge of completing 1 mile as fast as they could. Special congratulations to Anna Fegan who was placed first in Ireland for the U19 category and Meadhbh McSherry (1009) who was placed 2nd in Ulster A and 17th in Ireland.

May 2021: Road to Tokyo. Our pupils travelled virtually with Team Ireland to the Olympics. Pupils were challenged to log their activity for the month of May and remain as active as possible in order to travel virtually to Tokyo with Team Ireland.

R.E. DEPARTMENT

TERM 1

Aug	Staff Mass
Sept	Gideon Bibles distributed to Year 8 pupils
Nov	Years 13 and 4 RE classes attended a retreat in Queens' Chaplaincy
Dec	Advent assembly recorded and played by form teachers in form rooms

TERM 2

In January and February, the RE Dept. took part in Connected Learning projects in years 8 and 9.

The RE Department successfully hosted a student teacher from St. Mary's College and guided her through teaching by remote learning

During Lent PowerPoint slides and reflections were posted on the school website

TERM 3

May	Leavers' Assembly
	Leavers' Mass

The R.E. department also celebrated impressive successes of GCSE and 'A' Level pupils in Summer 2020 exams.

The department continued to pilot OCN RE in year 12 as an alternative to GCSE. It was piloted with 2 years 12 classes (2 teachers trained as assessors)

RE Department participated in any fundraising activities to support all our charities this year

SCIENCE DEPARTMENT

This has been a very challenging and busy year in the Science Department. The school went into 'lockdown' for the second time in January 2020, due to the global pandemic and remained closed until the 22nd March. This meant that the teachers in the science department had to prepare and teach lessons exclusively using an online platform. Those used were Google classroom, Showbie, Microsoft teams and Collaborate Ultra.

Department Members

This year there were five members of the Science team including the Technician, Miss C. Meaney. Science teachers include, Mr J. McAuley, Miss S. Bellew, Mrs S. O'Hara, Mrs R. Murphy and Mr B. Morgan.

KS4 Courses

This year the Department provided three different KS4 courses to suit the needs of all our learners.

- Year 11 & 12 – NI OCN – Level 2 Certificate in Applied Science. This course is 100% portfolio based and equivalent to a B grade at GCSE. It was delivered by Mr Morgan and Mrs Murphy in year 12 and Mr Morgan and Mrs O'Hara in Year 11. This is an ideal course for pupils who find science very challenging.
- Year 11 and Year 12 Double Award GCSE Science is for our more scientific and academic pupils and will provide the learners with two GCSEs. Learners on this course can choose from CCEA Higher or Foundation Level exams and will sit three modular exams in Year 11 (November, February and May) and six final exams at the end of Year 12. Three of these extra exams are a 'Practical Module Exam'. Teachers involved in this qualification are Mrs O'Hara (Yr12) and Mr McAuley (Yr11)
- Year 11 and Year 12 Single Award GCSE is a modular exam course that is available for all other pupils and again our learners can choose from Higher or Foundation Level exams. The modular exams are in February of Year 11, November and two in May of Year 12 – Again this extra module is the new practical modular exam. Teachers involved in this qualification are Miss Bellew and Mr McAuley in Year 12 and Mrs Murphy and Miss Bellew in Yr 11.
- To promote the department and help the Year 10 pupils with subject choices, Mrs Murphy devised 3 separate PowerPoints with audio explaining the 3 science courses available.

Results

The department members are delighted with the results. In August 2020, 100% of Single Award GCSE pupils and 100% of Double Award GCSE pupils achieved A*-C grades. 100% of all OCN pupils achieved a pass grade equivalent to a B grade at GCSE.

These results were 'Centre Determined Grades.' Due to Covid 19, the CCEA Summer examinations were cancelled, so teachers used evidence from previous module results, teacher assessments and mock exams to assign pupil grades.

Homework & Coursework Booklets

There are Homework Booklets available for all Single and Double award pupils. The GCSE Single and Double Award Homework Booklets are split into sub-sections which make learning more accessible and means that the pupils have access to relevant and extended past paper questions from the first lesson. We have continued to use the Year 8, 9 and 10 Homework Booklet which has each question clearly levelled and assists in the preliminary work for the

GCSE courses. These KS3 booklets also had revision pages added before each topic. Due to the KS3 classes being taught in 'Bubble Rooms' the dept. developed topic booklets for each year.

Staff Courses

Mrs O'Hara attended an online IV course hosted by OCN NI in September. It is a requirement of the qualification that all teachers involved in Applied Science attend the course.

Miss Meaney attended a 'refresher' First Aid course in September and an online 'Health & Safety for Technicians' in October.

Staff attended 'In house' training on Showbie, Teams and Google classroom.

TECHNOLOGY DEPARTMENT

AQA Design and Technology at GCSE

A total of 15 students chose to study the new AQA syllabus of Design and Technology to be completed in May 2022. The new syllabus, although similar to the previous D&T Resistant Materials award, has 30-40% more theory content and the Non-Exam Assessment being reduced from 60% to 50% of the total award. 11 students received a teacher assessed grade in AQA Design and Technology for the assessment in June 2021.

Use of workshops for Key Stage 3 during the Covid-19

Acting on the advice of the Public Health Agency the school made the decision to retain KS3 pupils in class bubbles in line with the best practice of reducing the spread of Covid-19 Virus. Issues involved maximum class sizes (restricted to 20), impracticality of sterilising tools after use by pupils to allow these to be used by other pupils on the same day and the difficulties in maintaining adequate social distancing in a practical workshop environment. This meant that pupils did not have the opportunity to undertake practical workshop activities. Practical work was substituted with theory lessons and demonstrations in the workshop where circumstances allowed for this.

Use of ICT in Technology

The Department is grateful to the school for the provision of Laptop computers to allow GCSE pupils to undertake work in the Department on their GCSE portfolios which form part of the non-exam assessment (NEA) for their GCSE grade. The laptops have allowed the students to access CAD software and word processing applications essential for undertaking coursework.

Replacement of aging and broken workshop tools and equipment

The Department continues to maintain and replace broken equipment. 2020 – Linisher in WK2 was locked by designated contractors on H&S grounds until a protective guard was fitted. This operation occurred in many schools with older type linishers. The guard was fitted in April 2021 and the lock was removed with the approval of the designated contractors.

Cross-Curricular Links – ECO Schools

The Department continues to provide support to the school's ECO Committee.

THE SCHOOL DAY

The school day commences at 8:55a.m. and finishes at 3:00 p.m. and is divided up as follows:

Years 8, 9 and 10

- 8.55 - 9.15 Form class assembly and registration
- 9.15 - 10.00 Period 2 (45 mins)
- 10.00 - 10.45 Period 3 (45 mins)
- 10.45 - 11.30 Period 4 (45 mins)
- 11.30 - 12.05 Period 5 (35 mins) – First Lunch
- 12.05 - 12.45 Period 6 – Second Lunch
- 12.45 - 1.30 Period 7 (45 mins)
- 1.30 - 2.15 Period 8 (45 mins)
- 2.15 - 3.00 Period 9 (45 mins)
- **First Lunch (Years 8 and half of Year 9): 11.30-12.05**
- **Second Lunch (Half of Year 9 and Year 10): 12.10-12.45**

Years 11, 12, 13, 14

- 8.55 - 9.15 Form class assembly and registration
- 9.15 - 10.00 Period 2 (45 mins)
- 10.00 - 10.45 Period 3 (45 mins)
- 10.45 - 11.30 Period 4 (45 mins)
- 11.30 - 12.10 Period 5 (40 mins)
- 12.10 - 12.50 Period 6 (40 mins)
- 12.50 - 1.30 Period 7 – Third Lunch
- 1.30 - 2.15 Period 8 (45 mins)
- 2.15 - 3.00 Period 9 (45 mins)
- **Third Lunch (Years 11, 12, 13 and 14): 12:50 – 1:30**

SCHOOL STRUCTURES 2020-2021

Staff	Number
Principal	1
Vice Principal	1
Teachers	38
Clerical Staff	3
Receptionist	1
Caretakers	2
Science Technician	1
ICT Technician	1
Art/Technology Technician	1
Classroom Assistants	13
Librarian	1
Study Supervisor	1
Reprographics Technician	1

SUBJECT AREAS:

Subject	Teacher(s)
Art & Design	Mrs L. Ward (HOD) Mrs B. Finnegan
Business Studies Business and Communication Systems Occupational Studies - Business	Mr A. Twohig (HOD) Mr M. Fitzpatrick Mrs S. Barry Mrs F. McCloy Mrs E. Mc Allister
CEIAG Employability	Mrs R. Kidd (HOD) Mr A. Twohig
Child Development	Miss Claire Digney (Acting HOD) Mrs Shauna Hamilton
Drama	Mrs Corinna McCaughey (HOD)
English Language English Literature	Mrs Tracey Hughes (HOD) Miss Chloe Mallon Mrs Grainne Mallon Mrs Fiona McCloy Mrs Adele Hughes Mrs Corinna McCaughey Mrs Sile Tankov Miss Catherine McAlinden (Engage Teacher)
Geography	Mrs Roisin Kidd (HOD) Miss Paula Carroll
Health and Social Care	Miss Sinead Bellew (HOD) Miss Gemma Mc Keown Mrs Sandra O'Hara Mrs Rosie Murphy Mrs Sile Tankov Mrs Shauna Hamilton Miss Paula Carroll

History	Mrs Grainne Mallon (HOD) Mrs Sile Tankov
Home Economics	Mrs Adrienne O'Hare (HOD) Mrs Edel Mc Caffrey
ICT	Mrs Geraldine Williams (HOD) Mrs Eimear Mc Allister
Learning for Life and Work	Miss Sile Tankov (HOD) Mr Eugene Magee Mrs Eimear Mc Allister
Languages	Mrs Sonia Haddad (HOD) Mrs Corinna McCaughey
Mathematics	Mrs Laura Little (HOD) Mrs Joanne Grant Mrs Siobhan Fearon Mrs Shauna Courtney Miss Catherine Mc Alinden (Engage Teacher)
Music	Mrs Susan Tennyson (HOD)
Physical Education	Miss Charlene Malone (HOD) Mrs Kevina Haughey
Religious Education	Mrs Teresa Kearney (HOD) Mrs Joanne Hughes Mrs Joanne McGinn
Science	Mrs Rosie Murphy (HOD) Mrs Sandra O'Hara Mr John McAuley Miss Sinead Bellew Mr Brendan Morgan
Sociology	Miss Gemma Mc Keown
Technology	Mr Brendan Morgan (HOD) Mr Eugene Magee

Clerical Staff

Miss M Mc Ateer
Miss L Mc Veigh
Miss E Mc Court
Mrs M Cunningham

Ancillary Staff

Mr J Mc Ardle	Caretaker
Mr S Sands	Caretaker
Mrs M O'Rourke	Librarian
Mrs D Barton	Study Supervisor
Miss C Doyle	ICT Technician
Mrs R Savage	Receptionist
Mrs C Nicholl	Art/Technology Technician
Miss C Meehan	Science Technician
Mrs S Carvill	Classroom Assistant
Mrs A Pearce	Classroom Assistant
Mrs E Fitzpatrick	Classroom Assistant
Mrs S Duffy	Classroom Assistant
Mrs T Haughey	Classroom Assistant
Miss J Carvill	Classroom Assistant
Mrs G McCartan	Classroom Assistant

Mrs E McCusker	Classroom Assistant
Mrs C Forte	Classroom Assistant
Miss A McCloy	Classroom Assistant
Mrs O. Maguire	Classroom Assistant
Miss A. Magee	Classroom Assistant
Miss A. O'Hare	Classroom Assistant

MANAGEMENT STRUCTURE 2020-2021

PRINCIPAL: Miss D. Crawley

VICE PRINCIPAL: Mr M. Fitzpatrick

SENIOR LEADERSHIP TEAM:

Mrs T. Kearney

(Head of RE, Religious Events Coordinator, Professional Development Coordinator)

Mrs J. Hughes

(Raising Standards Leader, Year Tutor, Behaviour Management Coordinator)

Mrs S. Tankov

(Head of LLW, Internal Examinations Co-ordinator, Timetabling)

HEADS OF DEPARTMENT:

Head of Art & Design	Mrs L. Ward
Head of Business Studies	Mr A. Twohig
Head of CEIAG	Mrs R. Kidd
Head of Child Development	Miss C. Digney (Acting)
Head of Drama	Mrs C McCaughey
Head of English	Mrs T. Hughes
Head of Geography	Mrs R. Kidd
Head of Health and Social Care	Miss S. Bellew
Head of History	Mrs G. Mallon
Head of Home Economics	Mrs A. O'Hare
Head of ICT	Mrs G. Williams
Head of Languages	Mrs S. Haddad
Head of LLW	Mrs S Tankov
Head of Mathematics	Mrs L. Little
Head of Music	Mrs S. Tennyson
Head of Physical Education	Miss C. Malone
Head of Religious Education	Mrs T. Kearney
Head of Science	Mrs R. Murphy
Head of Technology	Mr B. Morgan
Learning Support	Mrs F. McCloy

Year Heads:

Year Head Year 8	Mrs A. Hughes
Year Head Year 9	Mrs J. Hughes
Year Head Year 10	Mrs G. Mallon
Year Head Year 11	Mrs A. O'Hare
Year Head Year 12	Mr B. Morgan
Year Head Post 16	Mrs J. McGinn

STAFF DEVELOPMENT

St Mary's staff participated in a varied programme of continuous Professional Development to ensure staff received training for all new educational initiatives. In consultation with staff, target areas for training and sharing of good practice enhanced a sense of collegiate responsibility and accountability.

The Staff Development priorities reflected the targets on the School Development Plan as well as the whole school targets for PRSD. Staff also participated in Area Based Training with schools from the Area Learning Community.

Date of School Development Day	School Development Priority/ focus for staff development on this day
'BAKER DAYS'	
1. Friday 21st August 2020	Department Planning
2. Monday 24th August 2020	Department Planning and Exam Analysis
3. Tuesday 25th August 2020	Target Setting
4. Friday 2nd October 2020	Pastoral Team Meetings and Planning Staff Development: Effective Action Planning
SCHOOL DEVELOPMENT DAYS (SDDs)	
1. Monday 26th April 2021	Centre Determined Grades – Planning and Moderation
2. Friday 14th May 2021	Centre Determined Grades – Planning and Moderation
3. Friday 28th May 2021	Centre Determined Grades – Planning and Moderation

CURRICULUM SUBJECTS – 2020-2021

KS3 SUBJECTS	KS4 SUBJECTS	KS5 SUBJECTS
Art and Design Citizenship Geography Drama Employability English French History Home Economics ICT Mathematics Music Personal Development Physical Education Religious Education Science Technology and Design	Art and Design Business and Comm. Systems Business Studies Double Award Science Drama Employability English Language English Literature French Further Maths Geography Health and Social Care Home Economics History Personal Development Performance Skills LV2 Learning for Life and Work Music OS: Business Services; OS: Environment and Society OCN Applied Science OCN Child Development OCN Information Technology OCN Religious Studies Physical Education Preparing for Adult Life (PAL) Religious Studies Mathematics Single Award Science Technology and Design	<p style="text-align: center;"><i>St Mary's High School</i> <u>GCE 'A' Level</u></p> GCE Art and Design GCE Health and Social Care GCE Professional Business Services GCE Religious Studies GCE Sociology <p style="text-align: center;"><u>Level 3 Qualifications</u> <u>Cambridge Technical</u></p> <ul style="list-style-type: none"> • Business • Information Technology <p style="text-align: center;"><i>Collaboration with St Mark's</i></p> <ul style="list-style-type: none"> • BTEC Sport and Exercise Sciences • BTEC Children's Care, Learning and Development • GCE English Literature • GCE Performing Arts <p style="text-align: center;"><i>Collaboration with St Colman's</i></p> GCE Geography GCE Mathematics GCE English Literature GCE French

EXTENDED CURRICULUM

STEM Club	Choir	Mini Enterprise	Orienteering
KS3/GCSE/A' Level Booster Classes		Homework Club	Cookery Club
Traditional Music		Drama	Gaelic Football
Netball	Princes Trust xL Programme	Cross Country Running	Dance
Camogie	Guitar Lessons	Fitness Class	

PUBLIC EXAMINATIONS RESULTS 2020-2021

GCSE

Subject												Number	%
	A*	A	B	C*	C	D	E	F	G	U	X	A*-C	A* - C
Art & Design	1	3	2	4	3	0	0	0	0	0	0	13	100%
Business Studies	0	2	9	5	4	0	0	0	0	0	0	20	100%
Business & Comm. Systems	1	7	6	4	0	0	0	0	0	0	0	18	100%
Drama	0	0	0	2	1	0	0	0	0	0	0	3	100%
English Language	1	13	24	23	20	11	2	0	0	0	0	81	86%
English Literature	2	9	15	10	6	1	0	0	0	0	0	42	97%
French	0	4	5	5	0	0	0	0	0	0	0	14	100%
Further Maths	1	5	3	0	0	0	0	0	0	0	0	9	100%
Geography	4	0	4	2	0	0	0	0	0	0	0	10	100%
Health and Social Care	0	4	7	4	3	0	0	0	0	0	0	18	100%
Home Economics	2	5	4	1	3	0	0	0	0	0	0	15	100%
History	0	1	4	3	3	0	0	1	0	0	0	11	92%
Learning for Life and Work	3	6	6	9	1	1	1	0	0	0	0	25	93%
Mathematics	1	13	17	23	12	9	4	6	9	0	0	66	70%
Music	0	2	3	4	2	1	0	0	0	0	0	11	92%
Physical Education	4	7	3	4	1	0	0	0	0	0	0	19	100%
Religious Studies	0	13	13	10	17	1	0	0	0	0	0	53	98%
Science Double Award	A*A* 0	A*A 2	AA 6	AB 2	BB 6	BC* 3	BC 0	C*C* 3	C*C 1	CC 0	CD 0	23	100%
Science Single Award	0	10	8	14	9	1	0	0	0	0	0	41	98%
Technology and Design	0	3	1	3	4	0	0	0	0	0	0	11	100%

OTHER LEVEL 2 QUALIFICATIONS

Level 2 Qualifications	2021	
Double Award	%A*A*-CC	%A*A*-EE
BTEC Children's Play, Learning and Development	100% (44)	100% (44)
Prince's Trust Level 2 Certificate in Personal Development and Employability Skills	100% (11)	100% (11)
Single Award	%A*-C	%A*-E
BTEC Children's Play, Learning and Development	100% (6)	100% (6)
NOCN Level 2 Certificate in Applied Science	100% (28)	100% (28)
NOCN Level 2 Certificate in Information Technology	100% (16)	100% (16)
NOCN Level 2 Certificate in Religious Studies	100% (37)	100% (37)
Preparing for Adult Life	100% (17)	100% (17)
Performing Skills	100% (5)	100% (5)
CCEA Occupational Studies		
Business and Services	96% (25)	96% (25)
Environment and Society	100% (29)	100% (29)

POST 16

Subjects	No.	A*	A	B	C	D	E	U	No. A*-C	No. A*-E	% A*-C
GCE Art and Design	3	1	1	1	0	0	0	0	3	3	100%
GCE English Literature	1	0	1	0	0	0	0	0	1	1	100%
GCE French	2	0	1	0	1	0	0	0	2	2	100%
GCE Geography	1	0	1	0	0	0	0	0	1	1	100%
GCE Health and Social Care	47	0	11	21	14	1	0	0	46	47	98%
GCE Mathematics	5	0	1	3	1	0	0	0	5	5	100%
GCE Performing arts	4	0	0	1	1	1	1	0	2	4	50%
GCE Professional Business Services	14	0	4	10	0	0	0	0	14	14	100%
GCE Religious Studies	7	1	4	2	0	0	0	0	7	7	100%
GCE Sociology	12	0	3	6	2	1	0	0	11	12	92%

Other Level 3 Qualifications

Post 16 Subject	2021	
	%A*-C	%A*-E
BTEC National Award Children's Care, Learning and Development	100%	100%
BTEC Sport and Exercise Sciences	89%	100%
Cambridge Technical Introductory Diploma in Business	100%	100%
Cambridge Technical Introductory Diploma in IT	100%	100%

THE SCHOOL'S CURRENT FINANCIAL POSITION AND PROJECTS AND RESOURCES

1.RESOURCES AVAILABLE	2020/21
TOTAL FORMULA FUNDS ALLOCATED	£2,811,030
LMS CASH CARRYOVER FROM PREVIOUS YEARS	£180,074
TOTAL RESOURCES AVAILABLE	£2,991,104
2. EXPENDITURE	
GROSS EXPENDITURE	£2,857,696
LESS INCOME	
NET EXPENDITURE	£2,857,696
3.CUMULATIVE CASH CARRYOVER	
Anticipated Balance at 31st March	£133,408
Estimated Balance as a % of Total Available	4.5%