



Welcome!

The aim of our Prospectus is to give you some idea of life at Strathearn. We would like to thank you for the interest you are showing in our school and to share with you information about the education offered here and the success of our pupils in many areas of life.

As you might expect, the courses we offer at Strathearn have a strong academic emphasis. We usually have around two hundred girls enrolled in the Sixth Form and the majority of these go on to higher and further education in universities and colleges throughout Great Britain and Ireland. Careers Education and work experience play a very crucial role in preparing our students for the world of work.

Success in recent years at GCSE and A level has placed us at the top of the 'league tables', and, as a result of this we have enjoyed wide publicity in the media. Naturally we are proud of the level of achievement our pupils have attained; but for us at Strathearn, education is about much more than statistics. We aim to provide an environment where each girl's potential is recognised and valued so that she is encouraged to fully develop her abilities and talents and achieve the best she is capable of in all areas of life. Consequently, we take equal pride in the key experiences we offer our pupils through Sport, Music, Drama and extra-curricular activities. As you can see, we are continually extending and improving our facilities to enable us to nurture the wonderful talents of our pupils.

No prospectus can hope to convey the very positive atmosphere that prevails in our school and the quality of relationships which we enjoy. However, this aspect of the school environment was recognised in our recent Inspection Report which affirmed that:

"The working relationships between the pupils and staff, and among pupils themselves, are very strong and a caring, friendly atmosphere is evident throughout the school. The pupils talked unreservedly about the caring and friendly ethos of the school; and in particular, discussed the commitment of the teaching staff in providing the best academic and pastoral support possible."

(ETI Sept. 2010)

I very warmly invite you to come and visit our school and talk to myself, other staff and our pupils. If you have any questions or queries about the education we provide at Strathearn, I hope you will contact me and I shall be happy to speak with you.

David Manning

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balance



Strathearn School

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Chairman of the Board of Governors

Mr N McKeown BSc (Econ) FCA

Secretary to the Board of Governors

Mrs A Flannigan BA FCA

The School Reception is open Monday to Friday from 8.30 am until 4.30 pm.

Strathearn is a voluntary grammar school for girls (Group A) administered by its Governors in accordance with the regulations of the Department of Education.

The Pupils

The enrolment of the School in September 2011 was 765 girls, including a Sixth Form of 192. The admissions number is 110 and the maximum enrolment is 770.

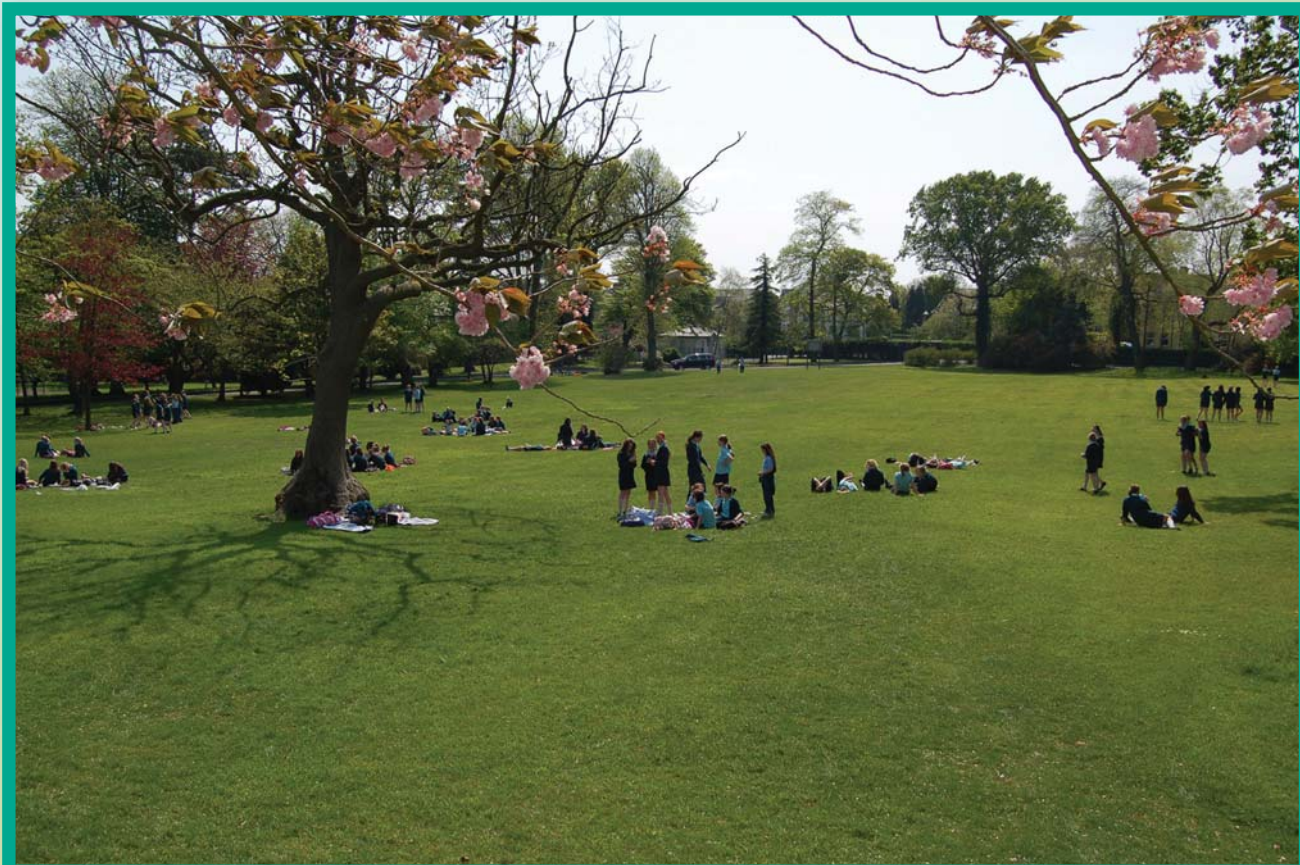
The enrolment for the School is from Year 8 (Form 1) to Year 14 (Form Upper 6).

School Hours & Holidays

The school day begins at 8.45 am, when the pupils register with their Form Tutors. Classes begin at 9.05 am after Assembly or Form Time, with three teaching periods before break (10.50 am - 11.05 am), and three before lunch (12.50 pm - 1.45 pm). Three afternoon periods end at 3.30 pm.

2012 - 2013 School Year

CHRISTMAS TERM	28 August 2012 – 21 December 2012
<i>HALF TERM HOLIDAY</i>	<i>29 October 2012 – 2 November 2012</i>
EASTER TERM	3 January 2013 – 22 March 2013
<i>HALF TERM HOLIDAY</i>	<i>18 February 2013 – 22 February 2013</i>
SUMMER TERM	8 April 2013 – 28 June 2013
<i>MAY DAY HOLIDAY</i>	<i>6 May 2013</i>



School Admission

The School currently admits 110 girls each year into Year 8, and admission at this stage is conducted through the Transfer Offices of the Education and Library Boards.

The criteria for admission into Year 8 are detailed in Appendix 1. There are also places available for entry into the Sixth Form and occasionally into other year groups. The School operates a waiting list and parents of prospective pupils should apply directly to the School. The criteria for entry into a year group other than Year 8 is detailed in Appendix 2.

The School is open for viewing on Saturday 21 January 2012 from 9.15 am until 12.30 pm. Parents and students are also very welcome to view the School at other times and this can be arranged by contacting the Principal.

knowledge



EDUCATION!
is the
apprentice of LIFE
Wilson



Curriculum Details

Girls entering the School in Form 1 are placed in one of five non-streamed form classes and are taught in these groups for compulsory subjects in Years 8-12. Groups for optional subjects are determined largely on individual subject choices.

The Strathearn Curriculum at Key Stage 3 aims to give every girl in Years 8-10 a broad, balanced and appropriately challenging education.

In Year 8, pupils study the following subjects:

Art and Design, English, French, Geography, History, Home Economics, Information & Communication Technology (ICT), Mathematics, Music, Physical Education, Religious Studies, Science and Technology.

In Years 9 and 10 this is supplemented by German or Spanish.

In the weekly Learning for Life and Work period(s), led by their Form Teacher, the girls investigate a range of themes including Personal Development, Employability (including Careers Education) and Local & Global Citizenship.

The Curriculum at Key Stage 4 (GCSE) aims to continue this broad, balanced and appropriately challenging educational experience for every girl in Years 11 and 12. We aim to lay a secure foundation for her progression to A level and so all of the girls study a core set of subjects:

English, English Literature, Mathematics, a modern foreign language, a science subject, Physical Education and Religious Studies.

Other subjects offered at this stage include:

Additional Mathematics, Art and Design, Biology, Business Studies, Chemistry, Double Award Science, Drama, French, Geography, German, History, Home Economics, Information & Communication Technology (ICT), Music, Physics, Spanish and Technology.

In general pupils will be entered for a total of nine GCSE subjects. The girls continue to investigate further themes in the areas of Personal Development, Employability and Citizenship as part of their Learning for Life and Work period led by their Form Teacher.

In our Sixth Form, the girls generally choose four subjects for study to AS level in Lower Sixth and they continue to study three of these to A level in their final year at Strathearn. They make their choice from:

Art and Design, Biology, Business Studies, Chemistry, Drama, English Literature, French, Government and Politics, Geography, German, Health and Social Care, History, Home Economics, Information & Communication Technology, Mathematics, Further Mathematics, Media Studies, Music, Physics, Religious Studies, Spanish and Technology.

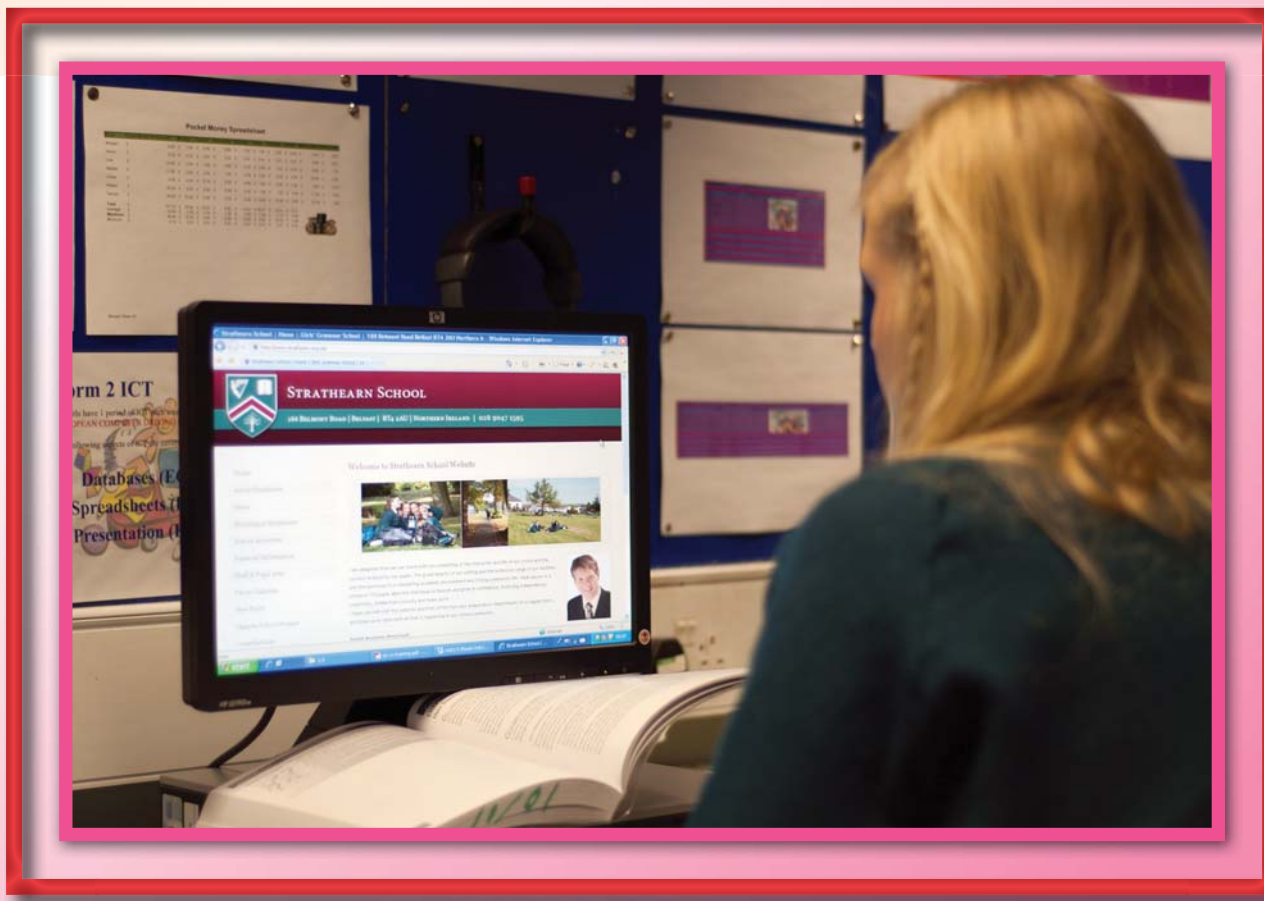
In Lower Sixth the girls continue to meet with their Form Teacher for one period a week; additionally, they have one period dedicated to Careers Education, Information, Advice & Guidance (CEIAG) and one period dedicated to ICT. In the ICT class the European Computer Driving Licence (ECDL) is covered and most girls choose to complete this qualification.

Information & Communication Technology (ICT)

ICT has a prominent position in the School Development Plan. We have been working hard to ensure the girls achieve a high standard of ICT skills. We are currently operating 134 computers on the C2K platform as well as 28 stand-alone computers distributed throughout the School. This offers flexibility for pupils and staff in terms of storing and accessing information. We have three fully equipped computer suites, all with high-speed Internet access, which allows a whole class to surf the net at the same time. All pupils use e-mail and the School has its own web site (www.strathearn.org.uk) and Intranet site. All of our ICT suites have Microsoft Office 2007 and a wide range of subject-specific software.

ICT is taught to all pupils in Years 8, 9, 10, 13 and 14 based on the European Computer Driving Licence Award (ECDL) which is assessed in the Sixth Form. Over 90% of girls complete the ECDL course every year. ICT has become an integral part of all subject areas and this is rapidly advancing as teachers use ICT as a teaching tool. Much of the coursework produced by the pupils demonstrates effective use of ICT. Computer facilities are available at lunch time and after school for those pupils who do not have access to their own computer. GCSE and A level courses are also offered.

The School is committed to all its pupils achieving accreditation for their ICT skills and the continuation of ICT as a discrete and worthwhile area of the curriculum.



Music

Music plays an essential part in the life of the school, through the taught curriculum and as an important extra-curricular activity. The music curriculum at Key Stage 3 has a strong focus on practical and creative work. Keyboard, guitar and vocal skills form the basis of many activities. The department has its own suite of Macs, with Logic sequencing software. Music is a popular option at both GCSE and GCE levels.

A large number of girls take part in the school's ensembles, such as the Junior Choir, Senior Choir, Chamber Choir, and our Orchestra as well as smaller groups. Opportunities for musical performance include Prize Night, the Autumn Musical Evening, the Carol Service and the Spring Concert.

A team of music tutors provide individual lessons in a range of instruments and in singing. These lessons, for which fees are charged, take place during the school day. They are available to all pupils, whether they have already had tuition in primary school or wish to take up this option for the first time.

Underlying all the musical activities in Strathearn is the belief that all students have the potential to develop their musical skills and to gain great enjoyment from participating in music.

To affect the
quality of the
That is the
ART DAY
of life
- Henry David Thoreau



Drama

Drama is a pervasive influence in the life of a Strathearn pupil as it is delivered both through the curriculum and in the extra-curricular programme at the school.

Years 8, 9 and 10 experience a six-week drama module delivered by the English Department. Building on the success of GCSE Drama, the subject is now offered at A level, with a number of pupils choosing to pursue their studies in this area at third level.

Drama can also be experienced weekly for the Junior School at the lively Junior Drama Club where Sixth Formers lead them in a variety of plays for small performances.

Every October there is a House Play Competition in which plays are cast, rehearsed, acted and directed entirely by the pupils themselves. This long-standing tradition is adjudicated externally and is open to all year groups.

Pupils will also have the opportunity to audition for whole school productions both within Strathearn and in collaboration with Campbell College Belfast. Recent productions have included *Beauty and the Beast*, *Annie*, *Oliver!*, *Pygmalion*, *South Pacific* and *A Midsummer Night's Dream*.



Beauty and the Beast

Sport

Aims

Strathearn aims to contribute to the physical development of each pupil through the promotion of skills acquisition and competence in a range of physical activities and to contribute to the social education of the individual by providing opportunities for pupils to co-operate with one another. Additionally, to help promote enjoyment through participation and to understand the positive contribution of exercise to personal health and fitness. Strathearn also encourages its pupils to make active, creative and purposeful use of their leisure time and through a varied inter-school competitive programme, prepare individuals and teams to experience a sense of satisfaction and achievement.



Programme of Study

At Key Stage 3, pupils have a time allocation of 1 hour and 45 minutes.

In Year 8, pupils experience the following activities:

Gymnastics, dance, hockey, swimming, netball, athletics, tennis, rounders and minor games.

In Year 9, the programme is further developed.

In Year 10, in addition to the activities taught in Year 9, badminton is introduced as well as an introductory unit on health related fitness.

At Key Stage 4, pupils have a time allocation of 1 hour and 10 minutes.

In Years 11 and 12, pupils engage in a thorough health related fitness component involving aerobics, use of a fitness suite and fitness awareness. Other selected activities include basketball, volleyball, netball, badminton, rugby, tennis, athletics and rounders.

Physical Education is offered as a GCSE option; where both theoretical and practical aspects of selected physical activities are studied in depth.

Extra-Curricular Programme

A comprehensive extra-curricular programme complements the core activities taught at the key stages.

Pupils are provided with the opportunity to participate in the following team and individual activities:

In Years 8-10, hockey, netball, cross-country, tennis, athletics, football and badminton.

In Years 11-14, hockey, netball, cross-country, tennis, athletics, football and badminton.

Those pupils who have a keen interest in swimming, horse riding, golf, squash, gymnastics and trampolining are supported by the Physical Education Department and represent the school in competitive events.



Sports Facilities available to Pupils of the School

Sports Hall, Gymnasium and Fitness Suite

The School has a large, purpose built Sports Hall, funded entirely by parental contribution.

Accommodation within the Sports Hall is flexible and allows for:

a full size indoor hockey pitch; five badminton courts; indoor tennis court; netball; volleyball; basketball, with provision for gymnastics. During this period of construction, Miskelly Hall has reverted back to a Gym. A fitness suite will be available on-site in Spring 2012.

Outdoor Facilities

Two 'all weather' hockey pitches, an athletics track, long jump track, javelin, discus and shot put areas will be available in January 2012. An astroturf hockey pitch will be available after Easter 2012.

Outside School

Access to the CIYMS astroturf hockey pitch which is adjacent to the school, is available for both junior and senior teams and this is in addition to the tennis facilities if and when required. Swimming takes place at the Robinson Centre swimming pool. We have also been able to use hockey facilities at Ashfield Girls' School and Civil Service during this period of construction and we are very grateful for the availability of these facilities.

Extra-Curricular Activities

Clubs and Societies

Community Service

Creative Writing Club

Duke of Edinburgh's Award

Junior Debating Society

Junior Scripture Union

Senior Debating Society

Senior Scripture Union

Reading Club

Music and Drama

Chamber Choir

Junior Choir

Junior Drama Club

Junior Orchestra

Senior Choir

Senior Orchestra

Traditional Group

Sport

Athletics

Badminton

Cross-country

Football

Gymnastics*

Hockey

Netball

Tennis

Ballet and Speech & Drama Tuition* - offered in conjunction with Penrhyn

* For tuition in Ballet, Gymnastics, and in Speech & Drama, a fee is payable.

Parents who are interested should contact the School for further details.



Curriculum Complaints Tribunal

Any parent who may have a complaint about curriculum provision is asked to contact the Principal or Mrs Connery, the Vice Principal, who has a responsibility for Curriculum Development. The Chairman of the Board may also be contacted at the School.



Careers

Careers
Education,
Information, Advice
and Guidance (CEIAG)

is a vital aspect of the
educational provision at
Strathearn. Formal timetabled

careers modules are included
in the Learning for Life and Work
programme for Years 10 and 12 and as
a distinct subject (Careers) for Years 13
and 14.

Careers advice and guidance are provided on
an individual basis from Year 10 upwards where
relevant, or when requested. The School has a
full-time Careers Adviser who is available for consultation
by the students throughout the school day and by parents
and pupils at Parent Consultations. Close links are maintained
with the NI Careers Service. Year 10 has a half-day conference
on career planning, and all members of Year 13 participate in a
formal one-week work experience scheme.

Students in Years 13 and 14 are encouraged to attend relevant Professional and
University Open Days and Higher Education Fairs, while Year 14 students also have
the opportunity to participate in a formal interview situation.

Outside speakers are regularly invited into the School to talk to pupils in Years 12 and 13
about a range of career opportunities. The large majority of our Sixth Form leavers proceed to
Higher Education Institutions in Northern Ireland and Great Britain.

direction

BIG canvas

and you SHOULD THROW
ALL THE paint you can on it
- danny kaye

Life is a Great

The School Library

The library provides an important resource to support the work of the School.

The library aims to:

- encourage the girls to read for pleasure
- provide information for projects and investigations
- help the girls learn how to find and use information effectively

We have a full-time librarian who is assisted by pupil librarians from all year groups. Individual pupils, small groups and whole classes may use the library at any time. There is a computerised system for issuing books and a network of computers with full Internet access.

Provision for Religious Education

Religious Education offered at Strathearn is non-denominational.

In Years 8-12, all girls follow the programme of study laid down in the Northern Ireland Curriculum. This enables them to develop a knowledge and understanding of Christianity and to recognise and appreciate the religious and spiritual dimension of life by research and questioning. The pupils are encouraged to consider religious responses to moral and social issues and to respect the beliefs, values and attitudes of others. In Years 8, 9 and 10, pupils also study aspects of other world religions.

Religious Studies is offered in the options at full and short course GCSE, AS and A2 levels.

Parents who wish to withdraw their daughters on grounds of conscience, from attendance at Religious Education classes or at collective worship, (Article 21 [5] of the 1986 Order) are asked to contact the Principal.



School and Community Links

Community Service

The annual Christmas Party in December provides a Christmas lunch and gifts for over fifty senior citizens from our local community. The girls entertain their guests with a varied programme of music, song and dance.

Many girls are involved in a wide range of community service activities including volunteer work in hospitals, residential homes, charity shops and with Age UK. The Duke of Edinburgh's Award is just one way in which pupils first get involved in making a personal contribution to our community.

Links with the World of Work and Wider Community

As part of the Learning for Life and Work Programme at Key Stages 3 and 4, pupils are given the opportunity to listen to and interact with a variety of outside agencies from business such as Young Enterprise, voluntary organisations, eg Love for Life and the PSNI. These links are extended at Sixth Form for example through voluntary work at local primary schools and nursing homes, Year 13 work experience and the Year 14 mock interview evening (see Careers) and, of course, through the numerous careers talks.

We are grateful to the many people who give freely of their time and expertise to advise our pupils about the world of work.

Uganda Update

Over the last five years Strathearn has been working alongside the Bangor based charity 'Abaana' to promote education in Uganda, Africa. We are grateful to everyone who helped us to raise over £80,000, which enabled us to fund three life-changing projects.

Our first visit took place in 2007 when a small group of sixth form students travelled to Uganda to build a home for twenty-four street children. It was on that trip that we first visited Katalemwa Primary School, which was meeting in a structure made from papyrus walls with plastic sheeting for the roof. From 2007-2009 we raised £55,000 to replace this structure with a proper brick school with space for four hundred children. In 2009 this goal was realised when forty sixth form students went to Uganda to build a brick building, and the school, now renamed Strathearn Primary, was opened in September 2009.

In July 2011, a team of twenty girls and five staff returned to Uganda for a third time to complete the building work at Strathearn Primary. During the two weeks we spent there, we built a three classroom nursery block to support the ever growing pre-school work, and we constructed a school kitchen to allow staff to prepare and serve a hot meal for the children each day. As well as undertaking the building work, we decorated the school building with pictures of butterflies and flowers. We also found plenty of opportunities to spend time with the children and staff at the school.

Well done and thank you to everyone who has been involved in fundraising, travelling to Uganda and supporting our work! We know that these projects will make a huge difference to the lives of thousands of children for many years to come.

"I cannot express the joy and excitement that I, with my pupils, have about what is taking place before us at this time. I thank everyone in the community of Strathearn for what they have done here."

Edward Katalemwa, Director Strathearn PS

New Build

The School is currently undergoing an extensive rebuilding programme which is planned in two phases with only the Sports Hall and Technology block retained. The sporting facilities including a fitness suite, additional changing rooms, hockey pitches and athletics facilities are due for completion during spring 2012. The first phase of 26 classrooms and 8 science rooms is to be opened in autumn 2012. The second phase consists of the construction of the remainder of the classrooms (Art, Business Studies and Home Economics), administration offices, canteen, library, assembly hall and Music, Drama and ICT suites. During this phase, 6 tennis courts will be constructed, the Technology block will be refurbished and extended, and the Sports Hall will be refurbished and extended to include an additional gymnasium. The school will be able to take possession of some of these facilities over the next two years with everything due for completion in the summer of 2014.

We have been delighted with the work and designs produced by our Architects; Samuel Stevenson and Sons, and all the work of our builders McLaughlin and Harvey. We look forward to enjoying this very significant upgrade to our facilities.



Home to School Transport

School Buses

School buses are available for Strathearn pupils at the following times:

AM	Comber	School bus leaves the Bus Depot at 7.40 am and comes directly to school. A connecting service leaves Shrigley Mill at 7.10 am and Killinchy crossroads at 7.25 am and stops at the Comber Depot
	Newtownards	School bus leaves Regent Street Bus Station - Stand 1, at 8.10 am and travels via the dual carriageway to school, stopping in Dundonald
	Bangor (i)	School bus leaves Bus Depot at 8.00 am and travels via Crawfordsburn and Holywood to school
PM	Buses leave from the school gates on Belmont Road for:	
	Bangor (i)	School bus travels via Holywood and Crawfordsburn (3.35 pm)
	Bangor (ii)	School bus - Express to Bangor (3.35 pm)
	Newtownards (i)	Travels via Old Belfast Road to Newtownards.
	Newtownards (ii)	Flexibus - Express to Newtownards via Dundonald
	Comber	The afternoon Express bus service stopping only at the North Down Bridge and Comber Square before going on to Killinchy village departs at 3.45 pm
	Comber	A bus leaves the stop facing Belmont Primary School, near Strathearn, at 3.50 pm for Comber via Belmont Church Road and Upper Newtownards Road stopping along the route

At times, additional stops/pick-up points are used according to demand and at the discretion of the bus driver.

Minibus Service

In order to encourage pupils to take part in after-school activities, the school minibus is available each afternoon, when available, to transport girls from school to bus stops on the Holywood Road for Bangor connections and the Knock traffic lights for Comber and Newtownards connections. This run takes place when the after-school activities have finished, so that the pupils involved do not have to walk to bus stops.

After Hours

Pupils who wish to remain for a time after school may wait for transport home on the school premises (Room 32). This room is also available to those pupils who arrive at school early. Pupils who choose to use the facility will be unsupervised, however, school staff remain on the premises after school hours, and the School Reception is open until 4.30 pm. Pupils should be collected from Room 32 by 5 pm at the latest.



Pastoral Care

Strathearn places a strong emphasis on the Pastoral Dimension of education, ensuring that pupils feel valued, included and secure at all stages of their school career, learning to take increasing responsibility for their own progress and behaviour as they grow in maturity. There is a detailed induction programme for all new pupils, which enables them to settle in quickly and confidently. For every form, from Year 8 to Year 13, there is a carefully structured programme through which the girls are encouraged to acquire and practise the life skills necessary at each stage of their development. Through this Learning for Life and Work and tutorial programme, girls are encouraged to develop the skills of self-assessment, self-evaluation and self-discipline. This in turn leads them to value others - treating them with respect, friendliness and courtesy.

The Pastoral Dimension aims to integrate and give coherence to the many different aspects of a pupil's school experience, providing opportunity for each girl to set and achieve her personal, social and academic goals. Styles of teaching and learning, the high standards for which we strive, the particular ethos of the School, the quality of relationships, the positive approach to discipline and the range of curricular and extra-curricular opportunities, all contribute to the Pastoral Dimension, and therefore to the development of our pupils as learners and as young people.

All of the Staff have a role in enabling the pupils to gain maximum benefit from their time at school. Form Tutors are key figures in the Pastoral System, as they build up a detailed knowledge of the needs, emotional development, progress and academic attainments of each pupil in their form. The Form Tutors in school are supported by Year Heads in Key Stage 3 and then by Heads of Key Stage 4 and Sixth Form, who are involved in both the Pastoral Dimension of the School and monitor their pupils' academic progress, behaviour and well-being. In addition, there are two School Health Nurses who share the responsibility of attending to the health needs of our pupils.

Parents are encouraged to meet their daughter's Form Tutor each school year, and to be in touch with the School if difficulties arise. Mrs Connery and Mrs Graham are the Vice Principals who have responsibility for all areas of school activities relating to the pupils; they can be contacted readily through the School Reception and will gladly liaise with the teacher who can be of most help.



Pupils with Special Educational Needs

In accordance with the 1996 (NI) Education Order and the 2005 Special Educational Needs and Disability (NI) Order, the Governors of Strathearn are cognisant of their responsibilities in relation to Special Educational Needs and Inclusion.

They consider a statement of Special Educational Needs to exist if a pupil has a learning difficulty which calls for a special educational provision or a disability which may prevent her from making full use of the educational facilities available for children of this age. The Special Educational Needs Co-ordinator for the School is Mrs Browne.

Any pupil in Strathearn with special educational needs, stated or otherwise, has access to the full range of the curriculum through involvement in all classes during KS3 and through the statutory and optional courses available at KS4 and A level. All pupils with a special educational need are integrated into normal classes. There is a close liaison between members of staff, the pupil and her family and outside agencies in accordance with Department of Education procedures. Individually tailored support is provided by our SENCO (Mrs Browne), our Learning Support Tutor (Mrs Atkinson) and by a team of Assistants.

Our Policy on pupils with Special Educational Needs is freely available from the School Reception or on our website. We also offer supervised and additional support to any pupil at selected lunch times. The School will make reasonable adjustments to ensure no pupil is at a disadvantage because of disability.

Drugs Policy

Strathearn sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well being of our pupils and staff.

In providing a safe environment for our pupils, we prohibit the possession or use of drugs in school and on all school trips.

We believe that the school community in Strathearn has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a Drugs Education Programme in our curriculum. Through the use of interactive teaching methods, pupils are enabled to acquire and develop a range of skills which will help them to cope with any pressures they may face with regard to substance abuse. A drugs flyer which contains a synopsis of the School Policy, is issued annually to parents and other information about drugs and substance abuse can be supplied on request. The Strathearn Drugs Policy is available on the School website or from the School Reception.

The Designated Teacher with responsibility for drugs is the Vice Principal, Mrs Graham.

Discipline

Strathearn aims to create an atmosphere in which the growth of individual values, attitudes and beliefs is fostered, together with an awareness of personal responsibility and standards of acceptable behaviour. This is reinforced by teaching methodology, the relationships established between pupils and staff and a system of rewards and sanctions.

We aim to offer the best possible conditions and facilities for learning and recreation through an active promotion of good discipline, and a consistent and fair implementation of rules, codes of behaviour and conventions.

A copy of our new Positive Behaviour Policy (available August 2012) and allied policies such as Anti-Bullying and Anti-Plagiarism, are provided for parents on the enrolment of their daughter in synopsis form, or in full, from our School Reception or on our website.

*Those having torches
will pass them on to others*

Safeguarding and Child Protection Policy

In Strathearn School we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we carry out this duty through our Pastoral Care Policy. We aim to provide a caring, supportive and safe environment in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them to learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

If anyone has a concern about a child's safety, they may talk to the appropriate Form Tutor or to Mrs Graham, who is the Designated Teacher.

A Safeguarding and Child Protection flyer containing a synopsis of the School Policy is provided for parents on the enrolment of their daughter.

Our full policy on Safeguarding and Child Protection is freely available from the School Reception or on our website. (www.strathearn.org.uk)

School Uniform

In September 2010, a revised uniform, including longer skirts for all, blazers as a compulsory item of uniform and a new pleated skirt for all pupils from Form 4 to Sixth Form was implemented. In addition, a completely new PE kit designed by Kukri, was introduced as standard for Form 1 pupils.

We have been delighted by the success of all our uniform changes and by how smart our pupils look.

Parents are expected to comply with uniform regulations which will be strictly enforced. Though uniform can seem to be expensive, it is sensible, practical and, with care, can last for some time. On admission to school, a uniform list with details of suppliers will be issued to parents. For safekeeping it is essential that all items of clothing and equipment are clearly marked with the owner's name.



Homework Policy

Homework is essential for all pupils as a very important way of reinforcing the work done in class. Each girl is required to complete homework and the time she spends on this increases as she proceeds up the School. As her school career progresses, each individual is expected to take more responsibility for managing the time which she spends on homework. This is an integral part of encouraging girls to become increasingly self-reliant learners.



safety

School Security

Strathearn recognises the need to provide a secure learning and working environment for the pupils and staff.

Visitors to the School are required to sign in at the School Reception and wear a visitor's badge if not accompanied by a member of staff.

All staff exercise a collective responsibility for the identification of any stranger. The School has a perimeter fence to improve security and an integrated intruder, fire and panic alarm system. CCTV has also been installed on the main campus.



School Policies

The School has developed many policies over time to ensure the most effective and safe learning experience for all pupils. All the policies may be accessed through the school website:

www.strathearn.org.uk

Parents may also obtain a full copy of any of the School's policies by making a request at the School Reception. These policies, all of which are freely available, are:

Acceptable Use of the Internet; Anti-bullying; Anti-plagiarism; Charging; Child Protection; Code of Conduct for Staff and Volunteers (from August 2012); Curriculum; Drugs; Educational Visits; Health & Safety; Medication Administration; Pastoral; Positive Behaviour (from August 2012); Relationships & Sexuality Education; Special Educational Needs; Inclusion and Suspensions & Expulsions; Unsatisfactory Work in the Sixth Form.



Biometric Technology

The staff and pupils of Strathearn use a biometric technology system for our canteen and library, and this is based on fingerprint recognition. Although a scan of a finger is required to gain access to each person's account, an actual fingerprint image is not held on file. Instead, at initial registration, it is converted to and stored as mathematical data which the system can recognise. This converted data cannot be reconstituted into a recognisable fingerprint image. In addition, all information held on the biometric system is deleted when a pupil leaves the school.

This system allows for easy and convenient access to the canteen and library and is very popular. If you would like any further information please contact Mrs Flannigan, our Finance Manager.

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is open to all girls in Form Four and above. At present there are around sixty girls who are engaged in fulfilling the challenges of the Award.

Entry to the Bronze Award takes place during the winter term of Form Four. The girls make their own choices from the Skills, Service and Physical Recreations section of the Award and follow these largely on an individual basis. During that year the groups meet weekly for expedition training or outdoor practice.

The expeditions take place in South Down during the summer term. Girls undertake expeditions in Tollymore and Castlewella covering fifteen miles over two days as well as camping and cooking for themselves.

In any one year, over one hundred girls are actively fulfilling the service requirement of three months. The community work goes on quietly but constantly, requiring dedication and commitment. Many girls choose to continue their service beyond the required time limit.

The Award is a challenging and rewarding part of school life.



Tollymore Forest Park





Provision of Meals

The School is a health-promoting school and the canteen provides meals based on the Department of Education's Nutritional Guidelines.

The lunch break is from 12.50 pm - 1.45 pm. Pupils may have lunch in the school canteen which offers a range of healthy eating options every day. Alternatively, they may bring a packed lunch to eat in the Study Hall, or they may go home with prior permission. Pupils in the Sixth Form are permitted to leave school during the lunch break.

In Strathearn we use a cashless catering system for purchases from the canteen. Pupils credit their accounts in advance at either of the two revaluator machines in the School. Pupils may then select items for purchase in the canteen and the cost of the items is debited from their account at the till. Pupils may also use the revaluators to can check the balance on their accounts and must be sure to have sufficient credit on their accounts before making purchases.

During the morning break girls may buy hot and cold drinks and a range of scones, biscuits or snacks. A breakfast service is available for those pupils who may wish to use it. All pupils in Year 8 are provided with a school water bottle to encourage them to drink water regularly as part of our health promotion activities.

Where girls are entitled to free school meals, parents should apply on forms obtainable from the headquarters of the appropriate Education and Library Board or from the School Reception.

fresh!

School Performance 2010-2011

Strathearn is committed to offering the curriculum which best meets the needs of our pupils. The subjects which are offered at each key stage, together with the way in which they are taught and learned, ensure that all of the pupils have access to a programme which has breadth and balance.

The various elements of the curriculum - the taught curriculum, the pastoral dimension, the ethos of the School, the extra-curricular activities, the opportunities to take responsibility - all combine to promote the spiritual, moral, cultural, intellectual and physical development of all the pupils, and to prepare them for the opportunities, responsibilities and experiences of adult life.



friendship

excellence

Public Examination Results 2010-2011

Year 10 Pupils Key Stage Three Results 2010-2011

		STRATHEARN	NI Girls in Grammar Schools
English			
Level 5 or above	Teacher Assessment	100%	97.1%
Level 6 or above	Teacher Assessment	100%	63.6%
Mathematics			
Level 5 or above	Teacher Assessment	100%	94.1%
Level 6 or above	Teacher Assessment	95.7%	67.8%

Year 12 Pupils

Number of Pupils in Year 12 in September 2010	106	Number of these with a statement of Special Educational Needs	0
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GCSE Results Overall 2010/2011

% Entered for 7 or more Subjects	99%	% Entered for 5 or more subjects	99%
% Achieving Grades A*-C	98%	% Achieving Grades A*-C	99%

Public Examination Results 2010-2011

GCSE Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grades						
		A*	A	B	C	D	E	U
Additional Maths	43	20.9%	67.4%	83.7%	93%	100%		
Art & Design	25	16%	48%	72%	100%			
Biology	54	22.2%	48.1%	75.9%	98.1%	100%		
Chemistry	27	29.6%	77.8%	88.9%	96.3%	96.3%	100%	
Drama	17	41.2%	88.2%	100%				
English	106	10.4%	51.9%	95.3%	100%			
English Literature	105	24.8%	66.7%	93.3%	100%			
French	80	35%	56.3%	72.5%	95%	100%		
Geography	68	47.1%	79.4%	98.5%	100%			
German	7	28.6%	57.1%	85.7%	100%			
History	55	34.5%	60%	90.9%	100%			
Home Economics	19	26.3%	42.1%	100%				
ICT	21	14.3%	81%	85.7%	95.2%	100%		
Mathematics	106	38.7%	64.2%	92.5%	99.1%	100%		
Music	13	38.5%	76.9%	92.3%	100%			
Physical Education	12	16.7%	58.3%	91.7%	91.7%	91.7%	100%	
Physics	25	44%	88%	92%	100%			
Religious Studies	43	44.2%	81.4%	95.3%	97.7%	100%		
Science - Double	76	18.4%	63.2%	84.2%	100%			
Spanish	22	13.6%	54.5%	72.7%	100%			
Technology & Design	8	-	-	75%	87.5%	87.5%	100%	
Total	932	28%	63.4%	88.4%	98.5%	99.6%	100%	
GCSE RS Short Course	62	46.8%	67.7%	90.3%	100%			

creative



Public Examination Results 2010-2011

Year 13 & Year 14 Pupils

Number of Pupils in Year 13 in September 2010	95	Number of these with a statement of Special Educational Needs	4
Number of Pupils in Year 14 in September 2010	94	Number of these with a statement of Special Educational Needs	1
Total Number of Pupils	189	Total Number	5

Summary Information

Trend Information for 2007-2010

Performance % Achieving	2007-2008		2008-2009		2009-2010	
	Strathearn	NI Average	Strathearn	NI Average	Strathearn	NI Average
5+ GCSEs at A*-C	97	96	96	96.8	100	98.1
7+ GCSEs at A*-C	95	91	93	92.9	100	95
3+ A Levels at A-C	81	74	71	75.1	79.8	82.4
2+ A Levels at A-E	100	99	100	99.5	98.9	99.8

Note ~ The Northern Ireland average is that for pupils in Grammar schools

School Leavers' Destinations 2010-2011 (from Years 12-14)

Numbers of Leavers 2010-2011	Destination of Leavers going to					
	Higher Education	Further Education	Another School	Jobskills	Employment	Other/ Unknown
108	76.9%	1.8%	7.4%	0%	.9%	13%

Strathearn School Annual Attendance Rate 2010/2011 was 95.3%





Public Examination Results 2010-2011

Year 13: AS Levels - Overall 2010-2011

Number of Pupils who sat AS Levels	% of Pupils Achieving	
	3 or more passes at Grades A-C	2 or more passes at Grades A-E
95	88.4%	100%

Year 13: AS Level Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grades					
		A	B	C	D	E	U
Art	10	60%	90%	90%	100%		
Biology	38	47.4%	71.1%	81.6%	92.1%	94.7%	100%
Business Studies	1	-	-	100%			
Chemistry	27	40.7%	55.6%	77.8%	85.2%	100%	
Design & Technology	10	20%	40%	80%	90%	100%	
Drama	13	23.1%	84.6%	100%			
English Literature	30	43.3%	80%	100%			
French	10	80%	100%				
Geography	36	55.6%	88.9%	100%			
Health & Social Care	4	25%	25%	25%	50%	100%	
History	24	50%	87.5%	100%			
Home Economics	14	28.6%	57.1%	78.6%	100%		
ICT	6	66.7%	83.3%	83.3%	100%		
Mathematics	35	71.4%	77.1%	88.6%	91.4%	97.1%	100%
Media Studies	17	35.3%	100%				
Music	8	62.5%	100%				
Physics	26	42.3%	69.2%	84.6%	88.5%	96.2%	100%
Politics	3	-	66.7%	100%			
Religious Studies	34	67.6%	88.2%	97.1%	100%		
Spanish	12	16.7%	66.7%	100%			
Total	358	48.6%	77.4%	91.1%	95.5%	98.9%	100%

Public Examination Results 2010-2011

Year 14: A Levels - Overall 2010-2011

Number of Pupils in Final Year of A Level Course	% of Pupils Achieving	
	3 or more passes at Grades A-C	2 or more passes at Grades A-E
94	73.4%	97%



Year 14: A Level Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grades						
		A*	A	B	C	D	E	U
Art	16	25%	43.8%	68.8%	81.3%	100%		
Biology	27	3.7%	51.9%	77.8%	92.6%	96.3%	100%	
Chemistry	10	-	40%	70%	80%	100%		
Design & Technology	4	-	-	50%	75%	75%	100%	
English Literature	43	18.6%	46.5%	65.1%	95.3%	100%		
French	9	33.3%	44.4%	55.6%	77.8%	100%		
Geography	28	7.1%	35.7%	53.6%	89.3%	100%		
German	1	-	100%					
History	19	-	42.1%	78.9%	94.7%	100%		
Home Economics	9	-	11.1%	66.7%	77.8%	88.9%	100%	
ICT	10	-	20%	40%	70%	100%		
Mathematics	27	14.8%	55.6%	77.8%	88.9%	96.3%	96.3%	100%
Further Mathematics	7	28.6%	42.9%	100%				
Media Studies	18	-	16.7%	66.7%	94.4%	100%		
Music	12	-	41.7%	83.3%	100%			
Physics	17	-	41.2%	64.7%	88.2%	100%		
Politics	2	50%	50%	50%	100%			
Religious Studies	29	17.2%	79.3%	100%				
Spanish	5	20%	40%	60%	80%	100%		
Total	293	10.6%	44.4%	71.3%	90.4%	98.6%	99.7%	100%

Charging Policy

In conformity with the requirements of the Education Reform Order (NI) 1989, it is the policy of the Board of Governors:

- 1 to levy a capital charge for the purpose of meeting expenditure on the provision or alteration of school premises; or for equipment provided in connection with the provision or alteration of school premises;
- 2 to levy, except where pupils are entitled to statutory remission, a charge for all board and lodging on residential visits;
- 3 to levy a charge for activities wholly or mainly outside school hours which are not part of the Northern Ireland Curriculum, statutory religious education, or in preparation for a prescribed public examination;
- 4 to levy no charge for examination entries, except where:
 - (a) the School has not prepared pupils for the examination in the year for which entry is made; or
 - (b) a pupil has failed, for no good reason, to complete the requirements for examination or to attend for it; or
 - (c) a pupil is resitting an examination previously paid for by the School.
- 5 to levy no charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with the Northern Ireland Curriculum, statutory religious education, or in preparation for prescribed public examinations or in courses taught at the School, except where parents have indicated in advance their wish to purchase the product;
- 6 to request voluntary contributions from parents for the enhancement of school facilities, and for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding, whilst ensuring that no pupil is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution;
- 7 to seek payment from parents for damage or loss to school property caused wilfully or negligently by their children;
- 8 to leave to the Principal's decision the portion of costs of an activity which should be charged to public or non-public funds;
- 9 to delegate to the Chairman and the Principal the determination of any individual case arising from the implementation of this policy.

Note: the word 'charge' is used throughout to denote a compulsory payment which may legally be required. All other payments are 'voluntary contributions'. The law does not put a limit on the amount of voluntary contribution which parents or others may make for the benefit of the school or for school activities; nor does it place any restriction upon the purpose for which such contributions can be sought. Boards of Governors are free to establish their own practices on this matter and may, of course, undertake other general fund-raising activities for the benefit of the school and the education of its pupils.

Current Fees

The 'Capital Fee' is currently £140 per annum. The Governors also request a payment of £150 per annum to be used for whole school activities, resources and premises as necessary. This is known as a contribution to the 'Contingency Fund'.

Invoices are issued at the start of each term and an option is available to pay by Direct Debit on a monthly basis or by credit/debit card. A levy of 2.5% applies to all credit card payments.

Appendix 1

Admission to Year 8 2012-2013

Enrolment No 765

Admissions No 110

Capital Fee £140 pa

ADMISSION CRITERIA YEAR 8

Strathearn (the 'School') is an all girls grammar school offering a wide-ranging curriculum of academic courses. The School will initially consider only those pupils who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE). The School will use the 'score' as awarded by AQE to a pupil in the CEA, subject only to the consideration by the Board of Governors of those pupils claiming Special Circumstances or Special Provisions as explained below. Information on the CEA is available from the School or the AQE website (www.aqe.org.uk).

The score in the AQE CEA should be entered in Section C of the Transfer Form in the following format: 'AQE CEA score', followed by the score and the AQE Candidate number.

This information will be verified by the School with AQE.

Strathearn will **not** use as a criterion the position of preference given to the school by the applicant on the Transfer Form. Therefore, a girl who has listed Strathearn as a second or subsequent preference school will be considered in the same way as those who have placed Strathearn first on the list.

Girls resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any girl not so resident.

- 1 The first 100 places from the admissions total of 110 will be allocated to girls on the basis of the rank order of their respective scores; those achieving higher scores being allocated places before those with lower scores. If more than one girl is eligible for the 100th place because they have equal scores, then all such girls will be allocated places up to the School's admission number, using, if necessary, the criteria listed in 4 below.
- 2 Following the allocation of places as described in criterion 1, a pool of 15 girls will be identified on the basis of the rank order of their respective scores; those achieving higher scores being allocated places to the pool before those with lower scores. If more than one girl is eligible for the 15th place because they have equal scores, then all such girls will be allocated to the pool. Girls from this pool will be allocated to the remaining places on application of the criteria listed in 4 below.
- 3 If, following the application of criteria 1 and 2 above, all the available places have not been filled, the School will consider for admission any girls who have not taken the CEA. Allocation of the remaining places will be made by applying the criteria listed in 4 below.
- 4 If as specified above, the number of applications exceeds the number of available places, the following further criteria will then apply, in the order stated:
 - (i) girls enrolled in the School's Preparatory Department as of 1 September 2010;
 - (ii) girls with a child of the family currently enrolled in the School's Secondary Department (details to be supplied) or accepted for enrolment in September 2012;
 - (iii) girls who are the eldest child of the family to be eligible to be admitted in September 2012 (details to be supplied);
 - (iv) girls who are entitled to Free School Meals*;

- (v) girls with a sibling who has attended the School's Secondary Department (name and date of attendance to be supplied);
- (vi) girls
 - with a sibling currently enrolled in Years 8 to 14 or accepted for enrolment in September 2012, in Campbell College or RBAI (Senior School) (details to be supplied), or
 - having a parent currently employed by the School for a continuous minimum period of one year at the date of transfer, or
 - with a parent or guardian who has attended the School's Secondary Department (name and date of attendance to be supplied);
- (vii) if, after all the criteria 4(i) to 4(vi) have been exhausted it becomes necessary to make a further selection, places will be allocated to girls on the basis of the rank order of their respective scores; those achieving higher scores being allocated places before those with lower scores;
- (viii) if more than one girl is eligible for the final place because they have equal scores, priority will be given to the girl whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the front door of the girl's home to the front entrance of the School's main administrative building. Home will be taken to mean the girl's address appearing at the commencement of the Transfer Application Form.

* "entitled to Free School Meals" will mean girls who are listed on the Education and Library Board register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Form, or at any date up to and including 9 May 2012.

The School emphasises that it is the responsibility of the applicants to notify the School on the Transfer Form where the above criteria apply, and to furnish relevant details.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer/Application Form.

To this end, the School will adhere to the Department of Education's verification procedures (Circular 2011/20) which state:

'The provision of false or incorrect information or the failure to provide information within the deadlines set by schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form.'

'If you state within your application that your child is currently registered as Free School Meal Entitled, and that claim is decisive in qualifying her for admission, then that information will be verified. If it is found to be incorrect, then any place offered because of it will be withdrawn.'

SPECIAL CIRCUMSTANCES

Strathearn School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the Common Entrance Assessment (CEA) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note, if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a pupil, the School will take into account the fact that the pupil was granted Special Access arrangements for those matters.

Parents who wish to apply to the School under Special Circumstances should complete Form SC I I obtainable from the School or AQE, and attach it with appropriate documentary evidence to the Transfer Form, as detailed below.

- **Details of Medical or Other Problems**

Where it is claimed that a pupil's performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC I I precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the pupil only at the time of the CEA, the School will give greater weight to evidence that the pupil was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents should append appropriate evidence.

It should be noted that in all cases independent evidence will carry greater weight.

- **Educational Evidence**

It is the responsibility of the parents to provide the educational evidence as detailed in the Form SC I I. This should include (where they exist):

the score awarded in the Common Entrance Assessment;

the results for the pupil of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;

additional comparative information from the Primary School for other pupils in the pupil's Year 7 class (without names) and which should include the results of any standardised tests conducted in Year 5, Year 6 and Year 7, the results in any end of year tests in English and Mathematics in Years 5 and 6, and, where available, the respective CEA scores.

A panel of Governors will consider the application for Special Circumstances. Where Special Circumstances are accepted, the panel will determine, on the basis of the information available, a score for the pupil. Such pupils will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.

SPECIAL PROVISIONS

Special provisions will apply for:

- a) pupils whose parents wish them to transfer from schools outside Northern Ireland;
- b) pupils who have received more than half their primary education outside Northern Ireland;
- c) pupils, entered for the AQE Common Entrance Assessment, who because of unforeseen and serious medical or other problems were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of those pupils who take up residence in Northern Ireland after the start of Year 7.

Parents who wish to apply to the School under Special Provisions should contact the School as soon as possible. In addition they should complete Form SC I I, obtainable from the School or AQE, stating the precise reason why they believe their daughter is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence. A copy of SC I I and all the documentary evidence should be attached to the Transfer Form.

For those pupils whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be received by the School by 19 April 2012.

A panel of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

- a) the School will consider any assessment information and may choose to commission an independent assessment of the pupil's ability in English, Mathematics and/or Verbal Reasoning;

- b) a panel of Governors will determine, on the basis of all the available assessment information, an appropriate score for the pupil. The pupil will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.

The Admissions Criteria given below have been drawn up and approved by the Board of Governors; their application has been delegated to the Principal.

APPLICATIONS AND ADMISSIONS

Year	Admissions Number	Total Applications All Preferences	Total Admissions
2009/10	110	169	110
2010/11	110	174	110
2011/12	110	154	111





Appendix 2

Admission Criteria for Entry of Pupils after Commencement of Year 8 Transfer

Strathearn is a grammar school for girls offering a wide ranging curriculum of academic courses. All girls resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any girl not so resident.

WAITING LISTS

Waiting lists will be maintained as notified in our annual School Prospectus. If a place becomes available the appropriate criteria will be applied to the waiting list and a ranked list then established as a basis of offer.

A waiting list will be established for Years 8 to 10 and one for each succeeding year up to Year 14, and entries therein will be made of those girls who so apply in writing. Unsuccessful applications may be carried forward to succeeding years upon written request.

Criteria

FORM 1 (YEAR 8)

As at Form 1 Transfer.

FORMS 2-5 (YEARS 9-12)

The Board of Governors ('the Board') will give preference to girls on the basis of academic achievement. Academic achievement will be judged with reference to the Transfer grade/score (if there was one) and the evidence of academic achievement since the date of Transfer (for example from school reports), subject to the Board being satisfied that her admission would not prejudice the efficient use of resources.

Where there are insufficient places and girls are of an equal standard, criterion 4 as at Form 1 Transfer at the beginning of the School year will apply.

FORM 6 (YEARS 13-14) (*under review*)

The Board will give preference to girls on the basis of academic achievement. Academic achievement will be judged with reference to:

- the grades achieved in full course GCSEs *
- the relevance of the subjects taken
- information from recent school reports.

* The minimum required for entry into the sixth form will be seven passes at grades A* to C, with at least four passes at grade B or better.