

LIMAVADY GRAMMAR SCHOOL

PROSPECTUS 2018



Principal's Welcome

January 2018

Dear Parent/Guardian

Welcome to Limavady Grammar School's new Prospectus. I hope that you find it interesting and informative as you make decisions about your child's post-primary education.

We are the only non-denominational grammar school in the immediate area and draw our pupils from a wide catchment. Places in the school are much sought after and the curriculum offered provides breadth and choice at GCSE and A level.

The school is able to provide a strong academically focused education and a clear path for aged 11-18 students, well supported by an excellent careers team. In addition we are very proud of our extensive extra-curricular programme and know how much participation in music, drama, sport and creative arts contributes to the well-rounded young adults who leave our school after Sixth Form.



Our intake for 2018 will again be determined on the basis of AQE Common Entrance Assessments. Our Admissions Criteria can be read on Page 28.

Every day I see the School's Mission Statement, 'Learning, Caring, Preparing for Life' in evidence and am proud to see our Year 8 pupils mature into confident, successful and happy Sixth Formers.

Should you wish to avail of any further advice or guidance, please feel free to contact me or check out our school website.

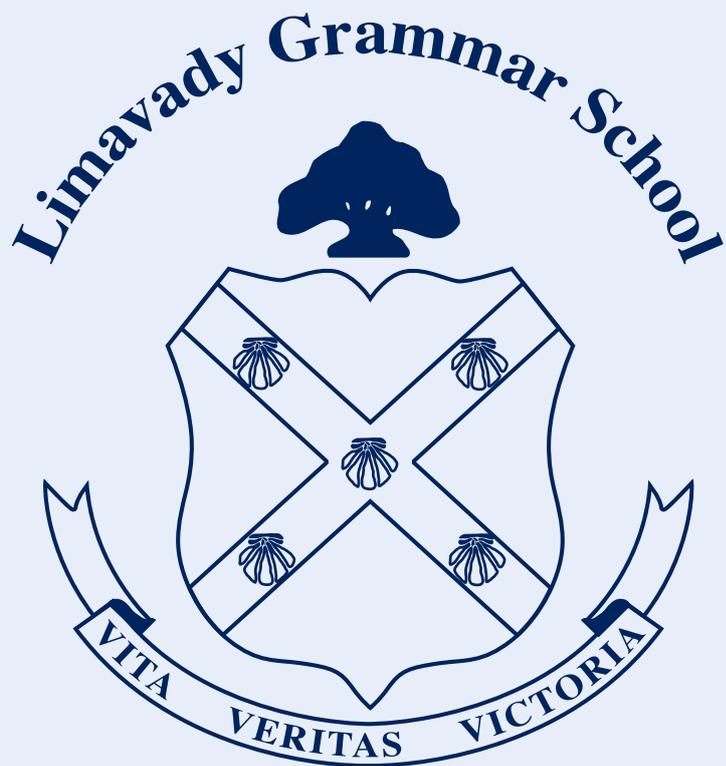
Yours sincerely
NJ Madden
NJ Madden (Mrs)
Principal





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The School's Mission Statement is

**LEARNING,
CARING,
PREPARING FOR LIFE**

Our Motto is

**VITA,
VERITAS,
VICTORIA**

(Life, Truth, Victory)

School Aims

These focus on developing and supporting our pupils and are available on our website. They may be summarised as follows:

To enable pupils to develop their full potential in acquiring knowledge, skills and qualifications relevant to the adult world; to learn respect for others and for the religious and moral values of different cultures; to take an objective view of local and world issues; to respect the environment; to appreciate human achievements in the arts and sciences; to explore their own personal creativity; and to recognise the importance of planned physical and intellectual pursuits outside the formal curriculum.

LEARNING

Caring
Preparing for life



THE MORE YOU READ
THE MORE YOU KNOW
THE MORE YOU LEARN
THE MORE YOU GO
DR SEUSS

Happy children.
High expectations.
High achievement.

Learning and Teaching

Excellent teaching gives children the life chances they deserve. Limavady Grammar School is proud to have staff who will excite and engage your children through an invitational approach which challenges and shows them what they really can do. Active Learning is promoted in the classroom helping pupils to develop independence and curiosity in their learning.



Religious Education

Limavady Grammar School follows the RE Core Syllabus as agreed by the four main churches. The team of RE Teachers is confident in using key concepts and key questions to relate to important issues for young people in today's society.



Supporting Learning

Literacy and numeracy are the backbone of success in learning and in life. For those who find these and other areas of the curriculum challenging, support is in place. The Study Club is held after school in the Library where all students are welcome to complete homework tasks in a quiet and calm environment. Pupils are welcome at Maths or Literacy Achievement Club where particular difficulties are targeted.

Individual pupils with an identified Special Educational Need are supported by a team of Classroom Assistants and by a wide range of support strategies.



Homework, Assessment and Tracking Pupil Progress

Homework provides an important opportunity to help pupils do well at school. Through the setting of regular homework, staff at Limavady Grammar School aim to encourage good work habits, independent study skills and a self-motivating attitude to study. It is expected that the time devoted to homework will increase as the pupil progresses through the school.

Levels of homework will not prevent pupils from participating in extra-curricular activities.

Because parents and teachers are keen to monitor your child's progress, Limavady Grammar School embraces a method of regular assessments. In this way the school can match a child's ability level to his/her performance which results in a more accurate portrayal of progress.



Learning

What the pupils say

“ My experience at LGS so far has been great. My teachers are always there to help and support me. Some of my favourite subjects in school are French, History and RE.

I love French because of how interactive the lessons are. We don't do written work all of the time: instead we practise things like using the new vocabulary we have learned.

I've always enjoyed history as I find it very interesting and it also helps my English because of the extended writing questions in tests

RE is definitely one of the most enjoyable classes as we are always learning new things and developing our vocabulary. ”

*Amelia 9W
(formerly Drumachose PS)*



“ The teachers at LGS are very helpful, kind and caring. They teach you how to learn, study, revise, organise and work with others. This is my second year at LGS. I have really enjoyed learning a wide range of new subjects. My favourites are Maths, Physics, PE and History. ”

*Robert 9W
(formerly Eglinton PS)*



“ Having spent 7 years at this school, I have experienced all of the great things that accompany being a pupil at LGS. The teachers establish an invitational atmosphere in the classroom which is extremely conducive to learning. They are great mentors, being very approachable, appreciative of our strengths and considerate to our weaknesses; this sensitivity allows us to fulfil our academic abilities. The range of extra-curricular activities enhances our experience of the school, providing as it does something for everyone outside the classroom. ”

*Ciaran Year 14
(formerly Broadbridge PS)*



“ The teachers here are very supportive: they are keen to answer any questions or help us cope with any problems which may arise in our studies. I found it so easy to settle into the school when I first arrived despite the fact that it seemed so big because all of the teachers were so friendly and helpful.

The range of extra-curricular activities on offer, from Pottery and Surfing to Sport and Drama, means that there is something for everyone outside the classroom too. ”

*Naomi Year 13
(formerly Drumachose PS)*



Curriculum

Key Stage 3

- Art & Design
- Biology *
- Chemistry *
- Computing
- Drama
- English (including Media Education)
- French
- Geography
- History
- Home Economics
- Learning for Life and Work
(Citizenship, Personal Development,
Employability)
- Mathematics (with Financial Capability)
- Music
- Physical Education and Games
- Physics *
- Religious Studies
- Spanish (Year 9 and 10)

* Please note: Biology, Chemistry and Physics are taught separately in Year 10 but as Combined Science in Year 8 and Year 9)



Key Stage 4

- Further Mathematics
- Art and Design
- Biology
- Chemistry
- Computing
- Digital Technology (ICT)
- English
- English Literature
- Food and Nutrition (HE)
- French
- Geography
- Health and Social Care
- History
- Mathematics
- Music
- Physical Education
- Physics
- Product Design
- Religious Studies
- Science (Double Award)
- Science (Single Award)
- Spanish
- Technology and Design



The Key Stage 4 Curriculum is constantly under review



AS leading to A Levels

Art & Design

Biology

Chemistry

Construction
(North West Regional College
BTEC Level 3 Certificate)

Digital Technology

Engineering
(North West Regional College
BTEC Level 3 Certificate)

English Literature

French

Further Mathematics

Geography

German

Government and Politics

Health and Social Care
(North West Regional College)

History

Life and Health Science

Mathematics

Moving Image Arts
(Limavady High School)

Music

Nutrition and Food Science

Performing Arts
(Limavady High School)

Physical Education

Physics

Religious Studies

Software Systems Development

Spanish

Technology & Design



Timetable

| | |
|----------|--|
| 8.55 am | Bell signals prompt move to class |
| 9.00 am | Registration or Full Assembly |
| 9.15 am | Period 1 |
| 9.50 am | Period 2 |
| 10.25 am | Period 3 |
| 11.00 am | Break |
| 11.15 am | Period 4 |
| 11.50 am | Period 5 |
| 12.25 pm | Period 6 |
| 1.00 pm | Lunch |
| 1.45 pm | Period 7 |
| 2.20 pm | Period 8 |
| 2.55 pm | Period 9 |
| 3.35 pm | Buses depart for Sistrakeel, Londonderry via Eglinton/ Strathfoyle (connection for Tamnaherin), Strathfoyle, Brewster's Corner, Slaughtmanus, Coolagh Road, Coleraine via Aghanloo, Londonderry via Tamnaherin, Aghanloo Crossroads, Baranait, Drumsurn, Coleraine via Myroe, Kilrea, Killybrady, Ballyquin Road, Dungiven via Terrydremond, Dungiven via Terrydremond, Claudy, Drumsurn and Dungiven via Largy/ Burnfoot. |
| 3.35 pm | Extra Curricular Activities |
| 4.45 pm | Bus leaves for Translink Depot to connect with service buses (Monday – Thursday) |

School Performance

Performance in Public Examinations 2014-2017

| Performance Indicator | 2014-15 | | 2015-16 | | 2016-17 |
|--|---------|------------|---------|------------|---------|
| | School | NI Average | School | NI Average | School |
| Achieving 5+ GCSEs at Grades A*-C | 95.4 | 97.4 | 96.9 | 98.1 | 95.45 |
| Achieving 7+ GCSEs at Grades A*-C | 88.4 | 93.6 | 87.9 | 95.3 | 87.88 |
| Achieving 5+ GCSEs at Grades A*-G | 100 | 99.8 | 100 | 99.8 | 100 |
| Achieving no GCSEs | 0 | 0 | 0 | 0 | 0 |
| % Achieving 3+ A Levels at Grades A*-C | 66.4 | 75.8 | 70.8 | 76.1 | 70.4 |
| % Achieving 2+ A Levels at Grades A*-E | 100 | n/a | 99 | n/a | 100 |

A full list of results is available in the Annual Report of the Board of Governors (see website).



Learning

CARING

Preparing for life



We have a strong pastoral system which is constantly under review.

Pastoral Care and Support

The school's pastoral care programme begins with induction days in June and August prior to the commencement of Year 8. It continues thereafter through daily contact with Form Teachers, a weekly personal development period, (Learning for Life and Work), and occasional year group assemblies. The Personal Development programme in each year covers study skills, academic target-setting and dealing with change as well as other topical and relevant issues such as personal health, emotional development and safety. Careers guidance begins in Year 8 and is a key feature of each year group's programme. A reward's system operates at whole school level.

A number of school policies and the rationale behind them are periodically explored – anti-bullying, drugs awareness, mobile phone use and e-safety amongst others. In Year 13 a major focus is initially upon the transition to sixth form, independent learning and work experience; and in Year 14 upon the UCAS process and the move to university. Managing time, road safety, alcohol awareness and positive mental health are integral to these years.

The school offers strong support for pupils experiencing social or emotional problems. A Counselling Team is augmented by easy access to external organisations such as Familyworks. The Designated

Teachers for Child Protection are very experienced and a large number of staff have First Aid qualifications.

Excellent relationships between staff and pupils, both in and out of the classroom, are at the heart of learning and make a major contribution to the social and personal development of pupils. The school seeks to inculcate a growing sense of responsibility to self, to school and to the wider community. Adherence to the Positive Behaviour Policy is fundamental to ensuring a pleasant experience for the one thousand staff and pupils who enter the school daily. Pupils are encouraged to develop self-discipline. On-going contact with parents is valued.



What the Pupils Say

“ Limavady Grammar School seemed so huge that, at first, I felt both excited and nervous: but I soon settled in and have made some great friends very quickly. The teachers and pupils are so friendly and are always happy to help. The variety of subjects and after school clubs is amazing and I have enjoyed making the most of them. I am thrilled to be a pupil here! ”

*Chloe Henderson – 8V
(formerly Berry Lane Primary School)*



“ I really enjoy being a pupil here at Limavady Grammar School. The teachers are very helpful and have made my first few months a breeze. My favourite subjects are Science, Maths and French. There is a whole range of after-school activities such as Art and Textiles, Badminton and Hockey. I cannot wait to see what I will achieve in my seven years at LGS. ”

*Michael Devlin – 8Z
(formerly St. Matthew's Primary School)*



“ I have attended Limavady Grammar School for a few months now and I am enjoying all the subjects: I also love playing rugby for the school. The teachers have been so helpful and kind! I have really enjoyed the number of opportunities I've had to try new and amazing things. I cannot wait to see where my seven years will take me. ”

*Fintan McIvor – 8W
(formerly Termoncanice Primary School)*



“ I like this school so much: the teachers are caring and very nice! I enjoy the new subjects that we didn't do in our Primary schools such as Music, Technology, Languages, Science and HE. After school I currently go to STEM club and hockey which I would thoroughly recommend. My favourite subject is HE as I love cooking! I'm sure that everyone will enjoy this school as much as I do! ”

*Molly Smyth – 8Z
(formerly Central Primary School)*





KEEP YOUR **THOUGHTS POSITIVE**
BECAUSE YOUR *THOUGHTS BECOME YOUR WORDS.*

KEEP YOUR **WORDS POSITIVE**
BECAUSE YOUR *WORDS BECOME YOUR BEHAVIOUR.*

KEEP YOUR **BEHAVIOUR POSITIVE**
BECAUSE YOUR *BEHAVIOUR BECOMES YOUR HABITS.*

KEEP YOUR **HABITS POSITIVE**
BECAUSE YOUR *HABITS BECOME YOUR VALUES.*



KEEP YOUR **VALUES POSITIVE**
BECAUSE YOUR *VALUES BECOME YOUR DESTINY.*

GHANDI



Learning Caring PREPARING FOR LIFE

FOR TOMORROW
BELONGS TO THE
PEOPLE WHO
PREPARE FOR
IT TODAY.

AFRICAN PROVERB

We aim to develop well-rounded individuals who will succeed in their private, public and professional lives.

Limavady Grammar School offers every pupil a wide range of academic and extra-curricular opportunities. For instance, you can put into practice what you have learned on trips such as the French Exchange, represent your school on the various sports teams as well as learning about team work and communication on the Duke of Edinburgh's Award Scheme. There is so much to get involved in!

The highlight of my time at school has been participating in some of the many trips on offer. Living with a French family for a week, experiencing the distinctive cultural life of Munich, reaching new heights in the Lake District and learning about unfamiliar aspects of Physics at CERN in Geneva have been fantastic, unforgettable experiences.

If you want to challenge yourself to maximise your potential, this is the perfect school for you!

Samantha (Head Girl)

Limavady Grammar School truly paves the way to a successful future for each pupil. Through the caring support of the staff, individual talents are nurtured to prepare us for future life after school.

From day one I have experienced excellent support both in the classroom and through the vast range of extra-curricular activities. I have enjoyed being part of a team within the school community whether it be on the rugby pitch, in the school orchestra or during challenging Duke of Edinburgh's Award Scheme hikes.

One of the many highlights was a trip to Kenya in order to further the partnership between LGS and Oloosuyian Girls' School. Reflecting on this experience, I learned many valuable life lessons as well as experiencing the Maasai culture and building relationships with pupils from the host school. If you want to fulfil your potential, look no further than LGS!

Christopher (Head Boy)

School Uniform

Our new pupils are proud of their uniform and we expect all pupils to wear it correctly at all times and parents to support us in maintaining high standards.



Boys' & Girls' Tracksuit

Boys

Navy blazer with School Crest
School Tie
White Shirt
Charcoal Grey Trousers
Plain black leather shoes

Girls (Years 8-10)

Navy blazer with School Crest
School Tie
White Blouse
Navy 6 panel knee length skirt
Plain black leather shoes



Girls' Games Kit

Careers Guidance

Limavady Grammar School provides a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils in Years 8-14, in partnership with the Northern Ireland Careers Service. Students are encouraged to take 'ownership' of their personal career planning so that informed and realistic choices are made at the vital transition stages of Years 10, 12 and 14. The programme aims to equip our young people with the knowledge and skills to investigate careers and learning opportunities, understand themselves and develop their capabilities so that they can participate confidently in a rapidly changing society.

The programme includes group work and individual interviews, information and research activities, work-related learning (including one week's work

experience) and individual learning activities. These take place in stand alone sessions and with Personal Development and Careers Classes. Other focused events are also provided. Work experience preparation and follow-up activities take place in careers lessons and other appropriate parts of the curriculum.

The majority of students succeed in identifying and accessing the pathway most

suited to their needs and abilities. Most of our departing Year 14 are accepted for higher education and many of them have secured places on the most competitive courses at some of the UK's best universities including Oxford and Cambridge. In 2013 and again in 2015, a Limavady Grammar School pupil was selected as one of the Queen's Scholars by QUB. In 2016 a pupil achieved an All Ireland JP McManus Scholarship Award.

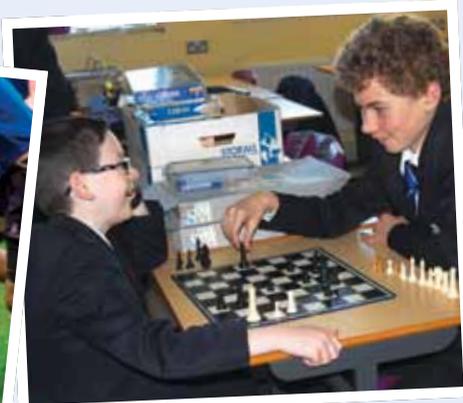


Working With Others



Our close ties with the other schools in the Roe Valley Learning Community result in a number of collaborative projects. In recent years 'Love for Life' has been involved with Years 8, 10 and 12 in partly delivering our Relationships and Sexuality Education programme. This year the Roadsafe Roadshow was hosted by the school.

The school supports a number of charities including Samaritans Purse (Shoebox Appeal), Salvation Army and St Vincent de Paul. Supporting the work of Oloosuyian School in Kenya is a major focus for the pupils in Limavady Grammar School.



Extra Curricular Activities

Creative and Expressive Arts

Art and Design

Chess

Choir

Concert Band

Debating

Drama

Guitar

IT/Computer

Law Society

Magazine Committee

Modern Languages

Musical Production

Musical Concerts

Orchestra

Photography

Pottery

Public Speaking

Quiz

Science (STEM)

String Quartet

Technology

Textiles

Traditional Group

Ukelele Orchestra



Sport

- Athletics
- Badminton
- Basketball
- Cricket
- Football
- Golf
- Hockey
- Netball
- Rugby
- Short Bowls
- Surfing
- Swimming
- Tennis
- Ultimate Frisbee



Other Special Interests

- Achievement
- Charity
- Duke of Edinburgh's Award
- Young Enterprise



Pupil Experiences of Extra Curricular Activities



“ STEM club is really interesting. We do experiments such as making towers from spaghetti and marshmallows to creating lava lamps! However, this isn't where STEM club really shines the most. It's so enjoyable due to the great people involved, whether they are the teachers, older students helping out, or the other pupils. Everyone there is very nice and it is a great community. ”

CALLUM Y8
(formerly Central Primary School)

“ I have been to lots of clubs this year but one of my favourites has to be STEM club. It is on a Wednesday after school and we do many experiments. One of my favourites has to be “Murder in the Science Department”. In this experiment we had to find out who the murderer was by using a variety of different chemicals. It was really fun! ”

LUCY Y8
(formerly Roe Valley Integrated Primary School)



“ I love swimming, it's a challenging and fun sport. I started swimming competitively at 5 years of age and my first big achievement was winning 2 gold medals in the Ulster Schools Championships for Butterfly and Breaststroke at the age of 9. Soon, I proudly won gold for 50 metre Butterfly and silver for 50 metre Breaststroke in the All Ireland Swimming Championship. I train with Swim Ulster Talent Development Squad and recently I have been selected for the Focus Belfast Junior Commonwealth 2021. I hope I get more amazing opportunities so I can pursue my dreams. This could not have been done without support from my team mates, my coaches and my family. I thank Mrs Sanchez and Miss Doherty for supporting me with the rest of the winning team. I cannot wait for my future in swimming to unfold! ”

YNA Y8
(formerly Termoncanice Primary School)

“ I love to play hockey. We train twice weekly with Mrs Barnet where we learn new skills involving stick control and tackling. It's fun playing with my friends and we have developed a great team spirit. Also, we sometimes play matches against other schools which are so exciting and competitive. Hockey gives us all so much to look forward to during the school week. Netball trials have also started, so I'm excited at the thought of being able to play for LGS in two sports! ”

CHARLI Y8
(formerly Eglinton PS)



“ I love playing rugby at Limavady Grammar School. I look forward to Tuesdays and Thursdays intensely: even though we get mucky and wet, it is great fun. I get so excited when we are playing matches and I cannot wait to see how I develop as a rugby player at LGS. ”

TOM Y8
(formerly Eglinton Primary School)



Leadership Development

Nurturing and developing leadership potential in our pupils is fundamental to preparation for life. The school provides many opportunities.

Mentors

Sixth Formers provide mentoring support for the new Year 8 pupils.

STEM Club mentors enthuse and support budding junior scientists and Numeracy and Literacy Mentors support younger pupils while at the same time developing their self-confidence.

Pupil Librarians

Help to manage the library taking on a range of responsibilities.



House Captains

Every pupil belongs to a House and each year House and Games Captains are elected to lead and motivate their members.



School Council

Each class nominates a Representative.

Regular meetings which address whole school issues are chaired by the Senior Prefect Team.



Prefects

Sixth Formers are elected as Prefects who help lead School Assemblies, assist with school events and serve as role models. The team is overseen by the Head Boy and Head Girl.

Bookstore Mentors

Every day Senior Pupils are entrusted with managing stock and sale of extra stationery.

International Opportunities

In July 2017 our students undertook valuable community-based work in Borneo. We are proud of our links with Kenya Oloosuyian Girls' School in Kenya where teams have visited in 2004, 2008 and 2011. In July 2016 our students undertook valuable work in providing facilities for girls' education.



Each year Year 10 pupils head to France to enjoy the exhilarating sport of skiing.



The Modern Languages Department regularly exchanges with schools in France and Spain as well as organising trips to Brussels and Berlin.



Many other trips including the CERN trip to Geneva, the Surf Trip to Cornwall and Rugby and Hockey tours abroad enrich the educational experiences of Limavady Grammar School pupils.



Former Pupil Profiles

Nicole Connor

(formerly Limavady Central PS)

Studying: Physics with Medical Applications at QUB

“ My time at LGS has by far been the most influential period of my life to date. The support and guidance I received allowed me to further develop my talents helping to build my confidence and my leadership ability. As a student I had the honour of being Head Girl and this responsibility encouraged me to grow in self-assurance, a quality necessary in progressing towards my goals. I will always look back fondly on my time spent as a pupil and be thankful for how it has prepared me for life beyond LGS. ”



Zara Brown

(formerly Cumber Claudy PS)

Mechanical Engineering, QUB

“ LGS has prepared me for life after school by equipping me with a range of key skills. I have learned to organise my time effectively to balance my academic work and free time. I am self-motivated, have developed my interpersonal skills and aim to make the best of every situation. ”



Michael Barr

(formerly Drumachose PS)

Mechanical Engineering MEng, Queen's University Belfast

“ After seven years at LGS I embarked upon my first choice course at my preferred university. I took on board the excellent teaching and great careers advice, meaning I knew my exact requirements. Additionally, playing team sports at the highest level in school ensured that team-working skills, sought after by universities were developed and enhanced. Thanks LGS! ”



Anna McNulty

(formerly Ballykelly PS)

“ I am a trainee solicitor in a large corporate law firm in Belfast.

I left Limavady Grammar School in 2011 and went to Queen's University Belfast to study Law, graduating in 2014.

The teaching and support I received at LGS, particularly during my A-Levels, was outstanding. I was encouraged to analyse, think critically and to read widely into my subjects, which prepared me very well for the demands of my degree and now my career. ”



School Leaver Destinations Years 12-14

| | Year 12 | Year 13 | Year 14 |
|-------------------------|---------|---------|---------|
| Higher Education NI | | | 46 |
| Higher Education GB | | | 35 |
| Higher Education non UK | | | 1 |
| Further Education NI | 28 | 8 | 9 |
| Further Education GB | | | 0 |
| Gap Year | | | 8 |
| Apprenticeship | | | 2 |
| Employment | | | 1 |
| A levels elsewhere | | | 1 |
| Another school | 4 | 1 | |
| Long term sick | | 2 | |
| TOTAL | 32 | 11 | 103 |

Summer 2017 GCSE Results

| Subject | Entries | A* | A | B | C | D | E | F | G | U |
|----------------------------|---------|------|------|------|------|------|------|------|------|-----|
| Biology | 24 | 50 | 87.5 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Chemistry | 24 | 58.3 | 91.7 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Physics | 24 | 62.5 | 95.8 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Science Single Award | 15 | 0 | 26.7 | 86.7 | 93.3 | 100 | 100 | 100 | 100 | 100 |
| Mathematics | 135 | 30.4 | 49.6 | 80.7 | 97.8 | 99.3 | 100 | 100 | 100 | 100 |
| Mathematics Further | 48 | 39.6 | 64.6 | 75 | 93.8 | 95.8 | 95.8 | 95.8 | 95.8 | 100 |
| Computer Studies/Computing | 16 | 0 | 25 | 50 | 75 | 81.3 | 93.8 | 93.8 | 93.8 | 100 |
| Information Technology | 70 | 2.9 | 44.3 | 78.6 | 91.4 | 98.6 | 100 | 100 | 100 | 100 |
| Home Economics | 17 | 17.6 | 41.2 | 76.5 | 94.1 | 100 | 100 | 100 | 100 | 100 |
| Art & Design | 20 | 25 | 70 | 90 | 95 | 100 | 100 | 100 | 100 | 100 |
| Geography | 16 | 12.5 | 43.8 | 68.8 | 87.5 | 87.5 | 100 | 100 | 100 | 100 |
| History | 38 | 13.2 | 42.1 | 71.1 | 92.1 | 100 | 100 | 100 | 100 | 100 |
| Religious Studies | 134 | 11.9 | 42.5 | 67.2 | 82.8 | 93.3 | 98.5 | 100 | 100 | 100 |
| English Language | 135 | 5.9 | 34.8 | 69.6 | 95.6 | 99.3 | 100 | 100 | 100 | 100 |
| English Literature | 117 | 12 | 35 | 66.7 | 86.3 | 94.9 | 99.1 | 100 | 100 | 100 |
| French | 89 | 6.7 | 21.3 | 39.3 | 79.8 | 98.9 | 100 | 100 | 100 | 100 |
| German | 23 | 4.3 | 26.1 | 43.5 | 60.9 | 87 | 95.7 | 100 | 100 | 100 |
| Spanish | 27 | 29.6 | 59.3 | 85.2 | 96.3 | 100 | 100 | 100 | 100 | 100 |
| Music | 13 | 0 | 23.1 | 61.5 | 92.3 | 100 | 100 | 100 | 100 | 100 |
| Sport/PE Studies | 22 | 4.5 | 27.3 | 77.3 | 100 | 100 | 100 | 100 | 100 | 100 |
| Design and Technology | 49 | 10.2 | 30.6 | 71.4 | 95.9 | 100 | 100 | 100 | 100 | 100 |
| Journalism | 15 | 0 | 13.3 | 66.7 | 100 | 100 | 100 | 100 | 100 | 100 |
| Health Studies | 16 | 0 | 25 | 56.3 | 87.5 | 100 | 100 | 100 | 100 | 100 |
| Statistics | 24 | 0 | 25 | 70.8 | 91.7 | 100 | 100 | 100 | 100 | 100 |

| | | ** | *A | AA | AB | BB | BC | CC | CD | DD | DE |
|----------------------------------|----|-----|------|------|------|------|------|----|----|----|-----|
| Science Double Award 1st Subj | 96 | 6.3 | 19.8 | 41.7 | 61.5 | 82.3 | 96.9 | 99 | 99 | 99 | 100 |

A-level Results

| Subject | Entries | A* | A | B | C | D | E | U |
|------------------------|---------|------|------|------|------|------|------|-----|
| Health & Social Care* | 14 | 0 | 21.4 | 85.7 | 100 | 100 | 100 | 100 |
| Performing Arts (Voc)* | 1 | 0 | 0 | 0 | 100 | 100 | 100 | 100 |
| Biology | 32 | 3.1 | 25 | 71.9 | 84.4 | 100 | 100 | 100 |
| Chemistry | 29 | 13.8 | 58.6 | 86.2 | 96.6 | 100 | 100 | 100 |
| Physics | 43 | 11.6 | 41.9 | 69.8 | 90.7 | 97.7 | 100 | 100 |
| Mathematics | 42 | 7.1 | 35.7 | 61.9 | 78.6 | 90.5 | 95.2 | 100 |
| Software Systems | 12 | 8.3 | 33.3 | 66.7 | 66.7 | 91.7 | 91.7 | 100 |
| Information Technology | 29 | 3.4 | 44.8 | 79.3 | 93.1 | 100 | 100 | 100 |
| Home Economics | 6 | 0 | 0 | 33.3 | 66.7 | 100 | 100 | 100 |
| Art & Design | 4 | 0 | 0 | 50 | 50 | 75 | 100 | 100 |
| Geography | 1 | 0 | 100 | 100 | 100 | 100 | 100 | 100 |
| History | 6 | 0 | 0 | 0 | 66.7 | 100 | 100 | 100 |
| Religious Studies | 13 | 7.7 | 15.4 | 76.9 | 100 | 100 | 100 | 100 |
| Politics | 6 | 0 | 16.7 | 83.3 | 100 | 100 | 100 | 100 |
| English Literature | 28 | 0 | 7.1 | 46.4 | 75 | 85.7 | 100 | 100 |
| French | 8 | 0 | 50 | 75 | 100 | 100 | 100 | 100 |
| Spanish | 2 | 0 | 50 | 50 | 100 | 100 | 100 | 100 |
| Music | 2 | 0 | 0 | 0 | 100 | 100 | 100 | 100 |
| Moving Image Art* | 2 | 0 | 0 | 50 | 100 | 100 | 100 | 100 |
| Design and Technology | 7 | 0 | 0 | 42.9 | 57.1 | 85.7 | 100 | 100 |
| Sports Science | 8 | 0 | 25 | 25 | 100 | 100 | 100 | 100 |

| A-level equivalent | Entries | A* | A | C | E |
|--------------------|---------|------|------|------|-----|
| Engineering* | 12 | 41.7 | 66.7 | 91.7 | 100 |

* Delivered by other RVLC Schools/Colleges

Total School Attendance 2016/17

| | |
|--------------------------------------|---------|
| No. of possible attendance sessions: | 327,539 |
| No. of sessions attended: | 311,237 |
| Percentage | 95.02% |

Admission

Open Night

Thursday 18 January 2018

The Principal will speak to pupils and parents as follows:

| | | |
|-----------|----------------|---------|
| P7 Pupils | Surnames A – H | 6.30 pm |
| | Surnames I – M | 6.45 pm |
| | Surnames N – Z | 7.00 pm |
| | P6 pupils | 7.15 pm |

These talks will be followed by a tour of the school

Car parking available in Rossmar School

Contributory Primary Schools

Limavady Grammar School draws its pupils from a wide area. In recent years pupils have come from

| | | |
|---------------------------|------------------------------------|--------------------------|
| Ballykelly | Bellarena | Broadbridge |
| Castleroe | Chapel Road | Culcrow |
| Cumber Claudy | DH Christie | Donemana |
| Drumachose | Drumahoe | Drumrane |
| Ebrington | Eglinton | Faughanvale |
| Good Shepherd | Gorran | Gortnaghey |
| Groarty | Hezlett | Kilrea |
| Limavady Central | Lisnagelvin | Listress |
| Londonderry Model | Macosquin | Millburn |
| Mullabuoy | Nazareth House | Newbuildings, |
| Oakgrove | Roe Valley Integrated | St Aidan's Magilligan |
| St Canice's Dungiven | St Canice's Feeny | St Colmcille's Claudy |
| St Columba's Newbuildings | St Eithne's Londonderry | St Finlough's Sistrakeel |
| St John's Bligh Lane | St John's Dernaflaw | St Matthew's Drumsurn |
| St Oliver Plunkett | St Patrick's & St Joseph's Garvagh | |

and Termoncanice Primary Schools.

Admissions Criteria 2018

When considering which children should be selected for admission the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it at the time of application.

What criteria must a child meet to gain entrance to Limavady Grammar School?

If the number of applications is greater than the Admissions Number determined by The Department of Education, the following criteria shall be applied in the order set down below:

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

2 Children who have taken the Common Entrance Assessment administered by AQE, subject only to the consideration of applications claiming 'Special Circumstances' and 'Special Provisions' as defined below.

Places will be allocated in strict rank order of the Age Standardised Scores, starting with the highest score and working in descending rank order. Parents/Guardians of applicants are advised to record the Age Standardised Score awarded by AQE and the AQE Candidate Number in Section C of the Transfer Form and attach the original statement of result to the Transfer Form.

If two or more pupils are eligible for the final remaining place or places because they have equal Age Standardised Scores, then the following sub-criteria shall be applied in the order set down:

- (a) Normal transfer age pupils;
- (b) Pupils with a sibling^{*₁}, currently enrolled at the School (**state name(s) and registration groups in Section C of the Transfer Form**) OR pupils who are the eldest child^{*₂} in the family;
- (c) Oldest pupils first (established by date of birth as entered on Birth Certificate or Adopted Children's Register);
- (d) Children will be selected for admission on the basis of the initial letter of the surname as it appears on the Birth Certificate or Adopted Children's Register, in the order used in the BT Telephone Directory for domestic users, 'BT order';
- (e) Where surnames begin with the same letter, the second and if necessary, subsequent letters will be used to establish relative priority for admission using BT order;
- (f) Where children have the same surname, the initial letter of the first forename as it appears on the Birth Certificate or Adopted Children's Register will be used for admission;
- (g) Where the first forenames begin with the same letter, the second and if necessary, subsequent letters will be used to establish relative priority for admission using BT order;
- (h) Where no priority can be established by means of this direct alphabetical comparison (eg 'Alan' 'Alanna') the child with the shorter first forename will be prioritised for admission;
- (i) Where children have the same first forename the child without any subsequent forename will be prioritised for admission;
- (j) Where the application of (d) to (i) above has not permitted priority to be established then (g) and (h) will be repeated with the substitution of 'second forename' for 'first forename';
- (k) The School wishes to continue its tradition of accepting children from a wide catchment area, irrespective of the proximity of their homes from the School. If, however, it becomes necessary to make a final selection, priority will be given to the child who lives closest to the School. Distance will be measured in a straight line distance from the child's home to the front entrance of the School's main administrative building, using an Ordnance Survey Northern Ireland web distance measurement tool. Home will be taken to mean the child's address as entered on the Transfer Form.

If there are still places available after all the children who have taken AQE's Common Entrance Assessment have been considered the above criteria (labelled a-k) shall be applied, in the order set down, to children who have not taken the Common Entrance Assessment administered by AQE.

*₁ Sibling – defined as 'child of the family'. This covers children fostered, adopted or half-brothers and sisters and orphaned cousins being brought up with a family.

*₂ Eldest child – defined as "children who at the date of their application, are the eldest child of the family to be eligible to apply for admission to the School". This wording covers "only" children and is also intended to treat twins (or other multiples) as joint eldest.

SPECIAL CIRCUMSTANCES AND SPECIAL PROVISIONS

Claims for consideration for a child under Special Circumstances and Special Provisions shall be examined and decided upon **before the application of any of the Admissions Criteria**.

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

It is for parents/guardians to present all such material as they consider will assist the school in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Educational Evidence which could support a claim for Special Circumstances and/or Special Provisions

In reaching the educational judgement needed to award the mark that the child would have obtained in the AQE Common Entrance Assessment under normal circumstances, the Admissions Committee will consider any material presented (and attached to the Transfer Form) in support of the application. This material may include any or all of the following:

- (i) The score achieved in the AQE Common Entrance Assessment;
- (ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics;
- (iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics;
- (iv) Any other relevant material.

The onus is on the parents/guardians to ensure that a copy of Form SC17 (obtainable from the School or AQE) together with all supporting evidence, is attached to the Transfer Form at the time of application.

SPECIAL CIRCUMSTANCES

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected a child's performance in AQE's Common Entrance Assessment 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'.

Parents/Guardians who wish to apply, on behalf of their child, to the School under 'Special Circumstances' should complete Form SC17 obtainable from the School or AQE and attach it, with appropriate documentary evidence, to the Transfer Form. Parents/Guardians should note that where there is independent evidence available it should be supplied.

The onus is on the parents/guardians to ensure that a copy of Form SC17 (obtainable from the School or AQE) together with all supporting evidence, is attached to the Transfer Form at the time of application.

Please note:

- If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted by AQE, the Admissions Committee will take into account the fact that the child was granted Special Access arrangements for those matters.

Details of Medical or Other Problems which could contribute to a claim for Special Circumstances

Where it is claimed that a pupil's performance in AQE's Common Entrance Assessment has been affected by a medical or other problem, **it is the responsibility of the parents/guardians to set out in the Form SC17 the precise details of the problem and attach documentary evidence of its existence to the Transfer Form. This should be noted also in Section C of the Transfer Form.**

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

If the claim is for other than a medical problem, it is the responsibility of the parents/guardians to set out precise details of the problem on the Form SC17 and to provide appropriate, documentary evidence to corroborate its existence.

In both such cases, it will be the responsibility of the parents/guardians to provide the School's Admissions Committee with evidence which reflects the child's academic ability.

In assessing a claim for Special Circumstances the

Admissions Committee of the Board of Governors will first of all determine, on the basis of all the documented evidence made available to it at the time of reaching its decision, if the claim is to be upheld. Only if the claim is upheld will the Admissions Committee then make a final decision on whether or not (and by how much) the Age Standardised Score awarded by AQE and attained by the child should be adjusted. Any revised score will then be placed at the appropriate point within the rank order of all the children who have been awarded an Age Standardised Score. The Admissions Criteria shall then be applied.

SPECIAL PROVISIONS

Special Provisions will apply to children who fall into any one of the following categories:

- (a) Children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- (b) Children who have received more than half their primary education outside Northern Ireland;
- (c) Children entered for the AQE Common Entrance Assessment, who, because of unforeseen and **serious** medical or other problems which are supported by appropriate documentary evidence, were unable to participate in any or all of the assessments.

In all three such cases, it will be the responsibility of the parents/guardians to provide the School's Admissions Committee with evidence which reflects the child's academic ability. Parents/Guardians should note that where there is independent evidence available it should be supplied.

Note: It is expected that, other than children who took up residence in Northern Ireland after 09 September 2017, all those seeking admission should sit the AQE Common Entrance Assessment.

Parents/Guardians who wish to apply to the School under Special Provisions should complete Form SC17 obtainable from the School or AQE, stating the precise reason why they believe the child is eligible for consideration under Special Provisions. This should be attached to and sent, with the Transfer Form, with appropriate documentary evidence.

The onus is on the parents/guardians to ensure that a copy of Form SC17 (obtainable from the School or AQE) together with all supporting evidence, is attached to the Transfer Form at the time of application.

The Admissions Committee will consider the application for Special Provisions. Where this is accepted, the following procedure will apply:

- (a) The Admissions Committee will consider any documentary material which will enable it to make an educational judgement as to what the candidate would have obtained in the AQE Common Entrance Assessment had Special Provisions not been applied.
- (b) The Admissions Committee will determine, on the basis of all the available assessment

information, an appropriate Age Standardised Score for the child. This score will then be placed at the appropriate point within the rank order of all the children who have been awarded an Age Standardised Score by AQE. The Admissions Criteria shall then be applied.

- (c) any material breach of the conditions on the part of the child or his/her parents or guardians relating to the prescribed test,

it reserves the right to reject the application, to the School, of such a child.

SPECIAL EDUCATIONAL NEEDS

The procedures for children in receipt of a Statement of Special Educational Needs will operate outside the normal Open Enrolment procedures, in order to ensure that such children are provided with the most appropriate school placement. Further advice may be obtained from the Education Authority (Western Region).

NOTE TO PARENTS/GUARDIANS

It is the responsibility of parents/guardians to ensure that the Transfer Form is completed in full and that all relevant information is recorded on, or attached to, the Transfer Form by the date of receipt by the School.

If the Board of Governors becomes aware of

- (a) any material irregularity in the application made by the child to AQE in connection with the prescribed test, or
- (b) any falsification of any documents submitted to AQE in connection with the prescribed test, or

THE VERIFICATION OF INFORMATION PROVIDED

- Parents/Guardians should note that the information contained within an application that qualifies the child for admission may require to be verified.
- The Admissions Committee therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form.
- This information will be requested from successful children on or shortly after 19 May 2018 when they have been notified of their allocation of a place at the School.
- Parents/Guardians should also note that the provisions of false information or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the School to offer a place.

ADMISSIONS FOLLOWING THE CONCLUSION OF THE TRANSFER PROCESS UNTIL 31 AUGUST 2018

WAITING LISTS

A waiting list consisting of applications on behalf of children who have sought admission but have been unsuccessful will operate following the conclusion of the Transfer Process (19 May 2018). Should a place become available then decisions will be taken by applying the Year 8 Admissions Criteria to those pupils who have been unsuccessful in their application.

NEW APPLICATIONS

Parents/Guardians who wish their child to be considered for admission in the event of a place arising after the conclusion of the Transfer Process (19 May 2018) and before 1 September 2018 should, in the first instance, write to the Principal stating this. An acknowledgement will be issued and advice on how to proceed will be given. If a place(s) becomes available before 1 September 2018 and there are more children seeking admission than there are places available then decisions will be taken by applying the Year 8 Admissions Criteria to those pupils seeking admission at the time the place(s) becomes available. Should the Admissions Committee determine that a child, who has arrived in Northern Ireland after the Transfer Process has been concluded and is seeking admission to the School, is suitable for admission, and all places have been allocated, it will seek the approval from the Department

of Education to admit the child through the allocation of an additional place.

ADMISSION INTO YEAR 8 AFTER 1 SEPTEMBER 2018

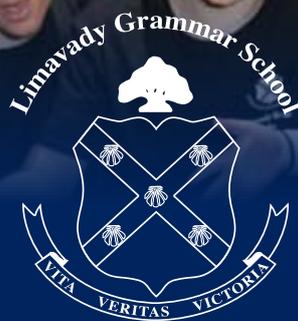
A waiting list consisting of applications on behalf of children who have sought admission but have been unsuccessful will operate after 1 September 2018. In addition other parents/guardians who wish their child to be considered for admission in the event of a place arising after the beginning of the school year should, in the first instance, write to the Principal stating this. An acknowledgement will be issued. If a place(s) becomes available after 1 September 2018 and there are more children seeking admission than places available, then decisions will be made by applying the Year 8 Admissions Criteria to those pupils seeking admission at the time the place(s) becomes available.

NUMBERS OF APPLICATIONS AND ADMISSIONS

| Year | Admissions No. | Total Applications All Preferences | Total Admissions |
|-----------|----------------|------------------------------------|------------------|
| 2015/2016 | 130 | 151 | 130 +2 SEN |
| 2016/2017 | 130 | 150 | 130+1 SEN |
| 2017/2018 | 130 | 157 | 130+1 SEN |



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Principal: Mrs NJ Madden, BSc(Hons), PGCE, PQH(NI)
Chairman of Board of Governors: Mr R Alcorn

Age Range: 11-18 Enrolment: 889 Intake: 130 Sixth Form: 216
Controlled Grammar Co Educational