



# LIMAVADY GRAMMAR SCHOOL

Prospectus 2020



*When I started at the Grammar I thought it was going to be scary but actually it's not. On my first day I met lots of new friends and started learning new subjects.*  
*Emma Year 8*



# Welcome to Limavady Grammar School

## PRINCIPAL'S WELCOME

January 2020

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.

Limavady Grammar is a happy, caring school in which children flourish and achieve highly both in and out of the classroom. Relationships which are based on respect and positivity bring out the best in our pupils, while our system of Pastoral Care ensures that any difficulties the children experience, whether academic or emotional, are listened to sympathetically and appropriate strategies implemented. We are a dynamic and forward thinking school, eager to adapt and change to meet the needs of our pupils.

We are a non-denominational inclusive grammar school and draw our pupils from a wide catchment area. Places in the school are much sought after and our curriculum provides breadth and choice at GCSE and A level which creates many opportunities for our students and opens the doors to many pathways. We are very proud of our pupils' achievements. In 2019 we exceeded every key benchmark for Grammar Schools at GCSE and A Level with the results being the best in recent history. These results place us amongst the top grammar schools in Northern Ireland. Most pupils

progress into Sixth Form and each year our students leave us well-equipped to succeed in their degree course at university, further education course, higher level apprenticeship or indeed employment.

In addition, we provide an extensive extra-curricular programme in music, drama, sport and creative arts to name but a few. This holistic approach to education contributes to the well-rounded young adults who leave our school after Sixth Form.

Our intake for 2020 will again be determined on the basis of AQE Common Entrance Assessments. Our Admissions Criteria can be read on Page 32.

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 develop into confident, successful learners who are well-equipped to be successful in the future.

If you would like any further advice or guidance, please feel free to contact me or check out our school website. Full details of school policies are available for you to view on the school website.

Yours sincerely

**NJ Madden (Mrs)  
Principal**





“

*So far at LGS I have had a wonderful time! The teachers and all of the pupils are very welcoming and helpful. I have also had the amazing opportunity of being in the school show, Grease! Zara Year 8*

”



# School Aims

**We pride ourselves on creating a warm and caring atmosphere which arises from the importance we place on friendly relationships between pupils, staff and parents. This enables pupils to develop a very positive attitude to school life in terms of both their studies and their participation in the wide range of activities on offer outside of the classroom.**

The mission statement, Learning, Caring and Preparing for life underpins every aspect of school life.

## **It is the aim of Limavady Grammar School to:**

- Create a happy, caring society within the school community in which staff and pupils learn to live and work together with mutual respect and feel a sense of belonging to the school.
- Provide a supportive pastoral care system for all which recognises the importance of personal wellbeing and develops confidence as well as emotional resilience.
- Promote leadership and recognise and develop the talents of each individual in the pursuit of academic excellence and extra-curricular success.
- Assist pupils to recognise the need to develop a self-disciplined, independent and responsible attitude to life.
- Equip pupils to acquire a wide range of knowledge and skills, enabling them to gain qualifications relevant to further and higher education, employment and adult life in a rapidly changing world.
- Develop closer relationships between the school and the local community and provide service to the community whenever the opportunity arises.
- Ensure that all pupils will receive the highest quality of learning and teaching so that they may be enabled to achieve their full potential.
- Create awareness, and actively to develop an understanding, of the different cultures in our society, and to encourage tolerance of other races, religions and ways of life.



“ I think it's amazing how many different activities and after school clubs there are. I have really enjoyed guitar lessons and singing in the choir because I love music.  
Maura Year 8 ”

# Helping and encouraging your child to learn



## Learning and Teaching

Excellent teaching encourages children to seize 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 them and shows them what they really can do. We promote Active Learning in the classroom helping pupils to develop independence and curiosity in their learning. We work hard to create good relationships in the classroom alongside a positive approach which will inspire and encourage your children to take risks in their learning, develop resilience and achieve outcomes they never thought were possible.

## Supporting Learning

Literacy and numeracy are the backbone of success in learning and in life. We provide support for those who find these and other areas of the curriculum challenging. In order to help children who are finding aspects of Literacy or Numeracy difficult, we provide support at the Maths or Literacy Achievement Club. In addition Study Club is held after school in the Library where all students are welcome to complete homework tasks in a quiet and calm environment. A range of help and support is available for those pupils with physical difficulties or additional learning needs. This is overseen by the Special Educational Needs Co-ordinator (SENCO) and a team of Classroom Assistants.

## 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.

## Homework and Assessment, Tracking Pupil Progress

Homework provides an important opportunity to help pupils to fulfil their potential at school. Through the setting of regular homework, staff aim to encourage good work habits, the development of independent study skills and a highly-motivated attitude to learning.

Regular assessment allows teachers and parents to assess pupils' progress. Parents receive a report after each assessment point in the school year. Interventions are arranged, if necessary, to help your children to overcome any obstacles to their learning and to support them in their efforts to meet their personalised targets.

# Pathways to Learning curriculum

Caitlin McConway  
AS LEVEL

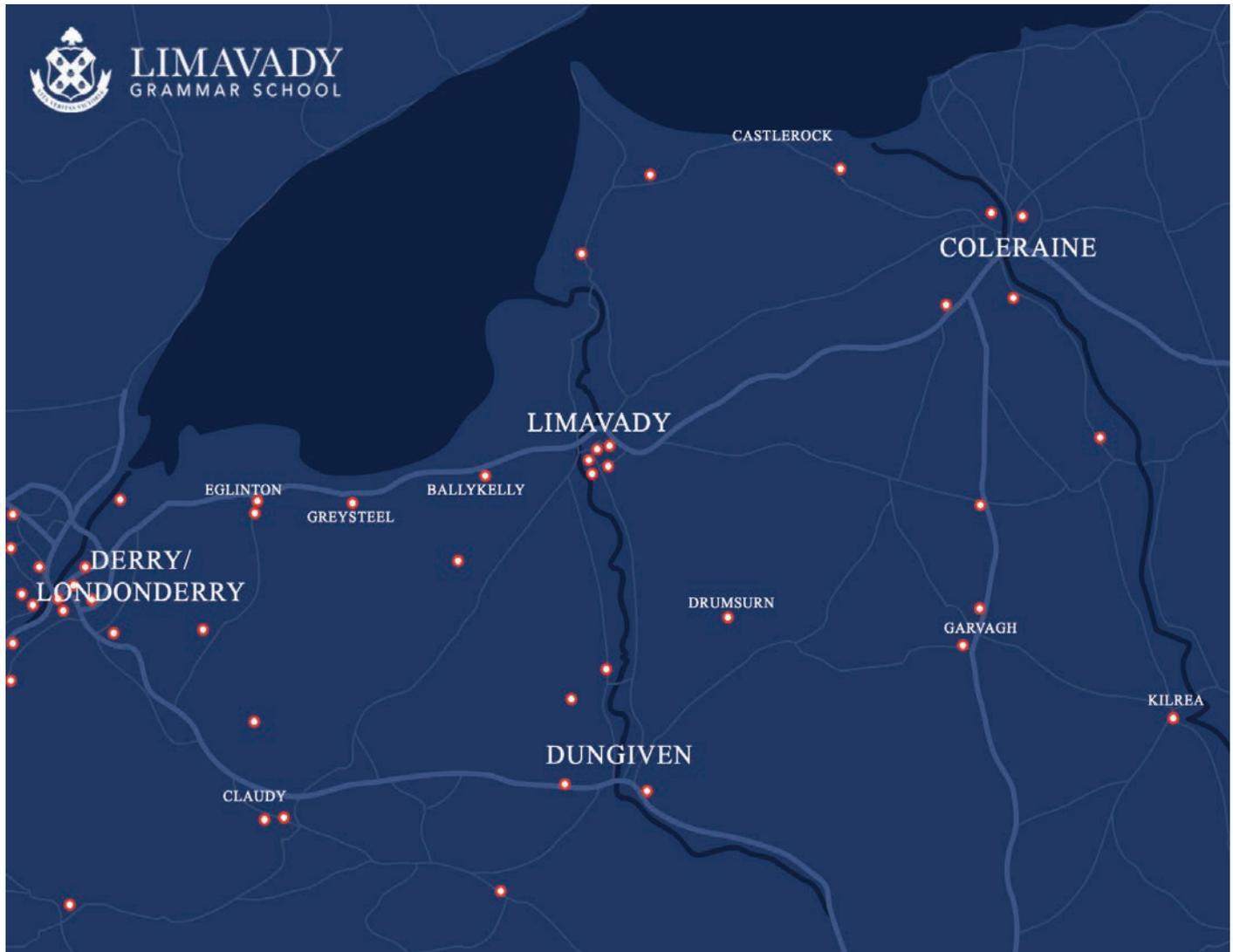


Subjects	Key Stage 3	Key Stage 4	A Levels
Art & Design	✓	✓	✓
Biology *	✓	✓	✓
Business Studies		✓	✓
Chemistry *	✓	✓	✓
Computing	✓	✓	
Construction			✓
Digital Technology (ICT)		✓	✓
Drama	✓	✓	
Engineering			✓
English (including Media Education - Key Stage 3)	✓	✓	
English Literature		✓	✓
Food and Nutrition / Nutrition and Food Science	✓	✓	✓
French	✓	✓	✓
Further Mathematics		✓	✓
Geography	✓	✓	✓
Government and Politics			✓
Health and Social Care		✓	✓
History	✓	✓	✓
Learning for Life and Work	✓		
Life and Health Science			✓
Mathematics (with Financial Capability - Key Stage 3)	✓	✓	✓
Moving Image Arts			✓
Music	✓	✓	✓
Performing Arts			✓
Physical Education (and games - Key Stage 3)	✓	✓	
Physics *	✓	✓	✓
Product Design		✓	
Religious Studies	✓	✓	✓
Science (Double and Single Award)		✓	
Software Systems Development			✓
Spanish	✓	✓	✓
Sports Science and the Active Leisure Industry			✓
Technology & Design		✓	✓

\* Please note: Biology, Chemistry and Physics are taught separately in Year 10 but as Combined Science in Years 8 and 9. The Key Stage 4 Curriculum is constantly under review.

# Catchment Area

Limavady Grammar School is a popular and oversubscribed school which draws its pupils from a wide area. As an inclusive inter-denominational school we welcome pupils from a wide geographical area.



*Each dot represents a contributory primary 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	Gaelscoil Léim an Mhadaidh
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

## Afternoon bus routes

Sistrakeel, Londonderry via Eglinton/Strathfoyle (connection for Tamnaherin), Strathfoyle, Brewster's Corner, Slaughtmanus, Coolagh Road, Coleraine via Aghanloo, Londonderry via Tamnaherin, Aghanloo Crossroads, Baranailt, Drumsurn, Coleraine via Myroe, Kilrea, Killybrady, Ballyquin Road, Dungiven via Terrydremond, Dungiven via Terrydremond, Claudy, Drumsurn and Dungiven via Largy/Burnfoot.

## Timetable

●	<b>Registration/Full Assembly</b> 8.55am - 9.10am
●	<b>Period 1</b> 9.15am - 9.50am
●	<b>Period 2</b> 9.50am - 10.25am
●	<b>Period 3</b> 10.25am - 11.00am
●	<b>Break</b> 11.00am - 11.15am
●	<b>Period 4</b> 11.15am - 11.50am
●	<b>Period 5</b> 11.50am - 12.25pm
●	<b>Period 6</b> 12.25pm - 1.00pm
●	<b>Lunch</b> 1.00pm - 1.40pm
●	<b>Period 7</b> 1.45pm - 2.20pm
●	<b>Period 8</b> 2.20pm - 2.55pm
●	<b>Period 9</b> 2.55pm - 3.30pm
●	<b>Extra Curricular Activities</b> 3.35pm
●	<b>Bus Leaves for Translink Depot</b> 4.45pm

“

*I think the feeling of being part of a big LGS family is the best thing about the school. I love the clubs and societies as there is a whole range to choose from and they are really fun!*  
*Ellen Year 8*

”



# School Performance



Performance Indicator	2016-17		2017-18		2019
	School	NI Average	School	NI Average	School
Achieving 5+ GCSEs at Grades A*-C	95.4	96.5	93.1	96.0	98.5
Achieving 7+ GCSEs at Grades A*-C	87.88	90.3	78.6	89.8	94.7
Achieving 5+ GCSEs at Grades A*-G	100	99.8	100	99.8	100
% Achieving 3+ A Levels at Grades A*-C	70.4	78.1	70	78.1	80.5
% Achieving 2+ A Levels at Grades A*-E	100	97.4	100	99.5	100

A full list of results is available in the Annual Report of the Board of Governors





“

*I have really enjoyed LGS so far, I have a lot of fun while learning so much at the same time. Everyone in LGS is so nice and friendly.*  
**Ryan Year 8**

”



# School Uniform

Our pupils are proud of their uniform. We expect all pupils to wear it correctly at all times and parents to support us in maintaining high standards. We expect our pupils to maintain our uniform policy when travelling to and from School.

## 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

*A full list of school uniform is available on the School Website and Pupil Information Booklet.*





“

*LGS has been great! The teachers are nice and the canteen is amazing!*  
*Daniel Year 8*

”



# Caring for and supporting your child

**We pride ourselves on the high standard of pastoral care we provide for our pupils. Each member of staff shares the responsibility for the welfare and happiness of our young people and plays an active role in encouraging every individual to reach their full potential.**

This is underpinned by excellent teacher-pupil relationships built on respect, teamwork and communication. Pupils are supported to develop personally, socially and academically in a positive, friendly and safe learning environment. Working in partnership with you, the parents, is crucial in this process and on-going contact with home is highly valued. We operate an extensive rewards system within each year group and at whole school level in order to regularly celebrate the children's success both inside and outside the classroom. Individuals and form groups are consistently rewarded for their hard work, effort, commitment, progress and attitude.

We believe it is important for our pupils to have a voice in their school and to develop confidence and a sense of belonging to the wider LGS family/community. All year groups play a part in a well-structured and wide ranging Student Council, which allows them to contribute consistently to decision-making. Growing up in the modern world can be a challenging experience, so we offer strong support for pupils experiencing social or emotional problems. A professional, caring and trained Counselling Team offers additional support in school and has access to a number of external organisations. The Designated Teachers for Child Protection are very experienced and a large number of staff hold First Aid qualifications.

The school's pastoral care system is led by an extremely dedicated team of Form Tutors and Heads of Year, who work closely with pupils to ensure that appropriate support is available to all. Your child will have daily contact with Form Teachers, a weekly personal development period, and occasional year group assemblies. Our modern and tailored Personal Development curriculum (Learning for Life and Work) ensures that pupils develop an understanding of 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. Areas such as mental health, anti-bullying, drugs awareness, mobile phone use and e-safety are among the many important topics delivered and discussed within the programme.

At LGS we encourage all of our pupils to make the very most of their time at school: every effort is made to remove any obstacles to learning. We are passionately committed to equipping our young people with both the confidence and skills to be enthusiastic learners and effective members of their community. Here are some of our new initiatives, designed to enhance our pupils' happiness and to bolster their self-confidence: a dedicated health and wellbeing room, mindfulness workshops, friendship groups and self-esteem and self-regard workshops.



“

*I have enjoyed the extra-curricular activities. I think being at LGS is a good confidence-booster and it has helped me to become more independent.*  
*Faye Year 8*

”



# Careers Guidance

## Planning for your future

**Limavady Grammar School provides a carefully 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, identify those which interest or excite them and to develop their capabilities so that they will be able to participate confidently in a rapidly changing society. Information meetings for parents are provided at key transition points.

The programme includes group work and individual interviews, information and research activities, work-related learning (including 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 vast majority of our students succeed in identifying and accessing the pathways 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. A number of students have secured prestigious scholarships including the JP McManus All Ireland Scholarship, Deloitte Higher Level Apprenticeship and Future Scholars Award.

Students in Year 13 have the opportunity to join the Career Ready Programme where they are mentored by an industry specialist in their chosen area of study and offered placement work experience and visits.



“

*All of the teachers are so friendly and there is a wide range of extra-curricular activities. James Year 8*

”



# Learning beyond the classroom

Clubs & Societies		Sports
Rock Band*	Running Club*	Highland Dancing*
Board Games	Musical Concerts	Athletics
Charity	Orchestra	Badminton
Chess	Photography	Cricket
Choir	Pottery	Football
Concert Band	Public Speaking	Golf
Debating	Science (STEM)	Hockey
Drama	Sign Language	Netball
Duke of Edinburgh's Award	String Quartet	Rugby
Guitar	SU (180)	Surfing
History	Technology	Swimming
IT/Computer	Textiles	Tennis
Law Society	Traditional Group	
Magazine Committee	Ukelele Orchestra	
Modern Languages	Study Club	
Musical Production	Young Enterprise	

\* New for 2019/2020





*I have loved LGS ever since I came here. I was very nervous at the start of the year but the teachers have helped me overcome my fear and now I feel much more confident.*  
**Michael Year 8**

# Getting involved, taking responsibility, growing up



**The school provides many opportunities for our pupils to express their personalities by involvement in a wide variety of creative and expressive arts, sports, clubs and societies. Our young people are invited to develop their team-working and leadership skills.**

## **Mentors**

Sixth Formers provide mentoring support for the new Year 8 pupils to encourage the children to feel welcome to the school family.

## **STEM**

Club mentors enthuse and support budding junior scientists with a range of exciting experiments. Numeracy and Literacy Mentors support younger pupils while at the same time developing their own self-confidence.

## **School Council**

Each class nominates a Representative. If a pupil is concerned about any aspect of their school experience, they can tell their class representative who can then raise the issue at a School Council meeting. Regular meetings which address whole school issues are chaired by the Senior Prefect Team.

## **Pupil Librarians**

This role invites pupils to take an active role in managing the library. They carry out a range of responsibilities including helping other children to find, borrow or order the books they want to read, or the material they need for project work.

## **Bookstore Mentors**

Every day Senior Pupils are entrusted with managing stock and with the sale of extra stationery. This helps them to develop responsibility and to enhance their communication skills as well as encouraging them to interact sensitively with younger pupils.

## **Prefects**

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

## **House Captains**

Every pupil belongs to a House and each year House and Games Captains are elected to lead and motivate their members. The House System offers various competitive and non-competitive activities, and offers your child opportunities both to excel and to have fun.

“

*I love going to sign language club  
because you get to learn a new language  
and you can have a laugh at your mistakes.*  
Rachel Year 8

”





# Working with the local community

**Through our Charity Committee we work not only to support worthy charities such as Foyle Hospice, Samaritan's Purse Shoe Box Appeal, Chest Heart and Stroke and LIPS (Limavady Initiative for the Prevention of Suicide) but also to help families in need in our local community through ventures such as donating Christmas hampers to St Vincent de Paul and the Salvation Army. Pupils are encouraged to think of others and to show compassion to those in need.**

As well as our partnerships with schools overseas, we work closely with other schools in the Roe Valley area to help maintain the highest possible educational standards in the local community and to foster ever-closer relationships between the schools and the communities they serve. Our Peace 1V partnership with Rossmar School, St Patrick's College Dungiven and Gaelcholáiste Dhoire is enabling our Year 8 pupils to work together in an inclusive way on a series of learning activities in PE, History and Music. Pupils have an opportunity to contribute positively to the local community in a variety of ways including the Interact Club community initiatives, Duke of Edinburgh award volunteering, helping out at Rossmar School and working in partnership with the RVLC schools to contribute to the Roe Valley Foodbank.





“  
*Limavady Grammar is a wonderful school to be at! The teachers are so kind and everyone is so welcoming. I have made many new friends here and have joined lots of clubs.*  
Molly Year 8  
”

# Developing global awareness



**Ensuring that our pupils see themselves as citizens of the global community is an extremely important part of our work. We encourage the children to gain linguistic skills and enhance their awareness of different cultures. This should enable them to appreciate the many life-enhancing opportunities for employment and leisure on offer in today's world.**

## International School Award

We have recently earned the acclaimed International School Award, a recognition of the variety of ways in which we invite our pupils to form a keen awareness of the global context of their education.

## Trips/Visits Abroad

Being a pupil at Limavady Grammar School means being offered the opportunity to visit a wide range of countries on eye-opening, mind-expanding trips abroad. In July 2019, a large group of senior pupils travelled to Oloosuyian Girls' School in Kenya, where they worked to improve the facilities needed to provide education for the local Maasai girls, as well as enjoying the intoxicating taste of life in Southern Kenya.

The bi-annual visit during Halloween to the CERN research centre in Geneva encourages A-level Physics students to apply and improve their understanding of Particle Physics. Halloween 2019 saw a rugby trip to Portugal which provided the senior squad with warm-weather training plus some competitive fixtures as well as the opportunity to experience Portuguese culture. Also taking place at Halloween, the trip to Berlin allowed 45 pupils accompanied by six members of staff to learn about engineering and manufacturing processes at the VW factory. They also enjoyed some fascinating cultural experiences such as trips to the Sachsenhausen Concentration Camp Memorial Site, the remains of Hitler's Reichstag building, the Jewish Memorial, the Deutsches Technikmuseum and the superb Berlin Zoo. In July 2017 senior students travelled to Borneo to work on a number of projects to help deprived communities, returning with a wealth of precious memories from a truly exotic location. In 2019 the annual junior ski trip headed to Andalo, Italy, where our pupils enjoyed a wonderful time: a much-anticipated senior ski trip to Norway follows in April 2020. The bi-annual surfing visit to Cornwall has delighted many of our children with its variety of fun-filled activities in addition to the thrill of riding the waves. The hockey girls enjoyed their visit to France and Belgium in 2018; rugby and hockey tours have taken our pupils to such far-flung destinations as Canada, Argentina and S Africa!

## Languages

We encourage pupils to develop their language skills through diverse events such as the ever-popular French breakfast, selling ice creams in either French or Spanish to celebrate European Day of Languages and a whole raft of lively activities organised by the Modern Foreign Languages Club. A Level students honed their language skills on the trip to Brussels while their GCSE counterparts took the chance to use their French language skills outside the classroom in their yearly exchange trip to La Roche sur Yon as well as making new friends and experiencing a different culture. We forged a new exchange link with Spanish school IES Maximo Laguna in 2018 with a trip to Spain for our Spanish students, which will be repeated in 2020: the third of our partner schools in Modern Languages, Ecole du Nord in Mauritius, offers our students the opportunity to communicate in French via emails and video links.



LIMAVADY  
A Level  
Results  
Day  
#MadeTheGrade

LIMAVADY  
A Level  
Results  
Day  
#WeMadeTheGrade

LIMAVADY  
A Level  
Results  
Day  
#Future

LIMAVADY  
A Level  
Results  
Day  
#FeelingProud

LIMAVADY  
A Level  
Results  
Day  
#LGSClassOf2019

LIMAVADY  
A Level  
Results  
Day  
#IToldYouRevised

LGS

“ In LGS I have enjoyed trying new subjects that I've never been taught before such as H.E because I can make yummy foods. I also like Technology because we use big machines and plastic. I have made so many new friends it's unbelievable! Eve Year 8 ”



# School Leaver Destinations

## Years 12-14

Subjects	Year 12	Year 13	Year 14
Higher Education NI	-	-	46
Higher Education NI Foundation Degree	-	-	-
Higher Education GB	-	-	30
Higher Education GB Foundation Degree	-	-	-
Higher Education non UK	-	-	2
Further Education NI	23	5	6
Further Education GB	-	-	-
Gap Year	-	-	-
Apprenticeship	2	-	3
Employment	-	1	1
Unknown	-	-	-
Emigrated	-	-	-
A Levels elsewhere	5	1	-
Long term sick	-	-	-
<b>TOTAL</b>	<b>30</b>	<b>7</b>	<b>88</b>

## Total School Attendance 2018/19

No. of possible attendance sessions:	315970
No. of sessions attended	299910
Percentage	94.9%



# GCSE Results

## Summer 2019

Subjects	Entries	A*	A	B	C*	C	D	E	F
Health & Social Care	27	0	33.3	51.9	77.8	92.6	100	100	100
Biology	24	54.2	95.8	100	100	100	100	100	100
Chemistry	24	50	91.7	95.8	100	100	100	100	100
Physics	24	58.3	100	100	100	100	100	100	100
Science Single Award	17	0	35.3	82.4	100	100	100	100	100
Mathematics	132	22.7	58.3	93.2	96.2	100	100	100	100
Mathematics Further	73	19.2	41.1	60.3	79.5	94.5	98.6	100	100
Digital Technology	49	16.3	59.2	77.6	83.7	98	98	100	100
Food and Nutrition	38	10.5	36.8	71.1	81.6	92.1	97.4	100	100
Art & Design	13	0	15.4	46.2	69.2	92.3	100	100	100
Geography	35	5.7	28.6	48.6	80	97.1	100	100	100
History	39	12.8	56.4	74.4	97.4	100	100	100	100
Religious Studies (Full Course)	18	33.3	66.7	72.2	88.9	94.4	100	100	100
English Language	132	6.8	37.1	65.9	85.6	99.2	100	100	100
English Literature	95	15.8	46.3	82.1	91.6	97.9	100	100	100
French	70	8.6	25.7	51.4	64.3	90	100	100	100
Spanish	66	15.2	43.9	63.6	80.3	95.5	100	100	100
Music	7	14.3	14.3	57.1	85.7	100	100	100	100
Sport/PE Studies	25	8	44	68	88	100	100	100	100
Design and Technology	53	17	52.8	77.4	92.5	98.1	100	100	100
Double Award Science	92	14.7	56.5	85.8	97.8	99.4	100	100	100
RE Short Course	75	16	54.7	64	69.3	80	96	99	100



# A-Level Results

## 2019

Subjects	Entries	A*	A	B	C	D	E
Health & Social Care*	21	0	42.9	95.2	100	100	100
Performing Arts*	1	0	0	100	100	100	100
Biology	23	4.3	26.1	69.6	87	91.3	100
Chemistry	26	15.4	46.2	69.2	80.8	96.2	100
Physics	27	14.8	55.6	70.4	85.2	92.6	100
Mathematics	33	30.3	63.6	84.8	97	100	100
Software Systems Development	5	0	60	80	100	100	100
Digital Technology	25	8	48	88	96	100	100
Nutrition and Food Science	11	0	18.2	36.4	63.6	90.9	90.9
Art & Design	1	0	0	100	100	100	100
Geography	5	0	20	60	100	100	100
History	13	7.7	30.8	61.5	100	100	100
Religious Studies	7	42.9	42.9	100	100	100	100
Politics	9	11.1	44.4	66.7	100	100	100
English Literature	15	6.7	26.7	80	93.3	100	100
French	5	20	40	100	100	100	100
Spanish	2	0	0	50	100	100	100
Design & Technology	9	22.2	66.7	77.8	100	100	100
Sports Science	11	27.3	36.4	72.7	90.9	100	100

	Entries	Distinction*	Distinction	Merit	Pass
Engineering (BTEC)*	18	61.1	88.9	94.4	100

\* Delivered by other RVLC Schools/Colleges

# Admissions Criteria

## Admissions to Year 8 in September 2020

The Board of Governors has approved the criteria described below and has delegated the task of applying these criteria to the Principal. Decisions in respect of “Special Circumstances” and “Special Provisions” are taken by the Admissions Committee of the Board of Governors (hereinafter referred to as the ‘Admissions Committee’) to whom decision-making powers have been delegated by the Board of Governors of the School. Further reference, therefore, to the Board of Governors may imply the Admissions Committee or the Principal.

The Board of Governors will NOT give priority to applications according to the preference in which they place the School on the Transfer Form.

**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\*<sub>1</sub> 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\*<sub>2</sub> 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.

- \*<sub>1</sub> **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.
- \*<sub>2</sub> **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 SC19 (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 SC19 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 SC19 (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 SC19 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 SC19 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 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 07 September 2019, 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 SC19 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 SC19 (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.

### **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.

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

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

## 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 31 May 2020 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 2020

### 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 (**31 May 2020**). 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 (31 May 2020) and before 1 September 2020 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 2020 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 2020

Parent(s)/Guardian(s) of any child on whose behalf an application for admission to the school has been sought, but has been unsuccessful, and who wish that child to be considered for admission in the event of a place arising after the beginning of the academic year, should write to the Principal stating this. An acknowledgement will be issued. The name of the child will then be on a waiting list which will operate after 01 September 2020.

In addition, other Parent(s)/Guardian(s) who wish their child to be considered for admission to the school in the event of a place arising after the beginning of the academic year should, in the first instance, write to the Principal stating this. An acknowledgement will be issued.

If a place becomes available after 01 September 2020 and there are more children seeking admission than there are 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) become available.

## Number of Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2017/18	130	157	130 + 1 SEN
2018/19	130	162	130 + 2 SEN
2019/20	130	157	130 + 1 SEN



# LIMAVADY

GRAMMAR SCHOOL

3 Ballyquin Road, Limavady, BT49 9ET

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**Tel:** (028) 777 60950

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**Principal:** Mrs NJ Madden, BSc(Hons), PGCE, PQH(NI)

**Chairman of Board of Governors:** Mr G Hill

Age Range: 11-18 Enrolment: 869 Intake: 130 Sixth Form: 200  
Controlled Grammar Co-Educational