



LIMAVADY

GRAMMAR SCHOOL

Prospectus 2022



Welcome to Limavady Grammar School

PRINCIPAL'S WELCOME

January 2022
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 recent years we have 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 2022 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.

Should you wish to avail of 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**

“
I have really enjoyed Limavady Grammar School so far because all the pupils are lovely and the teachers are so, so nice and helpful. Also, the after school clubs are brilliant! Finlay 8W
”



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 have really enjoyed LGS so far, it has been really fun and all the teachers are very kind and funny. There are a lot of extra curricular activities for everyone no matter what you like. Molly 8W ”



Helping and encouraging your child to learn

“ I am loving LGS so far. The amount of clubs on offer is amazing and I'm only first year and I've still won and played loads of rugby matches. Max 8W ”



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



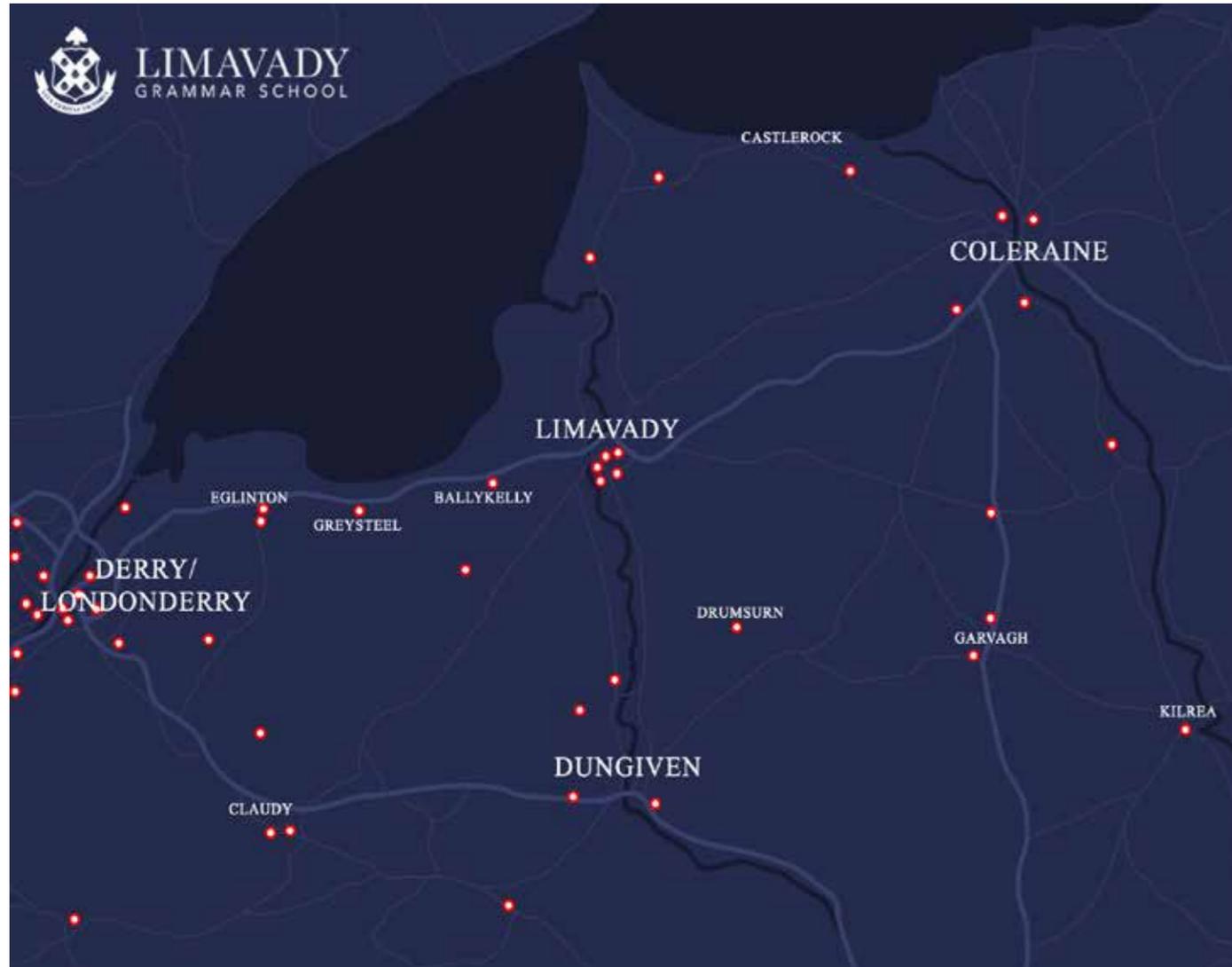
Subjects	Key Stage 3	Key Stage 4	A Levels
Art & Design	✓	✓	✓
Biology *	✓	✓	✓
Business Studies		✓	✓
Chemistry *	✓	✓	✓
Computing	✓	✓	
Construction			✓
Digital Technology (ICT)		✓	✓
Drama	✓	✓	
Engineering			✓
English (including Media Education - Key Stage 3)	✓	✓	
English Literature		✓	✓
Food and Nutrition / 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-determoninational school we welcome pupils from a wide geographical area. See map.



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, Drumsurnand Dungiven via Largy/Burnfoot.

Timetable

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



School Performance

Performance in Public Examinations 2018-2019

Please note Public Examinations did not take place in 2020 and 2021 due to the COVID-19 pandemic.

Performance Indicator	2018-19		2019-20	2020-21
	School	NI Average	School	School
Achieving 5+ GCSEs at Grades A*-C	98.5	96.8	98.48	98
Achieving 7+ GCSEs at Grades A*-C	94.7	90.7	96.21	92
Achieving 5+ GCSEs at Grades A*-G	100	99.9	100	100
Achieving no GCSEs	0	0	0	0
% Achieving 3+ A Levels at Grades A*-C	80.5	79.9	92.47	89
% Achieving 2+ A Levels at Grades A*-E	100	99.6	100	100

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

“ I have really settled into LGS. When I first started I only knew one person. But then I realised there are a lot of other people that were in my shoes. Now I know lots of new people and I have started some new clubs.
Emma 8X

”





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 (trousers are available)
- Plain black leather shoes

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



“
I enjoy all the amazing clubs at LGS!
Everyone is really nice. Izzy 8Y
”



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 enjoy LGS. I like how there are lots of clubs, some at lunch and some after school! I have made lots of new friends and all the teachers and helpers are very nice.
Katie 8Y ”



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 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.



“
So far at LGS, I have had an amazing time because everyone is so friendly and the clubs are great fun. Nicole 8Y
”



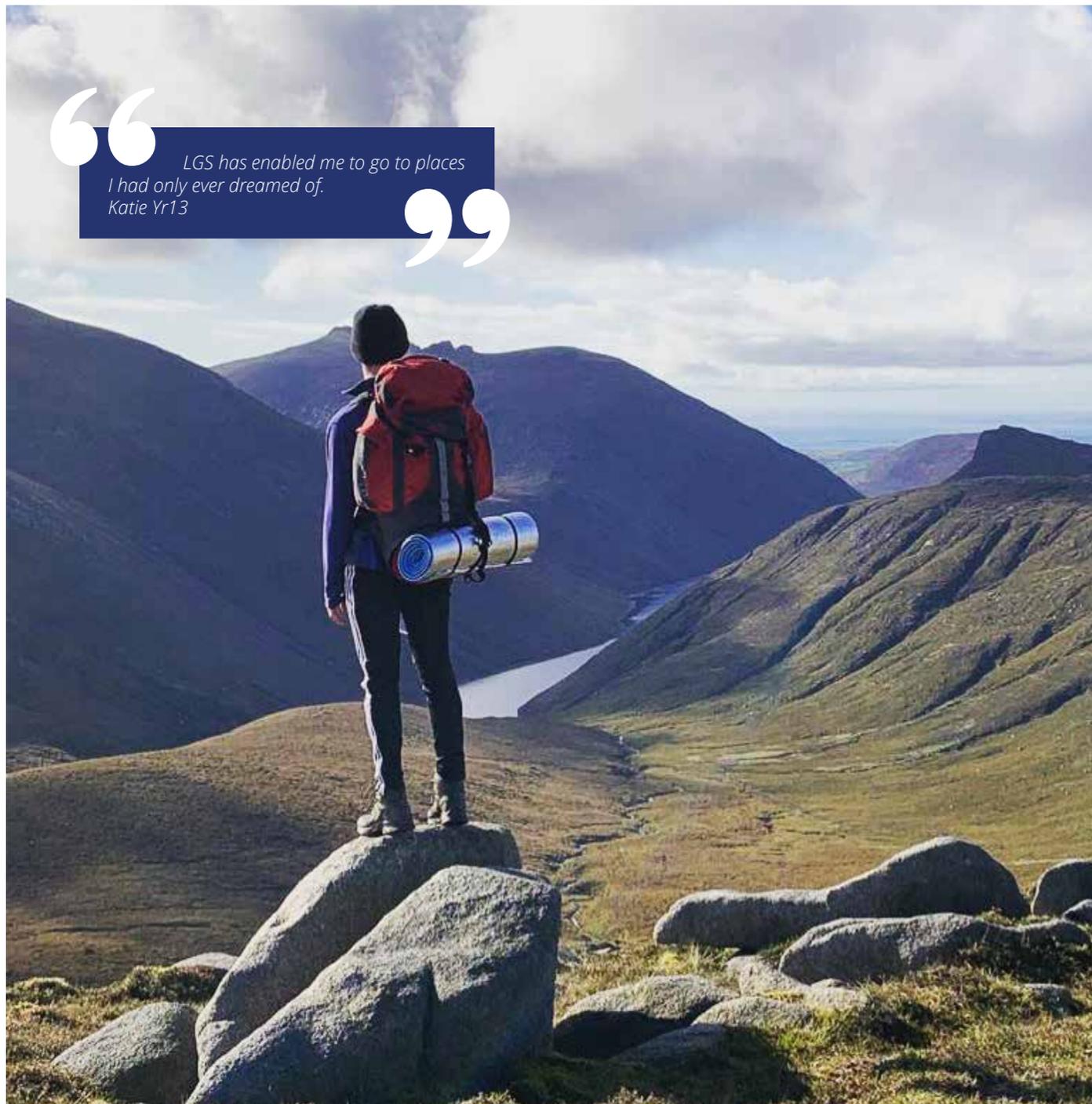
Learning beyond the classroom



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

“ So Far at LGS I have had an amazing experience meeting new friends, learning many new things, having many new teachers who are all kind and I like the variety of extra curricular activities! Xander 8Z ”





“ LGS has enabled me to go to places I had only ever dreamed of.
Katie Yr13 ”

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.

“

Everyone is very kind, thoughtful and caring.
Kate 8V

”



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 Music partnership with Rossmar School, St Patrick's College Dungiven and Gaelcholaiste 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.



“ I get a chance to try so many different new things. I love it. Joe 8V ”



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 2020 the annual junior ski trip headed to Italy, where our pupils enjoyed a wonderful time. 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 have forged a new exchange link with Spanish school IES Maximo Laguna in 2018 with a trip to Spain for our Spanish students: 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.



School Leaver Destinations Years 12-14 2020/21

Subjects	Year 12	Year 13	Year 14
Higher Education NI	-	-	60
Higher Education NI Foundation Degree	-	-	-
Higher Education GB	-	-	33
Higher Education GB Foundation Degree	-	-	1
Higher Education non UK	-	-	2
Further Education NI	18	2	1
Further Education GB	-	-	-
Gap Year	-	-	-
Apprenticeship	2	-	3
Employment	-	-	1
Unknown	-	3	1
Emigrated	-	-	-
A Levels elsewhere	2	1	-
Long term sick	-	-	-
TOTAL	22	6	102

“ I've had a great time at LGS so far doing extra curricular activities, learning new subjects and meeting different people. Everyone at LGS is very welcoming and kind, all the teachers are very kind and helpful.
Scarlett 8W ”

Total School Attendance 2020/21

No. of possible attendance sessions:	301160
No. of sessions attended	284592
Percentage	94.5%

GCSE Results

Summer 2019



Subjects	Entries	A*	A	B	C*	C	D
Health & Social Care	27	0	33.3	51.9	77.8	92.6	100
Biology	24	54.2	95.8	100	100	100	100
Chemistry	24	50	91.7	95.8	100	100	100
Physics	45	58.3	100	100	100	100	100
Science Single Award	17	0	35.3	82.4	100	100	100
Mathematics	132	22.7	58.3	93.2	96.2	100	100
Mathematics Further	73	19.2	41.1	60.3	79.5	94.5	98.6
Digital Technology	49	16.3	59.2	77.6	83.7	98	98
Food and Nutrition	38	10.5	36.8	71.1	81.6	92.1	97.4
Art & Design	13	0	15.4	46.2	69.2	92.3	100
Geography	35	5.7	28.6	48.6	80	97.1	100
History	39	12.8	56.4	74.4	97.4	100	100
Religious Studies	18	33.3	66.7	72.2	88.9	94.4	100
English Language	132	6.8	37.1	65.9	85.6	99.2	100
English Literature	95	15.8	46.3	82.1	91.6	97.9	100
French	70	8.6	25.7	51.4	64.3	90	100
Spanish	66	15.2	43.9	63.6	80.3	95.5	100
Music	7	14.3	14.3	57.1	85.7	100	100
Sport/PE Studies	25	8	44	68	88	100	100
Design and Technology	53	17	52.8	77.4	92.5	98.1	100
Double Award Science	92	14.7	56.5	85.8	97.8	99.4	100

External examinations did not take place in 2020 and 2021 due to the Covid-19 pandemic.

A-Level Results

2019



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

External examinations did not take place in 2020 and 2021 due to the Covid-19 pandemic.

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

* Delivered by other RVLG Schools/Colleges

Admissions Criteria

Admissions to Year 8 in September 2022

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS

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 Provisions” and “Special Circumstances” are taken by the Admissions Committee. 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 Application.

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

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

The School will use the following Admissions Criteria which will be applied in the order in which they are set out until the point where the admissions number is reached. In the event of over-subscription in the case of the first or subsequent criteria the next criterion will be applied in order:

- 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 on the Transfer Application and attach a copy of the original statement of result to the Transfer Application. 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) A child with a sibling*1 currently enrolled at the School at date of application (state name(s) and registration group(s) on the Transfer Application);
- b) A child who is the eldest child*2 in the family (details to be supplied on the Transfer Application). Proof of eldest child should be uploaded with the Transfer Application – a letter on headed note paper, stating that the child is the eldest child and that the family is known to the verifier, from one of the following who is not a family member of the applicant: a Primary School Principal, a medical practitioner, a solicitor, an elected public representative, a member of the clergy or a police officer.;
- c) Oldest pupils first (established by date of birth as entered on the Register of Births or the Adopted Children’s Register); In the event that two or more of the children who have applied have the same dates of birth (as entered on either of the said Registers) a random selection will be applied based on a computer programme. The said process is carried out by means of a computer programme which, for each applicant, generates a ranking number using the details from the Transfer Application as the seed for a random number

generator. The random number generated for any given applicant is dependent only on the applicant’s name (as entered on the Transfer Application), and is not affected by the details of any other applicant. Applicants with the lowest ranking numbers will be given places up to the number of places available.

If there are still places available after all the children who have been entered for AQE’s Common Entrance Assessment or are accepted as having Special Provisions and Special Circumstances have been considered, the above criteria (labelled a-c) shall be applied, in the order set down, to children who have not been entered for 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 within a family.

*2 Eldest child – defined as:

(a) “children who at the date of their application, are the eldest child of the family as evidenced by date of birth. This wording covers “only” children and is also intended to treat twins (or other multiples) as joint eldest.

(b) in circumstances where a family has not had the opportunity to have the eldest child already and currently enrolled in the School by reason of an older sibling being unable to attend mainstream school but who attended a Special School, then for the purposes of this criterion the eldest child shall be deemed by the Board of Governors to be the Child next eligible to apply for admission to the School.

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 Admissions Committee 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 Application) in support of the application. This material may include any or all of the following:

- (i) The score awarded by AQE in the CEA (if the child sits two or three AQE CEAs) or the raw score awarded by AQE in the CEA, where only one assessment was taken because of illness, self-isolation or other unforeseen circumstances;
- (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 SC22 (obtainable from AQE) together with all supporting evidence, is attached to the Transfer Application 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 SC22 obtainable from AQE and attach it, with appropriate documentary evidence, to the Transfer Application. 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 SC22 (obtainable from AQE) together with all supporting evidence, is attached to the Transfer Application 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 SC22 the precise details of the problem and attach documentary evidence of its existence to the Transfer Application.

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. For children who have tested positive for COVID-19, documentary evidence such as a positive PCR test result should be included.

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 SC22 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 (including absence due to the child having COVID-19 or the need for the child to self-isolate due to COVID-19) 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 24 September 2021, 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 SC22 obtainable from 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 Application, with appropriate documentary evidence. For children who have tested positive for COVID-19 documentary evidence such as a positive PCR test should be uploaded with the Transfer Application.

The onus is on the parents/guardians to ensure that a copy of Form SC22 (obtainable from AQE) together with all supporting evidence, is attached to the Transfer Application 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 online form is completed in full and that all relevant information is recorded on, or attached to, the Transfer Application by the date of receipt by the School.

If the Board of Governors becomes aware of any irregularity in the AQE number quoted on the Transfer Application it reserves the right to reject the application made on behalf of the child for admission to the School.

The verification of information provided

- Parents/Guardians should note that the information contained within an application that qualifies the child for admission will be verified.
- The Admissions Committee therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on the Transfer Application.
- This information will be requested from successful children on or shortly after 21 May 2022 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 2022.

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 (21 May 2022). 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 (21 May 2022) and before 1 September 2022 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 2022 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 2022

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 1 September 2022.

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 1 September 2022 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
2019/20	130	157	130 + 1 SEN
2020/21	130	142	130 + 1 SEN
2021/22	136	162	136 + 3 SEN



LIMAVADY
GRAMMAR SCHOOL

3 Ballyquin Road, Limavady, BT49 9ET

Tel: (028) 777 60950

Email: office@lgs.limavady.ni.sch.uk

@limavadygs Follow us on limavady_grammar_school

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

Chairman of Board of Governors: Mr G Hill

Age Range: 11-18 Enrolment: 910 Intake: 130 Sixth Form: 200
Controlled Grammar Co Educational