Welcome to Enniskillen Royal Grammar School

I hope you will find this prospectus a useful introduction to life at Enniskillen Royal Grammar School.

Enniskillen Royal Grammar School is an academically selective, co-educational, non-denominational voluntary grammar school with an enrolment number of 960 pupils and an admissions number of 130.

At Enniskillen Royal Grammar School, it is our aim to encourage all of our pupils to identify and fulfil their potential in a challenging and supportive environment where they, along with the members of staff alike, are known and valued as unique individuals and where they develop the knowledge, skills and confidence to take their place in local, regional and global communities as well-rounded individuals with a clear pathway to the future.

Reading this prospectus will give you some idea what school is like but we encourage you to come to visit us to see pupils in their working environment and to meet the staff. To provide such an opportunity we have organised an Open Evening for P7 pupils and their parents on Wednesday 29 January 2020 at 7 pm. During the evening I will give a talk about the school and about admissions issues: there will also be an opportunity to meet pupils and staff and to see their work in action.

If this is not suitable, you may visit the school at another time if you make an arrangement with me to do so. This also applies to pupils in other age groups who are interested in coming to Enniskillen Royal Grammar School.

We invite you also to visit our website at www.enniskillenroyals.com to gain another perspective on school life.

Elizabeth Armstrong  
Principal  
Enniskillen Royal Grammar School
Aims and Vision

At the heart of our vision for Enniskillen Royal Grammar School is the commitment to make it a centre of excellence where pupils are known and valued as individuals and where they are challenged and supported in equal measure to identify and fulfil their potential by a staff committed to pursuing the highest standards across a wide range of curricular and extra-curricular learning experiences.

We aim to provide a broad, balanced and coherent curriculum which engages all learners and allows our young people to develop questioning and independent minds, to experience success and to develop a love of learning and a desire to contribute actively to their wider community as they move into the rapidly changing world of the 21st century.

We seek to do this in a caring supportive environment where we aim to develop our young people in mind, heart and body and to enable them to hold a positive view of themselves, their community and the wider world. A Christian ethos informs the life and work of the school. We welcome warmly pupils and staff of all faiths and those with no religious conviction. We aim to encourage each pupil to develop breadth and depth of character, to develop moral and ethical values and to develop a sense of social responsibility which has at its core respect and tolerance towards each other, to the wider community and to the wider world.

It is our vision to make Enniskillen Royal Grammar School a vibrant and purposeful community underpinned by strong and healthy relationships, a community at ease with itself and at ease within its wider communities. We aim to create an environment where each member of the school community, pupils and staff alike, feels safe, valued and respected for their contribution and where teamwork, mutual accountability, creativity and initiative are celebrated and encouraged. We also wish to involve parents/guardians in the school’s activities and processes wherever possible and appropriate and to build open and productive lines of communication with them.

Enniskillen Royal Grammar School will also build strong and purposeful links with a wide range of partners in the local and wider community at regional and national level. In so doing we want to ensure that our school community, whilst firmly rooted in its community here in County Fermanagh and Tyrone, is also outward looking, enabling our young people to find and take their place in local, regional, national and global communities as well-rounded and forward looking individuals with a clear pathway to the future.
The Curriculum

We seek to provide a broad, balanced and coherent curriculum which will prepare our pupils for the opportunities, responsibilities and experiences of adult life and which enables each pupil to realise their full potential and to develop their interests and talents. The school's curriculum takes into account the provisions of the Education Order (2006) and any subsequent circulars or guidance.

Enniskillen Royal Grammar School is also a member of Fermanagh Learning Community consisting of 11 Post-Primary Schools, a Special School and the South West College of Further Education in County Fermanagh. The Learning Community was established to promote a culture of collaboration across the educational providers in Fermanagh to enhance educational provision for all 14-19 year olds. The School is committed to the Fermanagh Learning Community’s vision of providing equality of opportunity for achievement and progression which will reflect the needs of the community and the local and regional economy.

Complaints regarding the curriculum will be dealt with in accordance with Article 25 of the Education Order (2006) and subsequent regulations.

Documents relating to the curriculum and how it is delivered, to which the public have right of access, may be examined at the school by appointment.

“I was very nervous when I came to ERGS because I was the only one coming from my primary school but when I arrived everyone was really friendly and nice and I started to make friends quickly and felt I was fitting in straight away.”

Seamus Greene 8E
## Subjects Offered

### Key Stage 3

**Years 8 - 10**

- Art and Design
- Careers Education (module in Year 10)
- Drama
- English
- French
- Geography
- German (choice in Year 9)
- History
- Home Economics
- Information Technology
- Learning for Life and Work
- Music
- Personal Development (including Employability in Years 8 and 9)
- Physical Education and Games
- Religious Education
- Science (Integrated programme in Years 8 and 9 and discrete provision for Biology, Chemistry and Physics in Year 10)
- Spanish (choice in Year 9)
- Technology and Design

### Key Stage 4

**Years 11 and 12**

#### Core Subjects

- English
- Mathematics
- Double Award Science
- Careers
- Physical Education
- Learning for Life and Work
- Religious Studies

Courses of study follow the syllabus of CCEA (Council for the Curriculum, Examinations and Assessment) unless otherwise stated.

#### Optional Subjects (four from the following)

- Art and Design
- Business Studies
- Digital Technology
- Drama
- English Literature
- French
- Geography
- German
- History
- Home Economics
- Moving Image Arts
- Music
- Physical Education
- Spanish
- Technology and Design

Pupils entering Year 11 in 2020 will take at least nine subjects at GCSE Level. Pupils will either opt for GCSE Learning for Life and Work or GCSE Religious Studies. Depending on this choice they will also follow a non-examination course in Learning for Life and Work or Religious Studies. Pupils also have the opportunity to study GCSE Further Mathematics where it is judged appropriate for them.
### AS/A Level

**Years 13 and 14**

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Applied Health and Social Care</td>
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<tr>
<td>Art &amp; Design</td>
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<tr>
<td>Biology</td>
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<td>Business Studies</td>
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<td>Chemistry</td>
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<td>Digital Technology</td>
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<td>Economics</td>
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<td>Engineering (FLC)</td>
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<td>English Literature</td>
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<td>French</td>
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<td>German</td>
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<td>Government and Politics</td>
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<td>Mathematics</td>
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<td>Moving Image Arts</td>
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<td>Music</td>
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<td>Nutrition and Food Science (Home Economics)</td>
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<td>Performing Arts</td>
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<td>Physics</td>
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<td>Religious Studies</td>
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<td>Spanish</td>
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<td>Sports Science and the Active Leisure Industry</td>
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<tr>
<td>Technology and Design (Product Design)</td>
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<tr>
<td>Technology and Design (System and Control Electronics)</td>
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</tbody>
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*FLC-subject offered in Fermanagh Learning Community Shared Block*

**Careers Education** continues throughout Years 13 and 14 with each pupil having one class per week and a Games programme is timetabled on a Wednesday afternoon. In addition, the Sixth Form Enhancement programme which is designed to teach additional skills, enlarge horizons and open up new areas of interest, enables pupils to study a range of options such as Peace Studies with St Michael’s College and Enniskillen Castle Museum, Driving Test Theory Preparation, First Aid, Survival Cookery, Debating, CV Building, Personal Fitness and Well-being and Guest speakers and presentations; pupils also engage in Voluntary Work in the local community.

**Religious Education/ Collective Worship**

- Although the school must by law provide Religious Education classes and hold collective assemblies for worship these must be, and are, totally undenominational in character as is laid down in the Education and Libraries (Northern Ireland) Order 1986 Article 21 (2)
- Parents have the right on request to have their child(ren) excused from attendance at a religious education or collective worship or both. This right to opt out is in Article 21 (5) of the Order mentioned above.

The school would be sympathetic to and agree to any such requests, but cannot undertake to provide, nor is required to provide, extra or alternative tuition in other subjects for pupils so excused.

**ICT**

The school recognises that ICT is a powerful resource for teaching and learning if used effectively and responsibly. In order to harness the power of this resource, the school seeks to:

- Integrate ICT where possible into the pupils’ and teachers’ experience in school to enhance their learning and development
- Encourage the development and dissemination of good practice in the use of ICT including critical thinking and media literacy (All pupils are required to sign an ICT contract)
- Keep pupils and staff abreast of developments in ICT
- Utilise ICT to enable staff to carry out administrative responsibilities in an effective and efficient manner
- Use ICT as a vehicle for personal and professional development among staff.

Full details of the ICT Contract and Child Protection Policy are available on request.
Homework

Homework is a key aspect of a pupil’s learning experiences and an integral part of teaching, learning and assessment procedures. It refers to learning which is central to curriculum objectives and which supports and complements the work pupils do in school but which takes place beyond formal classroom teaching and which is primarily the responsibility of the learner him/herself. It may be understood in the widest sense as a pupil’s own learning.

In setting appropriate tasks in each subject the following overall maximum total times for homework on any one night are observed:

- Year 8 1 hr 30 mins
- Year 9 1 hr 45 mins
- Year 10 2 hrs

At Key Stage 4 there is an increase in the amount of time required for homework which takes into account the time needed to achieve coursework requirements. However, the principle that homework should not impose an excessive burden will determine the amount of homework set. In the Sixth Form pupils are encouraged to develop further their independent learning strategies in their private study time in school and at home in preparation for Higher Education.

Each pupil is given a Student Planner in September which provides basic information about school routines and in which details of homework set can be recorded. Supervised study for pupils who need support with their learning is provided on several afternoons each week in our Homework/Study Support provision.

A full copy of the School’s Homework Policy is available on request.

When I started ERGS I only had a few friends from my primary school but quickly made way more. It’s really easy to make new ones. The rugby is amazing and the coaches are really encouraging. The uniform is great and very comfortable. You also get lots of freedom moving between classes and the school really isn’t that hard to navigate.”

Tom Fallis
Pastoral Care

In Enniskillen Royal Grammar we believe that effective pastoral care is central to the life of our school. We want all of our pupils to feel secure and listened to in a school community characterised by the pursuit of excellence within a caring and supportive environment. Our approach is based on the recognition that our pastoral care supports the academic, social and personal well-being and development of our pupils as they learn, grow and develop their full potential in as many areas as possible.

The pupil as a member of the school community

This relates to our desire that each individual pupil feels part of a wider community underpinned by strong relationships and open lines of communication between staff, pupils and parents. Extra-curricular activities aim to develop a sense of belonging and we have procedures in place to celebrate achievement and success. We also seek to involve our senior pupils in the support of their fellow junior pupils through our prefect and peer mentoring systems. Our School Council promotes both the pupil voice and engagement and positive interaction between pupils of all year groups and between pupils and staff.

We require pupils to maintain a standard of behaviour and presentation of which they, their families and their school are proud and a standard which allows them to retain their self-respect and to develop an awareness of the need for personal responsibility and self-discipline. Our Ready to Learn Document which is displayed in every classroom and in the pupils’ planners sets out our positive expectations based on self-respect and respect for others. It also provides the framework for the consistent application of our Positive Behaviour Policy. Our Credits system at Key Stage 3 and Key Stage 4 affirms positive behaviour within a positive classroom climate by rewarding pupils who meet our positive expectations.

In the event of behaviour which falls short of these positive expectations sanctions are applied consistently and fairly with a view to provide appropriate intervention to educate pupils in their responsibilities, to encourage self-discipline and to change behaviour for the better.

Bullying in any form by any individual or group is totally unacceptable and it is the responsibility of everyone in the school community to ensure that all possible steps are taken to prevent the occurrence of such behaviour.

Smoking, the consumption of alcohol, the possession or consumption of drugs and solvents are prohibited on school premises and while involved in a school related activity.

The pupil as a learner

Pastoral Care is integral to the daily work of the teacher and to the delivery of high quality learning and teaching. This incorporates the adaptation of the learning environment to the needs of the pupils so that each one has the maximum chance of success whatever their background or general ability. Curriculum subjects allow the teaching of core skills such as decision-making, team work and study skills, the development of self-awareness and the gaining of positive attitudes towards themselves and others. In addition, we provide a bespoke pastoral programme to be taught alongside the subject teaching in the school and each is intended to complement the other.

In Years 8 to 10 the pastoral programme is delivered by Form Tutors: each year’s programme is based upon the development needs of the pupils within school and within their family and social setting. At Key Stage 4 elements such as Learning for Life and Work, Careers Education and Religious Studies contribute to the programme which also features provision by external specialist providers. In the Sixth Form a broadly based Careers Education programme which embraces a range of external facilitators covering life skills is provided.
The pupil as a young person

It is recognised that in any school community there will be young people who will need particular support because of specific learning difficulties or because of special family or health problems. In such situations all staff can provide invaluable sensitive support and in such an instance the crucial role of the Form Tutor comes into its own. Our aim is that each Form Tutor will gain a detailed knowledge of the needs, emotional development, attendance, progress and academic attainment of each pupil in their form class. A Year Head co-ordinates the work of the Form Tutors in each year group and these teams are further supported by their Heads of Key Stage who work closely with the Senior Leadership Team. If necessary, a pupil may be referred to the counselling service provided by the Department of Education within school: in particular situations it may be necessary to refer a pupil to external agencies such as social services or child guidance services.

It is our aim that parents are kept as fully informed as possible of their son/daughter’s progress. Our pupil tracking system through our grade cards allows the monitoring of progress and timely affirmation or intervention where necessary. An annual report is issued to each pupil and formal parent consultation meetings are arranged so that parents can meet subject teachers. In addition parents are encouraged to contact Form Tutors at any time during the year.

Detailed versions of our Positive Behaviour, Anti-Bullying, Attendance and Drugs Policies are available from the School as are our Uniform List and Uniform Guidelines.

Child Protection

A Child Protection Policy is in operation in the School. Our aim is to protect the pupils in our care by ensuring that all staff (teaching, support and volunteers) have clear guidance on the recognition and management of situations where abuse of a pupil is suspected. The policy drawn up by the School is based on the guidance and procedures described in the Department of Education Publication Safeguarding and Child Protection – A Guide for Schools.

A detailed version of the Child Protection Policy is available from the school.
Learning Support

As a school we are committed to encouraging all of our pupils to make the most of their individual potential within a caring and supportive environment. We are committed to a school improvement agenda in which high expectations are maintained for all pupils within a context of high support. We recognise that many pupils will have additional learning, pastoral or behavioural needs at some time in their school life which may create barriers to learning. At Enniskillen Royal Grammar School we believe that a whole school approach will ensure that pupils can be helped to overcome these barriers to learning and supported to reach their potential. A Learning Support Policy for Pupils with Special Educational Needs relates to all of the following pupils:

- Statemented pupils
- Those with specific learning difficulties
- Those with physical and sensory disabilities
- Those with medical issues, both long and short term
- Those with social, emotional and behavioural difficulties including family problems
- Those who are particularly gifted
- Those who experience difficulty in learning or adjusting for whatever reason.

Key principles underpinning our provision are:

- All pupils in the school are entitled to access a broad and balanced curriculum
- We aim to provide (as far as possible) a differentiated curriculum appropriate to the individual’s needs and abilities
- All staff are teachers of pupils with special educational needs
- The approach adopted will vary from pupil to pupil depending on the severity of the problem and the timespan involved
- Provision made should take account of the wishes and feelings of the pupils and their parents/guardians
- Pupils requiring Learning Support provision should be identified as early as possible.

The involvement of parents/guardians in a partnership arrangement is vital to ensure appropriate provision for each pupil with special educational needs that will enable them to achieve their potential. The school recognizes that parents have a unique overview of their child’s needs and how best to support them, and that this gives them a key role in the partnership. With this in mind we encourage parents/guardians to make contact with the Learning Support Co-ordinator if they have any concerns in relation to their son/daughter’s learning.

The school recognizes the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN. When it is considered necessary we will seek the involvement of colleagues from a variety of support services.

We recognise that at all times the centrality of the pupil and their needs is paramount. With this in mind all supportive measures should target specific learning improvements as well as developing the pupil’s self-esteem.

“When I first came to ERGS I was quite worried as I was coming from a small school and I thought my old friends may make new ones and I wouldn’t; once I got here I was met with nice welcoming faces and quickly made loads of new caring friends myself.

Daniel Marlow
Careers Education Information Advice and Guidance (CEIAG)

Careers Education Information Advice & Guidance (CEIAG) is embedded throughout the curriculum, encouraging pupils to begin thinking of post-school choices and opportunities early in their Enniskillen Royal Grammar School career. Delivery is through a combination of:

- Discrete careers education lessons
- Integrated careers education experiences through subjects
- Extended provision including workplace experiences
- Personalised information, advice and guidance.

Our Careers Curriculum endeavours to meet the needs of our young people by delivering the statutory requirements of the National Employability/Careers Education curriculum, whilst allowing pupils to engage and develop a meaningful Personal Careers Profile (PCP). Pupils will be encouraged to refer to their PCP throughout their education in order to make informed choices about their future curriculum pathways and career choices.

Pupils from any year group who would like to discuss their career and learning pathways can make an appointment with a school careers teacher or a National Careers Service adviser, by calling into one of our Careers Resource rooms or by booking a careers appointment.

Our well-resourced Careers Resource rooms are open daily from 8.30am to 4.30pm during term time. The resource rooms hold a good range of current university prospectuses and employer information as well as books and magazines on a wide selection of careers and higher education courses.

Annually the school arranges a variety of events and activities where pupils can meet representatives from businesses, education, voluntary organisations and former students for inspiration and guidance in a wide range of career areas.

We firmly believe that a high quality careers education provides our young people with the valuable skill of self-reflection, aspirations to follow pathways suited to their individual skills and qualities and ultimately engagement in leaning to secure high levels of achievement.
Enniskillen Royal Grammar School aims to develop the ability of every pupil in multiple sports throughout their time at the school, thereby encouraging a healthy life-long approach and enjoyment of sport and physical activity. We offer a broad sporting experience to all pupils and we seek to ensure all our young people can access high quality coaching to improve in their chosen sport.

Our sports teams play regular fixtures against other schools and enjoy great success in local, regional and national tournaments. As well as the major team sports of rugby, rowing, hockey, football, netball, athletics and cricket our pupils can enjoy horse-riding, rounders, badminton, table tennis and basketball.

Last year the Boat Club continued its stellar run of success, bringing home a record fourteen Irish Titles from the Irish Championships in July after celebrating the best results ever by an Irish crew at the Schools’ Head in London in March where they beat crews from some of the top rowing clubs in England. In Boys’ Rugby highlights included the Medallion Team winning the Ulster Trophy title while a young 1st XV side reached the quarter final of the Schools’ Cup and the 3rd XV reached the semi-final of their competition. In August forty-two of our senior rugby players accompanied by four members of staff, were excellent ambassadors for their school, their families and our local community on their South African tour. The Girls’ Senior Rugby team brought home both the Ulster Contact 7’s trophy and the Ulster Tag Rugby Trophy, making history as the first school to lift these two titles in the one year.

In Football our Year 8 and 9 Girls reached the Northern Ireland final in their competition and the U16 and U18 football teams both reached the final stages of their competitions.

Our netball squad is going from strength to strength: nine of our players were selected for the regional development squad. Our Swimmers too have brought home Gold and Bronze medals from their Ulster and Irish competitions.

Our Horseriding teams fared well in the Tri-league competitions. Overall eighteen of our pupils had representative honours at Ulster or Ireland Level in Rowing, Rugby, Football, Swimming and Cross Country.

Both sites offer a range of sporting facilities including Rugby and Hockey pitches, Omnicourts, Tennis courts, running track, gymnasiums and fitness suites.

The Boat Club, with its state of the art facilities, is privileged to be served by its unique location on a quiet stretch of the River Erne on the Lough Shore site.
School sports offered
Athletics
Badminton
Cricket
Cross Country
Fitness & Circuit Training
Football
Hockey (Girls)
Horseriding
Netball
Rounders
Rowing
Rugby
Swimming
Table Tennis
Tennis

“If you are unsure of which school to pick, Enniskillen Royal Grammar school is an excellent choice. There are so many possibilities at ERGS accompanied by reassuring staff that are always happy to help.”

Calum Loane
Extra Curricular Activities and Wider School Life

The confidence, roundedness, sense of perspective and fun obtained through co-curricular activities are an essential part of an Enniskillen Royal Grammar School education. As a large school we can support a varied programme of sport, music and drama as well as catering for a wide range of other interests. We actively encourage pupils to partake in co-curricular activities, and set aside ample time for bright young minds to pursue their interests.

Our music facilities include classrooms, a music technology suite, instrumental teaching and practice rooms. Most instruments can be taught in school with the support of the Education Authority Music Service, and there is a wide choice of ensembles on offer to pupils catering for all levels of musical experience, which meet before and after school. These groups all have a chance to perform in school including our annual Carol Service and in venues around Fermanagh and Northern Ireland.

Currently our musicians have the opportunity to play in the orchestra, brass band and other smaller ensembles for specific instruments. Singers can join the Junior or Senior Choirs; we also have a well-attended Lads Singing Group and a Pipe Band which performs at school events.

Last year the Brass Band retained their title for the third year in a row as Northern Ireland Champions in their competition and the Junior Choir together with many individual pupils were winners in the local Feis.

Drama groups also shone in the local Feis with pupils winning in all categories. Our Inaugural House play competition ‘Shake It Up Shakespeare’ which involved over one hundred of our Year 10 pupils was a resounding success. In the Summer Term the Junior Drama club staged an enthusiastic and polished production of ‘Emil and the Detectives’.

Within our House System where staff and senior pupils work closely in our four Houses (Belmore, Benaughlin, Culicagh, Trien). Trien emerged last year as the overall winner of the House Trophy after a series of over thirty House competitions, ranging from a Photography competition to Numeracy and Sports Challenges and culminating in a hotly contested Sports Day.

The pupil voice is also much to the fore in the work of the School Council which draws three representatives from every year group and builds strong working relationships between pupils of different ages and between pupils and staff.

All academic departments within school frequently offer a range of co-curricular opportunities including fieldtrips, day excursions and residential experiences. Our Modern Foreign Languages Department is able to boast strong links with schools in France and Germany and an annual Exchange Programme provides pupils with the opportunity to develop their language skills and immerse themselves in new cultures.

A Year 8 trip to Paris and a Year 9 Ski Trip are also part of our portfolio and a Sixth Form Trip to Berlin for 2020 is in the planning after last year’s successful visit to Munich. One of our Sixth Form pupils was selected by UK German Connection to take part in the ‘Peacing It Together’ project to mark the thirtieth anniversary of the Fall of the Berlin Wall. In December 2019 Sixth Form Government and Politics students enjoyed their exciting and informative trip to Westminster which coincided with the General Election.

Linked to the Learning for Life and Work curriculum our young people are frequently involved in youth politics and activities linked to acts of social responsibility within our community. We are extremely proud of our involvement in Shared Education initiatives both locally and nationally and the range of opportunities this affords to our pupils. We have strong links with St. Michael’s College through our CRED Peace Studies.

Within our House System where staff and senior pupils volunteer in a range of caring settings from primary schools to care homes and charity shops. Pupils are actively encouraged to participate in youth forums such as Fermanagh Youth Council. Four of our senior pupils were recognised as Millennium Volunteers after their participation in a National Citizenship Service Social Action project. Charity fundraising is also a central aspect of school life with charities such as the Air Ambulance, Home Start, the Rotary Literacy Box Trust, Ashling Centre, Action Mental Health and Save the Children benefiting from charity events such as non-uniform days.

Our pupils have had success in a wide range of national competitions such as Maths Challenges and Science Olympiads and our junior writers have had their poetry and short stories published at national level. Our Kids’ Lit Quiz Team represented the UK in the World Championships in Singapore in July where they finished tenth overall, after defeating strong competition from nineteen other regional finalists from across the UK to reach the World Finals. Four of our Key Stage 4 pupils are finalists in the Aberdeen Angus Youth Challenge where they are now competing with three other schools across Northern Ireland for the ultimate prize in this prestigious Agri-Food Competition.

Enniskillen Royal Grammar School pupils have also experienced success in the Rotary Youth Leadership Competition and pupils hone their Debating and Public Speaking skills in a range of competitions. We frequently organise curricular enhancement through our strong working links with external providers such as Sentinus, Young Enterprise, Amazing Brains, the Army and Navy as well as STEM based workshops and links with universities.

With a wide range of clubs, societies and enrichment programmes for pupils to explore, including those that will nurture their academic success, the opportunities for personal development at Enniskillen Royal Grammar School are truly rich and diverse.
### Sports
- Rugby
- Rowing
- Football
- Hockey (Girls)
- Cricket
- Swimming
- Netball
- Athletics
- Cross Country
- Badminton
- Tennis
- Rounders
- Horse Riding
- Table Tennis
- Fitness & Circuit Training

### Creative and Expressive
**Arts**
- Instrumental Music Lessons
- Choir (Junior and Senior)
- Lads Singing Group
- Brass Band
- School Orchestra
- Instrumental Ensembles
- Pipe Band
- Drama Club

> “I would recommend ERGS because I feel all the teachers are really helpful and all the pupils are friendly so you make new friends really quickly.”

*Lauren Webb*

### Wider Enrichment
- Cadets
- Clongowes Wood Link (Sixth Form)
- Computer Club (Key Stage 3)
- Debating Society and Public Speaking
- Duke of Edinburgh Award
- Enrichment (Sixth Form)
- House Competitions
- Kids Lit Quiz (Key Stage 3)
- Language Competitions
- National Citizen Service
- Rotary Youth Leadership
- Scripture Union (Junior and Senior)
- School Council
- School Trips
- Volunteering

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**School Libraries**

“There are two school libraries – one on the Cooper Crescent site and one on the Lough Shore site. Both libraries are open for student use in the morning, at break and at lunchtimes, and after school to allow pupils to borrow and return items, to do research/homework and to purchase stationery from the library shop. The libraries are also available for use by classes throughout the school day.

As well as providing a variety of books, periodicals, newspapers and DVDs, there are a number of computers, printers, laminators and a photocopier service available for pupil use.

The Libraries participate in a series of activities throughout the year – Book Fair, Read for Good (Key Stage 3 Reading Sponsorship Scheme that raises money for Clic Sargent and Roald Dahl Foundation), Book Buzz (a Book Trust reading initiative where every student in Year 8 and 9 gets a free book of their choice from a short list and undertake literacy activities related to that book) and Kids Lit Quiz.

In July 2019 the Kids Lit team, comprising of two students from Year 8 and two from Year 9 represented the United Kingdom at the World Kids Lit Quiz Championship Final.

**What our students have to say:**

“Mrs Bleakley, you have great books in the Library.” Year 10 student.

“I’ve just finished reading Throne of Glass series and have rediscovered the love of reading again.” Year 13 student.
Admissions

It should be noted that all schools have statutory admissions and enrolment numbers which reflect the maximum numbers which can be satisfactorily catered for within a school’s accommodation. These numbers are determined by the Department of Education in consultation with the Board of Governors and the Education Authority and cannot normally be exceeded without Department of Education approval. The admissions number for Enniskillen Royal Grammar School is 130 and the enrolment number for 2020-21 is 960.

The pattern of applications for and admissions to Year 8 for the last two years is as follows:

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<thead>
<tr>
<th>Year</th>
<th>Admissions No.</th>
<th>Total Applications</th>
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<tr>
<td>2017/2018</td>
<td>130</td>
<td>163</td>
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<td>2018/2019</td>
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<td>2019/2020</td>
<td>130</td>
<td>139</td>
<td>134</td>
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It should be borne in mind that a small number of pupils were admitted due to other factors such as having a statement of Special Educational Needs.

Admissions Criteria

The Board of Governors of Enniskillen Royal Grammar School has determined that, in the event of over-subscription, children will be selected for admission by the application of the following procedure. Children resident in Northern Ireland at the time of their proposed admission will be considered before any child not so resident.

Children who have taken the AQE Common Entrance Assessment (CEA) and have been awarded a score by AQE, subject only to the consideration of those children claiming “Special Provision” and “Special Circumstances” as defined below, will be considered before any child who has not taken the AQE Common Entrance Assessment. Parents/Guardians are advised to attach the original notification from AQE of the score awarded in the AQE Common Entrance Assessment to the Transfer Form.
Special Circumstances and Special Provision

The purpose of a claim for Special Circumstances and/or Special Provision is so that a child can be assigned a score equivalent to that which he/she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provision 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 as attracting Special Provision or both: the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Admissions Sub-Committee so that a score equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents/guardians to present all such material as they consider will assist the Admissions Sub-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.

The material referred to in the paragraphs below will assist the Admission Sub-Committee in making their judgement: it is however not intended to be restrictive and the Admissions Sub-Committee will consider all material presented by parents/guardians.

A. Special Circumstances

Children will be admitted strictly in the order of the score they obtain in the AQE Common Entrance Assessment (CEA), subject only to the consideration of medical or other problems which may have affected performance in this assessment and which are supported by documentary material of a medical or other appropriate nature. These “medical or other problems” are commonly referred to as “Special Circumstances”.

• Details of medical or other problems
Where it is claimed that a child’s performance in the AQE CEA has been affected by a medical or other problem parents/guardians should complete the SC19 Form obtainable from AQE or the School giving precise details of the problem and attach it with relevant supporting evidence to 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 CEA the Admissions Sub-Committee requires the production of evidence that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents/guardians should set out in the SC18 Form precise details of the problem and attach all appropriate evidence to corroborate its existence.

• Educational evidence
The score achieved in the AQE Common Entrance Assessment.

Documentary evidence must be provided by the parents/guardians to enable the Admissions Sub-Committee to make an educational judgement. Useful evidence would include the results for the child of any standardised tests conducted in P5, P6 and P7 and the child’s school test results in English and Mathematics.

Comparative information from the primary school will also be considered, where it is made available. This would include the results for other children in the child’s P7 class of any standardised tests conducted in P5, P6 and P7 and of any school test results in English and Mathematics. Please note that only the child for whom Special Circumstances is claimed should be identified. All other children in the comparative picture should be anonymous. Where this information is made available by the primary school the parents/guardians should ensure that it is attached to the Transfer Form.

The onus is on the parents/guardians to ensure that a copy of the SC19 Form with all the relevant supporting evidence is attached to the Transfer Form.

In consideration of the claim for Special Circumstances the School will also take into account any Access Arrangements provided by AQE for the CEA.
If a claim for the consideration of Special Circumstances is made in respect of a child’s score in one of the AQE CEA assessments the School will take into account that the child’s score is based on the best two results where the child took all three assessments.

The Admissions Sub-Committee will consider the application for Special Circumstances. Where this is accepted the Governors will determine, on the basis of the information available, a score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the Admissions Criteria applied.

B. Special Provision

Special Provision will apply for:-

(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 Assessments, who because of unforeseen and serious medical or other problems which are supported by appropriate documentary evidence, were unable to take any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA with the exception of those children who take up residence in Northern Ireland after Friday 6 September 2019.

Parents/Guardians who wish to apply to the School under Special Provision should complete the SC19 Form obtainable from AQE or the school stating the precise reason why they believe the child is eligible for consideration under Special Provision. This should be sent to the School with appropriate documentary evidence. A copy of the SC19 Form and all the documentary evidence should be attached to the Transfer Form.

The onus is on the parents/guardians to ensure that a copy of the SC19 Form with all the relevant supporting evidence is attached to the Transfer Form.

The Admissions Sub-Committee will consider the application for Special Provision. Where this is accepted the following procedures will apply:

• The Admissions Sub-Committee will consider any documentary material including information supplied by the child’s primary school which will enable it to make an educational judgement as to what the child would have obtained in the AQE CEA test had the Special Provision not applied.

• The Admissions Sub-Committee will determine, on the basis of all the available information an appropriate score for the child. Such children will then be considered with all the other children who have received an AQE CEA score and the Admissions Criteria applied.

Application of Admissions Criteria

1 Children will be admitted in strict rank order of their score in the AQE CEA, highest to lowest.

2 If there are more children with a particular score than places remaining then children with that score will be selected by applying the following criteria in the order set down below:-

   i. Children who have a child of the family¹ currently enrolled at Enniskillen Royal Grammar School.

   ii. Children who are the eldest /only child² in the family to be eligible to be admitted to the School.

   iii. Children who are entitled to receive free school meals³.

   iv. Random Selection as detailed below.

      Selection for all places remaining in this category will be on the basis of the initial letter of the surname, (as it appears on the birth certificate) in the order set out below:-

      Y I C M T G D Q N Z P O R K X S L F E J B W U V A H

      The order was determined by a random selection of letters witnessed by the Board of Governors.

      In the event of surnames beginning with the same letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the forenames will be used.

3 If there are still places available after consideration of all the children who have taken the AQE CEA and have been awarded a score by AQE or awarded a score as a result of Special Provision and Special Circumstances the School will consider children who have not taken the AQE CEA. Such children will be allocated the remaining places up to the School’s Admissions Number using the criteria listed in paragraph 2 above in the order set down.
If an application is made in respect of a child who arrives in Northern Ireland after the Transfer Process has been concluded and the School decides on the basis of the evidence supplied that the child is suitable for admission and the Admissions Number has been reached, the School will seek approval from the Department of Education to admit the child through the allocation of an additional place.

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/Guardians should therefore ensure that all information pertaining to their child and relevant to the school’s admissions criteria as outlined above is stated on the Transfer Form or attached to it.

The Board of Governors 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 those whose applications have been successful when they have been notified of their allocation of a place at the School.

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

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

**Waiting List Policy**

Should a vacancy arise after 29 May 2020 all applications for admission to Year 8 that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied.

The school and/or Education Authority will contact you in writing if your child gains a place in the school by this method.

Your child’s name will be automatically added to the list. Please contact the school if you wish for your child’s name to be removed from the list.

¹ Child of the family (Article 2(2) of the Domestic proceedings (NI) Order 1980) includes for example, half-brothers and sisters, together with children who are adopted or fostered.

² Twins (or other multiples) who are the eldest in the family are treated as joint eldest children.

³ Children who are listed on the EA register as entitled to Free School Meals at the date on which their parent/guardian has signed their Post-Primary Transfer Form or at any date up to and including Friday 24 April 2020 at 4.00 pm.
Admission to Years 9 - 12 inclusive
An offer of a place in Enniskillen Royal Grammar School will be contingent on evidence of the pupil’s ability to follow a broad academic syllabus as provided by the school. This evidence may be contained in the pupil’s previous school reports or other relevant documentation. The School reserves the right to require applicants to undertake an assessment. Pupils will be considered for enrolment provided that:

i. The school would not exceed its enrolment number, and

ii. In the opinion of the Board of Governors their admission would not prejudice the efficient use of the school’s resources, and

iii. The Board of Governors, on the basis of all information provided, are of the opinion that the child’s academic ability is of the standard equivalent to that of the pupils with whom s/he would be taught at the school.

In situations where there are a number of applicants for limited places, the following criteria may be applied by the Admissions Sub-Committee

I. Rank order of academic ability as evidenced by the AQE score or GL grade.

II. A sibling currently or previously enrolled in Enniskillen Royal Grammar School.

Admission to Years 13 and 14
We are keen to encourage pupils from local schools to consider joining our school community to take the AS/A level courses we offer. The normal minimum general requirement for consideration for entry will be a minimum of seven different subjects at GCSE level grade C and above, normally to include English Language and Mathematics giving a total score of 15 points where A*=5, A=4, B=3, C*=2 and C=1

Applicants must have a positive record of conduct, attendance and punctuality for the previous five years.

Where there is proven evidence of special circumstances or other factors which may have affected a pupils’ performance at GCSE these general requirements may be subject to review on an individual basis.

Satisfying this general requirement does not guarantee acceptance to study a particular subjects or subjects as there are specific subject entry requirements. Sometimes there can be considerable pressure of demand for places in some subjects and not all applicants meeting the minimum entry requirements for those subjects can always be accepted. Intending applicants should consult the school for further details.

If there are more applicants than places for entry to Year 13 candidates will be placed in a rank order based on the total score of their basic seven GCSE grades and places allocated in strict adherence to this order. For this purpose, A* will count as a score of 5 points, A as 4, B as 3, C* as 2 and C as 1. In a tie-breaker situation each pupil will be scored on his/ her overall GCSE performance.

“‘You do need to be organised because of all the different subjects you will study but your tutor will help you with homeworks and if you need to find a classroom.”

Finley Kleine

Criteria for all extra places made available by the Department of Education for admission into Year 13
The Department of Education may, in response to a request from a school, increase the number of pupils the school can admit into Year 13. Places which become available in this way shall be allocated only to pupils who meet the essential criteria for entry as set out above and shall be allocated in the order determined by the following criteria:

• Pupils who have most recently completed Year 12 in Enniskillen Royal Grammar School

• Pupils from other schools where admission to an extra place in Enniskillen Royal Grammar School has been agreed by the Department of Education*

* It should be noted how the Department of Education (DE) will, in response to a school’s request, increase the school’s enrolment number in order to allow an extra post-16 pupil to enrol. DE will only increase the school’s enrolment number if it is content that each external pupil for whom a place is requested cannot pursue their post-16 course choices at a suitable school without undertaking an unreasonable journey (i.e. a journey that by public transport would be over an hour from where they young person lives). If DE finds that no other suitable school may provide all of the post-16 courses those pupils wishes to pursue, then DE will agree a school’s request for an extra place.
Our GCSE, AS and A2 results in August 2019 brought much celebration and satisfaction for our school community. At A-Level 80% of our pupils achieved three grades at A* - C across a range of twenty-eight subjects. 90% of all grades at A2 were A*-C. Caoimhe Gallagher-Lawson and Erin Webster were first and second respectively in A2 History of Art and Aimee Lee was second in A2 Business Studies in Northern Ireland. Caoimhe joined John Allan in winning jointly the first prize at the CCEA Moving Image Arts Showcase at A2.

At GCSE 95% of all the grades were at A*-C and forty-nine pupils had seven grade As in their portfolio or better. Holly Cobain and Samantha Lee were placed first and third respectively in Northern Ireland in GCSE German and Elle Gilmore was placed first in GCSE Learning for Life and Work. Overall our pleasing results at GCSE and A2 allowed us to rank in the top twenty Northern Ireland schools in the Sunday Times Parent Power ranking published in November 2019.
Year 12 Pupils  Number of Pupils in Year 12:  154
Number of those with a statement of Special Education Needs:  4

GCSE RESULTS OVERALL

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SUMMER 2019 SUMMARY GRADE ANALYSIS

“\[I like the ERGS planner because it helps me to be more organized with my homework and reminds me when to bring my HE box or when it is a non-uniform day. When you have completed your homework you can tick it off.\]”

Jessica Heap

GCSE Level

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Year 13 and Year 14 Pupils  
Number of Pupils in Year 13 and 14: 247  
Number of these with a statement of Special Educational Needs: 2

### AS Level (Year 13)

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### Number of Pupils in final year of A Level Course

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### A Level

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<th>Performance Indicator</th>
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<td>% Achieving 3+ A Level at Grade A* - C (or equivalent)</td>
<td>School</td>
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<tr>
<td>-------------------------------------------</td>
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<tr>
<td>% Achieving 3+ A Level at Grade A* - C (or equivalent)</td>
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<tr>
<td>% Achieving 2+ A Level at Grade A* - C (or equivalent)</td>
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“I really like this school because all the teachers are very friendly and you soon pick up the daily routine. If you have any worries or questions you can always ask your form tutor.”

Eloise Hetherington
### School Leavers' Destinations 2018-19 (from Years 12, 13 and 14)

<table>
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<th>Number of Leavers 2018-19</th>
<th>Destinations - % of Leavers to</th>
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### Annual Attendance Rate (All Pupils)
Total Sessions attended by all pupils on a roll as % of total possible sessions of attendance

<table>
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<th>Total Sessions attended</th>
<th>Total Possible sessions of attendance</th>
<th>% Attendance</th>
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<tr>
<td>235686</td>
<td>252309</td>
<td>93.4</td>
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Charging and Remissions Policy


1 Permitted Charges

Pupils will be charged the following:-

a. Capital Fee: TBC

This is to cover the school’s repayment of loans taken out from the Department of Finance to develop and improve buildings and grounds.

The Board of Governors will give remission of this fee to families on Income Support, Income-Based Jobseeker’s Allowance, Income Related Employment and Support Allowance, Guarantee Element of State Pension Credit, Child Tax Credit or Working Tax Credit (where maximum taxable income does not exceed £16,190) and Universal Credit (where net household earning does not exceed £14,000 per year).

2 Optional Extras

Pupils will be charged for an activity or provision where pupils participate voluntarily on the basis of parents’ willingness and ability to meet the associated costs. Such activities include:

a. Individual tuition in the playing of a musical instrument which is not required for statutory curriculum or approved public examination purposes, i.e. ‘A’ level.

b. Residential outdoor pursuits camps – board and lodging only.

c. Sports travel. The Board of Governors subsidises this for all pupils. Travel within County Fermanagh is not charged.

d. School trips: charges will be made for these if either: -

(1) they are wholly or mainly outside school hours, or

(2) they are additional to the education provided by the school for the purpose of meeting the statutory curriculum for the purposes of preparing pupils for approved public examinations.
Such charges will include, where appropriate, travel costs, entrance fees, non-teaching staff costs, equipment, hire and insurance. Examples are: Ski trip, foreign exchange trip, day trips to Belfast, Dublin etc.

e. The cost of entering a pupil to resit an approved public examination where no further preparation has been approved by the school.

f. The cost of entering a pupil for a second approved public examination in the same academic year when preparation by the school enables the pupil to take more than one examination in that subject.

g. The cost of any rescrutiny of examination results if such a rescrutiny is requested by the pupil or parents.

h. The cost, in cash or in kind, of ingredients or materials needed for practical subjects if parents have indicated in advance a wish to own the finished product.

3 Remissions

The Board of Governors will remit all charges in circumstances 2 a. b. and c. in respect of families on Income Support, Income-Based Jobseeker’s Allowance, Income Related Employment and Support Allowance, Guarantee Element of State Pension Credit, Child Tax Credit or Working Tax Credit (where maximum taxable income does not exceed £16,190) and Universal Credit (where net household earning does not exceed £14,000 per year). Proof of income level must be supplied to the school.

3 Voluntary Contributions to defray the cost of:

a. Extra-curricular activities – a wide range of activities are organised by the school to encourage participation by all pupils.

b. The Board of Governors takes out a Personal Accident Insurance Policy to cover all pupils (this is in addition to the normal Public Liability Policy).

Parents are invited to make a Voluntary Contribution to school funds each year of £50. These funds are used to subsidise a wide variety of enrichment
The school has meals kitchens and dining rooms on both sites operating on a cafeteria basis. These are open at morning break each day for snacks and at lunchtimes for meals. There are areas set aside for those who prefer to bring packed lunches with them.

School Meals

activities for all pupils during their school career and the Board of Governors hope that all parents will see the value of these expenditures in the overall life of the school and will be able to make this contribution.

However, it is pointed out that:
(i) there is no obligation to contribute; and
(ii) pupils at the school will not be treated differently according to whether or not their parents have made any contribution in response to this request.

4 Breakages / Damages
The School reserves the right to charge for such, where it is the result of a pupil’s behaviour – this includes damage to property and loss of books.

5 Prohibited Charges
a. Education provided wholly mainly during school hours.
b. Statutory education outside school hours.
c. Any education in respect of an approved public examination which falls outside school hours.
d. Transport in respect of a, b, or c above.
e. Books, stationery or materials - except for ingredients and materials used by a pupil, if the parents have indicated in advance a wish to own the finished product.
f. Entries for approved public examinations. This includes re-sits for which the pupil has been prepared by the school. The school will pass on to the parent any charge arising as a result of a parent’s request to have a pupil’s examination results scrutinised, or the resitting of Modular ‘A’ level examinations.

6 This scheme came into operation on 1 September 2016, and will be regularly monitored and subject to review.
### School Day

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<td>Break</td>
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<td>11.00 - 11.15</td>
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<td>Break</td>
<td>Form Time/Assembly</td>
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A Snapshot of Life at Enniskillen Royal Grammar School

Wednesday 6 November 2019
- Love for Life Presentation – Year 8 - 9am - 10.45 am
- Health and Social Care Placements – Year 13
- Rowing Training, LS Gym 3.45 pm - 5pm
- Computer Club 3.30 pm - 4.30 pm
- Senior Scripture Union 3.30 pm - 4.30 pm

Thursday 7 November 2019
- Bruce Cup Football Tournament 1.30 pm - 4 pm
- School Council Meeting 1.30 pm - 3.30 pm in Lakeland Youth Centre
- Senior Windband Rehearsal 3.45 pm - 4.45 pm
- U13, Medallion and Senior Rugby training
- U13 & U14 Netball Training
- Junior Hockey Training 3.30 pm - 4.30 pm
- Rowing Training, LS Gym 3.45 pm - 5 pm
- UK German – Connection Trip to Berlin

Friday 8 November 2019
- Remembrance Event with Clongowes Link
- U12 Rugby Blitz 1.30 pm
- Year 13 Health and Social Care Placements

Saturday 9 November 2019
- AQE Transfer Test
- Rugby Fixtures
- Rowing Training, Boathouse 9am - 12.30 pm
- Meadows Showjumping Competition – Leg 4

Monday 11 November 2019
- Anti-Bullying Week Assembly - 10.45 am
- Rotary Youth Leadership Competition – Regional Final
- KS3 Animation Club – 3.30 pm - 4.30 pm
- Junior Choir 3.30 pm - 4.30 pm
- Senior Choir 3.30 pm - 4.30 pm
- Rowing Training, LS Gym 3.45 pm - 5pm

Tuesday 12 November 2019
- Kids Lit Quiz, Wellington College, Belfast
- Medallion XV match v Methody
- Soroptimist Public Speaking Competition 7 pm

Wednesday 13 November 2019
- Year 8 Netball – 3.30 pm - 4.30 pm
- Senior Scripture Union 3.30 pm - 4.30 pm

Thursday 14 November 2019
- Girls’ Contact 7s Rugby Blitz Clogher Valley Rugby Club
- Netball – Years 11-14 - 3.30 pm - 4.30 pm
- Debating Society Lakeland Youth Centre - 3.30 pm - 4.30 pm

Friday 15 November 2019
- Lads Singing – 10.45 am
- Junior Scripture Union 12.30 pm
- Scripture Union - Shine Week - Social 8.30 pm - 11.30 pm
Enniskillen Royal Grammar School

Chair of Board of Governors:
Mr Peter Little
Principal:
Miss Elizabeth Armstrong

www.enniskillenroyalgs.com

Lough Shore Site  Cooper Crescent Site
1 Lough Shore Road  1 Cooper Crescent
Enniskillen  Enniskillen
BT74 5HD  BT74 6DQ
028 6632 2658  028 6632 2165