



'PERSTARE ET PRAESTARE'

# 2023/24

## PROSPECTUS

## Principal's Welcome

### 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 900 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 invite you warmly to join us in our Open Evening on Tuesday 7th February 2022 at 6.30 pm on our Cooper Crescent Site. This evening will give you the opportunity to meet our staff and pupils and to enjoy a flavour of our rich and diverse curricular and extra-curricular experiences which we offer to our young people.

Our website will also keep you up to date with our vibrant and varied school life where staff and pupils work together with common purpose as together, we persevere and excel. Perstare et Praestare.

**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 team work, 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 really enjoy Enniskillen Royal Grammar School because everyone is so kind and welcoming and all the teachers are very caring and will help you if you need it.

*Joshua Clendinning*



# 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 (including Employability in Years 8 and 9)
- 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 2023 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



- Applied Health and Social Care
- Art & Design
- Biology
- Business Studies
- Chemistry
- Digital Technology
- Economics
- Engineering (FLC)
- English Literature
- French
- Further Mathematics
- Geography
- German
- Government and Politics
- History
- Life and Health Sciences
- Mathematics
- Moving Image Arts
- Music
- Nutrition and Food Science (Home Economics)
- Performing Arts
- Physics
- Religious Studies
- Spanish
- Sports Science and the Active Leisure Industry
- Technology and Design (Product Design)

*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/Enrichment programme is timetabled on a Wednesday afternoon. 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, Duke of Edinburgh Award Scheme, First Aid, Latin, Recreational Sport, Rugby, Rowing, Extension Physics, Mandarin Chinese, Volunteering, Work Shadowing and a Careers Clinic where focused support is available. Guest speakers and presentations in these sessions also include input from Action Mental Health on managing stress, PSNI on Young Driver Safety and on the area of Consent and, accredited speakers on Drug Awareness and Gambling. A significant number of pupils also engage in Voluntary Work in the local community as well as in Work Shadowing in preparation for university

interviews. Over the past two years nearly two hundred of our Sixth Form pupils have completed a Level 3 First Aid qualification.

### 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. During the COVID 19 pandemic staff were innovative and creative in developing blended and hybrid learning strategies with an emphasis on teacher presence in the virtual classroom and underpinned by the three principles of Care, Communication and Connection. Google Classroom remains an integral part of our teaching and learning.
- 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.



The subjects I enjoy most are Technology and Design, Geography and P.E. The teachers at ERGS are very helpful and understanding. The teachers at ERGS also help students that are struggling which is quite nice. My favourite extra-curricular activities are netball and hockey. The best thing about ERGS for me is probably the range of students and the friendliness of staff members. I really enjoy ERGS and think you might too.

*Clodagh Donaghy 8C*

## 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.



The types of homework set will vary from subject to subject and from department to department but there is uniformity of practice among all members of each different department and this is coordinated by the Curriculum Leader.

It is school policy that any written homeworks set should be corrected carefully and fully, with constructive comments for improvement where appropriate and returned to the pupils as soon as possible. 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. A homework club runs on both sites on several afternoons a week to promote a positive approach and habits to homework and independent study.

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





# 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. Last year thirteen Year 10 and twenty-five Year 13 pupils trained as Action Mental Health Ambassadors. Currently our Sixth Form mentors are working closely with senior pastoral staff in supporting our pupils' use of our new Wellbeing Rooms on each of our sites. Our School Council promotes both the pupil voice and engagement and positive interaction between pupils of all year groups and between pupils and staff: last year their focus was the development of our Wellbeing

Rooms, an outdoor Wellbeing Space on Cooper Crescent Site, and our Period Dignity Scheme.

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, and any barriers to achievement are removed. Curriculum subjects allow the teaching of core skills such as decision-making, teamwork 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 Personal Development and Careers Education programme which embraces a range of topics dealing with life skills is provided, including input from external facilitators. In light





of a changing landscape for our pupils, we constantly revise and review our pastoral programme to ensure that it continues to meet the evolving needs of the young people in our care and that it provides a challenging and stimulating experience for them.

### 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.







When I came to ERGS I made loads of new friends over the first few days. My favourite subjects are H.E, T.D and Music as I really enjoy learning new things. The best thing about school is something exciting is always happening and the teachers are really encouraging and friendly. I am having so much fun at ERGS.

*Jasmine Greaves 8E*

## 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, supportive and inclusive 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 and co-ordinated 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, behavioural and well-being needs, 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. In line with this we have started to work within the incoming SEND Legislation Framework, by providing formal opportunities to ensure the voice of the child is heard in their SEN Provision within school. We have also established a Learning Support Base on each of our sites which offers a space for emotional and sensory time- out as well as for individual study.





# Careers Education Information Advice and Guidance (CEIAG)

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 learning to secure high levels of achievement.

Our Careers Curriculum aims to make career development everybody's business. We work together in helping our pupils to explore, develop and shape their futures in order to find and take their place in local, regional, national and global communities. Our ultimate goal is that they will make informed decisions as well-rounded and forward-looking individuals.

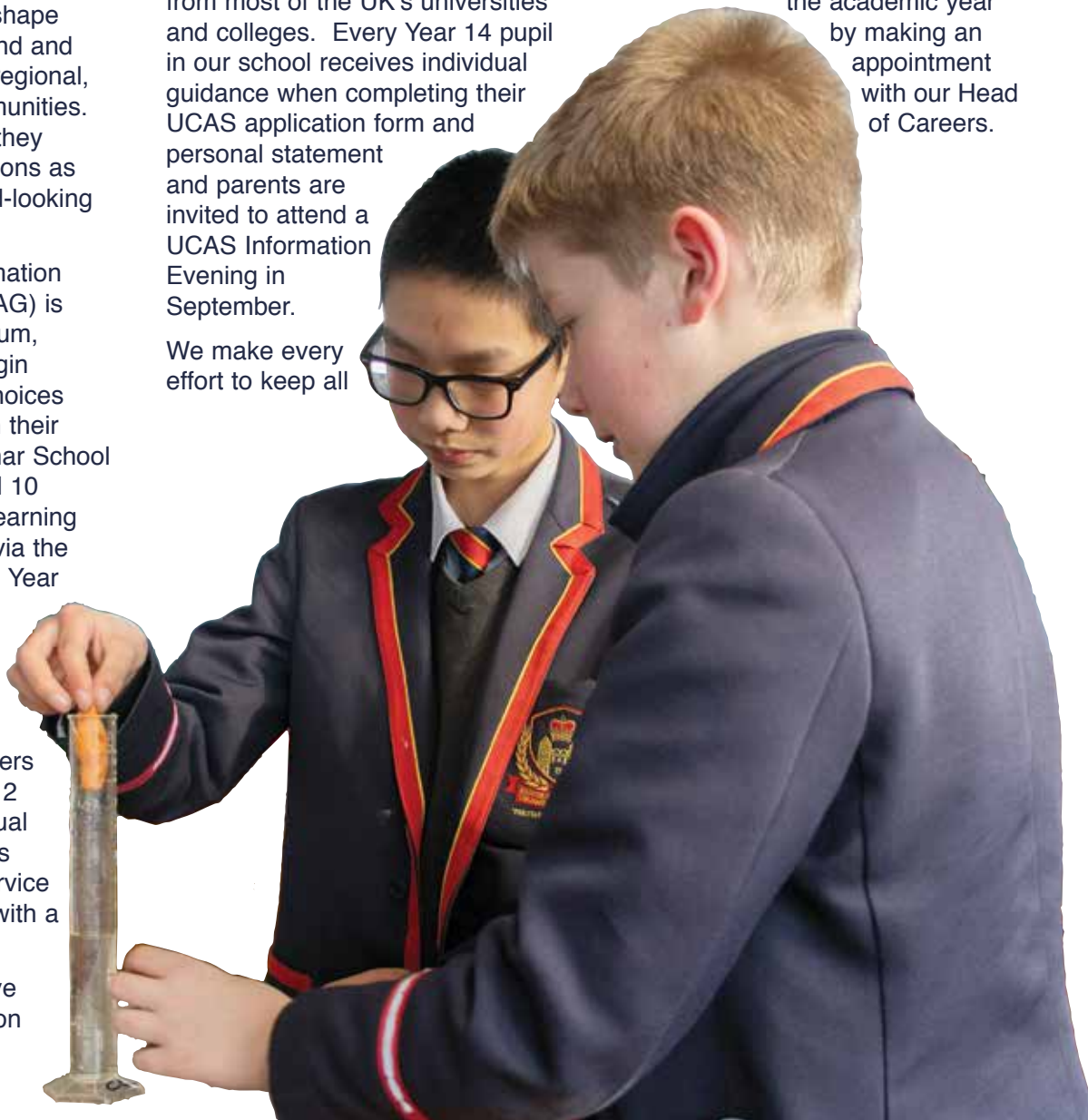
Careers Education Information Advice & Guidance (CEIAG) is embedded in the curriculum, encouraging pupils to begin thinking of post-school choices and opportunities early in their Enniskillen Royal Grammar School career. In Years 8, 9 and 10 Careers is delivered in Learning for Life & Work classes, via the Employability module. In Year 10 students are given help to make informed subject choices for GCSE. Throughout Year 11 students have a time-tabled class of Careers every week and in Year 12 all pupils have an individual interview with the Careers Adviser from Careers Service NI, which is followed up with a personalised action plan.

At Post-16 our pupils have a weekly timetabled lesson

in Careers. Throughout this two-year journey we arrange a variety of events and activities whereby pupils can meet representatives from universities, businesses, FE Colleges, voluntary organisations and former students for inspiration and guidance in a wide range of career areas. They are also given the opportunity to attend the annual UCAS Convention, where they can meet representatives from most of the UK's universities and colleges. Every Year 14 pupil in our school receives individual guidance when completing their UCAS application form and personal statement and parents are invited to attend a UCAS Information Evening in September.

We make every effort to keep all

pupils and their parents/guardians up-dated on careers-related events and opportunities through a weekly Careers Bulletin, which you can access via our Parent App. A well-resourced Careers section is also available in the school library, which is open daily from 8.30am to 4.30pm during term time. Pupils from all year groups are welcome to discuss their career and learning pathways at any stage throughout the academic year by making an appointment with our Head of Careers.





# Sports

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 much 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 athletics, cross country, horse-riding, rounders, badminton, table tennis and basketball.

In 2021-22 our U14, U16 and U18 footballers all progressed to the final stages of their Northern Ireland Plate competitions and our Show Jumping Team had a good run in the Meadows League Competition. Both the Boys' and Girls' Tennis Teams reached the final of their Plate competition. A good number of our athletes qualified both for the All-Ireland Cross Country and Athletics competitions and our netball, cricket and hockey teams are growing rapidly in confidence and success as they enter a wide range of competitions and leagues, including the McDowell Cup in Hockey and the Northern Ireland League in Netball.

The Rowing Club continues to



acquit itself with much distinction at Irish and British level. Last June at Henley the Boys' Crew had a very impressive win against the crew from the 1863 club from the London Oratory School, setting them up for a hotly contested race against Eton College, the previous year's winners. The Girls were equally valiant in their race against Headington School. Fresh from their competition with these illustrious schools, the Club secured an excellent raft of wins at both the Junior and Senior Irish Championships in Cork in July where the Junior Teams brought home the accolade of being the top team at their event. In the Senior event the girls were double champions while the boys were very narrowly defeated in the photo finish final of the J18 8 by their old rival, St Joseph's College, Galway.

The Senior Girls' Rugby Squad were runners up in the Ulster Final of their Contact 7's competition while the Junior Squad brought home the Ulster title in their

competition, before running out as winners of the Plate competition in the All-Ireland final at the beginning of April. The Boys' Rugby Squads are also thriving: the 2021 -22 season saw the U13 team come into its own due to its practically unbroken run of wins. This season as the U14 squad they have been testing their mettle against both school and club sides across Ulster and they continue to come away with convincing wins.

Our pupils regularly gain 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



I came to ERGS from Enniskillen Integrated Primary School and made so many new friends. I was really looking forward to coming to ERGS and it didn't disappoint. I am doing really well in school and hope to work with IT in the future and ERGS is helping my dream come true. All the teachers are really kind and supportive. Year 8 has been a magical experience for me.

*Harvey Simmons 8B*



# 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 brass band, the Wind band and other smaller ensembles for specific instruments. Singers can join the Junior or Senior Choirs; our Lads Singing Groups have also been popular and our Pipe Band performs at key school events.

The Brass Band was crowned as Northern Ireland Champions for three years in a row prior to COVID 19. The Senior Choir together with many individual pupils were winners in the local Feis, just before lockdown.

Drama is also a core part of our extra-curricular provision. Our annual House play competition'

'Shake it Up Shakespeare' involves over one hundred of our Year 10 pupils and a large number of junior pupils from Years 8-10 work together in creative partnership with their teachers on stage and off, in the annual Junior Drama Club production. In June 2022 we were transported to the swashbuckling world of the 'Three Musketeers'; previous productions have included 'Emil and the Detectives' and 'Treasure Island'

Within our House System staff and senior pupils work closely in our four Houses (Belmore, Benaughlin, Cuilcagh, Trien). Cuilcagh was named as the overall winner of the House Trophy in 2022 after a series of twenty-five House competitions during 2021-22.

Our pupil voice is also much to the fore in the work of the School Council which draws 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 promotes strong links with France, Germany and Spain and our annual German Exchange programme provides pupils with the opportunity to develop their language skills and immerse themselves in a new culture. A new Year 10 and Year 11 trip to Spain and a Year 9 Ski Trip are also part of our portfolio and Sixth Form Trips to Europe are regularly on the agenda. Planning is also well underway for our Rowing Training Camp in Spain and our Boys' and Girls' Rugby tours to Portugal and Spain respectively, next Easter.

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 Peace Studies Group.

We also actively encourage our pupils to be involved in and to contribute to their local community. 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 NICCY Youth Panel, Fermanagh Youth Council and the Fermanagh Trust's 'Grant Makers' project. Charity fundraising is also a central aspect of school life with charities such as the Air Ambulance, Operation Christmas Child, Action Mental Health, RNLI and the Chest, Heart and Stroke Association benefitting from charity events such as non-uniform days. In December 2022 our whole school effort saw us deliver forty hampers to the Enniskillen Foodbank.

Our pupils have had success in a wide range of national competitions such as Maths Challenges and Science Olympiads, the Northern Ireland German Spelling Bee and



Oxford University's Anthea Bell Translation competition: our junior writers have had their poetry and short stories published at national level. We are currently Northern Ireland Champions in the National Reading Champions Quiz. The participation of several of our pupils in Years 8-13 in the Ulster University Schools Outreach Online Academy was recognised by the University in the awarding of their Silver and Gold Scholar Pins.

Enniskillen Royal Grammar School pupils have also experienced

success in the Rotary Youth Leadership Competition: one of our Year 13 pupils is travelling to the European Parliament in Strasbourg in February 2023 as a regional winner in this competition. Pupils hone their Debating and Public Speaking skills in a range of competitions: the German debating team won first place in the Queens' University competition and our pupils regularly reach the Northern Ireland final of the Soroptimist Public Speaking Competition. We frequently organise curricular enhancement through our strong working links with external providers such as Generation Innovation, Sentinus, Young Enterprise, 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)  
Netball  
Horseriding  
Athletics  
Cross Country  
Fitness and Circuit  
Training  
Swimming  
Tennis  
Badminton  
Table Tennis  
Rounders

## Creative and Expressive

Arts  
Instrumental Music Lessons  
Choir (Junior and Senior)  
Lads Singing Group  
Brass Band  
School Orchestra  
Instrumental Ensembles  
Pipe Band  
Drama Club  
KS3 Animation Club  
KS3 Art Club  
Foreign Film Club

## Wider Enrichment

Cadets  
Clongowes Wood Link (Sixth Form)  
Computer /Coding Club (Key Stage 3)  
Chess Club  
Debating Society and Public Speaking  
Duke of Edinburgh Award  
Enrichment (Sixth Form)  
Future Chef Competition  
House Competitions  
Kids Lit Quiz (Key Stage 3)  
Language Competitions  
Fermanagh Youth Leaders' Forum  
Rotary Youth Leadership  
Scripture Union ( Junior and Senior)  
School Council  
School Trips  
Volunteering  
Mandarin Chinese

## School Libraries

I came to ERGS from Kesh Primary School. I felt excited and a bit nervous about moving school but I settled in really quickly and made lots of new friends. I am loving all the new subjects, especially Technology and Home Economics. All the teachers are really nice. I think you will like ERGS as much as I do.

*Harry Knight 8D*

**In our school library, we aim to provide a friendly, safe and inclusive environment for learning and wellbeing.**  
(*School Librarians*).

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 before school, at break, during lunchtimes and after school. The libraries are also available for use by classes and during personal study time throughout the school day. Printers, laminators and photocopying facilities are

available for student use. Stationary can be purchased from the library shop.

In collaboration with teaching staff, reading material in our library is continuously updated to cater for pupils' needs. Pupils have supervised access to laptops, e-magazines, internet and Wi-Fi to support learning. Pupils can also access the library catalogue remotely via the Eclipse Library App. Here, they can browse the catalogue, add or read book reviews and request items.

### A selection of library activities throughout the year:

|               |                   |
|---------------|-------------------|
| Book Buzz     | Read for Good     |
| Kids Lit Quiz | Chess Club        |
| Games Club    | Homework Club     |
| Book Club     | Foreign Film Club |

### What our students have to say:

"The library is a relaxed place to go with a calming atmosphere, a great place to go during lunch to read, study or even play board games with friends".  
(*Year 9 Student*)

"There's something very motivational about studying alongside others in silence in the library". (*Year 14 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 2022-23 is 925.

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

## NUMBERS OF APPLICATIONS AND ADMISSIONS

| Year      | Admissions No. | Total Applications All Preferences | Total Admissions |
|-----------|----------------|------------------------------------|------------------|
| 2020/2021 | 130            | 139                                | 130              |
| 2021/2022 | 130            | 158                                | 137              |
| 2022/2023 | 130            | 143                                | 134              |

**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.**

## Respective functions of the Board of Governors and Principal in relation to admissions

The Board of Governors draws up the admissions criteria and has delegated to the Admission Sub-Committee, composed of a minimum of five members of the Board, including the Principal, the task of applying these criteria. Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purpose of applying the Admissions Criteria set out herein.

## ADMISSIONS CRITERIA 2023

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 Provisions' and 'Special Circumstances' defined below, will be considered before any child who has not taken the AQE Common Entrance Assessment. Parents/Guardians are advised to attach/upload the original notification from AQE of the score awarded in the AQE Common Entrance Assessment to the Transfer Application.

### **Special Circumstances and Special Provisions**

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/she would have obtained in the AQE CEA 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 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 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. Please note that if only one assessment was taken because of illness, self-isolation due to COVID 19 or other unforeseen circumstances an application for Special Circumstances should be made.

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 including illness, self-isolation due to COVID 19 or other unforeseen circumstances are commonly referred to as "Special Circumstances".

- **Details of medical or other problems**

Where it is claimed that a child was unable to take a CEA test(s) due to illness, self-isolation, or other unforeseen circumstances due to COVID 19, parents/guardians should complete the SC23 Form obtainable from AQE or the School giving precise details of the situation and attach /upload it with independent, verifiable, and contemporaneous supporting evidence to the Transfer Application. Independent and verifiable supporting evidence may include documentary evidence of a positive PCR test.

Where it is claimed that a child's performance in the AQE CEA has been affected by a medical or other problem other than, or additional to, a COVID 19 related problem, parents/guardians should complete the SC23 Form obtainable from AQE or the School giving precise details of the problem and attach /upload it with relevant supporting evidence to the Transfer Application.

Where the problem is a medical one other than, or additional to a COVID 19 related problem and







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 a medical practitioner was consulted 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 SC23 Form precise details of the problem and attach/upload all appropriate evidence to corroborate its existence

- **Educational evidence**

The score achieved in the AQE Common Entrance Assessment (if the child sits two or three AQE CEAs) or the raw score provided by AQE (if the child only sits one of the AQE CEAs, due to illness, self-isolation, or other unforeseen circumstances due to COVID 19).

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, the child's school test results in English and Mathematics and the three best results from official AQE past papers (expressed as a percentage), taken under examination conditions in school in the period September to December 2022 and marked by the class teacher, as verified by the primary school.

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, any school test results in English and Mathematics and the results from official AQE past papers (expressed as a percentage), taken under examination conditions in school in the period September to December 2022 and marked by the class teacher, as verified by the primary school.

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/uploaded to the Transfer

Application.

Such material will assist the Admissions Sub-Committee in making their judgement. It is recognised that some parents /guardians may not be in a position to submit all the categories of information described. These are not intended to be restrictive. The Admissions Sub-Committee will consider all material presented by parents/guardians in support of their son/daughter's application.

**The onus is on the parents/guardians to ensure that a copy of the SC23 Form with all the relevant supporting evidence is attached/uploaded to the Transfer Application.**

In consideration of the claim for Special Circumstances the School will also take into account any Access Arrangements provided by AQE for the CEA.

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 Provisions**

Special Provisions 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 registered for the AQE Common Entrance Assessments, who, because of unforeseen and serious medical or other problems, including absence due to COVID 19 or the need to self-isolate due to COVID 19, 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 have registered for the AQE CEA with the exception of those children who took up residence in Northern Ireland after Friday 23 September 2022

Parents/Guardians who wish to apply to the School under Special Provisions should complete the SC23 Form obtainable from AQE or the school stating



the precise reason why they believe the child is eligible for consideration under Special Provisions. This should be sent to the School with appropriate documentary evidence. A copy of the SC23 Form and all the documentary evidence should be attached/uploaded to the Transfer Application.

**The onus is on the parents/guardians to ensure that a copy of the SC23 Form with all the relevant supporting evidence is attached/ uploaded to the Transfer Application.**

The Admissions Sub-Committee will consider the application for Special Provisions. 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 Provisions 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 2023**

- 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 at the date of their application have a child of the family<sup>1</sup> currently enrolled at Enniskillen Royal Grammar School.
  - ii. Children who at the date of their application are the eldest /only child<sup>2</sup> of the family to be eligible to apply for admission to the School.
  - iii. Children who are entitled to receive free school meals<sup>3</sup>.
  - 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: -

**F M V B S I C A K N W D Q P T E U G  
O Y R J X Z L 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 two identical surnames the alphabetical order of the initial of the first forename as it appears on the birth certificate will be used. In the event of two or more children with the same first forename as it appears on the birth certificate, the date of birth as entered on the birth certificate will be used to establish the eldest child. In the event of two or more children with the same date of birth the final selection will be made by computerised random selection.







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 Provisions 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/uploaded to the Transfer Application. 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 Application or attached /uploaded 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 Application. 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 Application.

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 20 May 2023 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 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.

- 
- <sup>1</sup> Child of the family includes a child born to a married couple or to a couple in a civil partnership, a child born to a co-habiting couple, a child born to a single parent, a child of either/any of those people by a previous marriage, civil partnership or relationship, a child living with a couple who has been treated as a 'child of the family' whether there is a marriage or a civil partnership or not, a child living with an individual, who has been treated as a 'child of the family', an adopted or fostered child, a situation where, for example an orphaned cousin is being brought up with a family or an individual. The child should be a child of the family as at the date of application.**
  - <sup>2</sup> Twins (or other multiples) who are the eldest children of the family are treated as joint eldest children. Eligibility for the eldest child criterion will also apply in the case where a child is currently more than seven years younger than their next sibling, where a family has moved residence and where an older sibling cannot attend mainstream school.**
  - <sup>3</sup> Children who are listed on the EA register as entitled to Free School Meals at the date on which their parent/guardian has submitted their Post-Primary Transfer Application or at any date up to and including Thursday 9 March 2023 at 4.00 pm.**

## Admissions Criteria for Entry to Years 9 - 12

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. Children who have a child of the family<sup>1</sup> currently enrolled at Enniskillen Royal Grammar School

I came to ERGS from Lisbellaw Primary School. I am really enjoying the range of subjects at ERGS, particularly Art & PE which I love. There are plenty of extra-curricular opportunities available after school. I have taken part in Hockey which I really enjoy. The teachers have been very supportive and are willing to help with anything.  
*Ella Wylie 8C*

- <sup>1</sup> **Child of the family includes a child born to a married couple or to a couple in a civil partnership, a child born to a co-habiting couple, a child born to a single parent, a child of either/ any of those people by a previous marriage, civil partnership or relationship, a child living with a couple who has been treated as a 'child of the family' whether there is a marriage or a civil partnership or not, a child living with an individual, who has been treated as a 'child of the family', an adopted or fostered child, a situation where, for example an orphaned cousin is being brought up with a family or an individual. The child should be a child of the family as at the date of application.**





### **Admissions Criteria for Entry 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 pupil's 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 subject 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.

### **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 wish to pursue, then DE will agree a school's request for an extra place.





# Academic Achievements

In August 2022 we were delighted to see the tangible evidence of the resilience and resourcefulness of our staff and pupils, writ large in our excellent public examination results which represented yet further improvement on our already very strong pre-COVID performance. At A2 82% of pupils achieved at least three grades at A\*-C and at GCSE 96% of all pupils achieved seven grades at A\*-C and 54% of the pupils have five A\* or five A grades or better.







Year 12 Pupils      Number of Pupils in Year 12: **134**

Number of those with a statement of Special Educational Needs: **4**

## GCSE RESULTS OVERALL

| % Entered for 7 or more subjects | % Entered for 5 or more subjects | % Achieving Grades A*, A, B, C |                    |
|----------------------------------|----------------------------------|--------------------------------|--------------------|
|                                  |                                  | 7 or more subjects             | 5 or more subjects |
| <b>98</b>                        | <b>99</b>                        | <b>96</b>                      | <b>99</b>          |

| Performance Indicator                | School    | 2018/2019            |
|--------------------------------------|-----------|----------------------|
| % Achieving 5+ GCSEs at Grade A* - C |           | N.I. Grammar Average |
|                                      | <b>99</b> | <b>96.9</b>          |
| % Achieving 7+ GCSEs at Grade A* - C | <b>96</b> | <b>91.9</b>          |

I came to ERGS from Derrygonnelly Primary School. At first I was very nervous but all the teachers were really welcoming and I settled quickly into life at ERGS. I really enjoy the different range of subjects and my favourite one is Home Economics. There are lots of extra-curricular activities to take part in after school. I have joined the hockey and netball club. I have really liked my time so far at ERGS and I know you will love it too!

*Eliana Foy 8C*

## SUMMER 2022 SUMMARY GRADE ANALYSIS

### GCSE Level

| Subject                    | A*         | A          | B          | C*         | C         | D        | E        | F        | G        | U        | Q        | X        | TOTAL       |
|----------------------------|------------|------------|------------|------------|-----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| Art & Design               | 5          | 5          | 8          | 2          | -         | -        | -        | -        | -        | -        | -        | -        | 20          |
| Business Studies           | 10         | 15         | 20         | 9          | 3         | 1        | -        | -        | -        | -        | -        | -        | 58          |
| Design & Technology        | 9          | 28         | 9          | 5          | 1         | -        | -        | -        | -        | -        | -        | -        | 52          |
| Digital Technology         | 1          | 11         | 7          | 7          | 1         | 1        | -        | -        | -        | -        | -        | -        | 28          |
| Drama                      | 5          | 7          | 3          | 1          | -         | -        | -        | -        | -        | -        | -        | -        | 16          |
| English                    | 12         | 56         | 41         | 24         | 1         | -        | -        | -        | -        | -        | -        | -        | 134         |
| English Literature         | 4          | 13         | 14         | 2          | -         | -        | -        | -        | -        | -        | -        | -        | 33          |
| French                     | 11         | 11         | 2          | -          | -         | -        | -        | -        | -        | -        | -        | -        | 24          |
| Further Mathematics        | 15         | 23         | 4          | 6          | 2         | -        | -        | -        | -        | -        | -        | -        | 50          |
| Geography                  | 9          | 23         | 13         | 4          | 3         | 1        | -        | -        | -        | -        | -        | -        | 53          |
| German                     | 16         | 21         | 10         | 4          | 3         | -        | -        | -        | -        | -        | -        | -        | 54          |
| History                    | 14         | 15         | 11         | 9          | 3         | -        | -        | -        | -        | -        | -        | -        | 52          |
| Home Economics             | 9          | 15         | 12         | 6          | 2         | -        | -        | -        | -        | -        | -        | -        | 44          |
| Learning for Life and Work | 9          | 18         | 18         | 11         | -         | -        | -        | -        | -        | -        | -        | -        | 56          |
| Mathematics                | 20         | 70         | 37         | 6          | 1         | -        | -        | -        | -        | -        | -        | -        | 134         |
| Moving Image Arts          | 3          | 5          | 2          | -          | -         | 1        | 1        | -        | -        | -        | -        | -        | 12          |
| Music                      | 7          | 8          | 3          | 2          | 1         | -        | -        | -        | -        | -        | -        | -        | 21          |
| Religious Studies          | 9          | 25         | 27         | 10         | 4         | 1        | -        | -        | -        | -        | -        | -        | 76          |
| Science – Double Award     | 59         | 77         | 65         | 52         | 9         | -        | -        | -        | -        | -        | -        | -        | 262         |
| Spanish                    | 5          | 9          | 3          | 3          | 5         | -        | -        | -        | -        | -        | -        | -        | 25          |
| Sports/PE Studies          | 3          | 8          | 7          | 5          | 3         | 2        | -        | -        | -        | -        | -        | -        | 28          |
| <b>Totals</b>              | <b>235</b> | <b>463</b> | <b>316</b> | <b>168</b> | <b>42</b> | <b>7</b> | <b>1</b> | <b>-</b> | <b>-</b> | <b>-</b> | <b>-</b> | <b>-</b> | <b>1232</b> |

Year 13 and Year 14 Pupils Number of Pupils in Year 13 and 14: **229**

Number of these with a statement of Special Educational Needs: **8**

### AS Level (Year 13)

| Subject  | A          | B          | C         | D         | E        | U        | TOTAL      |
|--|------------|------------|-----------|-----------|----------|----------|------------|
| Applied Health & Social Care                   | 8          | 18         | 5         | -         | -        | -        | 31         |
| Art & Design                                   | 6          | 1          | 1         | -         | -        | -        | 8          |
| Biology  | 14         | 13         | 7         | 5         | -        | -        | 39         |
| Business Studies                               | 11         | 19         | 7         | -         | 1        | -        | 38         |
| Chemistry                                      | 13         | 8          | 4         | 2         | 3        | -        | 30         |
| Design & Technology                            | 10         | 15         | 2         | 1         | -        | -        | 28         |
| Digital Technology                             | 2          | 1          | -         | -         | -        | -        | 3          |
| Economics                                      | 5          | 6          | 6         | 1         | 1        | -        | 19         |
| English Literature                             | 8          | 9          | 7         | 5         | 1        | -        | 30         |
| *Engineering                                   | -          | -          | -         | -         | -        | -        | -          |
| French   | 1          | -          | 2         | -         | -        | -        | 3          |
| Geography                                      | 7          | 9          | 3         | 2         | -        | -        | 21         |
| German   | 5          | 3          | -         | -         | -        | -        | 8          |
| Government & Politics                          | 2          | 4          | 4         | 1         | -        | -        | 11         |
| History  | 5          | 10         | 2         | 1         | -        | 1        | 19         |
| Life and Health Science                        | 2          | 3          | 6         | 1         | -        | 1        | 13         |
| Mathematics                                    | 27         | 6          | 4         | -         | -        | -        | 37         |
| Moving Image Arts                              | 7          | 5          | 1         | -         | -        | -        | 13         |
| Music  | -          | 2          | -         | -         | -        | -        | 2          |
| Nutrition & Food Science                       | 7          | 3          | 2         | 4         | -        | -        | 16         |
| Performing Arts                                | 10         | 2          | -         | -         | -        | -        | 12         |
| Physics  | 9          | -          | 5         | 1         | 1        | 1        | 17         |
| Religious Studies                              | 4          | 3          | -         | 3         | -        | -        | 10         |
| Spanish  | 7          | 3          | 2         | 1         | -        | -        | 13         |
| Sports Science and the Active Leisure Industry | 5          | 4          | 1         | 1         | 2        | -        | 13         |
| <b>Totals</b>                                  | <b>175</b> | <b>147</b> | <b>71</b> | <b>29</b> | <b>9</b> | <b>3</b> | <b>434</b> |

\*Engineering is now a two year course with no grade at the end of Year 13: all pupils qualified to continue into Year 14.







| Number of Pupils in final year of A Level Course | % of those Pupils achieving      |                                      |
|--|----------------------------------|--------------------------------------|
|  | 3 or more passes at Grades A B C | 2 or more passes at Grades A B C D E |
|  | 100                              | 82                                   |

## A Level

| Subject  | A*        | A          | B         | C         | D         | E        | U        | TOTAL      |
|--|-----------|------------|-----------|-----------|-----------|----------|----------|------------|
| Applied Health & Social Care                   | -         | 15         | 6         | 2         | -         | -        | -        | 23         |
| Art & Design                                   | -         | 3          | 3         | -         | -         | -        | -        | 6          |
| Biology  | 6         | 5          | 9         | 6         | 1         | -        | -        | 27         |
| Business Studies                               | -         | 4          | 5         | 7         | -         | -        | -        | 16         |
| Chemistry                                      | 5         | 1          | 2         | -         | 1         | -        | -        | 9          |
| Design & Technology                            | 1         | 14         | 7         | 4         | 3         | -        | -        | 29         |
| Digital Technology                             | -         | 1          | -         | 1         | 2         | -        | -        | 4          |
| Economics                                      | 1         | 2          | 6         | 1         | 1         | -        | -        | 11         |
| Engineering                                    | 8         | 4          | -         | 1         | -         | -        | -        | 13         |
| English Literature                             | 5         | 2          | 11        | 10        | 2         | -        | -        | 30         |
| French   | -         | 1          | 1         | -         | -         | -        | -        | 2          |
| Further Mathematics                            | 3         | -          | -         | -         | -         | -        | -        | 3          |
| Geography                                      | 3         | 8          | 8         | 2         | 1         | -        | -        | 22         |
| German   | 2         | 2          | -         | -         | -         | -        | -        | 4          |
| Government & Politics                          | 1         | 6          | 1         | -         | -         | -        | -        | 8          |
| History  | 2         | 7          | 3         | 2         | -         | -        | -        | 14         |
| Life and Health Science                        | -         | 1          | -         | 2         | 3         | 1        | -        | 7          |
| Mathematics                                    | 5         | 15         | 2         | 2         | -         | -        | -        | 24         |
| Moving Image Arts                              | 1         | 5          | 2         | -         | -         | -        | -        | 8          |
| Music  | -         | 1          | -         | -         | -         | -        | -        | 1          |
| Nutrition and Food Science                     | 1         | 3          | 1         | 1         | -         | -        | -        | 6          |
| Performing Arts                                | 4         | 7          | -         | -         | -         | -        | -        | 11         |
| Physics  | -         | 4          | 3         | 1         | -         | 1        | -        | 9          |
| Religious Studies                              | -         | 1          | 1         | -         | -         | -        | -        | 2          |
| Spanish  | -         | -          | -         | 2         | -         | -        | -        | 2          |
| Sports Science and the Active Leisure Industry | -         | 2          | 2         | -         | 1         | -        | -        | 5          |
| <b>Totals</b>                                  | <b>48</b> | <b>114</b> | <b>73</b> | <b>44</b> | <b>15</b> | <b>2</b> | <b>-</b> | <b>296</b> |

| Performance Indicator                                  | School | 2018/2019    |
|--|--------|--------------|
|  |        | N.I. Average |
| % Achieving 3+ A Level at Grade A* - C (or equivalent) | 82     | 80.5         |
| % Achieving 2+ A Level at Grade A* - C (or equivalent) | 100    | 99.7         |

I have loved my time at ERGS. My favourite part about ERGS is the large amount of extra-curricular activities which include rugby, cross country, athletics and many more. I also appreciate the support and care the teachers give us and how they always help and find a way to explain a question to you in a way you understand it. They also put a lot of time into every individual pupil.

*William Mitten 8B*

## School Leavers' Destinations 2021-22 (from Years 12, 13 and 14)

| Number of Leavers<br>2021-22 | Destinations - % of Leavers to |                   |                |                     |       |
|------------------------------|--------------------------------|-------------------|----------------|---------------------|-------|
|                              | Higher Education               | Further Education | Another school | Training Employment | Other |
| 128                          | 72.7                           | 18.8              | 2.3            | 3.1                 | 3.1   |

## Annual Attendance Rate (All Pupils)

Total Sessions attended by all pupils on a roll as % of total possible sessions of attendance

| Total Sessions attended | Total Possible sessions of attendance | % Attendance |
|-------------------------|---------------------------------------|--------------|
| 228902                  | 252588                                | 91           |





# Charging and Remissions Policy

Drawn up under Articles 127 - 138 of Education Reform NI Order 1989 and DENI Circular 1991/21.

## 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



## 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.

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

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.

### **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.













# School Day & School Year



## School Day

| Time          | Duration | Junior (KS3)           | Senior (KS4 & 5)       |
|---------------|----------|------------------------|------------------------|
| 9.00 - 9.35   | 35       | 1                      | 1                      |
| 9.35 - 10.10  | 35       | 2                      | 2                      |
| 10.10 - 10.45 | 35       | 3                      | 3                      |
| 10.45 - 11.00 | 15       | Form Time/<br>Assembly | Break                  |
| 11.00 - 11.15 | 15       | Break                  | Form Time/<br>Assembly |
| 11.15 - 11.50 | 35       | 4                      | 4                      |
| 11.50 - 12.25 | 35       | 5                      | 5                      |
| 12.25 - 1.05  | 40       | Lunch                  | 6a                     |
| 1.05 - 1.45   | 40       | 6b                     | Lunch                  |
| 1.45 - 2.20   | 35       | 7                      | 7                      |
| 2.20 - 2.55   | 35       | 8                      | 8                      |
| 2.55 - 3.30   | 35       | 9                      | 9                      |





# A Snapshot of Life at Enniskillen Royal Grammar School

|                             |   |
|-----------------------------|---|
| <b>Monday 7 November</b>    | U13 Rugby Match v Fivemiletown High School                        |
|                             | Rowing Training, LS Gym 3.45 pm - 5pm                             |
|                             | Rugby Training U12 and U14 3.45pm - 4.45 pm                       |
|                             | Homework Club 3.30 pm - 4.30 pm                                   |
|                             | Coding Club 3.30 pm - 4.30 pm                                     |
|                             | Senior Scripture Union 3.30 pm - 4.30 pm                          |
|                             | Netball Training -Year 8 3.30 pm - 4.30 pm                        |
| <b>Tuesday 8 November</b>   | Generation Innovation Catalyst Workshop for Year 12               |
|                             | Junior Hockey Match v Omagh Academy                               |
|                             | Book Club 12.45 pm - 1.05 pm in Library                           |
|                             | Junior Choir 3.30 pm - 4.30 pm                                    |
|                             | U13, Medallion and Senior Boys Rugby Training                     |
|                             | Girls' Rugby Training   |
|                             | Netball Training-Years 11-14 – 3.45 pm - 4.45 pm                  |
|                             | Rowing Training, LS Gym 3.45 pm - 5pm                             |
|                             | Junior Animation Club 3.30 pm - 4.30 pm                           |
|                             | Homework Club 3.30 pm - 4.30 pm                                   |
|                             | KS3 Mandarin Chinese 3.30 pm - 4.30 pm                            |
| <b>Wednesday 9 November</b> | Seacourt Art Workshop – Year 11                                   |
|                             | School Council Meeting – 2 pm on Cooper Crescent                  |
|                             | Future Chef Competition   |
|                             | Junior Scripture Union 12.35pm - 1.05 pm                          |
|                             | Senior Hockey Match v Omagh Academy                               |
|                             | Level 3 First Aid Training for Year 13 and 14                     |
|                             | Homework Club 3.30 pm - 4.30 pm                                   |
|                             | Rowing Training, LS Gym 3.45 pm - 5pm                             |
|                             | KS4 Mandarin Chinese 3.30 - 4.30 pm                               |
|                             | Cadets 7pm - 9 pm   |
| <b>Thursday 10 November</b> | Rotary Youth Leadership Competition Years 12 and 13               |
|                             | Rugby Training U13, U14, Medallions and Seniors 3.45 pm - 4.45 pm |
|                             | Rowing Training, LS Gym 3.45 pm - 5pm                             |
|                             | Chess Club 3.30 pm - 4.30 pm                                      |
|                             | Advanced Mandarin Chinese 3.30 pm - 4.30 pm                       |
|                             | Junior Art Club 3.30 pm - 4.30 pm                                 |
|                             | Junior Hockey Training 3.30 pm - 4.30 pm                          |
|                             | Netball Training – Years 9 and 10                                 |
|                             | Senior Choir 3.30 pm - 4.30 pm                                    |
| <b>Friday 11 November</b>   | Remembrance Event with Clongowes Link                             |
|                             | Senior Netball Match v Cookstown High School                      |
|                             | Year 8 Rugby v Omagh Academy                                      |
|                             | Foreign Film Club 1.15 - 1.45 pm                                  |
| <b>Saturday 12 November</b> | AQE Transfer Orientation Morning                                  |
|                             | Schools' Cup Rugby Match v Regent House                           |
|                             | Hockey Training - Juniors and Seniors                             |
| <b>Tuesday 15 November</b>  | Anti-Bullying Assembly for Anti-Bullying Week-Reach Out           |
|                             | PSNI Anti-Bullying workshop for Year 9                            |
|                             | Senior Girls' Contact 7s Rugby Blitz Portadown Rugby Club         |



## Enniskillen Royal Grammar School

Chair of Board of Governors:

Mr Peter Little

Principal:

Miss Elizabeth Armstrong

[www.enniskillenroyalgs.com](http://www.enniskillenroyalgs.com)

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