



'PERSTARE ET PRAESTARE'

2025/26

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 Thursday 30th January 2025 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 offer. We work with much pride and perseverance to offer the young people of our community the unique and distinctive ERGS experience characterised by our ever-growing range of academic and wider educational opportunities.

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

A photograph of three students in school uniforms standing in front of a school building. The student in the center is a young man with short brown hair, smiling. The student on the left is a young woman with long brown hair, also smiling. The student on the right is a young woman with long blonde hair, smiling. They are all wearing dark blue blazers with red piping and ties. The background shows a white building with large windows and a balcony.

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 considers 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 joined ERGS from Enniskillen Model Primary School. My favourite subjects are TD, PE, Science and Geography. I really enjoyed making the Christmas tree in Technology which had LED lights. It was cool. I am involved with the Year 8 rugby team, and I also play table tennis during lunch on Monday. The teachers here are great and very supportive.

Charlie Webb 8B

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)
- Mathematics
- 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 2025 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



- Agriculture (FLC)
- 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

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 Enrichment programme embraces our Personal Development provision for our Sixth Form pupils along with the opportunity to engage in activities which teach additional skills, enlarge horizons, and open new areas of interest. Pupils can participate in a range of options such as Mandarin Chinese, Duke of Edinburgh Award Scheme, Extension Physics, Recreational Sport, Rugby, Rowing, Hockey, and a Careers Clinic where focused support is available. Some of our Sixth Form pupils link in with local primary schools and deliver French, German, or Spanish classes to Key Stage 2 pupils. 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 at Work qualification facilitated by APM Training. Bespoke Health and Wellbeing days allow the Sixth Form pupils time to pause and reflect on their physical and emotional health. The focus of such events is to equip

the young people with preventative strategies to reduce the risk of poor physical and emotional health by taking part in interactive workshops delivered by Cancer Focus, Core Kids and Mood Matters. This reflection is also facilitated through our Managing Risk days where pupils can explore the areas of healthy relationships and consent during a session facilitated by Nexus. Attendance at the PSNI Roadsafe Roadshow allows pupils to hear hard hitting messages through theatre, video and first-hand accounts on the dangers associated with driving and the importance of road safety. The bespoke days are supplemented with guest speakers and presentations from accredited organisations on areas such as managing stress, managing student finances and on drug awareness and gambling.

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. 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.

Homework

I came to ERGS from Enniskillen Integrated Primary School. I am really enjoying my time so far at ERGS. At first, I was nervous about leaving Primary School and leaving some of my friends. I quickly made new friends and have lots of fun with them. My favourite subjects are Technology, Art, and Music. These subjects allow me to use my creativity which I really enjoy. I also love PE and I am involved in the Netball and Hockey clubs. So far, my ERGS experience has been fun, and I know it will continue to be.

Rachel Nixon 8B

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 considers 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 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 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. Recent initiatives include the development of our Wellbeing Rooms on both our sites, an outdoor Wellbeing Space on Cooper Crescent Site, and our Period Dignity Scheme. The School Council members have also been centrally involved in our consultations on our revised Addressing Bullying and Positive Behaviour Policies and our 'Being Well, Doing Well' Initiative which focuses on whole school wellbeing as a

foundation for learning success.

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 revised Ready to Learn Document which embraces our three core areas of 'Be Prepared', 'Be Engaged' and 'Be Kind' operates within the wider context of relational learning and interlocks closely with our 'Ready to Teach' document for staff. 'Ready to Learn' is displayed in every classroom and in the pupils' planners and 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 Management Procedures which ensure clarity and consistency of consequences in an approach which balances sanctions with reflective and restorative practice to educate pupils in their responsibilities, to encourage self-discipline and self-regulation and to change behaviour for the better. Our House Points system at Key Stage 3 and Key Stage 4 affirms positive behaviour within a positive classroom and school climate by rewarding pupils for excellence, their contribution to the school community and their acts of kindness.

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. Within our focus on 'Understanding and Supporting our Learners' 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, self-management and self-regulation 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 the Year Head Team works very 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, Addressing 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

I came to ERGS from Aghadrumsee Primary School. So far, I have really enjoyed my time at ERGS. Some of my favourite subjects are PE, Games, HE and Technology. All the teachers here are very nice and are happy to help when you are stuck. I am also involved in the rugby team and train after school on a Tuesday and Friday. I have made lots of new friends both in my class and from other classes in the year group. I have really enjoyed it so far and hope you will too.

Ollie Hall 8C

As a school we are committed to encouraging all 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: our Understanding and Supporting Learners agenda connects our curricular and pastoral provision at all levels. Within his holistic focus on the needs of all our learners, 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 the following pupils: -

- Stated 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. 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 always recognise that the centrality of the pupil and their needs is paramount. 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 valuable skills such as self-reflection, aspirations to follow pathways suited to their individual strengths and qualities, and engagement in learning to secure high levels of achievement. Our Careers Curriculum aims to make career development everybody's business. We work together to help our pupils explore, develop, and shape their futures, enabling them to find and take their place in local, regional, national, and global communities. Our goal is for them to make informed decisions as well-rounded and forward-looking individuals.

Careers Education Information Advice & Guidance (CEIAG) is embedded in the curriculum, encouraging pupils to start considering post-school choices and opportunities early in their school journey. In Years 8, 9, and 10, Careers is delivered during Learning for Life & Work classes through the Employability module. In Year 10, students receive guidance to make informed subject choices for GCSEs through assemblies, teacher support, and parental meetings with senior staff.

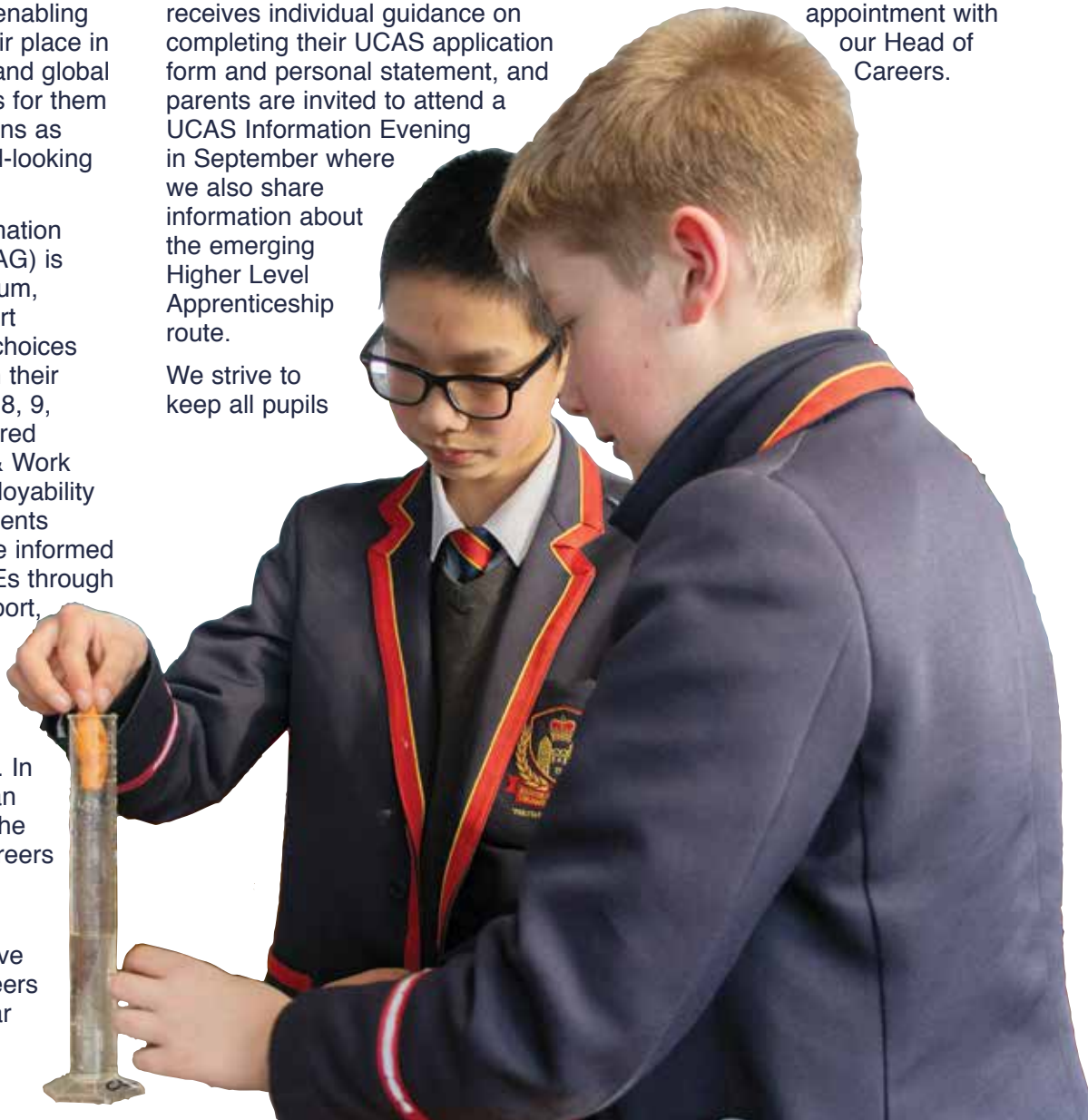
Throughout Year 11, students attend a weekly timetabled Careers class. In Year 12, all pupils have an individual interview with the Careers Adviser from Careers Service NI, followed by a personalised action plan.

At Post-16, our pupils have a weekly timetabled Careers lesson. Over this two-year

period, we arrange various events and activities where pupils can meet representatives from universities, businesses, FE colleges, voluntary organisations, and former students for inspiration and guidance across a wide range of career areas. They also can attend the annual UCAS Convention, where they can engage with representatives from most of the UK's universities and colleges. Every Year 14 pupil receives individual guidance on completing their UCAS application form and personal statement, and parents are invited to attend a UCAS Information Evening in September where we also share information about the emerging Higher Level Apprenticeship route.

We strive to keep all pupils

and their parents/guardians updated on careers-related events and opportunities through a weekly Careers Bulletin, accessible via our Parent App. A well-resourced Careers section is also available in the school library, which is open daily from 8:30 am to 4:30 pm 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 very broad and diverse 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 basketball, cross country, horse-riding, rounders, swimming, badminton, and table tennis.

In recent years our table tennis team were crowned Ulster Champions and All-Ireland Silver Medallists, our Show Jumping Team finished second overall in the Meadows League Competition and our Inter and Senior Girls' Netball teams both reached the final of the Northern Ireland Bowl Competitions. A good number of our athletes regularly qualify both for the All-Ireland Cross Country and Athletics competitions, our swimmers experience success at Ulster and Irish level and our netball, hockey, tennis, and cricket teams are all growing in confidence and success as they enter a wide range of competitions and leagues,



competing against schools from across Northern Ireland.

Both our Boys' and Girls' Rugby squads continue to go from strength to strength. Last season the 1st XV reached the quarterfinals of the Schools' Cup: we regularly field 2nd XV and 3rd XV sides, showing the depth of commitment and talent in our ever-growing squad of rugby players in the senior school. The Year 8 team recorded wins in their regional blitzes against Belfast Royal Academy, Coleraine Grammar, Friends School Lisburn, and Omagh Academy. Three players from across the age ranges have been selected to train with the Ulster development squads.

In Girls' Rugby both the Senior and Junior Squads dominated the preparation blitzes for their Cup competitions and the Senior Girls retained their Ulster title in the Final against Assumption Grammar at Kingspan. Three of our girls were selected for the Ulster U18 side and Leah Irwin, our Head Girl

has the honour of captaining the U18 Ireland Team last summer.

The Rowing Club continues to acquit itself with much distinction. At the end of May 2024, the Boat Club recorded its most successful National Schools Regatta ever, winning the Katrina Jacks Trophy for Girls, the Arundel Cup for Boys and the Leander Cup for Girls in a competition which attracts more than five thousand rowers from over three hundred and fifty schools. In July 2024 the success continued at the Irish Championships where the Boat Club recorded four Gold Medals and two Bronze.

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
- Basketball
- Cricket
- Cross Country
- Fitness & Circuit Training
- Football
- Hockey (Girls)
- Horseriding
- Netball
- Rounders
- Rowing
- Rugby
- Swimming
- Table Tennis
- Tennis



I came to ERGS from the Enniskillen Model Primary School. I chose ERGS because of the subjects and extra-curricular activities on offer. My favourite sport is netball. My favourite subjects are Technology, Art, Drama and PE. I have made loads of new friends in my form class and other form classes. The teachers are very kind, caring and supportive. I am enjoying my ERGS experience so far and think you will too.

Connie Allen 8A



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 and unique 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 can 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.

Our Brass Band gained recognition as Northern Ireland Champions for three years in a row prior to COVID 19 and our Senior and Junior Choirs, together with many individual pupils are regularly winners in the local Feis,

Drama is also a core part of our extra-curricular provision. Our inaugural Senior Drama production of 'Amadeus' in November 2023, followed by 'One Man, Two Guvnors' in November 2024, built on the well-established success

of our annual Junior Drama productions over the past eight years, the most recent being the energetic and tuneful splurge of colour of 'Bugsy Malone' in June 2024.

Within our House System, staff and senior pupils work closely in our four Houses (Belmore, Benaughlin, Cuilcagh, Trien). Belmore was named as the overall winner of the House Trophy in 2024 for the second year in a row after a series of House competitions, ranging from sporting challenges on Sports Day to other challenges such as 'Build a Bridge', Bake offs, a Taskmaster Challenge, Minecraft, and quizzes, during 2023-24.



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. Our Rowing Club is planning its second Training Camp in Spain and our Boys' and Girls' Rugby squads enjoyed recent tours to Portugal and Spain respectively.

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. Our first 'Better Together' project in 2022-23 saw a group of our Year 11 pupils join pupils from Ballinamore Community School in eight workshops from October to April to explore each other's perspectives and narratives. Their project culminated in a visit to the American Ambassador's residence in Dublin in April where the ambassador took a great interest in the pupils' collective collage which pieced together the many aspects of their lives which they had explored over the eight workshops and in their trips to both Belfast and Dublin. Our second cohort are now well into their programme.

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, the Horizons' Youth project

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, Cancer Connect, the Royal Belfast Hospital for Sick Children, Operation Christmas Child, Action Mental Health, NSPCC, RNLI and the Chest, Heart and Stroke Association benefitting from charity events such as non-uniform days. In December each year our whole school effort sees us deliver hampers to the Enniskillen Foodbank.

Our pupils also achieve success in an eclectic range of competitions such as the National Poetry Competition and the UK Maths Challenges where they regularly achieve Gold Certificates, competing against the best young Mathematicians in the UK. Our pupils have also experienced success in Debating, winning the most recent Royal Schools' Debate. One of our Year 13 pupils spoke eloquently in the Northern Ireland final of the Soroptimist Public Speaking Competition and a fellow Year 13 pupil won the regional heat of the Rotary Youth Leadership Competition in November 2024.

She is now looking forward to her trip to the European Parliament in Strasbourg in January 2025 along with fifteen pupils from across Ireland. A group of Key Stage 3 pupils won the All-State Tech Know Coding Competition in March. One of our Year 8 pupils was the Northern Ireland Winner in the French section of the Oxford University's Anthea Bell Translation Competition while a Year 12 pupil was the overall UK winner in his age section of the French competition. A group of Year 9 pupils were runners up in the Amelia Earhart STEM challenge at the University of Ulster.

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 and ever-growing 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 unique in their richness and diversity.





Sports

Athletics
Badminton
Basketball
Cross Country
Fitness and Circuit Training
Football
Hockey (Girls)
Horseriding
Netball
Rounders
Rowing
Rugby
Swimming
Table Tennis
Tennis

Creative and Expressive

Art Competitions
Brass Band
Choir (Junior and Senior)
Drama Clubs (Junior and Senior)
Instrumental Ensembles
Instrumental Music Lessons
KS3 Animation Club
KS3 Art Club
Lads Singing Group
Orchestra
Pipe Band

Wider Enrichment

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

School Libraries

I came to ERGS from Enniskillen Model Primary School. I have made many new friends here and I am enjoying many new subjects such as TD, HE and French. My favourite subjects right now are Art, Maths and History. I attend coding club after school which is fun. I am enjoying my ERGS experience so far and think you will too.

Zach Downey 8A

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. Stationery 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	National Poetry Day
Book Week NI	Read for Good
Book Fair	Chess Club
Games Club	Homework Club
Book Club	Foreign Film Club
World Book Day	Author Visits
National Reading Champions Quiz	
Wilde about Words (Magazine produced by KS3 pupils)	

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 is 900,

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
2022/2023	130	143	130
2023/2024	130	125	125
2024/2025	130	166	130

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 2025

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 28th January 2025 and an application submitted by the closing date of 20th February 2025 at 12 noon will be treated as a punctual application. An application received after 12 noon on 20th February 2025 and up to 4 pm on 25th February 2025 will be treated as a late application.





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 SEAG Entrance Assessment and have been awarded a Total Standardised Age Score (TSAS) by SEAG, subject only to the consideration of those children claiming 'Special Provisions' and 'Special Circumstances' as defined below, will be considered before any child who has not taken the SEAG Entrance Assessment. Parents/Guardians are advised to attach/upload the original notification from SEAG of the Total Standardised Age Score (TSAS) awarded in the SEAG 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 SEAG Entrance Assessment under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or 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 SEAG Entrance Assessment 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 Provisions 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 Admissions 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 SEAG Entrance Assessment 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, or other unforeseen circumstances are commonly referred to as "Special Circumstances". Please note that an application for Special Circumstances should only be made if your child has sat both assessment papers. If your child just sat one paper an application for Special Provisions should be made.

- Where it is claimed that a child's performance in the SEAG Entrance Assessment has been affected by a medical or other problem other than, or additional to, a COVID 19 related problem, parents/guardians should complete the Special Circumstances Form available from 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 SEAG Entrance





Assessment, 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 Special Circumstances Form precise details of the problem and attach/upload all appropriate evidence to corroborate its existence.

• **Educational evidence**

The Total Standardised Age Score (TSAS) achieved in the SEAG 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 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/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 able 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 Special Circumstances 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 consider any Access Arrangements approved by SEAG and

implemented during the Entrance Assessments.

The Admissions Sub-Committee will consider the application for Special Circumstances. Where this is accepted the Governors will determine, based on the information available, a score for the child. Such children will then be considered with all other children who have received an SEAG Total Standardised Age Score (TSAS) 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 SEAG Entrance Assessment 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 EITHER unable to sit the SEAG Entrance Assessment OR have an estimated outcome because they only sat one of the two Entrance Assessment Papers.

Note: It is expected that all those seeking admission should have registered for the SEAG Entrance Assessment except for those children who took up residence in Northern Ireland after 20th September 2024.

Parents/Guardians who wish to apply to the School under Special Provisions should complete the Special Provisions Form obtainable from the school stating the precise reason why they believe the child is eligible for consideration under Special Provisions. A copy of the Special Provisions 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 Special Provisions 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 SEAG Entrance Assessment had the Special Provisions not applied.
- The Admissions Sub-Committee will determine, based on all the available information an appropriate score for the child. Such children will then be considered with all the other children who have received a SEAG Total Standardised Age Score (TSAS) and the Admissions Criteria applied.

Application of Admissions Criteria 2025

- 1 Children will be admitted in strict rank order of their



Total Standardised Age Score (TSAS), 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 family¹ currently enrolled at Enniskillen Royal Grammar School.
 - ii. Children who at the date of their application are the eldest /only child² of the family to be eligible to apply for admission 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 based on the initial letter of the surname, (as it appears on the birth certificate) in the order set out below.

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

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

¹ **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.**

² **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.**

³ **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 Tuesday 25th February 2025 at 4.00 pm.**



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 SEAG Entrance Assessment and have been awarded a Total Standardised Age Score (TSAS) or awarded a score because of Special Provisions and Special Circumstances the School will consider children who have not taken the SEAG Entrance Assessment. 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 consider 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.

Please find below details of the documentation required to verify qualifying information: -

A Any one of the following original documents to verify child-age

- the child's Birth Certificate
- a letter awarding Child Benefit to the child or

another letter relating to this benefit

- the child's Medical Card
- the child's passport
- the child's adoption certificate.

B And any two of the following original documents to verify address:

- a bank or building society statement which shows the address at which the child is resident
- a utility bill (for instance electricity, gas, Television Licence, telephone) which shows the address at which the child is resident
- a letter awarding Child Benefit to the child or another letter relating to this benefit
- an Electoral ID card
- a Driving Licence
- an addressed payslip
- a mortgage statement
- a rental agreement
- a Land and Property Services rates demand.

Please note that other documents equally capable of verifying your information, or other equally capable means of verification, will be considered at the discretion of the Board of Governors. If, therefore, you are unable to provide the specific documents listed above then please contact the school on 028 6632 2165 to establish how you can verify your application.

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 10 May 2025 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.



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, based on 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, GL grade or SEAG score
- ii. Children who have a child of the family¹ currently enrolled at Enniskillen Royal Grammar School.

I came to ERGS from St Martin's Primary School. I was very nervous coming here as I was the only one from my primary school to attend ERGS. I was worried about not making new friends, but I need not have worried. I have lots of friends here. I have settled in well and I am enjoying subjects such as TD, IT and Science. I am involved in the coding club which I really enjoy. I am enjoying my time here and look forward to seeing you in September.

Jacob McCaffrey 8A

- ¹ **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 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 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 2024 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. At A2 90% of all grades were at A*-C across our twenty-eight subjects while 39% of all grades were A*-A, almost 9% over the Northern Ireland average. At GCSE 96% of all grades were at A*-C and nearly half of the pupils had five A* or five A grades or better. These sterling results allowed us once again to feature in the top twenty grammar schools in Northern Ireland in the Sunday Times Parent Power listings.





Year 12 Pupils Number of Pupils in Year 12: **146**

Number of those with a statement of Special Educational Needs: **6**

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
98	100	91.5	97.2

Performance Indicator	2022/2023	
	School	N.I. Grammar Average
% Achieving 5+ GCSEs at Grade A* - C	97.2	97.6
% Achieving 7+ GCSEs at Grade A* - C	91.5	93.6

I came to ERGS from Fivemiletown Primary School. I was worried about making new friends but did not need to worry as I have made loads of friends in my form class and in other classes. I feel at home in ERGS. The teachers are kind and supportive. My favourite subjects are HE, TD, and IT. I also attend the Coding Club and Chess Club after school. I look forward to seeing you in September.

Abel Turkington 8A

SUMMER 2024 SUMMARY GRADE ANALYSIS

GCSE Level

Subject	A*	A	B	C*	C	D	E	F	G	U	Q	X	TOTAL
Art & Design	3	8	2	4	-	-	-	-	-	-	-	-	17
Business Studies	3	13	16	21	12	6	2	-	-	-	-	-	73
Design & Technology	9	28	13	6	1	1	-	-	-	-	-	-	58
Digital Technology	2	7	8	1	5	-	1	-	-	-	-	-	24
Drama	-	4	5	2	1	2	-	-	-	-	-	-	14
English	8	53	42	29	10	2	-	1	-	-	-	-	145
English Literature	3	18	13	8	6	2	-	-	-	-	-	-	50
French	4	3	3	5	3	2	-	-	-	-	-	-	20
Further Mathematics	12	19	9	6	2	1	1	-	-	-	-	-	50
Geography	6	18	9	7	4	1	-	-	-	-	-	-	45
German	7	12	4	5	1	1	-	-	-	-	-	-	30
History	8	24	16	5	1	3	1	1	-	-	-	-	59
Home Economics	6	13	11	7	1	3	-	-	-	-	-	-	41
Learning for Life and Work	1	27	21	12	7	2	1	-	-	-	-	-	71
Mathematics	16	76	36	7	8	1	-	1	-	-	-	-	145
Moving Image Arts	1	4	4	6	2	-	-	1	-	-	-	-	18
Music	-	6	3	-	1	-	-	-	-	-	-	-	10
Religious Studies	5	18	17	11	11	8	1	2	-	-	-	-	73
Science – Double Award	37	79	76	61	25	4	2	-	-	-	-	-	284
Spanish	6	23	8	4	3	1	-	-	-	-	-	-	45
Sports/PE Studies	4	11	15	5	11	3	1	-	-	-	-	-	50
Totals	141	464	331	212	115	43	10	6	0	0	0	0	1322



Year 13 and Year 14 Pupils Number of Pupils in Year 13 and 14: **269**

Number of these with a statement of Special Educational Needs: **5**

AS Level (Year 13)

Subject	A	B	C	D	E	U	TOTAL
*Agriculture	-	-	-	-	-	-	-
Applied Health & Social Care	6	18	6	2	-	-	32
Art & Design	3	3	1	-	-	-	7
Biology	12	10	8	10	7	4	51
Business Studies	6	6	4	3	1	2	22
Chemistry	8	7	9	7	3	-	34
Design & Technology	21	13	-	1	-	-	35
Digital Technology	3	4	3	4	1	-	15
Economics	5	4	3	2	1	1	16
English Literature	5	9	8	5	1	-	28
*Engineering	-	-	-	-	-	-	-
French	-	-	-	1	-	-	1
Further Mathematics	7	2	-	-	-	-	9
Geography	10	3	1	3	-	-	17
German	2	3	3	-	-	-	8
Government & Politics	4	3	2	-	1	-	10
History	6	9	4	2	-	-	21
Life and Health Science	-	1	1	4	1	-	7
Mathematics	28	12	5	4	2	1	52
Moving Image Arts	7	11	3	-	-	-	21
Music	-	2	3	-	-	-	5
Nutrition & Food Science	6	8	5	2	-	-	21
Performing Arts	6	6	-	-	-	-	12
Physics	8	4	3	7	3	2	27
Religious Studies	2	-	4	3	-	-	9
Spanish	2	2	-	2	-	-	6
Sport Science & Active Leisure Industry	2	8	5	1	-	-	16
Totals	159	148	81	63	21	10	482

*Agriculture and Engineering are 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
129	79.7	100

A Level

Subject	A*	A	B	C	D	E	U	TOTAL
Applied Health & Social Care	-	4	24	2	1	-	-	31
Art & Design	1	4	2	1	-	-	-	8
Biology	3	8	9	10	3	-	-	33
Business Studies	2	5	13	6	7	3	-	36
Chemistry	1	8	3	3	1	-	-	16
Design & Technology	2	11	5	4	-	-	-	22
Digital Technology	-	1	3	3	2	-	-	9
Economics	-	4	6	5	-	1	-	16
Engineering	-	4	-	-	-	2	-	6
English Literature	3	3	10	5	2	-	-	23
French	1	2	2	-	-	-	-	5
Further Mathematics	3	-	-	-	-	-	-	3
Geography	4	7	3	-	-	-	-	14
German	2	3	3	1	1	-	-	10
Government & Politics	-	5	5	-	1	-	-	11
History	4	9	10	2	1	-	-	26
Life and Health Science	-	-	-	2	3	1	1	7
Mathematics	8	14	14	5	1	-	-	42
Moving Image Arts	-	6	4	3	-	-	-	13
Music	-	-	-	1	-	-	-	1
Nutrition and Food Science	3	2	3	1	-	-	-	9
Performing Arts	-	2	5	1	-	-	-	8
Physics	3	2	5	3	1	-	-	14
Religious Studies	1	1	1	4	1	-	-	8
Spanish	1	2	-	-	-	-	-	3
Sport Science & Active Leisure Industry	-	3	5	2	3	2	-	15
Totals	42	110	135	64	28	9	1	389

Performance Indicator	2022/2023	
	School	N.I. Average
% Achieving 3+ A Level at Grade A* - C (or equivalent)	79.7	83.8
% Achieving 2+ A Level at Grade A* - C (or equivalent)	100	95.3

I came to Enniskillen Royal Grammar School from Lisbellaw Primary School. I was nervous about starting in a new school, but everyone was really welcoming. I really love ERGS because there are lots of activities on offer and all the staff are so kind, caring and want to support us. My favourite sports are netball, hockey, and rugby. My favourite subjects are Art, HE, PE, Music and TD. I love taking part in all the activities and getting involved in school life as much as possible. If ERGS is the right choice for you, I hope to see you in September.

Lily Coalter 8C

School Leavers' Destinations 2023-24 (from Years 12, 13 and 14)

Number of Leavers 2023-24	Destinations - % of Leavers to				
	Higher Education	Further Education	Another school	Training Employment	Other
152	79.6	12.5	1.3	5.3	1.3

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
233975	253306	92.4%



Charging and Remissions Policy

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

1 Optional Extras

Pupils will be charged for an activity or provision where pupils participate voluntarily based on 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.

2 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 £15,000 per year). Proof of income level must be supplied to the school.

3 Parental Contributions to defray the cost of:

- Extra-curricular activities – a wide range of activities are organised by the school to encourage participation by all pupils.
- 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 Parental Contribution to school funds each year. The amount, which has remained the same for several years now, is set at £50 per pupil or £75 if parents have two or more pupils at the school. This can be paid via school comms as a one-off payment or a reducing balance amount of, for example, £5 a month over ten months of the school year.

These funds are used to subsidise a wide variety of enrichment 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 support the school in maintaining and developing the rich co-curricular offer which is part of the unique ERGS experience.

School Meals

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 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 because 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/ Assembly	Break
11.00 - 11.15	15	Break	Form Time/ 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

Saturday 23 rd November	SEAG Test 2 Rugby – Inter School Fixtures U13, U14 and Medallions vs Foyle College Rowing – Training all crews (Y9 – 14) Hockey – Junior and Senior Fixtures vs Royal & Prior Raphoe Showjumping – Week 6 (Finals) Tri Equestrian League
Monday 25 th November Enniskillen Rotary Youth Leadership competition	<p><i>Pre School (7– 8:30am)</i></p> <ul style="list-style-type: none"> • Rugby – Early morning Senior training <p><i>Lunchtime</i></p> <ul style="list-style-type: none"> • Yr 8 & 10 Games Club • Senior Chess Club <p><i>After School (3:30 – 5pm)</i></p> <ul style="list-style-type: none"> • Rugby - Junior and Senior Girls Training • Football – Junior Football Training U12 to U14 Boys & Girls • Netball – Junior Netball Training • Rowing – Training Yr9 – 14 • Junior Homework Club (CC Library) • Mandarin (Juniors) • Senior Scripture Union
Tuesday 26 th November	<p><i>Pre School (7– 8:30am)</i></p> <ul style="list-style-type: none"> • Rowing – Early Moring Senior Training <p><i>Lunchtime</i></p> <ul style="list-style-type: none"> • Yr9 Games Club • Senior Chess Club • Junior Table Tennis Club <p><i>After School (3:30 – 5pm)</i></p> <ul style="list-style-type: none"> • Rugby – U13, U14, Medallion and Senior Training • Netball – Senior Netball Training • Rowing – Training Yr 9 & 10 Girls + Senior Crew Training • Senior Debate Club (LS Library) • Junior Homework Club (CC Library) • Brass Band rehearsal
Wednesday 27 th November Yr14 CAFRE Nutrition and Food Science Careers Trip Junior NI Netball vs Loreto Omagh ERGS 2XV vs Portadown College (Round 1 of Second Team School's Cup)	<p><i>Pre School (7– 8:30am)</i></p> <ul style="list-style-type: none"> • Rugby – Early morning Senior and Medallion training • NI Schools Cup U16 Football Vs <p><i>Lunchtime</i></p> <ul style="list-style-type: none"> • Yr 8 & 10 Lunchtime Games Club • Senior Chess club • Senior Boys Choir rehearsal <p><i>After School (3:30 – 5pm)</i></p> <ul style="list-style-type: none"> • Rowing – Training Yr 10 Boys & Girls + Senior Crew Training • Wind Band rehearsal. • Junior Homework Club (CC Library) • Cadets
Thursday 28 th November U16 Schools' Cup Football vs Fivemiletown College	<p><i>Pre School (7– 8:30am)</i></p> <ul style="list-style-type: none"> • Rowing – Early Moring Senior Training <p><i>Lunchtime</i></p> <ul style="list-style-type: none"> • Yr 9 & 10 Games Club • Senior Book Club • Junior Scripture Union
Annual Prize Giving at St Macartins Cathedral	<p><i>After School (3:30 – 5pm)</i></p> <ul style="list-style-type: none"> • Rugby - U13, U14, Medallion, Seniors & Senior Girls Training • Football – Junior Football Training Yr 8 - 10 Boys & Girls



Enniskillen Royal Grammar School

Chair of Board of Governors:
Rt. Rev. Dr. Ian Ellis

Principal:
Miss Elizabeth Armstrong

www.enniskillenroyalgs.com

Lough Shore Site
1 Lough Shore Road
Enniskillen
BT74 5HD
028 6632 2658

Cooper Crescent Site
1 Cooper Crescent
Enniskillen
BT74 6DQ
028 6632 2165