

DALRIADA SCHOOL



2005-2006 PROSPECTUS

DALRIADA SCHOOL

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Mr. J.L. Slater Mr. M.R. Barkman	Senior Deputy Head Deputy Head
Mrs. R.M. Doherty Mr. A.J. Robinson Mrs. H.E. Leighton Mrs. N.J. Madden	Senior Teacher and Head of Careers Senior Teacher and Head of Technology Senior Teacher and Head of Geography Senior Teacher and Head of Middle School
Mrs. C. Kelly Mrs. N.J. Madden Mr. J.G. Devlin Mrs. J. Hamill	Head of Year 8 Head of Middle School (Years 9-10) Head of Years 11 and 12 Head of Sixth Form

DALRIADA SCHOOL

Prospectus 2005-2006

CONTENTS

4	Aims of the School
5	Buildings and people
6-8	Admissions
9-12	Curriculum
13	Home Study
14	Special Educational Needs
15	End of Key Stage 3 Assessment - Year 10 Results
16-17	Public Examinations - Subjects offered and entry policy
18 -21	Public Examinations Results
21-22	Physical Education and Sport
23	Out-of-class activities
24	Pastoral Care, Child Protection and Discipline
24	Careers Guidance
25	Drugs Education Policy
26	Uniform; school meals; school hours
27	Fees and charges; travel to school
28	Communications with Parents
28	Further information

AIMS OF DALRIADA SCHOOL

Dalriada School aims to promote academic excellence and the all-round personal development of every pupil in a caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.

We seek to:

- establish and maintain good personal relationships and genuine partnership between pupils, staff, parents and governors in an atmosphere of friendship, trust and mutual respect
- help pupils to develop a positive self-image and skills of leadership, teamwork and communication
- encourage individual initiative, independence of thought and the expression and appreciation of creativity
- promote understanding of the importance of moral and spiritual values and encourage the development of self-respect and respect for others
- assist pupils to recognise the need for discipline, and to develop a self-disciplined and responsible attitude to life
- encourage a spirit of service within the school and in the wider community and promote active respect for the school, local and global environment
- help pupils to value the importance of personal health and fitness and encourage a positive approach to the use of leisure time

It is our aim to equip pupils with the skills, guidance and confidence they require to make a successful transition to further or higher education and employment and to meet the demands of life in the competitive contemporary world.

BUILDINGS

Dalriada School was founded in 1878 and moved to its present site in 1937. Set in 24 acres of playing fields, lawns and woodland, the school buildings have been progressively extended and improved since that date. In addition to classrooms, accommodation includes eight fully equipped laboratories (with greenhouse), a gymnasium/Assembly Hall with professionally equipped stage, an extensive Library (refurbished in 1996), the Careers Centre, the Sports Hall, an open plan Art & Design Centre, a four-room Technology Suite, two Business Studies rooms, a purpose-built Sixth Form Social and Study Centre and modern school meals facilities. A new classroom block, opened in September 2002, includes a purpose built Music Suite (comprising two classrooms, a large rehearsal room and several smaller rooms for instrumental tuition, recording and small group work), a three-room Information Technology Suite, and nine new rooms for Modern Languages and Religious Education.

Ramps and a stair lift provide easy access to the main building and to the Art and Design Centre for pupils with physical disabilities. A lift provides access to the first floor of the new classroom block. Further improvements to access are now at the planning stage.

Accommodation for some Home Economics classes is provided by the Causeway Institute of Further and Higher Education (Ballymoney). As part of the Physical Education programme, pupils make extensive use of the facilities for sport and recreation at the Joey Dunlop Leisure Centre.

..... AND PEOPLE

Around a thousand boys and girls attend Dalriada School, of whom eight hundred and forty five are in the Secondary Department (Years 8-14). We hope to admit 125 pupils to Year 8 in September 2005. There is a team of seventy full-time and part-time teachers (including three modern language assistants) who are supported by over forty support staff.

As a coeducational voluntary grammar school Dalriada provides secondary education for day pupils in the upper band of the range of academic ability. Our pupils come from a wide geographical area and from the full range of social and religious backgrounds.

Dalriada is a friendly, happy school. Staff and pupils get on well together. We are proud of our long traditions of tolerance, hard work, high standards and happy pupils.

ADMISSIONS POLICY

The School's Board of Governors determines Criteria for Admission and the Education Committee of the Board of Governors considers applications to Year 8 and selects pupils for admission in the light of the criteria set out below.

The school is required to admit pupils into Year 8 up to an Admissions number established by the Department of Education, unless admission would be detrimental to the educational interests of a child.

The Admissions Number for 2005-2006 is 125. If the number of applicants for Year 8 in September 2005 exceeds the number of places available, pupils will be selected for admission according to the following criteria, which are set out in order of priority.

1. Academic ability as indicated by the grades awarded in the Transfer Procedure Tests. Applicants with grade A will be admitted before those with grade B1, those with grade B1 before those with grade B2, those with grade B2 before those with grade C1, those with grade C1 before those with grade C2, and those with grade C2 before those with grade D.
 - (a) An exception may be made where there is medical or other documentary evidence that an applicant's test result may have been adversely affected by a social, medical or other problem. Independent evidence of the existence of the problem must be provided to the school. Where the problem is a medical one the school will require the production of evidence that the pupil was examined by a medical practitioner in relation to the illness. In all cases other information provided by the Primary School about the child's academic ability and aptitude will be considered in deciding whether the child should be admitted. This information must include: the number of pupils in the applicant's year group and the number entered for the Transfer Procedure tests; the applicant's results in school tests or examinations in English, Mathematics and Science from the beginning of the year prior to the onset of the problem compared with the results of other pupils in the same tests together with their Transfer Procedure test grades. Form SC1 should be used as a model pro-forma (copy attached).
 - (b) If an applicant has not taken the Transfer Procedure Tests for one of the reasons below, other evidence of academic ability and aptitude will be considered in deciding whether the applicant should be admitted:
 - i. transfer from a school outside Northern Ireland;
 - ii. more than half of primary education received outside Northern Ireland;
 - iii. inability to take the tests because of a medical or other problem, for which there is documentary evidence of a medical or other appropriate nature.

Where it is necessary to distinguish between applicants who have been awarded the same grade in the Transfer procedure Tests, criteria 2-7 will be used:

2. The applicant is presently enrolled in the Preparatory Department of Dalriada School.
3. A brother or sister of the applicant is presently or was previously enrolled at Dalriada School.
4. A parent or guardian of the applicant is an employee of the School when the criteria are applied.
5. A parent or guardian of the applicant is a former pupil of the School.
6. The applicant is the first or only child of a family.
7. The age of the applicant, preference being given to an older child.

- Notes: (1) All applicants resident in N. Ireland at the time of proposed admission must be selected before any child not so resident may be selected for admission.
- (2) The criteria above will be applied to applications for admission to Year 8 throughout the 2005-2006 school year.

Arrangements for **admission to year 9 and above** are different. Details are available from the School Office on request.

**SAMPLE CLAIM OF SPECIAL CIRCUMSTANCES IN
TRANSFER TESTS: YEAR 2005/06**

[TO BE COMPLETED BY THE PRIMARY SCHOOL PRINCIPAL AND ATTACHED TO
THE TRANSFER FORM FOR SUBMISSION TO THE LOCAL EDUCATION AND
LIBRARY BOARD.]

Primary School: _____

Name of Pupil: _____ **Date of Birth:**

Pupil Reference No (if applicable) _____

Total Number of Pupils in P7: _____ **Number in P7 Class**

Number Sitting Transfer Tests in P7 Class: _____

Primary School Principal's Comments (if any):

Signed: _____ **Date:**

Please complete the table overleaf

Record the results in tests taken over the period indicated (refer to the Special Circumstances 'Criteria') and **include the results of all pupils within his/her P7 class**. In the case of small schools with few taking the Transfer Tests it would be appropriate to include comparative information in relation to pupils who have taken the Transfer Tests in previous years. Where there is no P5 or P6 comparative educational evidence available, this must be clearly stated by the primary school concerned.

Description of Test	1	2	3	4	5	6	7	8	9	10	Grade Obtained In Transfer Test	For School Use
Date of Test												
Class Group												
Pupil 1												
Pupil 2												
Pupil 3												
Pupil 4												
Pupil 5												
Pupil 6												
Pupil 7												
Pupil 8												
Pupil 9												
Pupil 10												
Pupil 11												
Pupil 12												
Pupil 13												
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Pupil 17												
Pupil 18												
Pupil 19												
Pupil 20												
Pupil 21												
Pupil 22												
Pupil 23												
Pupil 24												
Pupil 25												
Pupil 26												
Pupil 27												
Pupil 28												
Pupil 29												
FRED JONES												

Signed:

.....Dated.....

CURRICULUM

The Northern Ireland Curriculum established by the Education Reform Order of 1989 sets out programmes of study covering the twelve years of compulsory education.

PRIMARY EDUCATION	KEY STAGE 1	Years 1 - 4
	KEY STAGE 2	Years 5 - 7
SECONDARY EDUCATION	KEY STAGE 3	Years 8 - 10
	KEY STAGE 4	Years 11 - 12
	SIXTH FORM (non-compulsory)	Years 13 - 14

The Education Reform Order and the statutory Northern Ireland Curriculum provide a framework for the curriculum of every school. They require all pupils in years 8 to 12 to take courses in the following areas of study: English, Mathematics, Science and Technology, Environment and Society, Creative and Expressive Studies, Language Studies and Religious Education. At Dalriada School we stress the importance of meeting the needs of individual pupils within a general programme which is broad, balanced and coherent, and which promotes the aims of the School. A full statement of the School's curriculum policy, which specifies the teaching and learning climate that we seek to create, the assessment and reporting strategies that are being developed and the links that we build with the wider community, is available from the School Office.

The statutory curriculum for Key Stages 3 and 4 is currently under review, and agreed changes will be implemented from September 2006.

THE CURRICULUM AT KEY STAGE 3

AREA OF STUDY	Subjects Studied
ENGLISH	English
MATHEMATICS	Mathematics
SCIENCE & TECHNOLOGY	Science, Technology and Design
ENVIRONMENT and SOCIETY	History, Geography, Home Economics, Business Studies (Year 10 only)
CREATIVE & EXPRESSIVE STUDIES	Physical Education, Art and Design, Music
LANGUAGE STUDIES	All pupils take French from Year 8 and have the opportunity to start Spanish or German in Year 9.
RELIGIOUS EDUCATION	Religious Education is provided in accordance with legal requirements. (Parents have the right to request the withdrawal of their children from RE classes and/or the daily act of collective worship. Arrangements for withdrawal are made on receipt of a written request from parents.)

With the exception of Language Studies in Years 9 and 10, all pupils follow a **common course**. Teaching groups are non-streamed and are rarely larger than 25 or 26.

All pupils follow an **introductory course in Information Technology** in Year 8.

The **educational themes** of Careers, Cultural Heritage, Economic Awareness, Education for Mutual Understanding, Health Education and Information Technology are integrated into the subject teaching programmes. Pupils will also follow Citizenship courses in Years 8 and 9. In addition **tutorial periods and registration** provide a valuable link between pupils and their tutor.

THE CURRICULUM AT KEY STAGE 4

At present pupils in Years 11 and 12 take 10 or 11 courses and most eventually enter GCSE examinations in 9 or 10 subjects. Pupils choose at least one subject from each area of study to ensure a broad and balanced course and to keep career options open. Most classes are unstreamed, but there is setting in Mathematics and French. As before, the six educational themes are integrated into the subject teaching programmes, and the **Lifskills programme** covers various aspects of Personal and Social Education.

AREA of STUDY	SUBJECTS OFFERED	
	Compulsory	Optional
ENGLISH	English	English Literature
MATHEMATICS	Mathematics	Additional Mathematics
SCIENCE & TECHNOLOGY	Science (Double Award) <i>or</i> Physics, Chemistry and Biology	Technology & Design Information and Communications Technology (ICT)
ENVIRONMENT & SOCIETY	History <i>or</i> Geography <i>or</i> Business Studies	History Geography Business Studies Home Economics
CREATIVE & EXPRESSIVE	Physical Education (non-exam)	Art and Design Music Physical Education (GCSE)
LANGUAGE STUDIES	French	German Spanish
RELIGIOUS EDUCATION	Religious Education	

THE SIXTH FORM CURRICULUM

Students admitted to the Sixth Form will normally take GCE AS level courses in four subjects in the Lower Sixth Form (Year 13). Having completed these courses, most then take three subjects on to further study at GCE A level in the Upper Sixth Form (Year 14). A few students may take all four subjects to A level.

The following courses are currently offered at GCE AS level:

Art and Design
Biology
Business Studies
Chemistry
Classical Civilisation
Design and Technology
English Literature
French
Geography
German
History
Home Economics
ICT
Mathematics
Moving Image Arts
Music
Physics
Religious Studies
Spanish
Sport and Physical Education

Sixth Form pupils will supplement their AS and A2 courses, from a programme of enrichment options and a wide range of sporting, recreational and extra-curricular activities. Enrichment courses are likely to include ECDL, Critical Thinking, Financial Studies, RSA courses in Word and Text Processing, Irish and Italian.

All sixth formers have a weekly tutorial class that includes training in study skills and aspects of Careers Education relevant to the needs of students at this level.

HOME STUDY

THE PURPOSE OF HOME STUDY

Pupils are expected to study at home in order to reinforce what has been covered in class and to develop the skills which will enable them to work independently. Thus homework set in Year 8 and the following years is seen as an early step in the progressive development of effective private study. Homework also allows teachers to assess the effectiveness of their teaching and learning strategies by providing evidence of the pupil's level of understanding of work.

SET HOMEWORKS

A great variety of homeworks is set including different types of written work, learning, research and revision. It is important that written work is well presented. Learning homeworks are very important and should not be given a lower priority by pupils. Homework is most useful when pupils approach it with some enthusiasm and devote adequate amounts of time to it. Pupils in Years 8 and 9 are expected to spend about 1_ hours each evening on homework and private study.

THE PARENTS' ROLE

Parents can help by taking an interest in pupils' work, by offering praise and or appropriate suggestions. They can also provide a quiet place to work at home and ensure that adequate time is devoted to home study. All pupils have a Home Study diary or Student's Journal with two pages displaying one week, including space for parents to sign. Parents are asked to look regularly at the diary and to be aware of the type and frequency of home study being done. Pupils are expected to write down **ALL** homeworks set and record all the work that they do at home. A guidance leaflet is available for parents with advice on supporting their children's study at home.

SPECIAL EDUCATIONAL NEEDS

Every effort is made to accommodate children with physical disabilities who meet the academic criteria for entry to the school. Ramps, a lift and a stairlift provide easy access to almost all parts of the school buildings and a specially equipped toilet has been provided. There is sympathetic support from staff and fellow pupils and the services of a classroom assistant have been provided where this is required under a statement of special educational need.

Other pupils may have special needs, either temporary or long-term, as a result of illness or injury, a specific learning difficulty or behavioural or emotional problems. In every case it is our aim, within the resources available to the school, to assist each pupil to achieve as highly as possible, taking into account individual needs, talents and aspirations. Pupils with special needs have access to the full curriculum and to out-of-class activities as far as their needs and circumstances permit. They are encouraged to become fully integrated in the life of the school.

In many cases a pupil's special needs will be identified at the time of admission. Sometimes, however, difficulties arise at a later stage. Class teachers, form tutors and Heads of School work together to identify without delay those pupils who may need additional support to help them to achieve an appropriate standard. Parents also have a key role in identifying special needs and outside agencies may be involved in assessing need and advising on the support to be given.

Support for pupils with special educational needs is planned by the appropriate teaching staff under the direction of Mr. J.L. Slater, one of the Deputy Heads, who acts as Special Educational Needs Co-ordinator. Parents are regularly consulted and kept fully informed of progress.

END OF KEY STAGE 3 ASSESSMENT 2003-2004

At the end of Year 10, all pupils in Northern Ireland take statutory tests in English, Mathematics and Science. These tests are externally set and marked. Pupils' progress is also assessed internally by their teachers. Teacher assessment includes practical and oral skills, which are not assessed externally. The school also enters Year 10 pupils for the optional ICT accreditation scheme.

Number of Pupils in Year 10: 127	Number of these with a statement of special educational needs: 0
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Teacher assessment at end of Key Stage 3								
Subject	% of pupils achieving level 5 and above		% of pupils achieving level 6 and above		% of pupils achieving level 7 and above		% of pupils achieving level 8 and above	
	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School
English	74.1	99.9	49.2	90.5	20.6	60.6	2.4	15.7
Mathematics	72.6	100	50.2	99.3	25.1	80.3	4.1	30.7
Science	71.8	100	46.3	95.2	22	75.5	3.3	9.4
Information Technology	94.8	100	66.8	100	26.7	100	0.5	-

External tests at end of Key Stage 3								
Subject	% of pupils achieving level 5 and above		% of pupils achieving level 6 and above		% of pupils achieving level 7 and above		% of pupils achieving level 8 and above	
	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School	Northern Ireland	Dalriada School
English	69.7	100	43.2	78	18.4	26	-	-
Mathematics	70.7	100	45.8	99.2	25.1	80.3	4.1	30.7
Science	68.5	100	43.0	92.2	17.9	58.3	2.7	7.9

PUBLIC EXAMINATIONS

YEAR 12

Entry Policy: In 2003-04 most pupils were entered for 9 or 10 GCSE examinations, and sat papers for which the full range of grades was available. Following consultation with parents, some candidates were entered for examinations at intermediate or foundation tier, in which grade B or C was the highest grade available.

EXAMINATION COURSES FOLLOWED IN 2003-2004:

GCSE

Additional Mathematics
Art and Design
Biology
Business Studies
Chemistry
English
English Literature
French
Geography
German
History
Home Economics
ICT
Mathematics
Music
Physics
Physical Education
Religious Studies
Science (Double Award)
Spanish
Technology and Design

PUBLIC EXAMINATION RESULTS 2003-2004

Pupils in Year 12

Number of Pupils in Year 12 on 31 October 2003:	133	Number of these with a statement of special educational needs:	0
Number of Pupils in Year 12 completing GCSE course:	133		

GCSE Results overall

% entered		% achieving	
8 or more subjects	5 or more subjects	Grades A*-C	
		8 or more	5 or more
100	100	85	98

GCSE Results by Subject

Subject	Entry	% of candidates gaining grades:					Av.Sc.
		A*	A*-A	A*-B	A*-C	A*-D	
Additional Mathematics	45	31.1	53.3	82.2	95.6	95.6	13.16
Art	18	0	22.2	50.0	77.8	88.9	10.44
Biology	35	14.3	34.3	85.7	97.1	100	12.63
Business Studies	36	0	5.6	38.9	63.9	83.3	9.61
Chemistry	35	11.4	54.3	82.9	97.1	97.1	12.69
English	133	11.3	45.9	82.7	96.2	100	12.72
English Literature	49	18.4	51.0	79.6	93.9	98.0	12.69
French	129	19.4	40.3	57.4	93.0	99.2	12.19
Geography	70	24.3	60.0	88.6	97.1	100	13.40
German	9	66.7	77.8	100	100	100	14.89
History	81	12.3	40.7	79.0	98.8	100	12.62
Home Economics	11	0	18.2	45.5	81.8	90.9	10.18
Information Technology	44	43.2	86.4	97.7	100	100	14.55
Mathematics*	133	7.5	42.1	74.4	98.5	100	12.45
Music	22	4.5	63.6	90.9	100	100	13.18
Physical Education	13	7.7	46.2	84.6	84.6	92.3	12.15
Physics	35	14.3	45.7	77.1	94.3	97.1	12.40
Religious Studies	108	17.6	51.9	76.9	89.9	99.1	12.65
Science (Double Award)	98	3.1	17.3	45.9	93.9	100	11.20
Spanish	23	21.7	47.8	73.9	91.3	100	12.70
Technology	42	19.0	47.6	71.4	90.5	97.6	12.52
All GCSE Entries	1267	14.1	42.1	71.2	93.8	98.6	12.36

*includes examinations taken at the end of Year 11

PUBLIC EXAMINATION RESULTS 2003-2004

Pupils in Lower and Upper Sixth Form (Years 13 and 14)

Number of Pupils in Sixth Form on 31 October 2003: 200	Number of these with a statement of special educational needs: 1
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Overall Results for Lower Sixth Form

GCE AS level (Year 13)		
Number of pupils in final year of AS level course	% of these pupils achieving	
	3 or more passes at grades A-C	2 or more passes at grades A-E
108	70	98

Overall Results for Upper Sixth Form

GCE A level (Year 14)		
Number of pupils in final year of A level course	% of these pupils achieving	
	3 or more passes at grades A-C	2 or more passes at grades A-E
90	70	100

School Leavers' Destinations 2003-2004

Year	No of leavers	% of leavers to:					
		Higher Education	Further Education	Another school	Apprentice -ship	Employ-ment	Other/ Unknown
8-11	4	-	-	100	-	-	-
12	28	-	71	7	7	11	4
13	3	-	100	0	0	-	0
14	98	94	2	0	0	1	3
Total	121	76	17	1	1	2	3

Note: 94% of Upper Sixth Form (Year 14) leavers qualified for direct or deferred entry to higher education

PUBLIC EXAMINATION RESULTS 2003-2004

AS level (Lower Sixth) and A *level* (Upper Sixth) results by subject.

Subject		Entry	% of candidates gaining grades:					Av.Sc.
			A	A - B	A - C	A - D	A - E	
Art	AS	7	42.9	71.4	100	100	100	8.29
	A	2	50.0	50.0	100	100	100	8.00
Biology	AS	36	25.0	50.0	83.3	97.2	97.2	7.06
	A	30	20.0	53.3	70.0	93.3	100	6.73
Business Studies	AS	15	26.7	40.0	80.0	100	100	7.06
	A	16	12.5	31.3	62.5	100	100	6.13
Chemistry	AS	22	36.4	45.5	59.1	86.4	95.5	6.45
	A	19	36.8	68.4	89.5	100	100	7.89
Classical Civilisation	AS	32	31.3	46.9	75.0	84.4	90.6	6.56
	A	20	25.0	55.0	85.0	100.0	100.0	7.30
Design & Technology	AS	19	52.6	68.4	78.9	84.2	94.7	7.58
	A	16	62.5	93.8	100	100	100	9.13
English Literature	AS	30	20.0	60.0	76.7	93.3	100	7.00
	A	18	50.0	72.2	100	100	100	8.44
French	AS	13	46.2	46.2	61.54	92.3	92.3	6.77
	A	7	28.6	57.1	85.7	100	100	7.43
Geography	AS	52	40.4	76.9	96.2	100	100	8.27
	A	28	32.1	71.4	89.3	100	100	7.86
German	AS	3	33.3	100	100	100	100	8.67
	A	4	0	50.0	75.0	100	100	6.50
History	AS	46	28.3	56.5	73.9	89.1	97.8	6.91
	A	17	35.4	64.7	88.2	100	100	7.76
Home Economics	AS	4	0	75.0	100	100	100	7.50
	A	1	0	0	0	100	100	4.00
Mathematics	AS	26	46.2	76.9	92.3	100	100	8.31
	A	34	67.6	94.1	100	100	100	9.24
Moving Image Arts	AS	12	33.3	41.7	83.3	100	100	7.17
Music	AS	13	61.5	92.3	100	100	100	9.08
	A	12	41.7	66.7	91.7	100	100	8.00
Physics	AS	23	26.1	47.8	78.3	91.3	100	6.87
	A	13	30.8	53.8	61.5	84.6	92.3	6.46
Religious Studies	AS	31	67.7	80.6	90.3	96.8	100	8.71
	A	26	34.6	84.6	92.3	100	100	8.23
Spanish	AS	14	14.3	42.9	42.9	78.6	92.9	5.43
	A	6	33.3	83.3	100	100	100	8.33
Sport & PE	AS	2	0	50.0	50.0	50.0	100	5.00
	A	2	50.0	100	100	100	100	9.00
All 6L AS Level Entries		403	35.8	60.8	81.0	93.1	97.3	7.36
<i>All 6U A Level Entries</i>		269	37.2	68.8	86.6	98.5	99.6	7.81

PUBLIC EXAMINATION RESULTS 2003-2004

Other examinations in Lower and Upper Sixth Form (Years 13 and 14)

Name of Awarding Body	Qualification	Number in final year of course	% Achieving Qualification
OCR Level 2	Text Processing (Intermediate)	48	98 (91 with distinction)
OCR Level 2	Word Processing (Intermediate)	48	94 (46 with distinction)
OCR Level 3	Text Processing (Advanced)	17	94 (53 with distinction)
OCR Level 3	Word Processing (Advanced)	16	87 (62 with distinction)

Annual Attendance Rate 2003-2004

Total days attended by pupils on roll as % of total possible days of attendance:
95.86%

*Applications and Admissions to Year 8

(excluding pupils with statements of special educational need)

Date of entry		Grade A	Grade B1	Grade B2	Grade C1	Grade C2	Grade D	Others	Appeals Upheld	Total Adm	Total App
Sept 2004	App	97	16	17	3	0	1	0	1	128	134
	Adm	97	16	14	1*	0	0	0			
Sept 2003	App	107	16	9	2	2	1	0	-	128	137
	Adm	107	16	5	0	0	0	0			
Sept 2002	App	118	17	6	2	4	1	0	1	127	148
	Adm	118	8	0	0	1*	0	0			
Sept 2001	App	133	14	12	5	4	3	1	3	129	172
	Adm	127	0	1	0	0	0	1			
Sept 2000	App	113	16	19	7	3	5	2	0	125	165
	Adm	113	10	0	0	0	0	2			

*admitted on the basis of special circumstances

PHYSICAL EDUCATION and SPORT

Physical Education, including games, is compulsory for all pupils in Years 8 to 12. Two double periods (2 hours 20 minutes) per week are allocated to sport in the curriculum and there are opportunities for participation in sport at lunchtime, after school and at weekends. There is a programme of inter-house and inter-school sporting competitions. GCSE Physical Education is offered as an optional subject in Years 11 and 12.

In the Sixth Form, Physical Education classes are optional. GCE AS and A level Sport and PE are offered as examination subjects and students can take a further hour of Physical Education within the curriculum in addition to out-of-class activities.

In May 1997 Dalriada School received the **Sports Mark Award** in recognition of the range and quality of sporting opportunities offered to pupils

The aims of the school's programme of physical education and sport are:

- to encourage and motivate all pupils to participate in physical activity and gain enjoyment from it through games, gymnastics, swimming, dance and athletics in both time tabled lessons and out-of-class activities
- to contribute to the physical development and fitness of each pupil by promoting the acquisition of skills and development of competence in a range of physical activities and by encouraging pupils with particular aptitude to develop their skills to a high level
- to contribute to the social education of the individual by providing opportunities for pupils to co-operate with one another and to gain a sense of satisfaction and achievement from participation and sporting success
- to promote in pupils an interest in and understanding of physical activity and its contribution to the maintenance of life-long personal health and fitness
- to contribute to the promotion of creative development and aesthetic appreciation of movement through physical activity
- to help to prepare pupils to make active and purposeful judgements regarding the use of their leisure time while at and after leaving school
- to increase the awareness of parents about the value to their children of involvement in school sport, both in lessons and in out-of-class activities, and to encourage parental support for the programme of out-of-class sporting activities

SPORTS FACILITIES

Facilities on the school site include the gymnasium, sports hall (equipped for indoor hockey and soccer, basketball, netball, badminton, volleyball, short tennis, weight training and gymnastics), four rugby pitches, two all-weather hockey pitches, cricket square, artificial cricket wicket, cross country course, 400m running track, facilities for athletics field events (long jump, triple jump, high jump, shot, discus, javelin). The new all-weather outdoor multi-purpose sports surface provides space for four tennis courts as well as a general training facility.

Extensive use is made of the Ballymoney Borough Council's facilities at the Joey Dunlop Leisure Centre, including the swimming pool, squash courts, sports hall (for badminton, basketball, indoor soccer, gymnastics), fitness suite (including sauna and jacuzzi for sixth formers) and all-weather hockey pitch. Regular use is made of the soccer pitches and tennis courts in Megaw Park and of St. James's Church Hall (badminton, aerobics).

The following sports are available to pupils in timetabled classes or out-of-class activities, including the Duke of Edinburgh's Award:

- Aerobics
- Angling
- Athletics (Track and Field)
- Badminton
- Basketball
- Cricket
- Cross Country
- Golf
- Gymnastics
- Hiking
- Hockey
- Netball
- Orienteering
- Rounders
- Rugby
- Soccer
- Softball
- Squash
- Swimming
- Tennis
- Volleyball

OUT OF CLASS ACTIVITIES

In addition to the sports listed on page 22, there are many other activities to join in at lunchtime, after school, at weekends and during holidays.

Public Researcher Initiative
Science Club
Technology Projects
Mathematics Club

Debating
Drama
Public Speaking
Creative Writing

Choirs
Orchestra
String Group
Wind Band
Traditional Music Group

Ski Tour
Duke of Edinburgh's Award
Exchange visits to France and Germany
Field courses

Business Management Team
School Magazine
Library
Quiz Team

Conservation Society
Save the Children Fund
World Aid Group

Chess Club
Modern Languages Society
Scripture Union
Horizon Project

PASTORAL CARE, CHILD PROTECTION and DISCIPLINE

Children growing up in today's world face many pressures and stresses. The School provides a pastoral structure that seeks to support them in their learning and development. Pupils entering Year 8 are allocated to a group of 25 or 26 girls and boys which is under the care of a Form Tutor. The Tutor oversees the progress and general welfare of the pupils in each group, and has primary responsibility for liaison with parents. The pupils meet their Form Tutor daily throughout their school careers. As far as possible a Tutor takes the same group from year 8 through to year 12. In the Sixth Form, tutor groups are re-organised to include new pupils joining the school. The same tutor is responsible for the group in both Lower and Upper Sixth Forms.

The School's policy for pastoral care includes detailed **child protection procedures**, a copy of which is available from the office on request, or can be viewed on the school website at www.dalriada-school.com. The procedures include guidelines to parents and pupils on ways in which they can express concerns about the safety of their own or other children. Under the procedures, cases may be referred to social services for investigation in the interests of the child. Mr. J.L. Slater is the senior member of staff designated to liaise with social services and other agencies on child protection matters.

Tutors are supported as necessary by Heads of School, Deputy Heads and the Headmaster.

Emphasis is placed on self-discipline and pupils are treated as individuals. Rules are based on the principles of common sense and courtesy and are designed to maintain a safe, efficient and congenial environment for pupils and staff.

When rules are disregarded, punishments range from extra work at home, through detention, to temporary or permanent exclusion. Restrictions, loss of privileges and/or payment for damage caused may be imposed. In the case of any serious breach of discipline a pupil's parents are quickly and fully informed.

All parents receive a copy of the School's Discipline Policy and Anti-Bullying Policy. Tutors discuss aspects of good behaviour with their classes as part of the Tutorial Programme, and particular rules are highlighted as appropriate by announcement or notices.

CAREERS GUIDANCE

Many aspects of Careers Education are covered in subject courses and in the Lifeskills and Tutorial Programmes.

In addition, specialist careers teachers, supported by the TEA Careers Officer, assist pupils and parents in making decisions about courses and careers by providing information and guidance, mostly on a one-to-one basis. Senior pupils also have access to the well-stocked Careers Library. Parents are invited to attend both Careers meetings and individual interviews.

The Careers Guidance programme includes regular one-to-one interviews, careers meetings, conventions and special conferences, mock interviews, visits and outside speakers.

A 5-day Work Experience programme is arranged for **all** Lower Sixth Form pupils, with additional individual arrangements for Year 12 and Upper Sixth Form pupils if appropriate.

PERSONAL and SOCIAL EDUCATION (including Drug Education)

A planned programme of personal and social education is integrated with schemes of work for academic subjects, the Key Stage 4 Lifeskills programme and tutorial periods. Careers Education (see overleaf) is an important part of this programme and other elements include: study and communication skills; understanding relationships in family, school and community; safety at home, in school and workplace, and on the road; economic awareness; health education (including diet, hygiene and fitness); sex education; drug education.

The school's policy on drug education provides a coherent framework for an effective drug education programme and sets out the procedures for dealing with any drugs related incidents. The policy conforms to the common statement of aims agreed by all the post-primary schools in the Ballymoney, Coleraine and Moyle Council areas as set out in the leaflet "Young people and drugs" which is available on request.

The Drug Education Programme in Dalriada School is intended:

- to provide opportunities for pupils to acquire knowledge and understanding about the dangers of drug misuse.
- to help pupils to acquire the knowledge, attitudes and skills they need to avoid misuse of drugs in order to minimise the number of young people who become involved in drug misuse.
- to enable any pupils who are misusing drugs or have concerns about the misuse of drugs to seek help
- to provide information to parents
- to foster partnership between parents, pupils, teachers and outside agencies so that there can be effective communication and action on drugs related issues.

The procedures for dealing with drugs related incidents specify that members of staff who have information about misuse or suspected misuse of drugs by pupils will report it to the Principal or designated Vice-Principal, and that parents will be contacted at an early stage of the investigation of any drugs related incident. If misuse or unauthorised possession of drugs is confirmed firm action will be taken in accordance with the school's discipline policy and the Board of Governors informed. It may also be appropriate to involve the police Drugs Squad or the local Drug Liaison Unit.

Full copies of the school's Drug Education Policy and Discipline Policy are available from the school office and are provided automatically for parents or newly enrolled pupils. A copy of the school's policy on sex education is also available on request.

UNIFORM

The uniform is distinctive and regarded as the symbol of belonging to the school community. Pupils are encouraged to take care with their appearance and to take pride in the wearing of uniform. The basic uniform comprises blazer, white blouse or shirt, school tie, grey skirt or trousers, and black shoes. Full details of uniform requirements, including kit for Physical Education classes, are available at the school.

In personal appearance (hairstyle, jewellery, etc.) pupils must avoid extremes of fashion and conform with accepted rules of tidiness, cleanliness and safety.

Clothing Grant towards the purchase of school uniform and PE wear is available through NEELB to pupils whose parents receive Income Support.

SCHOOL MEALS

A fixed price cafeteria provides pupils with a mid-day meal. Charges are remitted for those pupils entitled to a free meal. Food brought to school by pupils may be consumed in the classroom facilities provided.

SCHOOL HOURS AND HOLIDAYS

School commences at 9.00 a.m. and ends at 3.30 p.m. each day. Morning break is from 10.25 - 10.40 a.m. and the lunch break from 12.55 - 1.45 p.m. The school day is divided into nine teaching periods of 35 minutes duration.

Dates of School Terms for 2005-2006 will be confirmed at the New Pupils' and Parents' Meeting on 15 June, 2005.

Provisional dates:	Autumn Term 2005	24 August - 22 December
		Half Term 24 - 28 October
	Spring Term 2006	9 January - 7 April
		Half Term 20 - 22 February
	Summer Term 2006	24 April - 30 June
		Half Term 1 May

FEES AND CHARGES

All pupils pay a capital fee of £12 in 2004-2005. Fees can be paid termly in advance or by standing order over 10 months.

A token fee is payable by pupils who receive instrumental tuition. In 2004-05 this fee is set at £66 p.a. Otherwise, there are no charges for activities wholly or mainly in school hours or required as part of the N.Ireland curriculum, with the exception of board and lodging on residential visits. (These charges are remitted for pupils whose parents are in receipt of Income Support or Family Credit.)

Some activities, however, can take place only if there are adequate voluntary contributions from parents, and in particular all parents are asked to make an annual contribution to school funds to meet the costs of pupil's Personal Accident insurance, travel associated with educational and recreational activities (other than major tours), and additional text books and stationery. The contribution requested in 2004-2005 was £75.

Full details of the School's policy on charging and remissions are available from the School Office.

TRAVEL TO SCHOOL

Pupils whose homes are outside statutory walking distance from Dalriada School (i.e. more than 3 miles 'by the nearest available route') receive transport assistance from the education and library board **provided that:**

- Either* (i) there is no other non-denominational grammar school within statutory walking distance of home;
- or* (ii) where there is another non-denominational grammar school within statutory walking distance of home, the pupil has applied unsuccessfully for a place at that school.

NOTES:

1. If there is no non-denominational grammar school within statutory walking distance of home, transport assistance will be provided to Dalriada School, even if it is not the nearest grammar school.
2. Pupils have the right to apply to any school, even though they may not qualify for transport assistance. All applications will be treated equally and no account will be taken of transport arrangements in selecting pupils for admission.
3. These regulations do not apply to children who are the subject of statements of special educational need.

COMMUNICATION WITH PARENTS

It is the School's policy to foster good communication and close co-operation between parents and teachers, by providing information about the work of the school and the progress of the individual child, and involving parents fully in dealing with any problems which may arise.

Reports on progress are sent home twice yearly in most years and there are meetings for parents of pupils in all age groups.

Interim reports can be arranged in special cases and parents are welcome to contact the school at any time to discuss matters of concern to them.

Copies of Department of Education documents relating to the curriculum and assessment, together with more detailed information about the School's curriculum, including schemes of work, are available to parents on request. Parents are invited to address any inquiries or complaints concerning the curriculum, including provision for pupils with special educational needs, to the Headmaster or relevant teacher in the first instance. Any such complaints which cannot be resolved satisfactorily within the School can be referred to an independent tribunal established by NEELB under regulations drawn up by the Department of Education.

FURTHER INFORMATION

The North Eastern Education and Library Board (NEELB) publishes general information about school transfer arrangements, including details of the admissions criteria of all post-primary schools in the Board's area, together with information about home-school transport, free meals, and school clothing allowances.

*Copies of this information are distributed to parents of all Year 7 pupils through the primary schools. They may also be obtained directly from **County Hall, 182 Galgorm Road, Ballymena, BT42 1HN (Tel. 02825 653333).***

Contact the school office at any time if you have a query. Information is also available on the school website at www.dalriada-school.com.

The Headmaster is happy to meet prospective pupils and their parents. Please arrange interviews in advance through the Headmaster's Secretary, Mrs. A. Connor, at **Dalriada School, St. James's Road, Ballymoney, BT53 6BL (Tel: 028276 63066).**

There will be a further meeting for pupils accepted into the secondary department and their parents, on Wednesday 15 June, 2005.

