



CAMPBELL
COLLEGE

EST 1894

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2017/18

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MEMBERSHIP OF THE BOARD OF GOVERNORS

The following, currently, serve as Governors under the terms of the original will of Henry James Campbell as amended by the Scheme of Arrangement and the Royal Charter and may remain in office until they reach the age of 72.

I D Jordan, FCA, MA (Cantab) (*Chairperson*)
His Honour Judge A F W Devlin (*Vice- Chairperson*)
J Andrews, BSc Hons (Chem.), FCA
G C Browne, BEng(Hons) CEng, FIStructE, MICE, MaPS, FConsE
M G B Campbell, BA (Hons), Econ (*Elected by parents*)
Mrs F Chamberlain, MA
A Colmer, LLB, Barrister at Law
G Elliott, BSc (Hons) MRIC
M E J Graham, BSc (Hons), MSc, FCIQB, FICE
G F Hamilton, BA, FIFP
J R Hassard, MA, BEd, DASE, AdvCertEd, PQH
Sir Mark Horner, QC
Mrs J Kelly, BA (Hons), FCA
H J McKinney, BSc, Cert Ed (*Elected by teachers*)
J I Taggart, ARICS
Mrs C M Van der Feltz, BA (Hons) MCIPD
A W J Wilson, BA Hons, MSc, ACMA

Headmaster

R M Robinson MBE, BSc, PGCE, MEd, PQH (NI)

Bursar and Secretary to the Board

K J Wilson, FCA, BSc Econ

The Sub-Committees and their Chairmen are as follows:-

The Steering Committee	I D Jordan
The Finance Committee	A W J Wilson
The Curriculum and Pastoral Committee	His Honour Judge A F W Devlin
The Estates Committee	J I Taggart
The Marketing Committee	G C Browne
The Staffing & Salaries Committee	C M Van Der Feltz

The Designated Governor for safeguarding matters is Mr J R Hassard.

FUNCTIONS OF THE BOARD OF GOVERNORS

The Board of Governors met on seven occasions and matters that were dealt with included:

Annual Speech Day	ICT Provision & School Networking
Appointment & Sourcing of New Governors	Insurance
Appraisal & Approval of Capital Projects	Investments
Appraisal & Approval of Maintenance Projects	Maintenance of Grounds & Buildings
Banking Arrangements	Marketing
Boarding Department	Old Campbellian Society
Boarding Inspections	Open Days
Building Design & Build	Pastoral system
Catering & Cleaning	Performance Management
CCF	Post Primary Education
Child Protection & Safeguarding	Public Relations
Curriculum	Pupil Numbers
Debtors	School policies
Departmental Reviews	Scholarships & Bursaries
Dept of Education Consultation Documents	School Development Plan
Disciplinary Matters	School Trips
Energy Efficiency Projects	Security
Entrance Criteria	Social Services
Examination Results & Statistics	Special Educational Needs
Financial Accounts	Sports Provision
Financial Assistance	Staff Appointments
Financial Planning (3 Year)	Strategy Review
Financial Budgeting (1 Year)	Suspensions
Government Funding	Trust Funds
Government legislation	Tuition Fees
Governing Bodies Association	UCAS & Oxbridge
Health and Safety	Uniform
House System	Use of School Facilities

THE CAMPBELL STORY

Campbell College first opened its doors in 1894 thanks to philanthropist Henry James Campbell and has been educating boys from all over the world ever since. The stunning 100 acre woodland campus sits on the edge of Belfast and the original redbrick Victorian building remains a striking centre piece of the College today. Home to over 1200 boys aged 3-18, the College has added state of the art facilities throughout its existence but the ethos remains true to the intentions of its founder. Respect, service and leadership.

With a Junior School, Senior School and a thriving international Boarding department the College represents one of the leading Boarding and Day Schools on the Island of Ireland.

Our motto Ne Obliviscaris is born out of a history of leadership and service reflected particularly during the two world wars and our Royal Charter status was presented in 1951 in honour of those we lost.

The diverse list of our alumni is a reflection of a College that truly celebrates the individual and our heritage is celebrated by Campbellians, old and new, across the world.

Our vision is to inspire individuals to be the best they can be; contribute to the world around them and grow into men of character.

We are committed to providing an education that enables each and every boy fulfil his potential - whether in the classroom, on the stage or on the sports field. We believe education is an holistic experience that should celebrate the creative, physical and spiritual as well as the intellectual. We want boys to leave the school with an assured set of values, we want them to believe they can truly make a difference in society; we want boys to leave with things that are going to matter to them for the rest of their lives.

ENROLMENTS AND STAFFING

	Enrolment	Staffing
Campbell College	918	73
Junior School	280	17

STAFF MATTERS

We said goodbye to:

Mrs Karen Crooks - Head of Art
Mrs Christine Crozier - Head of Physics
Mrs Julie-Ann Taylor - Teacher of Home Economics & Hospitality
Miss Helen Shields – Teacher of History & MFL
Mr Terry Koch – Buildings Manager

We welcomed:

Mr Ritchie McMaster – Teacher of Geography
Miss Tracey Bowden – Teacher of English (Temporary)
Mrs Gillian Heggarty – Teacher of English (Temporary)
Mr Lech Sankiewicz – Teacher of Physics (Temporary)
Miss Kathryn Duff – Teacher of MFL (Temporary)
Mrs Tanya Mayne – Teacher of EAL
Mr Matthew Snodden – Teacher of Music
Mr Stephen Woodrow – Buildings Manager

CURRICULUM

At Campbell our curricular and extra-curricular practice is inextricably linked, each stemming from our vision and core values.

Key Stage 3

Upon entry to **Year 8**, boys are streamed into 6 classes and all take English, Mathematics, Science, French, Geography, History, Home Economics, Drama, Latin, Religious Studies, Art, Music, Design and Technology, Information Communication Technology, Physical Education and Learning for Life and Work.

In **Year 9**, the majority of boys take up Spanish or German as a second Foreign Language. However, following an assessment, some pupils may receive additional support in Literacy.

In **Year 10** Science is studied as the three separate disciplines of Biology, Chemistry and Physics. During Year 10, pupils select their course of study for GCSE. Parents and pupils are encouraged to consult with subject teachers and Personal Tutors before any final decisions are made.

Key Stage 4

In Years 11 and 12 a varied programme of GCSE subjects is offered within the requirements of the Northern Ireland Curriculum. The subjects currently offered include Additional Mathematics, Art and Design, Business Studies, Drama, Engineering, English Language, English Literature, French, Geography, German, History, Hospitality, ICT, Leisure and Tourism, Mathematics, Music, Physical Education, Science (offered as either single award science, double award science or the three separate sciences), Spanish, Technology and Design, Motor Vehicle and Road use studies and Religious Studies.

There is provision within the Options for pupils to vary the number of subjects they study for GCSE.

Sixth Form

Pupils in Year 13 take three or four AS subjects chosen from a wide range which includes BTECs as well as the previously mentioned subjects. Pupils in Year 13 have the opportunity to select an Enrichment Programme from the range on offer.

At Year 14 these subjects are taken through to A-Level. There is ample opportunity for discussion between parents, teachers, Personal Tutors and Careers Advisors before the final programme is decided. In periods of non-class contact, Sixth Form students are able to continue their independent study in a supervised Study Hall.

EXAM RESULTS

GCSE

Over 144 pupils opened their GCSE results in August 2018 to reveal a continued strength for STEM subjects with 100% of pupils achieving A*-B grade in Further Mathematics and 92% gaining an A*-C grade in Mathematics. Physics delivered 89% of A*-C grades, whilst Biology and Chemistry showed 85% and 87% A*-C grades respectively. As with A Level, diversity was again apparent with Arts and Languages delivering strong performances. Art and Drama pupils delivered 100% A*-C grades, whilst English, Spanish and German pupils achieved 93%, 92% and 88% A*-C grades, respectively. Music and History achieved 88% and 86% A*-C.

Subject	Entries	% of students obtaining each grade						
		A*	A	B	C	D	E	<E
Art & Design	20	70.0	20.0	5.0	5.0	0.0	0.0	0.0
Biology	68	2.9	20.6	39.7	23.5	7.4	2.9	2.9
Business Studies	50	0.0	16.0	18.0	30.0	20.0	10.0	6.0
Chemistry	67	14.9	29.9	34.3	7.5	9.0	1.5	3.0
Chinese	8	100	0.0	0.0	0.0	0.0	0.0	0.0
Computing	12	16.7	16.7	25.0	16.7	16.7	8.3	0.0
Design and Technology	28	0.0	17.9	25.0	32.1	10.7	14.3	0.0
Drama	39	2.6	15.4	48.7	33.3	0.0	0.0	0.0
English Language	132	3.8	22.7	31.1	35.6	6.8	0.0	0.0
English Literature	100	4.0	20.0	26.0	30.0	19.0	1.0	0.0
IGCSE in English as an Additional Language	12	0.0	0.0	33.3	33.3	8.3	8.3	16.7
French	38	13.2	10.5	23.7	31.6	13.2	0.0	7.9
Geography	63	0.0	7.9	25.4	19.0	25.4	14.3	7.9
German	16	6.3	25.0	31.3	25.0	6.3	6.3	0.0
History	58	12.1	20.7	32.8	20.7	13.8	0.0	0.0
Hospitality & Catering	15	0.0	6.7	20.0	20.0	26.7	26.7	0.0
Information Technology	23	0.0	13.0	26.1	21.7	13.0	21.7	4.3
Leisure and Tourism	7	0.0	28.6	28.6	42.9	0.0	0.0	0.0
Mathematics	144	17.4	22.2	22.2	31.3	6.9	0.0	0.0
Further Mathematics	25	44.0	36.0	20.0	0.0	0.0	0.0	0.0
Motor Vehicle (MVRUS)	15	6.7	40.0	40.0	13.3	0.0	0.0	0.0
Music	8	0.0	37.5	37.5	12.5	12.5	0.0	0.0
PE	40	0.0	7.5	30.0	30.0	27.5	5.0	0.0
Physics	62	16.1	27.4	32.3	12.9	8.1	1.6	1.6
Religious Studies FC*	11	18.2	27.3	18.2	36.4	0.0	0.0	0.0
Religious Studies SC*	117	2.6	14.5	18.8	32.5	24.8	5.1	1.7
Science Double Award**	64	0.0	12.5	39.1	28.1	12.5	4.7	3.1
Science Single Award	8	0.0	0.0	37.5	50.0	12.5	0.0	0.0
Spanish	48	6.3	8.3	31.3	45.8	8.3	0.0	0.0

* Religious Studies (Full Course and Short Course were graded 9 - 1. Equivalent grades have been assigned in this table.)

** Double Award taken by 32 students. Each receives 2 grades, hence 64 grades overall.

A LEVEL

108 students opened their A=Level results to reveal a picture that reflects this drive for diversity. Creativity and languages emerged as top performances with 100% of entrants achieving A* grade in Art and 100% A* - C performance in French, German, Music and Moving Image. In addition, with the increased recognition of the BTEC qualifications by Russell group institutions, 25% of students opted to sit one or more BTEC subjects alongside A Levels, with half of these pupils achieving the top grade – a starred Distinction (D*).

Subject	Entries	% of pupils achieving grades						
		A*	A	B	C	D	E	U
Art & Design	15	100	0.0	0.0	0.0	0.0	0.0	0.0
Biology	14	0.0	28.6	21.4	14.3	7.1	21.4	7.1
Business Studies	15	0.0	13.3	6.7	60.0	6.7	6.7	6.7
Chemistry	16	6.3	25.0	37.5	12.5	18.8	0.0	0.0
Chinese	7	0.0	0.0	85.7	14.3	0.0	0.0	0.0
Computer Science	8	0.0	0.0	50.0	12.5	0.0	25.0	12.5
Drama	16	0.0	0.0	12.5	37.5	31.3	18.8	0.0
D&T Product Design	12	0.0	8.3	8.3	58.3	25.0	0.0	0.0
English Literature	10	0.0	10.0	40.0	30.0	20.0	0.0	0.0
French	5	0.0	0.0	0.0	100	0.0	0.0	0.0
Geography	18	0.0	11.1	16.7	38.9	11.1	22.2	0.0
German	6	16.7	50.0	16.7	16.7	0	0.0	0.0
History	15	6.7	6.7	40.0	33.3	13.3	0.0	0.0
Information Technology	6	0.0	0.0	0.0	0.0	50.0	50.0	0.0
Mathematics	27	7.4	22.2	37.0	11.1	14.8	7.4	0.0
Further Mathematics								
Media Studies	6	0.0	0.0	16.7	50.0	33.3	0.0	0.0
Moving Image Arts	9	0.0	22.2	66.7	11.1	0.0	0.0	0.0
Music	4	0.0	50.0	0.0	50	0.0	0.0	0.0
Physics	14	0.0	14.3	21.4	35.7	21.4	7.1	0.0
Politics	14	0.0	14.3	42.9	21.4	14.3	7.1	0.0
Religious Studies	10	0.0	10.0	20.0	30.0	30.0	10.0	0.0
Spanish	6	0.0	0.0	50.0	33.3	16.7	0.0	0.0
Sports Science	10	0.0	10.0	30.0	30.0	20.0	0.0	10.0

	Entries	Dist*	Dist		Merit		Pass	
BTEC Business	10	0.0	20.0		60.0		20.0	
BTEC Hospitality	12	8.3	41.7		33.3		16.7	
BTEC Sport	17	52.9	5.9		29.4		11.8	
BTEC Travel & Tourism	11	36.4	27.3		27.3		9.1	

CAREERS

At Campbell College, significant time is invested in supporting our pupils through all facets of Careers Education, Information, Advice and Guidance provision. Quality CEIAG is a fundamental aspect of a school's success; with Employability as a central issue within the Revised Curriculum, preparation of our pupils for the world of work is of the utmost importance and we recognise that a high standard of CEIAG can help raise motivation and achievement amongst pupils. Economic development is also crucial to the long-term future of Northern Ireland and as a College we have a social responsibility to prepare our pupils to contribute positively to local and global economies, and to address the needs of future generations in an increasingly technological society.

We support and encourage pupils to engage fully in CEIAG and aim to create a culture of self-sufficiency in their research and investigations of career and learning opportunities. It is our basic tenet that we never take decisions for pupils and remain objective in our advice. Nevertheless, the strong network of support provided by the Careers Department promotes a serious approach in planning for future choices and the establishment of solid, encouraging, supportive relationships between the Careers Team and pupils is important if they are to seek advice and address Career-related issues at appropriate stages.

Overview of CEIAG Activities 2017-18

A comprehensive CEIAG Programme was offered in 2017 - 2018 as follows:

Year 8

- CEIAG delivered through Career and Learning Guidance lessons
- Careers Education delivered through LLW and embedded throughout the curriculum
- Careers-related activities delivered through subjects

Year 9

- CEIAG delivered through Career and Learning Guidance lessons
- Careers Day at W5 focusing on STEM and selected non-STEM Careers
- Careers Education delivered through LLW and embedded throughout the curriculum
- Careers-related activities delivered through subjects

Year 10

- CEIAG delivered through Career and Learning Guidance lessons
- Careers Education delivered through LLW lessons
- Working towards the Preparation for Working Life Level 1/Level 2 Certificate
- Personal Career Planning
- Careers Research using JED during ICT lessons.
- Parent/pupil GCSE subject choice guidance meetings
- Transition support at Parents' Evening
- Range of Career-related presentations

Year 11

- CEIAG delivered through Career and Learning Guidance lessons
- Careers Education embedded throughout the curriculum
- Personal Career Planning
- Career Ideas/Career A-Z account on C2K

- Development Day focusing on Post-16 opportunities, case studies, Personal Career Planning etc
- Short Careers research project in preparation for Post-16 interviews with the NICS Adviser

Year 12

- CEIAG delivered through Career and Learning Guidance lessons
- Careers Education embedded throughout the curriculum
- One-to-one guidance interviews for all pupils with NICS Adviser
- Mock 'Assessment Centre' evening
- Assistance making Post-16 choices
- Transition support at Parents' Evening
- Personal Career Planning with focus on Post-16 choices
- Tracking of Post-16 plans in Easter term by tutors
- Career Development Programme offered to 60 students identified as being most in need of assistance (12 engaged)
- Contact with home in cases of pupils who do not appear to have made appropriate Post-16 applications or plans; referral to Futures project or other initiatives where appropriate
- Range of Careers-related presentations
- Career Ideas/Career A-Z account on C2K
- Consultations following GCSE results

Year 13

- Timetabled Careers lessons
- Oxbridge trip
- Work Experience placement
- Taster and Insight Days
- Interview Skills training and Mock 'Assessment Centre'
- Academic interview preparation
- Presentations on Career-related issues
- Visits to University Departments, Conferences, Lectures, Symposia
- Programme of University Presentations
- Subject specific presentations on degree-level studies
- Centigrade profiling
- Accounts on www.heaponline.co.uk
- Survey of Post-18 intentions and allocation of Post-18 Adviser
- One-to-one guidance interview with Post-18 Adviser
- Sessions on writing Personal Statements for competitive courses, Aptitude and Admissions Tests
- Guidance interview with NICS Adviser (on request)
- Year 13 Parents Information Evening
- Consultations following AS level results

Year 14

- Timetabled Careers lessons
- Local University Open Days
- Oxbridge trip
- UCAS Applications, UCAS Extra, UCAS Clearing
- CAO Applications

- International applications (Europe, USA, Hong Kong)
- Advice on other Higher Education routes
- Academic interview preparation
- Guidance interviews regarding Post-18 options (usually at least three meetings)
- Guidance interviews with NICS Adviser (on request)
- Accounts on www.heaponline.co.uk
- Presentations on Careers-related issues, including finance, responding to offers, procedures for results and securing University places
- Post-18 transition planning meetings in Easter term
- Consultations following A Level results

LEARNING SUPPORT

The staff who have particular responsibility for students with Special Educational Needs are the SENCo (Mrs K Sheppard), Ms S Johnson (Learning Support Assistant), Mrs S Johnston (Literacy Specialist Teacher), Matron (School nurse), Classroom Assistants and the Pastoral teams.

The SENCo ensures that teachers have access to background documents giving individual strategies to help every student on the Register. In addition each student on Stage 2 or above of the SEN Code of Practice has an Individual Education Plan (IEP). These are provided to staff, and the advice of subject teachers is sought twice yearly regarding the efficacy of targets and whether the student is meeting them regularly in each class.

The Learning Support Department is fully committed to the holistic development of the boys. Contributions to the training of teachers and classroom assistants are a key part of the work of the Department, in addition to close collaboration with Heads of Year and Tutors in the development of their students and improved social and academic outcomes.

The SENCo, Learning support staff and Vice Principal Pastoral liaise regularly with external agencies such as the Education Authority's (EA) Educational Psychology Services, the Child and Adolescent Mental Health Service, the ASD Support Service and the EA services for those with visual or hearing impairment. The Special Educational Needs Policy emphasises the needs of individual students.

ANNUAL ATTENDANCE RATE

Total days attended by pupils on roll as % of total possible days of attendance: **95.5%**

EXTRA-CURRICULAR

We understand that participation is an important concept – taking part, in whatever the activity, develops young people. Complementing the excellent teaching and learning within the classroom, staff deliver an exceptional co-curriculum, wherein these activities help our students to prepare purposefully for life, building resilience, teamwork, thinking skills but most importantly offering fun and enjoyment.

Cultural activities flourish at Campbell College and at our Junior School. The Arts, in particular, prosper through a strong programme of Music and Drama; the strength of the Visual Arts has long been a feature of both schools. The quality of work on display on both sites and, particularly, in the examination exhibitions at Campbell College testifies to the development of talent in this area.

Drama

Drama is encouraged from the early years in the Junior School through to the Sixth Form at Campbell College. Collaborative productions involving the girls from Strathearn school take place on an annual basis. The production this year was “The Sound of Music”.

The House Drama Competition at Campbell College is a popular event in the school calendar and encourages all forms of participation from a large number of boys. Backstage work is acknowledged with a Cup for the Best Director being awarded alongside that of Best Actor. The main prize this year went to Allison’s House.

Music

Individual instrumental tuition is available to all students with over 100 pupils from both the Junior School and Campbell College availing of this. Pupils can join the Band, Jazz Band, Orchestra, Clarinet Ensemble, Woodwind Ensemble, Brass Ensemble, Guitar Ensemble, Strings Ensemble and Saxophone group. There were many events and workshops throughout the year and the culmination of many rehearsals and hard work came in March with the Spring Concert. This was an event which highlighted the increased depth, diversity and passion for music making across the College. Rock, Latin American, Musical Theatre, Traditional Hymns, Film Music and beyond were on display. The Pipe Band continues to go from strength to strength and played alongside pipers and drummers from the Band of the Royal Regiment of Scotland in September and at Childline’s Christmas Concert at St Anne’s Cathedral. January also saw the return of the Burns’ Night supper in the College Dining Hall.

The College believes in a strong sense of community and seeks to develop this through certain traditions, one of which is the regular hosting of Family Services in the College Chapel on a Sunday. This brings together choir, orchestra, pupils & alumni as well as members of the parent body and took place in October, March and May.

Sport

In sport, it was another excellent year with many successful teams and individuals. The first major achievement was the Junior Cross-Country Team: 1st County Down District Championships, 1st Ulster Schools’ Championships and finally the team were 2nd in the All Ireland Schools’ Championships

In Swimming the team became the Ulster Schools’ Overall Champions and they narrowly lost out in the national competition coming Second in Bath Cup (British HMC Swimming). In Tennis the Year 8 Team reached the final of the Ulster Schools’ Cup where they narrowly

lost and the Intermediate Team won the Ulster Schools' Intermediate Cup for the first time since 2012. In Volleyball the Under-16 team won the Northern Ireland Schools' Cup.

In 2017-18 Hockey had a good year with the club blossoming at younger years, the U14 XI shining particularly winning the Ulster Schools' Ferris Cup, and therefore participating in the all-Ireland, National John Waring Trophy Tournament – where they were placed 3rd, remaining undefeated through the tournament.

In Rugby, the biggest event in school sport is the Danske Bank School's Cup Competition which we were delighted to win this year beating Royal School Armagh 19-13 in the final at Kingspan stadium on St Patricks Day. The Medallion side reached the final of the Medallion Shield losing narrowly to Ballymena Academy.

CCF

Integral to the development of Campbell College has been the participation by a majority of our boys in CCF, the Combined Cadet Force. At any one time approximately 1/3 of our boys are active members, participating in a range of outdoor activity, physical pursuits, camps and activity that generates independence of mind and body. In 2017 the CCF welcomed girls from Bloomfield Collegiate in to their ranks. The girls have been a welcome addition and attend parades, weekend training and Easter and Summer camps. The Shooting Team retained the Inniskillings Cup at Bisley in July 2018.

Duke of Edinburgh/Charities Committee

The College has a vibrant Duke of Edinburgh Award Scheme and our Charities Committee organise activities in support of the local community. Staff and pupils voted NSPCC to be our Charity of the Year with over £8,000 raised throughout the year. To finish the year, CCB marked the NSPCC's first 'Childhood Day' by making a powerful video in which many pupils collaborated to encourage everyone to start a conversation and seek help if and when necessary.

Trips

Students had the opportunity to participate in a number of school trips throughout the year which included the Ski trip to Italy, the Battlefields trip to Ypres, the Year 9 trip to Paris and the Formula 1 trip to Circuit de Spa among others.

Men Behind the Glass

The Men Behind the Glass project kicked off in 2017-18. It is a project supported by the Heritage Lottery Fund which pays tribute to the lost men and boys whose photographs have been embedded in the wood paneled walls in Central Hall for decades. The project saw the preservation of the images thanks to the Public Record Office NI (PRONI). In addition to preserving and digitizing the images, it also will open up the College archives, work in partnership with community groups, schools and organisations all over Ireland in order to tell the stories of these men and boys; how they lived as well as how they died.

STAFF DEVELOPMENT

Staff development days were held on 23rd, 24th and 25th August, 6th November, 4th and 25th May. Staff focused on teaching and learning, health and safety, child protection, departmental planning and use of data.

SECURITY

Under its duty of care for pupils, staff and visitors the College continues to review and assess the level of security across the campus. Perimeter fences are regularly inspected and repaired or replaced as required. Good relations are fostered with neighbours whose properties adjoin the school. All visitors are directed to report to Reception and the main entrance is clearly indicated. CCTV cameras are strategically placed to record vehicles entering the grounds and personnel in the vicinity of the buildings. Unescorted strangers will be approached to ascertain their reason for being on site.

CAMPBELL COLLEGE JUNIOR SCHOOL 2017-18

Campbell College Junior School welcomes boys from the age of three into our Kindergarten and, as each boy progresses through into our Junior School, the foundations for their performance at GCSE and A Level are firmly laid in these early stages of their educational journey. Junior School comprises 14 classes, two in each Year group, with a maximum of 24 pupils in each class. The modern buildings are nestled in their own private setting within the extensive grounds of the College campus. Each Key Stage building features bright, spacious classrooms, an ICT suite, library, sports hall and creative spaces to facilitate specialist art lessons, speech and drama classes and instrumental tuition. Add to the mix a huge outdoor classroom, extensive sports pitches, a swimming pool, athletics track and tennis courts.

Assessment is an integral part of the teaching and learning process, and the analysis of assessment data is used to identify learning targets and track individual pupil progress.

ANNUAL ATTENDANCE RATE

Total days attended by pupils on roll as % of total possible days of attendance: **97%**.

ACHIEVEMENTS

COMMUNICATION: ASSESSMENT AT THE END OF KEY STAGES 1 & 2 PERCENTAGE OF CAMPBELL COLLEGE JUNIOR SCHOOL BOYS ATTAINING EACH LEVEL (Percentages of boys in Northern Ireland attaining each level appear in brackets)					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Key Stage 1	6% (14)	68% (72)	26% (13)		
Key Stage 2			8% (19)	81% (62)	8% (13)

MATHEMATICS: ASSESSMENT AT THE END OF KEY STAGES 1 & 2 PERCENTAGE OF CAMPBELL COLLEGE JUNIOR SCHOOL BOYS ATTAINING EACH LEVEL (Percentages of boys in Northern Ireland attaining each level appear in brackets)					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Key Stage 1	0 (11)	74% (71)	26% (17)		
Key Stage 2			10% (17)	44% (57)	46% (21)

ICT: ASSESSMENT AT THE END OF KEY STAGES 1 & 2 PERCENTAGE OF CAMPBELL COLLEGE JUNIOR SCHOOL BOYS ATTAINING EACH LEVEL (Percentages of boys in Northern Ireland attaining each level appear in brackets)					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Key Stage 1	0 (10)	71% (83)	29% (5)		
Key Stage 2			6% (14)	92% (78)	5% (4)

It is important to note that this assessment date has been produced by CEA, based on submitted returns from approximately 14% of primary schools. The remaining schools did not submit returns, due to industrial action.

FINANCIAL STATEMENT – For the Year Ended 31 March 2018

Income	£ '000'
Department of Education grants	4,824
Parental contributions	5,373
Other income	215
	<hr/>
	10,412
	<hr/>
Expenditure	
Teachers' salaries and expenses	5,862
Property maintenance	614
Establishment and administration	1,490
Catering, boarding & miscellaneous	1,301
Interest	99
Depreciation	631
	<hr/>
	9,997
	<hr/>
Surplus from operations	415
	<hr/>

AWJ Wilson
(Chairman - Finance Committee)

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