

# **METHODIST COLLEGE BELFAST**



## **ANNUAL PROSPECTUS**

**2014-2015**

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## METHODIST COLLEGE BELFAST

Methodist College Belfast seeks to educate its pupils to take their place as young adults in society by providing a safe learning environment in which individual knowledge, capabilities, attitudes and standards of behaviour can be developed and mutual tolerance fostered. This prospectus provides detailed information about the day to day running of the College. Further information may be obtained on the College website or by contacting us using the contact details below.

Principal	Mr S Naismith MA, Dip Ed Leadership, PGCE
Chairman of Board of Governors	Mr N Jackson
Address	1 Malone Road Belfast BT9 6 BY
Contact details	Telephone: 028 90 205205 Fax: 028 90 205230 E-mail: principal@methody.org
Type of school	Voluntary Grammar Co-educational Day pupils Preparatory department
Age range of pupils	Secondary department: 11 - 18 Preparatory department: 4 - 11
Number of pupils (2014-15)	Secondary department: 1755 Preparatory department: 338
Attendance rate (2013-14)	96.4%
Capital Fee	Parents/Guardians are responsible for the payment of a Capital Fee of £140.00 per annum. They are also asked to make a voluntary contribution to the College Fund. This voluntary contribution helps to support the educational and extra-curricular provisions within the College. The suggested contribution for session 2014-15 is £540.
School hours	Monday to Friday: 8.45 - 3.20
Lunch arrangements	School lunches are available the Canteen. Hot food is also provided in the Deli Bar. Packed lunches are eaten in designated classrooms.
School holidays 2014 - 2015	Autumn Term: 27 August - 19 December (Half Term: 27 October – 31 October) Spring Term: 5 January – 27 March (Half Term: 16 & 17 February) Summer Term: 13 April - 26 June (May Day: 4 May)

Parents and prospective pupils may contact the Admissions Officer to discuss the application process and to arrange a visit to the school at a time which is mutually convenient.

**Methodist College Belfast**  
*Opportunity – Diversity - Excellence*

**Values**

Founded by the Methodist Church in 1865 the College is a non-denominational, co-educational grammar school, where pupils of all faiths and none are welcomed into a safe, supportive and inclusive environment.

We aim to provide equal opportunities for all and the diverse talents of each of our pupils are appreciated, nurtured and celebrated. The development of intellectual curiosity, critical debate, active and independent learning, and the pursuit of excellence are all valued.

Through the pursuit of curricular and extra-curricular activities we support and promote our belief in the importance of developing the whole child. Our pupils are encouraged to be enthusiastic, confident and tolerant young people, who have respect for themselves and for others.

**At Methodist College we seek to:**

- challenge, inspire and support our pupils as individuals to grow intellectually, personally and spiritually, and to achieve their potential;
- promote high academic standards and the development of diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- encourage a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- encourage creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while promoting the concept of service to all communities, national and international;
- encourage environmental awareness, recognising our responsibility for the welfare of the planet;
- prepare our pupils to be responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and to counter prejudice and intolerance by encouraging mutual respect and understanding;
- provide opportunities for pupils to work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom.

By the time they leave the College the pupils should be ready and able to contribute to society in the spirit of John Wesley's challenge to:

*“Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can,  
As long as ever you can.”*

## **THE CURRICULUM**

### **Junior School Curriculum Overview**

In the first year, all pupils study a broad, balanced curriculum in un-streamed sets: Drama, English, French, Latin, History, Geography, Mathematics, Science, Technology, Home Economics, Art, Music, Religious Education, Information Technology, Games and Physical Education. Thereafter, other subjects e.g. German, Russian, Spanish and Classical Civilisation are available, and Science is taught as three separate subjects, Biology, Chemistry and Physics, from Form 3 (Year 10). In addition, pupils follow a programme of Personal Development, Citizenship and Employability.

### **Middle and Senior School Curriculum Overview**

At GCSE, we currently offer our pupils 30 courses to choose from. The majority of pupils are entered for 10 GCSE subjects: 7 from the core group of subjects and 3 chosen from the additional list.

The great majority of pupils continue into Sixth Form, to study four subjects at AS Level and 3 or 4 at A2 Level, selecting from the 34 courses on offer. Access to alternative AS and A Level courses is also available through other providers in the Local Area Learning Community. Opportunities to access enrichment courses in RE, PE, Music, Philosophy, Arabic, Chinese, Computer Programming and Cookery completes the curriculum that provides our pupils with an excellent preparation for University and the world of work. More information on subjects offered is available on our website (in the section entitled current parents).

Interviews with Careers staff help pupils to make informed choices of GCSE and A Level subjects in relation to ability, performance, possible future occupation and place of further education or training.

### **Religious Education**

Religious Education is taught to every pupil in the College through independent research, projects, discussions, developing analytical skills, use of ICT and reflective thought on key issues.

In Religious Education we aim to help pupils:

- Think for themselves, giving reasons and opinions on moral and religious issues;
- Explore matters of religious belief, including areas which people of religion disagree;
- Gain knowledge of the Bible stories. Centring on the life and teachings of Christ;
- Understand the beliefs and practices of religious traditions other than their own in an open-minded and tolerant way;

Further information about the arrangements for collective worship and Religious Education may be obtained from the School Chaplain, Reverend D Neilands.

## **Organisation of Classes**

In general, the College policy is not to stream classes.

There is no streaming of pupils in Forms 1, 2 and 3.

In Forms 4 & 5, there is some loose streaming in a small number of subjects.

In Forms L6 & U6, there is no streaming.

## **Homework**

A homework timetable is drawn up for each Form; pupils in Forms 1-3 are normally expected to spend 1-1½ hours per evening doing homework while those in Forms 4-U6 should spend 2-2½ hours.

Each pupil is issued with a Homework Diary and Record Book in which homeworks should be carefully noted down. Teachers may from time to time write comments for parents in the Homework Diary and Record Book. Heads of Department formulate the departmental homework policy and ensure that homework is productive, structured and relevant to the course of study.

The College requirements with regard to the nature, length and frequency of homework must be observed.

## **CURRICULUM POLICY**

1. The College recognises that pupils are entitled to a curriculum which not only meets the requirements of the Educational Reform Order (N.I.) 2007 and ensures progression, but is also characterised by breadth, balance, coherence, relevance and differentiation. These terms are defined as follows:

*Breadth:* a broad curriculum which brings pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, linguistic, literary, mathematical, moral, physical, scientific, social, spiritual and technological).

*Balance:* a balanced curriculum which ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole.

*Coherence:* a coherent curriculum which is planned as a whole and embraces the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

*Relevance:* a relevant curriculum which takes account of the previous learning of pupils, their readiness for new experience and the demands of the worlds of work and study after compulsory education.

*Differentiation:* a curriculum which has to satisfy two seemingly contradictory requirements. On the one hand, it has to reflect the broad aims of education which will hold good for all children, whatever their capabilities. On the other hand, it has to allow for differences between pupils of the same age and often within the same class. Differentiation involves

matching tasks to pupils and balancing challenge with likelihood of success for each pupil. It implies a need for variation in teaching approaches and in classroom organisation.

2. The broad aims of the College are reflected in the curriculum which enables pupils to:

- grow intellectually, personally and spiritually, and to achieve their potential;
- attain high academic standards and develop diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- adopt a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- embrace creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while recognising the concept of service to all communities, national and international;
- become environmentally aware, recognising our responsibility for the welfare of the planet;
- develop as responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and counter prejudice and intolerance by encouraging mutual respect and understanding;
- work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom

3. The College promotes the view that the experience of learning should be enjoyable, challenging, stimulating, rewarding and confidence-building. It is the policy of the College to provide an enriched curriculum to all pupils offering, not only optional subjects as appropriate, but also a wide range of extra curricular activities. Valuable learning experiences can take place outside the classroom and educational trips and visits which support and enhance pupils' learning are encouraged in accordance with the Educational Trips and Visits policy.

4. The College is committed to meeting the needs of all learners as effectively as possible so that they can achieve their full potential. The SEN policy and Gifted and Talented policy give details on our approach to tackling underachievement and barriers to learning.

## DETAILED CONTENT OF THE CURRICULUM

### Key Stage 3 (Forms 1-3)

Pupils in Forms 1-3 follow the Northern Ireland Curriculum incorporating Assessment for Learning, Thinking Skills and Personal Capabilities and the Cross Curricular Skills across the Areas of Learning.

**Table showing the subjects taught and the number of periods allocated per fortnight 2014-15**

SUBJECT	FORM 1	FORM 2	FORM 3
ENGLISH	7	7	6
MATHS	7	7	6
FRENCH #	5	4	4
LATIN	3	0**	0**
ADDITIONAL SUBJECT *	0	4	4
RE	3	3	3
GEOGRAPHY	4	4	4
HISTORY	4	4	4
SCIENCE	6	6	9
ART	3	3	3
TECHNOLOGY	3	3	3
HE	3	3	3
MUSIC	2	2	2
DRAMA	1	2	2
IT	1	0	0
PD+	1	1	1
LLW+	1	1	See note
PE	2	2	2
GAMES	4	4	4
TOTAL	60	60	60

# **Form Two** pupils will be able to choose French, German or Spanish as their main European language.

\* Additional subject menu: one from the following: Classical Civilisation, German, Greek, Latin, Russian or Spanish.

\*\* Unless selected as and Additional Subject.

+ LLW (Learning for Life and Work) will comprise Citizenship (delivered over two years with other opportunities such as collapsed timetable), Employability (which shares LLW with Citizenship for Form 1 and Form 2) which then combines with Personal Development in Form 3 when there will be a significant Careers Education and Guidance input.



### Key Stage 4 (Forms 4- 5)

Pupils will follow the Northern Ireland Curriculum. Detailed descriptions of all GCSE courses can be found in the "GCSE Courses Information Booklet 2012-2013" issued to pupils in Form 3.

The majority of pupils are entered for 10 GCSE subjects: 7 from the core group of subjects and 3 chosen from the additional list. The core group of subjects consists of:

**English Language**  
**English Literature**  
**Mathematics**  
**Religious Education**  
**Science (2)**  
**Modern Language**

### The additional subjects available are:

Further Mathematics	Geography	Physics
Art	Geology	Russian
Biology	German	Learning for Life and Work
Business & Communication Systems	History	Spanish
Business Studies	Home Economics	German for beginners
Chemistry	ICT	Spanish for beginners
Classical Civilisation	Latin	Russian for beginners
Drama	Recommencement of Latin	Recommencement of French
French	Moving Image Arts #	Technology
Manufacturing #	Astronomy #	Contemporary dance #
Applied Art #	Music	PE

# These subjects are offered in collaboration with our partner schools in the South Belfast Area Learning Community.

### English Language/English Literature

A small number of pupils may be deemed best suited to taking GCSE English Language without GCSE English Literature. These pupils will be permitted to study 9 GCSE subjects.

### Other Examinations

Chinese, Arabic, Polish and Islamic Studies are offered for examination but are not taught. Pupils for whom English is not the first language may also enter for IGCSE English as a Second Language.

## Key Stage 5 (Forms L6-U6)

The curriculum in the Sixth Form comprises 2 elements:

- the AS/A2 level course
- the non-examination package (Games, Music, general RE, tutorial period, supervised study)

The Lower Sixth course will normally consist of four distinct subjects taken to AS level. The majority of pupils will continue to study three of these subjects at A2 level, although some may opt to continue with four.

Pupils will select from the following subjects:

Applied Business Studies	Drama	Government and Politics	Moving Image Arts
Archaeology	Economics	Greek	Music
Art & Design	Electronics	Health and Social Care	Physical Education
Biology	English Literature	History	Physics
Chemistry	French	Home Economics	Psychology
Classical Civilisation	Geography	ICT	Religious Studies
Computing	Geology	Latin	Russian
Design and Technology	German	Mathematics	Spanish
Further Maths			

Detailed descriptions of all AS/A2 courses offered and any specific entry requirements can be found in the "Sixth Form Courses Information Booklet 2014-2015" given to all 5<sup>th</sup> Form pupils.

### The Entitlement Framework

It is possible for a pupil to study a subject not on the list and not delivered by the College but offered by a school in the South Belfast Area Learning Community or by Belfast Metropolitan College. Such arrangements are made in consultation with the Entitlement Co-ordinator, Mr Gibson.

### Other examinations

Polish and Chinese are offered at AS and A2 level but are not taught.

### Constraints on choice of optional subjects

While the College aims to offer pupils the widest possible choice of subjects, there may, on occasions, have to be some restriction. The financial viability of a course will be considered when deciding whether or not to offer it in a particular year. If a particular course is oversubscribed the College reserves the right to allocate the available places based on an assessment of the pupil's proven aptitude for the subject or area of study.

### **The non-examination package**

This currently consists of:

- Games (2 periods)
- Supervised study
- Tutorial (1 period): this encompasses areas such as Careers Education, Information and Guidance (CEIAG) and study skills.

Lower Sixth pupils will spend up to one week on Work Shadowing placement.

Upper Sixth pupils will be able to access extra mural classes such as Philosophy and Mandarin.

### **The academic requirements for entry into the Sixth Form are:**

1. A minimum of 6 GCSE subjects at Grade 'C' or above (all taken by the end of Form 5.)
2. Grade 'B' or above in each of the subjects to be taken at AS level (or in a related subject if the AS subject is first available at that level. A related subject is a subject taken at GCSE level which requires comparable skills to the proposed AS subject.
3. Students are expected to take four subjects to AS level and three subjects to A2 level. This means that a minimum of 4 B Grades and 2 C Grades at GCSE will be required for the majority of students to gain entry to Lower Sixth.
4. In those situations where a three subject course has been requested, and approved, a minimum of 3 B Grades and 3 C Grades at GCSE will be required as well as meeting requirement no.2 above.

### **RELIGIOUS EDUCATION**

Religious Education is taught to every pupil in the College through independent research, projects, discussions, developing analytical skills, use of ICT and reflective thought on key issues.

In Religious Education we aim to help pupils:

- Think for themselves, giving reasons and opinions on moral and religious issues;
- Explore matters of religious belief, including areas which people of religion disagree;
- Gain knowledge of the Bible stories. Centring on the life and teachings of Christ;
- Understand the beliefs and practices of religious traditions other than their own in an open-minded and tolerant way;

Further information about the arrangements for collective worship and Religious Education may be obtained from the School Chaplain, the Reverend D Neilands.

Parents who wish to withdraw their child(ren), on grounds of conscience, from attendance at Religious Education classes or at collective worship (Article 21[5] of the 1986 Order) should contact the Principal in writing.

## CAREERS

The Careers Service in the College has two functions: careers education and careers guidance. Throughout their time at Methodist College, pupils are provided with support and advice to help inform decisions about their future. Guidance on course choices is given to all pupils by a team of specially qualified staff. Before making GCSE choices in third year pupils are helped and encouraged to assess themselves, their character and abilities. This is followed up by interviews involving the pupils, parents, careers and other senior staff.

There is another opportunity for discussion with careers staff in the fifth year when appropriate courses in the sixth form are discussed. Booklets of guidance are issued and training is given in the use of computer databases of careers information. All of our sixth formers are given guidance and help in choosing a place of higher education or entering a profession. Support is also provided when GCSE and A Level results are published. Apart from these important times of decision, members of staff are always available for consultation or discussion.

Outside expertise is brought in as required and pupils are given experience in interview techniques from representatives of the media and business world and other professions. In addition, during the first year of the A Level course a short period of work shadowing is arranged for all our students.

Each year the College holds major events which we also open to senior students from other schools. These include a Higher Education Convention, attended by up to 80 Universities and College from all over Britain and Ireland, a Law Conference, Medical Symposium and an Engineering Conference.

In recent years almost all Sixth Form leavers have proceeded to full-time education. Every year we have Sixth Formers who are prepared for Oxford and Cambridge entrance. Several students of the College annually go on to these universities. Further information about the Careers Service may be obtained from Mrs C.V. Simms.

<b>Destination of school leavers</b>	U6
Total number of leavers	227
<b>Destination</b>	
Higher Education, UK & abroad, including deferred entry	187
Higher Education, UK	178
Further Education	9
Gap Year	37
Employment	3
Transfer to another school	0
Other	0

## **ARRANGEMENTS FOR DISCUSSING EDUCATIONAL PROGRESS**

Parents may contact the school at any time. The first point of contact should normally be the Tutor, though parents may also contact the Head of Form, the Head of Section or a Head of Department.

Teaching staff will make contact with parents, when necessary, following the internal reporting procedures in October and March, and in January and June after the internal examinations.

Consultation sessions with teachers are arranged each year for the parents of pupils in all Forms.

Parents of pupils in Forms 1-4 receive two formal reports per year, in December/January and at the end of the academic year. For pupils in Forms 5-U6, who sit public examinations in May and June, a formal school report is issued in December/January.

## **PASTORAL CARE**

The College has a long tradition of commitment to pastoral care and places great emphasis on the moral and social welfare and development of our pupils as well as their intellectual, physical and cultural needs. The staff are aware of the concerns that may come from attending a large school and so everything possible is done to create a family atmosphere.

There is a close working relationship between the academic structure of the College and the members of staff involved in pastoral care as we believe that effective pupil support is dependent on the contribution of all members of staff. There is a **Vice-Principal** responsible for pastoral care together with a **Head of Pastoral Care and a team of teaching staff** involved in the Form System. A school nurse is on site to assist with pupils' medical issues.

Around 63 tutor groups meet each morning providing staff and pupils with the opportunity to establish a relationship which allows tutors to gauge the general welfare and demeanour of the children and young adults, to show interest in the progress, activities and achievements of individuals, to offer guidance and encouragement and to build a sense of community within the College.

The Pastoral Care system in the College plays a central role in reinforcing the ethos and general aims of the school and it contributes to an atmosphere in which all pupils are confident that they are cared for, valued and respected, and where they can receive the guidance and support necessary to reach their full potential. Further information may be obtained from Reverend D. Neilands or by clicking on the following link: <http://www.methody.org/The-College/Pastoral-care.aspx>

## **LEARNING SUPPORT DEPARTMENT**

At Methodist College, we strive to provide the highest possible standard of support for pupils with special needs. The Learning Support Department consists of a number of staff including our Special Educational Needs Co-ordinator (SENCO), SEN tutor, Learning Support Mentors, classroom and general assistants and an on-site Sister. Our aim is to care for each pupil's specific requirements; these include educational, physical, behavioural, emotional and social needs. Each pupil is assigned a Learning Support Mentor whose job is to make the child feel included, comfortable and happy within the school environment, and to help them with any problems that may arise throughout the school day.

Each pupil with special needs will have an Individual Education Plan (IEP), detailing the specific areas in which the child requires help. The IEP is devised through consultations between the SENCO, teachers, parents, pupils and outside agencies relating to the child's individual requirements. The IEP is then given to each of the pupil's class teachers and to their Learning Support Mentor as a guide for helping the child in the most appropriate way.

The IEP is regularly reviewed in order to assess how the child is progressing throughout their school life and changes can be made when deemed necessary. The school prides itself on addressing unexpected circumstances and finding a way to accommodate the need. This includes access arrangements for examinations. With each individual we begin by identifying the problem, creating a tailored plan and ensuring they have access to the necessary facilities needed in order for them to flourish and reach their full potential in a safe environment. In order to be effective in doing this, our team liaises with a number of outside agencies.

## ASSESSMENT AND EXAMINATIONS - ENTRIES AND OUTCOMES for 2013-14

### KS3

98% of pupils achieved English Level 5 and Mathematics Level 5 or above.

69% of pupils achieved English Level 6 and 84% Mathematics Level 6 or above.

### GCSE Level results as a percentage of the presentations.

%	A*	A*A	A*-B	A*-C
UK	6.7	21.3	43.2	68.8
NI	8.9	28.2	54.2	78.0
<b>MCB</b>	<b>20.1</b>	<b>52.8</b>	<b>81.1</b>	<b>95.4</b>

### 244 candidates, 100% of the year group, entered for 7 or more GCSEs

30 pupils achieved 10+ passes at A\*A (12.3% of the year group)

102 pupils achieved 7+ passes at A\*A (42% of the year group)

236 pupils achieved 7+ passes at A\*-C (97% of the year group)

98% achieved 5 or more GCSEs at 5A\* - C

98% achieved 5 or more GCSEs at A\* - C including English and Maths

95% achieved 7 or more GCSEs at A\* - C

93% achieved 7 or more GCSEs at A\* - C including English and Maths

GCSE Results Trends	2010	2011	2012	2013	2014
% with 5 or more grades at A* - C	97.6	99.6	94.2	99	98
% with 7 or more grades at A* - C	91.4	97.7	88	98	95

### A Level results as a percentage of the presentations

%	A*	A*A	A*B	A-C
UK	8.2	26.0	52.4	76.7
NI	7.3	29.9	60.4	83.7
<b>MCB</b>	<b>15.2</b>	<b>46.2</b>	<b>74.5</b>	<b>89.1</b>

100% of the year group, entered for 2 or more A levels.

10 pupils achieved 3+A\* (4.4% of the year group)

58 pupils achieved 3A\*A+ (25.6% of the year group)

168 pupils achieved 3+A\* - C (74% of the year group)

A Level Results Trends	2010	2011	2012	2013	2014
% with 2 or more grades at A - E	98.8	100	99	97.9	99.6
% with 3 or more grades at A - C	77.6	82.7	77.2	74.4	74.0

## GCSE GRADES

Provisional Distribution of Form 5 GCSE Grades by Subject for 2014										
	A*	A	B	C	D	E	F	G	U	Entries A*-C
<b>Art &amp; Design</b>	11	8	10	6	1	1	0	0	0	37
%	29.7	21.6	27.0	16.2	2.7	2.7	0.0	0.0	0.0	94.6
<b>Biology</b>	19	30	12	7	2	1	0	0	0	71
%	26.8	42.3	16.9	9.9	2.8	1.4	0.0	0.0	0.0	95.8
<b>Business Studies</b>	5	14	19	12	2	1	1	0	0	54
%	9.3	25.9	35.2	22.2	3.7	1.9	1.9	0.0	0.0	92.6
<b>Chemistry</b>	18	34	12	7	2	0	0	0	0	73
%	24.7	46.6	16.4	9.6	2.7	0.0	0.0	0.0	0.0	97.3
<b>Class. Civilisation</b>	2	4	1	4	3	0	0	0	1	15
%	13.3	26.7	6.7	26.7	20.0	0.0	0.0	0.0	6.7	73.3
<b>Design and Technology</b>	1	9	17	14	0	0	0	0	0	41
%	2.4	22.0	41.5	34.1	0.0	0.0	0.0	0.0	0.0	100.0
<b>Economics</b>	6	10	8	1	0	0	0	0	0	25
%	24.0	40.0	32.0	4.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>English Language</b>	20	75	109	41	4	0	0	0	0	249
%	8.0	30.1	43.8	16.5	1.6	0.0	0.0	0.0	0.0	98.4
<b>English Literature</b>	30	79	86	31	7	0	0	0	0	233
%	12.9	33.9	36.9	13.3	3.0	0.0	0.0	0.0	0.0	97.0
<b>French</b>	25	39	32	19	12	0	0	0	0	127
%	19.7	30.7	25.2	15.0	9.4	0.0	0.0	0.0	0.0	90.6
<b>Geography</b>	22	51	27	12	6	0	0	0	0	118
%	18.6	43.2	22.9	10.2	5.1	0.0	0.0	0.0	0.0	94.9
<b>German</b>	2	5	12	6	3	2	0	0	0	30
%	6.7	16.7	40.0	20.0	10.0	6.7	0.0	0.0	0.0	83.3
<b>History</b>	36	36	27	15	3	1	1	0	0	119
%	30.3	30.3	22.7	12.6	2.5	0.8	0.8	0.0	0.0	95.8
<b>Home Economics</b>	6	10	16	3	0	0	0	0	0	35
%	17.1	28.6	45.7	8.6	0.0	0.0	0.0	0.0	0.0	100.0
<b>Information Technology</b>	0	4	8	3	3	3	0	0	0	21
%	0.0	19.0	38.1	14.3	14.3	14.3	0.0	0.0	0.0	71.4
<b>Latin</b>	3	6	9	1	1	1	0	0	0	21
%	14.3	28.6	42.9	4.8	4.8	4.8	0.0	0.0	0.0	90.5
<b>Mathematics</b>	94	68	57	24	6	0	0	0	0	249
%	37.8	27.3	22.9	9.6	2.4	0.0	0.0	0.0	0.0	97.6
<b>Add. Maths</b>	40	25	19	5	2	1	0	0	0	92
%	43.5	27.2	20.7	5.4	2.2	1.1	0.0	0.0	0.0	96.7
<b>Media Studies</b>	3	5	3	1	0	0	0	0	0	12
%	25.0	41.7	25.0	8.3	0.0	0.0	0.0	0.0	0.0	100.0
<b>Music</b>	7	4	5	0	0	0	0	0	0	16
%	43.8	25.0	31.3	0.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Performing Arts</b>	4	13	1	0	0	0	0	0	0	18
%	22.2	72.2	5.6	0.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Physics</b>	21	26	11	6	2	0	0	0	0	66
%	31.8	39.4	16.7	9.1	3.0	0.0	0.0	0.0	0.0	97.0
<b>Polish</b>	1	0	0	0	0	0	0	0	0	1
%	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Religious Studies</b>	47	80	60	44	9	5	1	0	1	247
%	19.0	32.4	24.3	17.8	3.6	2.0	0.4	0.0	0.4	93.5
<b>Russian</b>	4	2	3	4	4	0	0	0	0	17
%	23.5	11.8	17.6	23.5	23.5	0.0	0.0	0.0	0.0	76.5
<b>Science (Core)</b>	19	63	55	32	3	0	0	0	0	172
%	11.0	36.6	32.0	18.6	1.7	0.0	0.0	0.0	0.0	98.3



<b>Science: Additional</b>	21	60	40	27	8	0	0	0	0	156
%	13.5	38.5	25.6	17.3	5.1	0.0	0.0	0.0	0.0	94.9
<b>Science: Geology</b>	5	6	4	1	0	0	0	0	0	16
%	31.3	37.5	25.0	6.3	0.0	0.0	0.0	0.0	0.0	100.0
<b>Spanish</b>	33	26	15	19	3	1	0	0	0	97
%	34.0	26.8	15.5	19.6	3.1	1.0	0.0	0.0	0.0	95.9
<b>Sports Studies</b>	3	10	4	0	0	0	0	0	0	17
%	17.6	58.8	23.5	0.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Turkish</b>	1	0	0	0	0	0	0	0	0	1
%	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Total</b>	<b>509</b>	<b>802</b>	<b>682</b>	<b>345</b>	<b>86</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2446</b>
%	<b>20.8</b>	<b>32.8</b>	<b>27.9</b>	<b>14.1</b>	<b>3.5</b>	<b>0.7</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>95.6</b>
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Entries A*-C</b>

## AS GRADES

Distribution of AS Grades by Subject for 2015 (A=5,B=4,C=3,D=2, E=1)							
	A	B	C	D	E	U	Entries A-E
<b>Art &amp; Design</b>	3	1	1	1	0	0	6
%	50.0	16.7	16.7	16.7	0.0	0.0	100.0
<b>Biology</b>	45	31	23	22	10	8	139
%	32.4	22.3	16.5	15.8	7.2	5.8	94.2
<b>Business</b>	22	13	2	0	0	0	37
%	59.5	35.1	5.4	0.0	0.0	0.0	100.0
<b>Chemistry</b>	37	26	24	24	19	14	144
%	25.7	18.1	16.7	16.7	13.2	9.7	90.3
<b>Chinese</b>	1	0	0	0	0	0	1
%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Class. Civilisation</b>	4	3	5	2	0	0	14
%	28.6	21.4	35.7	14.3	0.0	0.0	100.0
<b>Computer Science</b>	4	6	3	2	0	0	15
%	26.7	40.0	20.0	13.3	0.0	0.0	100.0
<b>Design and Technology</b>	0	2	2	1	2	1	8
%	0.0	25.0	25.0	12.5	25.0	12.5	87.5
<b>Drama</b>	11	1	0	0	0	0	12
%	91.7	8.3	0.0	0.0	0.0	0.0	100.0
<b>Economics</b>	12	8	10	6	5	3	44
%	27.3	18.2	22.7	13.6	11.4	6.8	93.2
<b>English Literature</b>	14	14	11	6	0	0	45
%	31.1	31.1	24.4	13.3	0.0	0.0	100.0
<b>French</b>	10	6	3	0	0	0	19
%	52.6	31.6	15.8	0.0	0.0	0.0	100.0
<b>Geography</b>	20	15	12	12	4	1	64
%	31.3	23.4	18.8	18.8	6.3	1.6	98.4
<b>Geology</b>	6	5	2	4	1	1	19
%	31.6	26.3	10.5	21.1	5.3	5.3	94.7
<b>German</b>	2	1	2	2	0	0	7
%	28.6	14.3	28.6	28.6	0.0	0.0	100.0
<b>History</b>	36	14	4	1	4	0	59
%	61.0	23.7	6.8	1.7	6.8	0.0	100.0
<b>Home Economics</b>	7	3	0	1	1	1	13
%	53.8	23.1	0.0	7.7	7.7	7.7	92.3
<b>Information Technology</b>	0	5	1	6	4	2	18
%	0.0	27.8	5.6	33.3	22.2	11.1	88.9
<b>IT/Art</b>	9	6	3	0	0	0	18
%	50.0	33.3	16.7	0.0	0.0	0.0	100.0
<b>Mathematics</b>	74	31	22	8	4	3	142
%	52.1	21.8	15.5	5.6	2.8	2.1	97.9

<b>Music</b>	9	3	1	0	0	0	13
%	69.2	23.1	7.7	0.0	0.0	0.0	100.0
<b>Physics</b>	30	19	14	9	9	10	91
%	33.0	20.9	15.4	9.9	9.9	11.0	89.0
<b>Polish</b>	1	0	0	0	0	0	1
%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Politics</b>	9	2	5	3	0	0	19
%	47.4	10.5	26.3	15.8	0.0	0.0	100.0
<b>Psychology</b>	14	14	13	12	6	5	64
%	21.9	21.9	20.3	18.8	9.4	7.8	92.2
<b>Religious Studies</b>	6	5	5	2	0	1	19
%	31.6	26.3	26.3	10.5	0.0	5.3	94.7
<b>Russian</b>	3	1	2	1	0	0	7
%	42.9	14.3	28.6	14.3	0.0	0.0	100.0
<b>Spanish</b>	7	9	3	0	0	0	19
%	36.8	47.4	15.8	0.0	0.0	0.0	100.0
<b>Sports Studies</b>	2	2	0	2	2	0	8
%	25.0	25.0	0.0	25.0	25.0	0.0	100.0
<b>Total</b>	<b>398</b>	<b>246</b>	<b>173</b>	<b>127</b>	<b>71</b>	<b>50</b>	<b>1065</b>
%	<b>37.4</b>	<b>23.1</b>	<b>16.2</b>	<b>11.9</b>	<b>6.7</b>	<b>4.7</b>	<b>95.3</b>
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Entries A-E</b>

## A2 GRADES

Provisional Distribution of U6th A2 Grades by Subject for 2014								
	A*	A	B	C	D	E	U	Entries A*-E
<b>Art &amp; Design</b>	2	2	3	2	1	0	0	10
%	20.0	20.0	30.0	20.0	10.0	0.0	0.0	100.0
<b>Biology</b>	23	33	18	12	10	8	1	105
%	21.9	31.4	17.1	11.4	9.5	7.6	1.0	99.0
<b>Business (Voc)</b>	8	9	8	6	0	0	0	31
%	25.8	29.0	25.8	19.4	0.0	0.0	0.0	100.0
<b>Chemistry</b>	12	26	31	12	2	7	0	90
%	13.3	28.9	34.4	13.3	2.2	7.8	0.0	100.0
<b>Chinese</b>	0	1	2	0	1	0	0	4
%	0.0	25.0	50.0	0.0	25.0	0.0	0.0	100.0
<b>Classical Civilisation</b>	0	1	0	2	1	0	0	4
%	0.0	25.0	0.0	50.0	25.0	0.0	0.0	100.0
<b>Computer Studs</b>	0	1	0	0	1	1	0	3
%	0.0	33.3	0.0	0.0	33.3	33.3	0.0	100.0
<b>Design and Technology</b>	0	0	2	2	1	0	0	5
%	0.0	0.0	40.0	40.0	20.0	0.0	0.0	100.0
<b>Drama</b>	0	0	8	2	0	0	0	10
%	0.0	0.0	80.0	20.0	0.0	0.0	0.0	100.0
<b>Economics</b>	1	5	8	1	2	0	0	17
%	5.9	29.4	47.1	5.9	11.8	0.0	0.0	100.0
<b>English Literature</b>	1	4	7	7	3	0	0	22
%	4.5	18.2	31.8	31.8	13.6	0.0	0.0	100.0
<b>French</b>	2	3	1	1	0	0	0	7
%	28.6	42.9	14.3	14.3	0.0	0.0	0.0	100.0
<b>Geography</b>	4	17	9	8	2	1	0	41
%	9.8	41.5	22.0	19.5	4.9	2.4	0.0	100.0
<b>German</b>	0	1	1	1	1	0	0	4
%	0.0	25.0	25.0	25.0	25.0	0.0	0.0	100.0

<b>Health &amp; Social Care</b>	0	2	6	1	0	0	0	9
%	0.0	22.2	66.7	11.1	0.0	0.0	0.0	100.0
<b>History</b>	6	16	12	5	2	0	0	41
%	14.6	39.0	29.3	12.2	4.9	0.0	0.0	100.0
<b>Home Economics</b>	0	6	4	1	0	0	0	11
%	0.0	54.5	36.4	9.1	0.0	0.0	0.0	100.0
<b>Information Technology</b>	0	1	1	0	0	0	0	2
%	0.0	50.0	50.0	0.0	0.0	0.0	0.0	100.0
<b>IT/Art</b>	0	7	0	0	0	0	0	7
%	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
<b>Mathematics</b>	27	42	27	9	5	2	1	113
%	23.9	37.2	23.9	8.0	4.4	1.8	0.9	99.1
<b>Mathematics Further</b>	5	1	3	0	0	0	0	9
%	55.6	11.1	33.3	0.0	0.0	0.0	0.0	100.0
<b>Music</b>	3	4	1	1	0	0	0	9
%	33.3	44.4	11.1	11.1	0.0	0.0	0.0	100.0
<b>Physics</b>	9	15	12	5	0	1	0	42
%	21.4	35.7	28.6	11.9	0.0	2.4	0.0	100.0
<b>Politics</b>	0	7	3	4	0	0	0	14
%	0.0	50.0	21.4	28.6	0.0	0.0	0.0	100.0
<b>Psychology</b>	1	4	10	14	8	5	1	43
%	2.3	9.3	23.3	32.6	18.6	11.6	2.3	97.7
<b>Religious Studies</b>	2	5	9	3	0	0	0	19
%	10.5	26.3	47.4	15.8	0.0	0.0	0.0	100.0
<b>Russian</b>	1	0	3	1	0	0	0	5
%	20.0	0.0	60.0	20.0	0.0	0.0	0.0	100.0
<b>Science: Electronics</b>	0	1	1	1	1	1	0	5
%	0.0	20.0	20.0	20.0	20.0	20.0	0.0	100.0
<b>Science: Geology</b>	1	3	3	2	2	0	1	12
%	8.3	25.0	25.0	16.7	16.7	0.0	8.3	91.7
<b>Spanish</b>	1	4	1	1	0	0	0	7
%	14.3	57.1	14.3	14.3	0.0	0.0	0.0	100.0
<b>Sport/PE Studies</b>	0	0	1	0	0	3	0	4
%	0.0	0.0	25.0	0.0	0.0	75.0	0.0	100.0
<b>Total</b>	<b>109</b>	<b>221</b>	<b>195</b>	<b>104</b>	<b>43</b>	<b>29</b>	<b>4</b>	<b>705</b>
%	<b>15.5</b>	<b>31.3</b>	<b>27.7</b>	<b>14.8</b>	<b>6.1</b>	<b>4.1</b>	<b>0.6</b>	<b>99.4</b>
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Entries A-E</b>

### CLUBS AND SOCIETIES ARE OFFERED IN THE COLLEGE

Band	Irish Traditional Group	Psychology Society
Chapel Choir	Jazz Band	Recorder Group
Chess Club	Junior Art Club	Romania Society
Community Service Group	Junior Choir	Russian Club
Design Club	Junior Christian Union	Science Club
Duke of Edinburgh Award	Junior Classics Society	Senior Art Club
ECO Society	Junior Debating Society	Senior Choir
Entertainments Group	Junior Dramatic Society	Senior Christian Union
Equestrian Club	Junior Orchestra	Senior Classics Society
Earthquake Club	Junior Science Club	Senior Debating Society
French Club	Law Society (Bar Mock Trial)	Senior Dramatic Society
Geology Club	MCB News Team	Senior Orchestra
German Club	Middle School Dramatic Society	Sentinus
Greek Club	Model United Nations	Technology Club
Girls Choir	Modelling Club	Young Enterprise
Hewitt Society	Moneybox Committee	Young Scientists (BT)
India Society	Natural History Club	

### SPORTING ACTIVITIES ARE OFFERED IN THE COLLEGE

<b>BOYS</b>	<b>GIRLS</b>
Athletics	Athletics
Badminton	Badminton
Basketball	Basketball
Cricket	Cricket
Cross country	Cross country
Fencing	Dance
Golf	Fencing
Hockey	Golf
Judo	Gymnastics
Kayaking	Hockey
Rowing	Horse-riding
Rugby	Judo
Squash	Kayaking
Swimming	Netball
Tennis	Rowing
Volleyball	Squash
	Swimming
	Tennis
	Volleyball

## Before School Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music</b>	<b>Girls' Choir</b> Forms 4 – U6 8.30 – 9.10am G22 (LVR)	<b>Senior Choir</b> Forms 4 – U6 (Full) 8.30 – 9.10am F9 (RMC)	<b>The Band</b> Forms 1 – U6 8.30am G22 (DT)	<b>Senior Choir</b> Forms 4 – U6 (Boys) 8.30 – 9.10am F9 (KNJ)  <b>Girls' Choir</b> Forms 4 – U6 8.30 – 9.10am G22 (LVR)	<b>Jazz Band</b> All Forms 8.25am G22 (KNJ)  <b>Junior Choir</b> Forms 1 – 3 8.30 – 8.55am F9 (LVR)
<b>Sports</b>	<b>Swimming Club</b> Forms 1 – U6 Swimming Pool 8 – 8.40am (AM)  <b>Boys' Senior Rowing</b> Forms 5 – U6 7am Training FR (NGT)  <b>Girls' Rowing</b> Training 7.30am SH (EM)	<b>Senior Rugby Training</b> Forms 5 – U6 LG (NKW/SEL/THC)  <b>Swimming Club</b> Forms 1 – U6 Swimming Pool 8 – 8.40am (AM)  <b>Girls' Rowing</b> Training 7.30am FR (EM)	<b>Swimming Club</b> Forms 1 – U6 Swimming Pool 8 – 8.40am (AM)	<b>Senior Rugby Training</b> Forms 5 – U6 LG (NKW/SEL/THC)  <b>Swimming Club</b> Forms 1 – U6 Swimming Pool 8 – 8.40am (AM)  <b>Boys' Senior Rowing</b> Forms 5 – U6 7am Training FR (NGT)  <b>Girls' Rowing</b> Training 7.30am SH (EM)  <b>Senior Girls' Hockey</b> Training 8 – 8.40am SH ((FMI/LMC)	<b>Swimming Club</b> Forms 1 – U6 Swimming Pool 8 – 8.40am (AM)  <b>Girls' Rowing</b> Training 7.30am FR (EM)
<b>Clubs/ Societies</b>	<b>Romania Society</b> (Break-time) L6 Students M3 (APG)	<b>Chemistry Clinic</b> Forms 1 – U6 S1, 8 – 8.40am (MRJD)		<b>Chemistry Clinic</b> Forms 1 – U6 S1, 8 – 8.40am (MRJD)	

PP Pirrie Park/SH Sports Hall/LG Large Gym/FR Function Room

## Lunchtime Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Arts</b>			<b>Junior Debating Society</b> Forms 1 – 4 (Alternate weeks) Drama Studio (MEC)	<b>Hewitt Society Creative Writing</b> L6 & U6 M1 (SMW)	
<b>Music</b>	<b>Jazz Band</b> All Forms G22 (KNJ)	<b>Chapel Choir</b> Forms 4 – U6 1.25 – 1.50pm Chapel/G1 (RMC)  <b>Junior Choir</b> Forms 1 – 3 1.25 – 1.50pm F9 (LVR)	<b>Recorder Group</b> Forms 1 – U6 1.20pm G1 (DT)	<b>Chapel Choir</b> Forms 4 – U6 1.25 – 1.50pm Chapel/G1 (RMC)  <b>Senior Choir</b> Forms 4 – U6 (Girls) 1.25 – 1.50pm F9 (LVR)	<b>Lunchtime Recital</b> Chapel of Unity 1.20 – 1.40pm
<b>Sports</b>			<b>U12 Rugby Training</b> 1.15 – 1.50pm SH (DW/NW)	<b>U14 Girls' Hockey</b> Training SH 12.20 – 12.45pm (CO)	<b>U15 Medallion Rugby</b> Training SH 12.55 – 1.40pm (CM)
<b>Clubs/ Societies</b>	<p><b>Pupil Librarian</b> All Forms (Form 1 after Easter) Rota Basis Library (EP)</p> <p><b>Young Enterprise</b> L6, B4 (EAL &amp; JAL)</p> <p><b>Form 1 Russian Club</b> E4 (AAK)</p> <p><b>Geology Society</b> Forms 1 – U6 L4 (KP)</p> <p><b>Modelling Club</b> All Forms T2/T3 (NGT/JLM)</p> <p><b>Engineering Education Scheme</b> Form L6 T1/T2 (JLM)</p> <p><b>L6 Study Clinic</b> C8 &amp; N9 (KEM/RPC/CGM)</p> <p><b>Greek Club</b> Forms 2 &amp; 3 (Day T.B.C.) C6 (ARD)</p> <p><b>Form 1 Drop-in Centre</b> F6 (Assistant L6 Prefects)</p>	<p><b>Pupil Librarian</b> All Forms (Form 1 after Easter) Rota Basis Library (EP)</p> <p><b>Young Enterprise</b> L6, B4 (EAL &amp; JAL)</p> <p><b>Entertainments Group Meeting</b> All Forms 1.30pm J1 (MCC/JVB)</p> <p><b>Chess Club</b> Forms 1 – U6 E2 (MJD)</p> <p><b>Environmental and Conservation Organisation (ECO)</b> Forms 1 – U6 N2 (FAQ/CWF)</p> <p><b>Natural History Society</b> Forms 1 – U6 (One Tues per half term) N2 (FAQ/CWF)</p> <p><b>Junior Classics Club</b> (every fortnight) C2 (HOC)</p> <p><b>Junior CU</b> Forms 1 – 3 Drama Studio 1.15 – 1.50pm (IKG/LPC/AKS/CNR/DGN/JC)</p> <p><b>Form 1 Drop-in Centre</b> F6 (Assistant L6 Prefects)</p> <p><b>BT Young Scientist Team</b> (Sep – Dec) N2 (FAQ)</p>	<p><b>Pupil Librarian</b> All Forms (Form 1 after Easter) Rota Basis Library (EP)</p> <p><b>Young Enterprise</b> L6, B4 (EAL &amp; JAL)</p> <p><b>Technology Club</b> Forms 1 – 3 T5 (BRB)</p> <p><b>Form 1 Drop-in Centre</b> F6 (Assistant L6 Prefects)</p> <p><b>MUN</b> N2 (NMR)</p> <p><b>BT Young Scientist Team</b> (Sep – Dec) N2 (FAQ)</p>	<p><b>Pupil Librarian</b> All Forms (Form 1 after Easter) Rota Basis Library (EP)</p> <p><b>Young Enterprise</b> L6, B4 (EAL &amp; JAL)</p> <p><b>Russian Junior Homework Club</b> Forms 2 &amp; 3 E4 (TNM)</p> <p><b>L6 Study Clinic</b> C8 &amp; N9 (KEM/RPC/CGM)</p> <p><b>Psychology Society</b> Forms 4 – U6 K6 (GMK/LDW)</p> <p><b>Form 1 Drop-in Centre</b> F6 (Assistant L6 Prefects)</p> <p><b>India Society</b> K4 (RMK/DGN/GMK/PDK/LDW)</p> <p><b>BT Young Scientist Team</b> (Sep – Dec) N2 (FAQ)</p>	<p><b>Pupil Librarian</b> All Forms (Form 1 after Easter) Rota Basis Library (EP)</p> <p><b>Young Enterprise</b> L6, B4 (EAL &amp; JAL)</p> <p><b>Modelling Club</b> All Forms T2/T3 (NGT/JLM)</p> <p><b>Senior CU</b> L6 &amp; U6 G1 (DGN/GMK/SNL/SEL)</p> <p><b>Form Council</b> (Meet twice a term as announced with H.O.F.)</p> <p><b>School Council</b> (Meet each term in Boardroom with HM, VP &amp; Head of Pupil Voice)</p>

PP Pirrie Park/SH Sports Hall/LG Large Gym

## After School Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Arts</b>		<b>Junior Art Club</b> Forms 1 – 3 3.45 – 4.30pm (until Easter) Art Dept		<b>MCB News Team</b> Forms 1 – U6 V2/Maclab (LED)	
<b>Music</b>	<b>Senior Orchestra</b> Forms 4 – U6 3.45 – 4.45pm Whitla Hall (KNJ)  <b>Junior Choir</b> Forms 1 – 3 3.45 – 4.30pm Chapel (LVR)	<b>Girls' Choir</b> Forms 4 – U6 3.45 – 4.45 Chapel/G22 (LVR)			<b>Chapel Choir</b> Forms 4 – U6 3.30 – 4.45pm Chapel/G1 (RMC)
<b>Sports</b>	<b>Senior Rugby Training</b> Forms 5 – U6 PP (NKW/SEL/THC)  <b>Girls' Volleyball</b> Forms 4 – U6 4 – 5.15pm SH (NG)  <b>Boys' Volleyball</b> Forms 5 – U6 4 – 5.15pm SH (NW)  <b>U13 Rugby</b> U13A & BXV's Bottom Quad 3.10 – 5pm (MRJD/APG)  <b>Boys' Senior Rowing</b> Forms 5 – U6 3.30pm Training FR (NGT)  <b>Fencing Club</b> Forms 1 – U6 3.30 – 5.00pm LG (AS/LC/GD)  <b>Senior Girls' Hockey Squad</b> 4.00 – 5.30pm Deramore (FMI/LMC)	<b>Boys' Senior Rowing</b> Forms 5 – U6 3.30pm Weights Training LG (NGT)  <b>U14 Rugby Training</b> 3.20 – 4.30pm Bottom Quad (THC/DR/AHW)  <b>U12 Rugby Training</b> 3.30pm – 5pm Deramore/PP (DW/IKG/AHW)  <b>U14 Girls Hockey</b> 4.00 – 5.15pm Deramore (CO)	<b>Netball</b> Forms 1 - 3 3.30 - 5pm SH (CAH) Forms 4 – 6 4 – 5pm SH (RMcW)  <b>Kayak Club</b> Form 2 (Forms 3 & 4 in summer term) 3.15 – 4.30pm SP (SM/JEM/LFH)  <b>Boys' Senior Rowing</b> Forms 5 – U6 3.10pm Rowing @ Boathouse (NGT)  <b>Junior Boys' Hockey</b> 4.00 – 5.00pm Deramore (JF/RM/CDM)  <b>Squash Club</b> 3.10 – 4.30pm Boat Club (DR)	<b>Senior Rugby Training</b> Forms 5 – U6 PP (NKW/SEL/THC)  <b>Boys' Senior Rowing</b> Forms 5 – U6 3.30pm Weights Training LG (NGT)  <b>Medallion Rugby Training</b> Bottom Quad/Grass/SH 3.20 – 5pm (CGM)  <b>Senior Boys' Hockey</b> Deramore 4 – 6pm (CJW/SL)  <b>U15 Girls' Hockey</b> 4 – 5.15pm Weights Room (CNR)	<b>Ski Lessons</b> Forms 4 – L6 (for beginners travelling on Senior Ski Trip) Craigavon Golf & Ski November only (GMC)  <b>Badminton Club</b> All Forms (Rota) 3.30 – 4.30pm SH (LDW/TNM/JGW)  <b>Boys' Senior Rowing</b> Forms 5 – U6 3.30pm Rowing @ Boathouse & Training FR (NGT)
<b>Clubs/Societies</b>	<b>French Debating Team</b> L6 & U6 3.30 – 5pm E1 (PWC) (Differing times of year)  <b>Duke of Edinburgh</b> (Day Varies) Form 4 Heritage Centre (RMK)	<b>Duke of Edinburgh</b> (Day Varies) Form L6 K4 (RMK)  <b>Bar Mock Trial</b> L6 & U6, 3.45 – 5.30pm F8/F9/Drama Studio (Sep – Nov) (JEM)		<b>Senior Debating</b> Forms 5 – U6 K2 (BD/WML)  <b>Bar Mock Trial</b> L6 & U6, 3.45 – 5.30pm F8/F9/Drama Studio (Sep – Nov) (JEM)	<b>Russian Circle</b> Middle & Senior School (Spring & Summer Terms) SH (TNM)  <b>Equestrian Club</b> Forms 1 – U6 pupils with own pony/horse Various locations (KRB)

PP Pirrie Park/SH Sports Hall/LG Large Gym/SP Swimming Pool/FR Function Room

## CONTRIBUTION TO THE LOCAL AND GLOBAL COMMUNITY

Those pupils involved in the range of charitable works of the school learn the value and impact of service to others. They use communication skills to convince others to donate to their cause and then give of their time to visit and support projects in Belfast, India and Romania. They learn about overcoming adversity, the importance of perseverance and they learn how to put their own problems into perspective.

**Moneybox** is a charity group within the College which organises a range of different events throughout the year, from which all proceeds go to various charities chosen by the Moneybox Committee.

The **Entertainments Group** is open any budding performers – dancers, singers, actors, musicians etc. in the College. The group stages concerts at the end of each term in day centres.

The **Community Service Group** is a timetabled option for pupils in Sixth Form who can choose it in lieu of doing Games on a Wednesday afternoon.

Pupils are placed in various locations. Examples of work undertaken by pupils include:

- helping with Cubs and Brownies in a local special school;
- helping in classrooms with special needs pupils in a local special school;
- helping with old people receiving day care in a Belfast day centre;
- assisting in charity shops and offices around this area;
- until recently, working with old people in two local hospitals.

The **College India Society** raises money to help the ASHA Slum Project in Delhi. The Society meets on Thursdays at lunchtime in K4. Main activities include:

- Planning fundraising for ASHA
- Making cards using designs provided by the women in the slums
- Finding out more about India and the work of ASHA in the slums.

Every two years a group of students and teachers go to India to help with the Project.

**Romania Society:** Methody has been involved in a project with the charity **School Aid Romania** from 1990 and each year a group of students and staff from the College go to Romania to visit some of the projects. These include orphanages, an Old Peoples' home, TB hospital, a school for the deaf and care homes for children with disabilities. This is a cross-community project and we work closely with St Patrick's College in Maghera and Ballyclare High School.

### **Salters Sterling Outreach project.**

The College is involved with RBAI and Victoria College in an outreach project with three Primary Schools in the Sandy Row/Village area, initiated by Dr Salters Sterling and Senator Martin McAleese. The aim is to promote an appreciation of the value of education and its' role in enhancing opportunity. By growing Community self-confidence, extending the range of life-time options for individuals and encouraging community leaders to continue the journey away from violence, through peace, to reconciliation, it will hopefully bring cultural and economic benefits to the area.



## FACILITIES

**Sports Hall** (38m x 22m) – opened in 1995 by Sir Roger Bannister this superb facility can accommodate up to three P.E. classes at the one time by separating the hall with full width curtains.

The hall incorporates:

- 6 Badminton Courts;
- 3 Practice Basketball Courts;
- 1 Full Size Basketball Court;
- 3 Practice Volleyball Courts;
- 1 Full Size Volleyball Court;
- 1 Full Size Netball Court;
- 2 Indoor Cricket Nets.

**2 Fitness Suites/Weights Rooms** – Located in the Sports Hall complex these state of the art facilities contain a range of modern cardio vascular and resistance weight stations.

**Swimming Pool** (25m x 10m x 1m) – an excellent purpose built teaching facility used for curricular PE, Swimming Club and Kayaking Club.

**1 multi-purpose quadrangle** – used for curricular PE and after school practices.

**1 multi-purpose grass area** – used for curricular PE and after school practices.

**1 large gymnasium** (21m x 14m) – used for curricular PE, including gymnastics, dance and aerobics as well as after school clubs.

**1 multi-purpose indoor area** – shared with Drama and Music and used for dance and judo.

## Off School Sites

**Pirrie Park** (Playing Fields etc) – located 3 miles from the College and set in approximately 38 acres. Pirrie is used five afternoons per week for timetabled games as well as extra-curricular practices and Saturday morning fixtures. The facility currently comprises:

- 9 Rugby pitches (5 Full size)
- 1 Floodlit Training area/Soccer Pitch for Preparatory Department
- 2 Hockey pitches (gravel) which converts into a 300m Athletic track
- 6 Netball courts; 11 Tennis Courts
- 2 Cricket pitches (1 artificial square; 1 artificial/grass square)
- 2 Cricket Nets
- 3 separate changing facilities including the David Wells Pavilion opened in 2008.

**Deramore Park** – located 2 miles from the College, Deramore accommodates our full size Astro turf Hockey pitch which is used for timetabled games, after school practices and Saturday morning fixtures.

**Boathouse** – newly built in 2005 this excellent facility is home to our considerable fleet and is used for rowing during curricular games time, before/after school and Saturday mornings.

#### **Other Off School Facilities Used**

- Shankill Leisure Centre – HRPE and Badminton
- Belfast Boat Club – Squash and Tennis
- Mary Peter Track – Athletics
- QUB PEC/Olympia Leisure Centre – Netball
- QUB – ‘DUB’ Astro turf Pitch – Hockey
- Ashfield Girls - hockey



## **PARENTS TEACHERS ASSOCIATION**

The PTA in Methodist College exists to encourage parents and guardians, through social and educational events, to enter more fully into the life of the School; to support the College in keeping them up-to-date on the status of grammar schooling in the Province; and, in the face of increasing Government cutbacks, to make sure that parents and other interested friends and bodies are aware of the School's financial needs.

The PTA holds an annual Heritage Tour of the College to provide an opportunity for parents new to Methody to meet other parents and to find out a bit more about the history of the College.

Follow this link for more details:

<http://www.methody.org/The-College/MCBPTA.aspx>

## **PUBLICATION OF POLICIES**

Each year parents receive a copy of the following documents:

- charging policy;
- parental contact with the school about concerns or problems (complaints policy);
- acceptable use of ICT resources;
- uniform regulations.

Other documents that the College is required to keep available for parents are available on the school website <http://www.methody.org/The-College/Parents/College-Policy-Documents.aspx> or may be obtained from the Principal's Office on request.

## **CHARGING POLICY**

Parents/Guardians are responsible for the payment of a Capital Fee of £140.00 per annum. They are also asked to make a voluntary contribution to the College Fund. This voluntary contribution helps to support the educational and extra-curricular provisions within the College. The suggested contribution for session 2014-15 is £540.

## **PARENTAL CONTACT WITH THE SCHOOL ABOUT CONCERNS OR PROBLEMS (COMPLAINTS POLICY)**

### **Stage 1 – Contact a Teacher:**

Any problem or concern should be raised promptly with your son's/daughter's Tutor. If your concern is of a particularly serious or sensitive nature, you may prefer to discuss it with a member of staff responsible for the area you are concerned about, for example, the relevant Head of Form, Head of Department or Deputy Head of Pastoral Care. All staff will make every effort to resolve your problem promptly at this informal stage. It is our experience that most concerns and potential complaints can best be resolved through informal discussion. Members of staff will make sure that they understand what you feel went wrong, and will explain their own actions to you. They will discuss how the concern can be best addressed. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

### **Stage 2 – Contacting a Senior Member of Staff**

If you are dissatisfied with the response you receive, you can bring the matter to the attention of the senior member of staff with responsibility for the particular area in which you have a concern: the relevant Head of Faculty or Head of Section or the Head of Pastoral Care. This should be done within the five working days of the first discussion about your concern. You may be invited to come into school to discuss your concern and it may be appropriate for another member of staff to be present. The senior member of staff will carry out an investigation where this is necessary or would prove helpful and will seek to resolve the matter to your satisfaction.

### **Stage 3 – Contacting the Headmaster**

If you remain dissatisfied after your contact with the senior member of staff, you can bring the matter to the attention of the Headmaster. This can be done by making an appointment to discuss the problem or you may wish to put your concerns in writing to the Headmaster. You should make contact with the Headmaster's Office within ten working days of your discussion with the senior member of staff, making it clear if you wish the matter to be dealt with as a complaint. The

Headmaster may ask a Vice-Principal to conduct a full investigation of the complaint and to interview any members of staff or pupils involved or he may deal with the matter himself. In both cases, you will receive a written response to your complaint which you may wish to discuss with the Vice-Principal or the Headmaster. If the matter has been investigated by a Vice-Principal and you remain dissatisfied, you should arrange an appointment with the Headmaster. If your original concern was about an action by the Headmaster, you should put your complaint in writing to the Chairman of the Board of Governors (stage 4).

#### **Stage 4 – Contacting the Chairman of the Board of Governors**

If you are not satisfied with the Headmaster's response, you may contact the Chairman of the Board of Governors. The Chairman's name and how to contact him/her, is available from the Headmaster's Office. You must provide details of the complaint in writing and this should be lodged with the Chairman within ten working days of the issue of the written response by the Headmaster. The Chairman will investigate your complaint and, in most cases, seek to resolve the matter through discussion with you and the Headmaster. At the end of this stage the Chairman will provide you with a written response.

#### **Stage 5 – Contacting the Board of Governors**

If you are not satisfied with the Chairman's response at the end of stage 4, the complaint can be referred to the Board of Governors by writing to the Chairman or Secretary of the Board. You must provide full details of your complaint, setting out the specific grounds for dissatisfaction with the handling or the outcome of the complaint. The Board of Governors will ask a small panel of governors to investigate your complaint. You may be invited to speak to the panel at a meeting and be accompanied by a friend or representative. After the meeting you will be advised of the outcome in writing.

The decision of the Board of Governors is final.

## **ACCEPTABLE USE OF ICT POLICY**

### **1. Introduction**

The purpose of this document is to ensure that pupils understand the guidelines for acceptable use of ICT Resources and to ensure that staff, pupils and parents can work together to effectively use ICT to enhance the learning experience. In the context of this document ICT refers to computer based systems and any ICT resources related to extra curricular activities or field trips.

Pupils must ensure that their use of the College ICT resources is appropriate at all times. All users are required to comply with school regulations and not to bring the name of the College or themselves into disrepute.

### **2. The C2K Network and Email**

All pupils are allocated a C2K personal email account and area for the storage of documents which they are responsible for maintaining. SPAM and unsolicited emails are automatically filtered out so that the recipient does not receive them. Users are notified of these messages and can request their release from the IT Manager by forwarding the notification email on to him. Pupils should be aware that files stored on the C2K network are not private. Staff may review files and communications to ensure that pupils are using the network responsibly.

### **3. Internet Access**

All internet access through the College's C2K network is filtered and monitored and can be recalled at any time at the request of the Principal. Any electronic communication containing unacceptable material should not be forwarded or deleted but must be reported to a member of staff or the IT Manager immediately. If a pupil accidentally accesses unacceptable material via the College network they should report it immediately to their teacher or the IT Manager.

#### **Use of Printers**

Pupils will be given some printer credits at the start of each year. Once these are used up, more credits can be purchased from the ICT Support Team in K Block

Pupils should only use the school printers to produce school-related materials.

Pupils should try to reduce the number of items they print in an effort to reduce waste and the use of paper in the College.

#### **Computer Access Outside School Hours**

One computer room, usually K9, is open for pupil use from 8.00 am until 8.40 am each morning and after school from 3.45 to 4.30 p.m. (3.30 to 4.30pm on Friday).

K8 and the Study Floor computer room are available for 6th Form use subject to the rooms not being used for timetabled classes.

#### **Pupil Guidelines On The Use of ICT Resources**

Pupils are responsible for good behaviour and appropriate use of College ICT resources and are expected to use them in a manner that befits the ethos of the College. Access to any ICT resource is a privilege, not a right.

Pupils must ensure that their use of the College Computer Network is appropriate at all times.

When using ICT resources pupils must not:

- Send or display offensive messages or pictures.
- Send or play offensive sound recordings.

- Use obscene language either verbally or via an electronic device.
- Harass, insult or attack others on line

All usernames and passwords must be kept private. Do not permit anyone else to access the network using your username or password. No one is permitted to use a computer logged on with another person's username or trespass in other users' folders, work or files.

Only open attachments to emails if they come from a known and trusted sender as attachments may contain viruses or other programs that could destroy files or software.

Never try to bypass or hack the security systems of the computer rooms or the computer systems. This includes the bypassing of any website filtering services to access blocked web sites.

Never try to copy computer software from the school computer systems. (This may be theft).

No software of any type should be stored on any removable media for the purpose of installation on any school device without the consent of the IT Manager.

Do not violate copyright laws.

Do not waste ICT resources.

Never bring a mobile, iPod, MP3 player or any electronic device into an exam room as this could result in disqualification.

Computer File storage areas and removable storage material of any kind can be reviewed by the IT Manager at any time.

Food and drink are not allowed to be consumed in the computer rooms *at any time*.

Never tamper with the cables and connections on the workstations

Always report any damage to ICT equipment or computer rooms to a teacher or IT Manager immediately.

**Cyber Safety Advice : Pupils are not permitted to access social networking sites via the College network. However, the following guidelines are suggested to ensure pupil safety and security when using these websites outside school.**

- Do not give out or post personal information online – report it to a trusted, responsible adult and/or use the thinkuknow.co.uk website.
- Make sure that social networking account privacy settings are set at “friends only” or “protected”.
- Do not accept friend requests from anyone you do not know in person.
- Do not post private details such as home address, mobile or home telephone numbers or other personal details.
- Never post photographs that have been taken in your bedroom
- Never post photographs of others without their permission.
- Never give out your mobile number.
- If you get texts which upset you, do not reply. Keep a record and report them to a trusted adult or your network provider.
- Think before you send texts or images – once you send them you cannot control them. Never pass on rude or embarrassing images or texts.
- If someone makes you feel uncomfortable online – report it to a trusted, responsible adult and/or use the thinkuknow.co.uk website
- Respect other people’s privacy as well as your own.
- Do not make someone else uncomfortable online.
- Do not use a social networking site to bully another pupil including the editing and posting of inappropriate images, messages or comments or any aspects of cyberbullying.
- Be aware of the legal consequences of your online activities.
- You are not anonymous online, all correspondence can be sourced through the computer’s IP address.

**REMEMBER** - You can be traced online or on your mobile phone. Be careful about what you say, what you upload, what you send, what you store

Requests for further information in relation to ICT in the College should be addressed to:

Mr F. Cassidy

IT Manager [fcassidy664@c2kni.net](mailto:fcassidy664@c2kni.net)

02890 205205



## SCHOOL UNIFORM REGULATIONS

Regulation College uniform **MUST** be worn not only in school hours but on the journey to and from school. Uniform must also be worn when representing the College on any team and at special College functions.

The College is judged by the appearance and conduct of the pupils wearing its uniform and so their behaviour and appearance at all times must be such as to uphold its reputation. Pupils must conform to these regulations and standards and thus avoid the possibility of sanctions being applied.

- **Buttons** of collar and cuffs must be fastened at all times.
- **Ties** must be worn with the College symbol below the knot.
- **Regulation College Blazer**, as supplied by official outfitters, must be worn to and from school (see Summer Uniform Regulations).
- A **tracksuit top, fleece or “hoodie”**, even one used for sport in the College, must **not** be worn **with** the non-sports uniform, for example when travelling to and from school.
- **Raincoat/overcoat** must be plain, dark navy.
- The **regulation six-gore skirt** must be knee-length. The panels of the skirt must not be altered.
- **Girls’ tights** must be plain, black **60 denier**. **Boys’ socks** must be plain, dark navy or black.
- **Hair**  
For girls in Forms 1- 5, hair should be a natural colour and hair accessories should be discrete and plain navy or white. In Sixth Form, make up and/or hair colouring must be subtle.

For boys, hair should be a natural colour. It should be worn off the face at the front and above the collar at the back. It should not be excessively short. Side burns should not be grown below the level of the ear lobes and there should be no other facial hair.

- **Jewellery**  
For girls, the only jewellery permitted is a watch, a plain ring and one pair of earrings (one plain stud per ear, positioned on the ear lobe). No other body piercing is not allowed.

For boys the only jewellery permitted is a watch and a plain ring. Earrings and other body piercing are not allowed. **Belts** should be plain black leather.

- **Bracelets** must not be worn, except for medical reasons.
- Only **badges** representing College clubs and societies or Prefect badges may be worn.
- **Nail varnish** and/or **Make-up** are **NOT** permitted. (Hypo-allergenic wipes are provided by staff for their removal if the regulation is not followed)

### **Requests for temporary deviation from Uniform Regulations**

If for any unavoidable reason a temporary deviation from the Uniform Regulations is required, a written request should be made to the Head of Form by a parent/guardian. For example, a pupil may be unable to wear their complete school uniform due to a broken leg or arm. If this is the case, full school tracksuit or school track suit bottoms and regulation hoodie.

### **Footwear Regulations**

Please note that the following **do not** conform to the College regulations and **must not** be worn with College uniform: boots; platform shoes; shoes with suede, Nu- buck or canvas finish; stiletto/ kitten /wedge heels; ballet pumps; black trainer type shoes. (Girls' shoes must have low heel, no more than 5cm in height measured on the outside of the heel and must be block heels.) **Pupils whose shoes do not conform to the College regulations will be asked to purchase new shoes immediately.**

### **Information about Games and PE Uniform**

Pupils going home after Games or after school practices are permitted to wear either full school uniform, including blazer, or MCB track suit bottoms and top/regulation hoodie, (but not a mixture of school uniform and Games/PE kit.).

It is strongly recommended that in contact sports mouth guards and shin guards are worn, and that in sunny weather sun cream is applied.

### **Uniform Regulations for ALL Pupils involved in Sporting Activities during the School Day other than Afternoon Games**

If pupils are involved in a sporting activity from the beginning of the school day they come to school in their tracksuit, if cleared to do so by the Head of PE.

If pupils are leaving for a sporting activity **during the day** they come into school in their uniform and they change at the following times:

<b>Time of Leaving</b>	<b>Time to Change</b>
Between break and lunch	Break Time
After lunch	Lunch time
The end of school for a match or practice	After school

**If pupils return during the course of the school day they must change into full uniform.**

### **Summer Uniform**

Blazers are no longer compulsory. Pupils may wear shirts and ties without having to wear a blazer over them. However, if they choose to wear a jumper they must wear a blazer over it. Jumpers without blazers are not summer uniform. Either short-sleeved shirt or a long-sleeved shirt, with cuffs buttoned, may be worn. Collar must be buttoned and ties must be worn in the approved manner.

Detailed information about the items of uniform which are compulsory and optional are available on the school website at:

[http://www.methody.org/Methodist\\_College/files/b5/b5ca5be0-ee69-42d9-8e39-f7075c3bb4d3.pdf](http://www.methody.org/Methodist_College/files/b5/b5ca5be0-ee69-42d9-8e39-f7075c3bb4d3.pdf)

## **SUBSTANCE MISUSE POLICY**

The College is committed to safeguarding the health and safety of our pupils and staff and takes action to ensure the wellbeing of everyone.

The College is a health-promoting school which encourages pupils to develop the ability to make informed choices. It fosters self-esteem, self-confidence, self-discipline, positive attitudes and an understanding of right from wrong through a drugs education programme and the curriculum.

This policy has been developed to give a clear, consistent message that drug misuse is not acceptable and does not condone their misuse in any circumstances. It will not accept the illegal use of drugs on its premises or any activity associated with the school. The College acknowledges it has a vital preventative role to play in combating the misuse of drugs. The College also recognises that school is only one of a number of groups which must play a part in preventing drug misuse and it works with parents and external agencies to this end.

The College is aware that some substances which are not illegal may have an intoxicating and/or hallucinating effect. These are commonly referred to as "legal highs". The use of animal, mineral or vegetable products which have such an effect is against College rules and pupils using such substances may be dealt with in a similar fashion to those who use illegal substances.

The use of so-called "recreational" drugs and "legal highs" can lead to health problems and a dangerous acceptance of illegal and harmful drug misuse as part of everyday life. The College acknowledges the importance of Pastoral Care in the welfare of our pupils and seeks to persuade a pupil in need of support to come forward.

## **DISCRETIONARY FUNDING**

Support is available from the College to help pupils from financially disadvantaged backgrounds participate in the life and work of the College. This Discretionary Fund is disbursed by the Principal and financed by annual contributions from the MCB Former Pupils Association. The list at the end of this policy provides an indication of how this money is used, but is by no means comprehensive.

### ***How to apply for funding***

Requests for funding should be made in writing to the Principal using the *Discretionary Funding application form (Word Document or PDF)*. Applications will be considered by a panel consisting of the Principal, a Vice-Principal and a member of the Board of Governors.

The following information must be provided to allow an informed decision to be made:

- Details of how the funding will be used (e.g. uniform, school trip).
- Detailed costs.
- Evidence of household income (e.g. pay slips, bank statements, benefits statements)

Applications for assistance will be considered at any time but should, where possible, be made between mid-August and the end of the first term.

### ***Level and allocation of funding***

The total amount of funding available will vary from year to year depending on the level of contributions from the FPA, any funds remaining from the previous year and the number of applications made. Once it has been allocated it will not be possible to consider any additional requests until the following academic year.

The level of assistance provided will be at the discretion of the Principal. He/she will be guided by the average annual UK salary (currently £25,900 according to the Office for National Statistics) and will give priority to those applications where the household income (before tax) is less than or equal to 75% of this amount (ie £19,425).

The amount of assistance provided may be up to, but not exceeding, 2/3 of the itemised cost.

A receipt for items purchased must be provided to the College.

Priority will be given to requests for assistance towards the cost of essential items of school uniform.

Application for assistance with the cost of an extra-curricular trip or visit may only be made once during a pupil's time at the College.

### ***Examples of Assistance***

- Purchase of essential items of school uniform.
- Travel and residential costs incurred when representing the College as an individual, as part of a group or as part of a team.
- School trips, visits and tours.
- University visit.
- Additional examination administration.

## ADMISSIONS

The responsibility for selecting applicants for places on the basis of the following criteria is delegated by the Board of Governors to an Admissions Sub-Committee, which includes the Principal. These criteria have been approved by the Board of Governors of Methodist College Belfast (referred to herein as 'the College', see note 1 below for further explanation). Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purposes of applying the Admission criteria set out herein.

### ADMISSIONS CRITERIA TO FORM 1 (YEAR 8) 2014 – 2015

#### Section 1. Introduction:

- 1.1 The Governors of Methodist College Belfast intend to apply academic criteria to the applications received and so will use the score awarded to the pupil by AQE in the Common Entrance Assessment (CEA), subject only to the consideration by the Board of Governors of those pupils claiming Special Circumstances or Special Provisions as explained below.

**The candidate number and the score in the AQE CEA should be entered in Section C of the Transfer Form in the following format: AQE Candidate Number, *followed by the number*; AQE CEA score, *followed by the score*. Parents/guardians must also attach the original tamper proof notification of result issued by AQE to their child's Transfer Form.**

*The score awarded in the AQE CEA will be used as follows:*

Applicants will first be placed in rank order based on their results in the CEA. Higher scores will precede lower scores. Applicants will then be sub-divided into bands of 5 marks. All applications will be carefully considered, and any claim for Special Circumstances or Special Provisions will be given due weight using the process outlined in points 3 and 4 below.

- 1.2 Applicants who will be resident in Northern Ireland at the time of their proposed admission to the College will be selected for admission before any such applicants not so resident.
- 1.3 The number of places available is limited to the admissions number set by the Department of Education for Northern Ireland; this is currently 240 places. **The cut-off for admission will therefore be the 240<sup>th</sup> place.**

#### Section 2. The admissions criteria will be applied in the following order:

- 2.1 Those applicants in the bands down to and including the 240<sup>th</sup> place based on the applicants performance in the AQE Common Entrance Assessment.

In the event of over-subscription in the band containing the 240<sup>th</sup> place then the following selection criteria will be applied in order:

- 2.2 Applicants who are entitled to Free School Meals (FSME) (see note 2 below for further explanation);

- 2.3 The children of Methodist Ministers in accordance with the terms of the Methodist College Act;
- 2.4 Present members of the College in its Preparatory Department, or the sons and daughters of present members of staff of the College;
- 2.5 Those with brother(s) or sister(s) who is/are at present in the College or has/have already been offered a place;
- 2.6 Those whose brother(s) or sister(s) has/have been a pupil of the College;
- 2.7 Those whose parent(s) has/have been a pupil of the College;
- 2.8 The remaining applicants in the category.
- 2.9 If the number of applicants in any of the above groups within each category exceeds the remaining number of places available, the applicants will be further ranked for acceptance on the basis of a computerised random selection process which will have as input the names and dates of birth of the applicants as shown on their Transfer Form (see note 3 below for further explanation).

If, following the application of criteria 2.1, all the available places have not been filled, the College will consider for admission any pupils who have not taken the CEA. Allocation of these remaining places will be made by applying criteria 2.2 to 2.9.

**The College emphasises that it is the responsibility of the parents/guardians of the applicants to notify the College on the Transfer Form where the above criteria apply, and to furnish relevant details.**

### **Section 3. Procedure for Special Circumstances:**

- 3.1 Methodist College has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE Common Entrance Assessment (CEA) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note, if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted, the College may take into account the fact that the applicant was granted Special Access arrangements for those matters.

Parents who wish to apply to the College under Special Circumstances should complete Form SC13 obtainable from the College or AQE, and attach it with appropriate documentary evidence to the Transfer Form. It is the responsibility of the parent to provide the evidence as detailed in Form SC13.

- 3.2 Details of Medical or Other Problems

Where it is claimed that an applicant's performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC13 precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the applicant only at the time of the CEA, the College will give greater weight to evidence that the applicant was examined by a medical practitioner in relation to the illness at the time of the assessment.

Where the problem is of a non-medical nature the parents should append appropriate evidence.

It should be noted that in all cases independent evidence will carry greater weight.

3.3 The following Educational Evidence will be considered:

3.3.1 The score awarded in the AQE Common Entrance Assessment, if any.

3.3.2 The results for the applicant of any standardised tests conducted in Year 5, Year 6 and Year 7, with the exception of diagnostic tests which will not be accepted, and the results in any end of year tests in English and mathematics in Years 5 and 6 (see note 4 below).

3.3.3 The results (without names) for other pupils in the applicant's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7, the results in any end of year tests in English and mathematics in Years 5 and 6, and where available, the respective AQE CEA scores.

It is the responsibility of the parent to provide the educational evidence. Where such information is unavailable for good reason, the Governors reserve the right to make a decision based on the information available.

3.4 A panel of Governors will consider the application for Special Circumstances. Where Special Circumstances are accepted, the panel will determine, on the basis of the information available, a band for the applicant. Such applicants will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

#### **Section 4. Procedure for Special Provisions:**

4.1 Special Provisions will apply for:

- a) children whose parents wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children, entered for the AQE Common Entrance Assessments, who because of unforeseen and **serious** medical or other problems were unable to participate in the Common Entrance Assessment.

It is expected that all those seeking admission should sit the AQE CEA, with the exception of those applicants who take up residence in Northern Ireland after the start of Year 7.

Parents who wish to apply to the College under Special Provisions should contact the College as soon as possible. In addition they should complete Form SC13, obtainable from the College or AQE, stating the precise reason why they believe the applicant is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence. A copy of the Form SC13 and all the documentary evidence should be attached to the Transfer Form.

For those pupils whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be received by the College by 23<sup>rd</sup> April 2014 (see note 5 below).

- 4.2 A panel of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:
- a) The College will consider any assessment information, with the exception of diagnostic test results, and may choose to assess the applicant's ability in English, mathematics, verbal reasoning and non-verbal reasoning.
  - b) A panel of Governors will determine, on the basis of the information available, a band for the applicant. Such applicants will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

## **5 Duty to Verify**

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer Form. The Provision of false or incorrect information or the failure to provide information within the deadlines set by post-primary schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form. If you state within your application that your child is currently registered as Free School Meal 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.

## **6. Waiting List**

Should a vacancy arise after 23 May 2014 all applications for admission to Form1/Year 8 that were initially refused, new applications, and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2015. Should a place become available for your child by this method, the College will contact you. Your child's name will be automatically added to the list. Please contact the College if you wish your child's name to be removed from the list.

### **Notes:**

1. The College has two constituent parts: the Preparatory Department and the Secondary Department.
2. "entitled to Free School Meals" will mean pupils who are listed on the Education and Library Board/ESA register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Form, or at any date up to and including 14<sup>th</sup> May 2014.
3. The random selection process referred to in paragraph 2.9 above is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the Transfer Form as the seed for a random number generator. The result, for any given applicant, is dependent only on the applicant's name and date of birth and is not affected by the details of any other applicant. Although the process is repeatable, and the results may



therefore be subsequently verified, it is not possible to predict in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. The operation of the process will be independently monitored. Further details may be obtained from the Principal.

4. Parents can obtain information about the educational attainment of their child by contacting or writing to the Primary School Principal. Parents are entitled as of right to such information. In the unlikely event that this information is not forthcoming further advice can be obtained from the Information Commissioner's Office. A link to this advice can be found in the Admissions section of the College website.
5. The 23<sup>rd</sup> April 2014 provides 10 working days for the College to process such an application from the parents of pupils who wish them to transfer from schools outside Northern Ireland, in advance of the Transfer Office deadline of 14<sup>th</sup> May 2014 beyond which any new/additional preferences received by the Transfer Office will not be processed until after 23<sup>rd</sup> May 2014.
6. Anyone requiring further information about the Admissions Criteria or the application of the Admissions Criteria should contact the Principal of the College.

**When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.**

#### Applications and Admissions

Year	Admissions No	Total Applications All Preferences	Total Admission
2011/12	240	281	240
2012/13	240	301	240
2013/14	240	350	240

#### ADMISSION TO YEARS OTHER THAN FORM 1

The criteria for admitting pupils to places in Forms 2 to Upper Sixth have been approved by the Board of Governors of Methodist College Belfast. The application of the criteria is delegated to an Admissions Panel consisting of the Principal, the Vice Principal (Admissions) and one other member of the Senior Leadership Team. Consideration will be given to any medical or other problem that may have temporarily affected a student's academic performance. This needs to be supported by appropriate documentary evidence. A pupil will be admitted only where their admission will not prejudice the efficient use of resources.

## Entry to Forms 2 to 5

The decision of the Admissions Panel will be based on the following evidence of academic ability:

1. The two most recent school reports;
2. An assessment set by the College;
3. Any other appropriate evidence of academic ability and/or potential.

Please note that only in exceptional circumstances (e.g. a family move necessitating a change of school) will new pupils be admitted to Form 5.

## Admission to 6<sup>th</sup> Form

The academic requirements for entry into the Sixth Form are:

- A minimum of 6 GCSE subjects at Grade 'C' or above (all taken by the end of Form 5)
- Grade 'B' or above in each of the subjects to be taken at AS level (or in a related subject if the AS subject is first available at that level - see note (1)) unless otherwise stated in this booklet.
- Students are expected to take four subjects to AS level and three subjects to A2 level. This means that for the majority of students to gain entry to Lower Sixth will require them to have achieved a minimum of 4 B Grades and 2 C Grades at GCSE.
- In those situations where a three subject course has been requested, and approved, a minimum of 3 B Grades and 3 C Grades at GCSE will be required as well as meeting requirement no.2 above.

Pupils who obtain less than the minimum entry requirements should arrange to see the Senior Vice-Principal, Miss Davison, who will provide information on the support available to enable them to identify alternative pathways of progression.

Note: (1) A related subject is a subject taken at GCSE which requires comparable skills to a proposed AS subject.

The curriculum in the Lower Sixth comprises 2 elements:

- the AS/A2 level course
- the non-examination package (Games, Music, general RE, tutorial period, supervised study)

