

THE ANNUAL REPORT



2020 – 2021

Curriculum

Belfast Royal Academy aims to give its pupils a broad, balanced and relevant education. In the Junior School we seek to give equal opportunities to all pupils and the emphasis is on discovery and enjoyment. In these early years, we seek to instil in pupils' good study skills and habits which will equip them for GCSE level and beyond. It is the School's aim that the timetable should be constructed to meet the needs of its pupils. To that end, as much freedom of choice as possible is offered to pupils at KS3, GCSE, AS and A2 levels. We endeavour to continually evaluate the curriculum, introducing new subjects that, in our view, serve the needs and aspiration of our pupils.

Key Stage 3 Curriculum

2021-22

Pupils in **Key Stage 3** (Forms 1-3) follow a broad common curriculum, developing knowledge and skill across a wide range of subjects.

In **Forms 1 and 2** classes are not streamed. Pupils are divided into seven classes and are taught in this arrangement for non-practical subjects. The practical subjects, Art and Design, Home Economics, Computer Science, Music, Science and Technology and Design, are taught in smaller groups.

At all **Key Stage 3** years the three Science subjects, Biology, Chemistry and Physics, are taught separately, each for two sixty-five minute periods per fortnight.

In **Form 3** pupils are partially streamed in Mathematics, but all other classes remain mixed. Pupils choose to study three subjects from the following choice of eight: Business Studies, Computer Science, Drama, German, Home Economics, Latin, Spanish and Technology. Each of these option subjects is studied for three periods per fortnight.

At all **Key Stage 3** years, pupils follow a course in Learning for Life and Work which involves the three strands: Personal Development, Citizenship and Employability. Pupils also take part in an enrichment course in Arabic Art, Culture and Language as part of their Art classes. In **Form 3** pupils have one dedicated Careers period per fortnight. Pupils in **Form 1** have one LORIC period per fortnight.

KS3 Subject	Number of Periods (per fortnight)		
	Form 1	Form 2	Form 3
Art	2	1	2
Biology	2	2	2
Business Studies	-	-	3*
Careers	-	-	1
Chemistry	2	2	2
Computer Science	-	-	3*
Drama	-	1	3*
English	5	5	5
French	5	3	3
Geography	3	3	3
German	-	1	3*
History	3	3	3
Home Economics	1	1	3*
IT	1	1	-
Latin	2	2	3*
Learning for Life & Work	2	2	-
LORIC	1	-	-
Mathematics	5	5	6
Music	2	2	2
PE	2	2	2
Physics	2	2	2
RE	2	2	3
Spanish	-	1	3*
Technology	2	3	3*
Total	44	44	44

All pupils have 4 periods of games per fortnight and a tutorial period once a week.

*Option subject, 3 periods per fortnight.

Key Stage 4 Curriculum

2021-22

Pupils in **Key Stage 4** (Forms 4 and 5) follow a common core curriculum and then choose from a range of subject options. Pupils take a minimum of 8 and a maximum of 10 subjects at GCSE. Option block subjects are studied for five periods per fortnight. All pupils take GCSEs in English, Mathematics and Religious Education. Approximately 85% of pupils take English Literature and approximately 30% take Further Mathematics.

Most pupils take at least one Science subject at Triple Award standard. A small number of pupils follow a Single Award Science option.

All pupils study at least one modern or classical language chosen from: French, German, Latin and Spanish.

In addition, pupils have three other GCSE choices.

Non-GCSE subjects taken by all pupils are PE and Games (Form 4) and Games (Form 5), and LLW, which includes the three strands: Personal Development, Citizenship and Employability. Pupils in **Form 5** have a dedicated Careers period, and a dedicated Study Skills period.

The table below gives the full list of the twenty-five subjects *currently* offered at GCSE.

Subject Title (Awarding Body)

Art and Design (CCEA)
Biology (CCEA)
Business Studies (CCEA)
Chemistry (CCEA)
Computer Science (AQA)
Design and Technology (CCEA)
Digital Technology (CCEA)
Drama (AQA)
Economics (CCEA)
English (CCEA)
English Literature (AQA)
Food and Nutrition (CCEA)
French (CCEA)

Subject Title (Awarding Body)

Further Mathematics (CCEA)
Geography (CCEA)
German (CCEA)
History (CCEA)
Latin (OCR)
Mathematics (CCEA)
Music (CCEA)
Physical Education (CCEA)
Physics (CCEA)
Religious Education (AQA)
Single Award Science (CCEA)
Spanish (CCEA)

Sixth Form Curriculum

2021-22

All pupils in Lower Sixth study three or four subjects to AS level and most continue with three subjects in Middle Sixth to the full A Level qualification. A number of pupils continue with four subjects to A2 Level. About 15 pupils complete their GCE Mathematics in one year, and a small number of these pupils may complete five A Levels by the end of the Sixth Form. In their Lower Sixth Year, pupils have the option of some enrichment courses including choir, and work experience in local primary schools. In addition, all pupils have a tutorial period once each week which includes elements of Religious Education and UCAS preparation. Games are optional for pupils in the Sixth Form. Pupils who do not participate in games have a Study period instead.

The table below gives the full list of the thirty subjects *currently* offered at AS and A2.

Subject Title (Awarding Body)	Subject Title (Awarding Body)
Art and Design (CCEA)	Health and Social Care (CCEA)
Biology (CCEA)	History (CCEA)
Business Studies (CCEA)	Latin (OCR)
Chemistry (CCEA)	Life and Health Sciences (CCEA)
Computer Science (Pearson)	Mathematics (CCEA)
Digital Technology (CCEA)	Moving Image Arts*(CCEA)
Drama and Theatre Studies (AQA)	Music (CCEA)
Economics (WJEC)	Nutrition and Food Science (CCEA)
English (CCEA)	Physical Education (Pearson)
English Literature (AQA)	Physics (CCEA)
French (CCEA)	Religious Studies (CCEA)
Further Mathematics (CCEA)	Sociology (WJEC)
Geography (CCEA)	Software Systems Development (CCEA)
German (CCEA)	Spanish (CCEA)
Government and Politics (CCEA)	Technology and Design (CCEA)

*Offered at St. Malachy's College as part of the North Belfast Area Learning Community.

DEPARTMENTS

Art

With Covid restrictions making outside school visits impossible students were given virtual museum and gallery tours during class. They experienced the wonders of technology and how accessible it has made Art throughout the world. They had the opportunity to view artwork locally through The Ulster Museum, and as far afield as Korea, The National Museum of Modern and Contemporary Art.

Our Arabic Tutor Khaled Berakdar taught Arabic Culture, oral, written and listening lessons to all of Form 1 and Form 3, and enrichment programmes to Senior pupils. He supported the Art Teachers in embedding the lessons with Art and Design masterclasses and workshops. He also offered two lunchtime clubs focusing on Arabic Culture and Arabic Calligraphy. Sadly, Mr Berakdar left us in March 2021 to pursue a career in Nursing. We wish him all the best in his new position and thank him for all his hard work and wonderful rapport with all the students and teachers. We will miss him greatly.

The Art and Design Department continues with its many highly successful Art Clubs. Afterschool Art and Design Club, Junior Mini Art Club and Senior Mini Art Club run by Art Technician Laura Atkins.

After-school Art and Design club members met each Monday afternoon to learn about and study character design. They created their own fantasy characters, producing fantastic portraits in different media and made character design sheets showing off their very creative and unique ideas. Students also had the opportunity to take part in National Art competitions and art challenges.

Junior Mini Art Club took place each Tuesday lunchtime in the Art and Design department with monthly themed activities around adventure, magical worlds and monsters. They also designed Artist Trading Cards and enjoyed exciting collaborative art projects. The success of this club was expanded this year to include a Senior Mini Art Club each Thursday lunchtime to encourage those students interested in growing and developing their own personal art skills outside of the Art and Design subject curriculum. Senior students spent time improving their own art styles with encouragement and direction from the technician, Laura, as well as learning how to share and critique each other's artwork.

All pupils were invited to take part in the Inktober Challenge for a fourth year running. Students joined together in the Art and Design department every break-time for the entire month of October to draw from the official Inktober prompts list, encouraging one another and experimenting with various ink media from markers to traditional ink dip pens. Drawings were displayed daily in the Art and Design department and Inktober Owl badges were awarded to all those who took part.

During the lockdown period in the spring term a special lockdown Art Club took place for our students still attending school. Each Tuesday and Thursday lunchtime they met together with

Laura the technician to create clay monster pots and paint laser cut wooden dragon eyes, making sure to have fun and keep spirits up through another abnormal school year.

We had Student Teacher Ashley Shephard completing her teaching practice with us for 6 weeks during the months of April and May. Ashley worked wonderfully with the pupils and got involved in junior art workshops, senior pupil art tutorials and the many art clubs taking place in the Art & Design department.

Pupils are encouraged to be involved in the art world through competitions and projects outside of the normal school curriculum. For our pupils who entered the National Texaco Children's Art Competition in February 2020, the selection panel was unfortunately postponed due to Covid-19 but certificates of commendation were received in September 2020. These pupils were Holly Hooks, Kaitlyn Toal and Leah Shepherd. Due to Covid-19 the Annual Art and Design Exhibition was presented digitally this year. Work was on display from the GCSE and A-Level groups as well as the junior classes and extracurricular Art Clubs in a virtual gallery online.

We also said goodbye to two of our Art and Design department staff members, Mrs Pat Kerr who was Head of Department, and Mrs Geraldine McCadden, part-time Art & Design Teacher. Both retired after many dedicated years of service to Belfast Royal Academy and they will be greatly missed by staff and pupils.

Biology

The Biology Department, like all departments at the Academy, had a different year during 2020/21. Out of normality, we saw the rise of a virus which not only dictated the school year but defined the actions of every single person on the planet and it continues to do so. Biology has always been a subject which lies at the very core of who we are and how we live but never before have we been so aware of a subject's potential to influence all we do. Social and printed media, television and radio constantly discuss viral infection rates, personal protection equipment, containment strategies for viral spread, vaccine development and so it goes on; the economy put to task by the unseen. As Biologists we see our subject all around us. We see how fragile life can be and how disease can alter our hopes and our plans but who knew a virus would spread to this extent in our modern world? Who knew that a pandemic would cripple our economies and shape, not just our lives this year, but our living for years to come. When the reality of the pandemic became increasingly apparent, we felt the burden as a department. The burden to help our young people understand streaming information about what the virus was and how it had spread. We taught our classes about Covid-19 and tracked its march across the world. We highlighted how to keep ourselves safe and how the responsibility was on us all to help protect those at risk and the elderly. However, people seem to have an uncanny way of getting used to just about anything and so we adapted to our new world. A different life was experienced and teaching from home became the norm following the Christmas break. The Biology staff, like all teachers, quickly returned to the necessary skills for the return of remote learning, video capture and editing, hosting Google meet lessons. May and June, normally much quieter months in teaching, however this became the focus of Centre

Determined Grades an area we had hoped to never have to visit again. To our surprise our Lower 6th pupils returned to us in May/June for some more teaching to make up for lost time. Sadly, during this year our field trips were all cancelled and all practical material was taught by demonstration.

In the midst of Covid and all the developments and challenges it involved; the Biology department has been through a year of significant declutter and reorganisation. Dr Jenna Shields joined us and has been a truly inspiring member of the department, bringing with her a fresh batch of enthusiasm; Jenna has also taken on the daunting role of Head of form 4 and we wish her every success in that endeavour.

The leader of the 'pack' moved on to bigger and better things, Dr Andrew Bell, stepped down as subject leader of the Biology department and took on the unenviable task as Vice principal of Curriculum; this move and shift allowed Dr Diane Currie to take on the role of subject leader. This reorganisation allowed for the appointment of a new member of staff in the department; Dr Ursula Anderson, we welcome Dr Anderson warmly and look forward to all her experience from other schools.

We paid tribute to our Form 5, L6 and M6 who received results. We know the stress they faced and acknowledge that this pandemic has stolen, and continues to steal, the experiences they are entitled to have. Life, however, is unpredictable and in it, we all have to deal with things we didn't think would or could happen. We know that our young people will soon be able to experience normality again but until then, we believe they have the fortitude to push through the daily uncertainty. Biology will answer the questions of Covid-19 and when it does, we will all be a little more aware of how this subject affects us all.

Business Studies

We as a Department were disappointed that pupils were not afforded the opportunity to sit public examinations. Results at GCSE, AS and A2 were based on teacher assessment and are broadly in line with results for previous years. During the first term we provided extra tuition for pupils within the CTG system in an attempt to help with grade improvement. This was a relative success.

For the second term we did most of our teaching via live lessons using Google Classroom, all booklets were given to pupils via packs which were sent home and virtual copies were placed in Google Classrooms. Supplementary PowerPoints were also placed in the Google Classrooms ensuring pupils had access to our full range of resources.

As a Department we also continued regular assessments, asking pupils to submit work via Google classroom and providing marks and feedback on line. The vast majority of pupils engaged fully with our remote learning programme, with none of the Dept. teachers reporting areas or pupils of concern.

Chemistry

The Chemistry Department had a 97% pass rate at GCSE and a 100% pass rate at A2 level. An excellent total of 33 pupils achieved an A* at GCSE level. Five pupils, namely Aoife Armstrong, Naomi McFarland, Jude Moorehead, Ronan Poots and Mandy Zhang achieved an A* at A2 level. Four pupils competed in the national final of the 'Top of the Bench' Competition, finishing in an excellent fourth place.

Classics

As a result of all his hard work, Daniel McIlroy was awarded Grade A in Latin. At AS, Eva Clarke also was awarded Grade A. Of the 15 pupils taking GCSE Latin, six were awarded Grade 9, four Grade 8 and one Grade 7 (equivalent to A* and A grades).

Again, the Modern Languages Department provided invaluable help with teaching First to L6 Latin. Whereas 1st Form appeared to be affected by the lockdown in their second term and did less well than usual in their summer examination, 2nd and 3rd form seemed to recover their pace as the year wore on.

During the lockdown, the Classics Department did all their teaching via live lessons using Google Classroom. We provided senior pupils with a full set of course notes before in-school teaching ended. The Department developed excellent online resources that will continue to be useful for in-school teaching as well.

Sadly, the annual junior trip to Hadrian's Wall was cancelled for the second time running due to Corona Virus.

The Greek Club and Classics Society

Throughout the two terms in school, lunchtime Greek tuition was provided for one pupil who has embarked on the Ancient Greek GCSE course and two girls who chose to learn the Greek Alphabet as their DofE skill.

Drama

Belfast Royal Academy was once again selected to be a part of the Schools Affiliation scheme with the Lyric Theatre, Belfast. The aim of the scheme is to develop relationships and strengthen communication with the Lyric. We are delighted that the Academy has once again been selected to be a part of the programme for the 2021/22 academic year. As part of the Schools Affiliation scheme, in January, GCSE Drama students took part in an online physical theatre workshop, facilitated by the Lyric theatre.

With theatres closed, KS3, GCSE and A-Level Drama students were still able to access live theatre through the department's subscription to the National Theatre Collection. With access to forty shows from the National Theatre Archive, pupils enjoyed productions ranging from the magical *Peter Pan* and *Treasure Island* to the critically acclaimed *Frankenstein*, *Small Island* and *Translations*.

Over the winter lockdown, thirty Form 1 pupils joined Miss Tinman online to take part in Virtual Junior Drama Club, playing a variety of distanced drama games on Google Meet.

Staff development activities included: the use of Zoom and Google Meet, teaching a full timetable, including practical work, online as well as completing another CDG process. Over the February half-term break SLT attended two digital masterclasses as part of the Drama Teachers Conference run by The National Theatre, as well as CPD training with devised theatre company the Paper Birds: all workshops had a specific focus on teaching Drama online and socially distanced in the classroom.

Economics

This was the second year since we chose to switch to the WJEC qualification for A level. This required substantial amendments to my teaching notes together with changes in the approach to preparing pupils for the WJEC style of assessment in addition to the usual updating to take account of changes in the economy. Having taught the WJEC AS for two years and the A2 for one, I identified further areas for amendment of teaching notes and have undertaken these, together with the usual updating for the 2021-22 academic year.

It was disappointing that pupils have completed A2 level without having had the opportunity to sit the AS examination.

Results at AS and A2 based on teacher assessment are broadly in line with results for previous years.

I continued to send an "Economics Briefing" by email to the parents of sixth form pupils on a regular basis, to provide details of upcoming class assessments, the range of marks on completed assessments and other information which I thought might be of interest. This was well received by parents.

During the first term I provided some extra tuition after school for two pupils seeking a place at Cambridge. Unfortunately, despite a strong academic profile, they were not offered an interview.

For the second term I did most of my teaching via live lessons using Google Classroom, having provided pupils with a full set of course notes before in-school teaching ended. I also continued a regular assessment schedule, asking pupils to submit work via Google classroom and provided marks and feedback on line. While some pupils responded well to on-line learning I was disappointed by the progress and level of engagement of others.

English

Students from the English Department had success in a range of writing competitions. After the shortlisting process in the Seamus Heaney HomePlace in Bellaghy, Zara Meadows was chosen as one of the “21 Artists for the 21st Century” by the Northern Ireland Office. The programme involves a residential for all of the writers to meet as well as the creation of an anthology of new poems being published in September 2021. B.R.A. is one of only two schools to have three or more alumni in the programme. Furthermore, Zara was selected to have a poem published in an annual supplement in the Irish Times which was organised by the writing group ‘Fighting Word’ to highlight young Irish writers. Her poem 'Growth' was published in the supplement on 12th May 2021.

Miss Herron, with a number of eager writers from all year groups, continued the Creative Writing club. The poetry of several students was published in a special anthology entitled ‘Write to the Heart’. Several year groups took part in the CAP Arts Centre’s ‘Poetry in Motion’ initiative earlier in the year. LVI student, Kathleen Malone, went on to win the Seamus Heaney Award for Achievement with her poem, ‘Daniel’s Piano’; Form III student, Niall Blasket was ‘Highly Commended’ for his poem, ‘Melodies of Memories.’ Congratulations also went to the following students whose work was selected for the anthology: Zachery Gomito, Beatrice Seath, Evan Craig, Claire Fox, C  zar Spack, Kian Gastar, Sophie-Jane Graham, Zoe Piddington, Kacper Przednowek.

The Literacy noticeboard was updated in the English Department promoting various initiatives: writing competitions (local, national and international). These competitions continued to run throughout ‘lockdowns’. In addition, the ‘Writer of the Month’ initiative commended written work submitted by students. Selected pieces from aspiring writers received a certificate and the work was published on the Literacy board.

In collaboration with the Library and despite ‘lockdown’ in society *Accelerated Reader* proceeded for Forms I and II. Our pupils managed to: read 112,181,893 words and take 2,448 quizzes. Pupils were awarded House Points for becoming ‘Millionaires’ and/or members of the ‘100% Club’ - winners having read over a million words or achieving 100% in their reading quizzes. There was a total of 14 new millionaire readers in Form I and 9 in Form II. Certificates were signed by Mrs. Woods and given out to pupils in Assembly later in the year.

Other pupil-focused activities included *Read-On* week as Form I and II pupils raised  700 for the *Northern Ireland Cancer Fund for Children*.

Staff development activities included: the use of Zoom, Microsoft Teams and Google Meet, teaching a full timetable online, Idoceo as well as iPad learning applications being used during ‘lockdown’ as well as completing another CDG process.

Geography

During another testing year for education the Geography department has continued to develop and assist pupil learning to a high standard.

At the beginning of the year M6 geographers had the opportunity to study the effects of coastal erosion at Dundrum Bay in Co Down. They also surveyed members of the public in Newcastle on their views of tourism in the local area. This material formed the basis of the module on “Issues in Geography” which enables our students to develop problem-solving skills.

In December, L6 geographers collected data for their AS examination. This is a study of the micro-climate of Greater Belfast. The data collected is analysed and interpreted as part of the AS examination in June.

Eden McCoubrey in L6 submitted an application to attend Villiers Park from 3rd to 7th February 2020. On the 7th February, former pupil Matthew Harvey, who now works as a Town Planner with ARUP in Belfast, spoke with F5 Geographers on careers in Planning. He outlined how Advanced Level Geography gave him the impetus to pursue this occupation.

Unfortunately, the Covid crisis prevented former pupil Prof Graeme Swindles from QUB speaking with F3 Geographers on 30th March. We hope to reschedule the talk for next year.

Likewise, the Form 2 trip to Hollywood in May and the GCSE data collection in June were cancelled.

In addition to this the department continued to adapt to the current school challenges by providing Zoom lessons, linking with their classes regularly via “Google Classroom” and developed new teaching ideas to help students engage with their geography.

Staff had meetings and discussions around teaching and learning to support our pupils and linked this to online learning, providing a good base from which pupils could learn the following year. This collaborative approach has provided a good base for our students to move on and achieve in their 2022 exams.

History

The History Department acquitted itself most admirably during one of the most challenging years of our professional lives. Its main achievements and successes are summarised below:

- Supporting pupils both academically and pastorally during the lockdown of January 2021-March 2021 through the development of digital resources and by conducting hour-by-hour live lessons with pupils.
- Successfully assessing, cross-marking, moderating and standardising pupils’ work prior to developing Centre Determined Grades in May 2021.

- Providing classes to L6 in June 2021 to help them reacclimatise to school life prior to academic year 2021-2022.
- Supporting each other through the sharing of digital resources and providing emotional support during a very stressful academic year.

Home Economics

The academic year 2020-2021 was another unique year in terms of education.

A very different start to the year with training on how to use a fogger, no practical work, social distancing in the classroom, room plans and not forgetting the masks.

We soon settled into the new routines and eventually began to introduce some practical classes, this involved careful planning as aprons had to be fogged between classes, oven gloves couldn't be used by more than one person and dishes had to be washed at a high temperature. The pupils appreciated the break from routine.

January 2021 brought a new challenge when schools closed again and we went to live lessons on line. The senior pupils were fantastic, the juniors more challenging, teaching to black screens is difficult. The form five pupils were disappointed not to be able to complete the practical component on the controlled assessment. It was great to get the pupils back into the classroom in March.

The Centre Determined Grades were the next challenge and not something I would like to repeat. A very stressful time.

The numbers were pleasing with two form 4 classes and three form 3 classes.

One difficulty because of the lockdowns has been the lack of practical experience the form 1 & 2 pupils have had as they are on the carousel, some had little experience in form 1 and again in form 2.

This year was also challenging as for various reasons we ended up with two substitute teachers with no Home Economics experience.

The A'level numbers remain small and it can be difficult juggling the two year groups.

Again, I would like to record my appreciation for the work done by Mrs Woods and the SLT during lockdown, they worked tirelessly for the well-being of the whole school community.

ICT

The various lunch-time clubs were busy as always: Code Club for Forms 1 – 3 on Mondays and Gamers' Club on Wednesdays, both in C2. The eagerly anticipated annual FIFA competition did not disappoint either (C2). Girls' Code Club in J3 was also very popular on Fridays at lunch-time.

Library

The Library continued to support subjects across the curriculum using both online and physical resources. Extra-curricular activities such as Book Clubs, quizzes and author events took place, both online via Google Classroom and in person.

During Lockdown, the library continued to support and deliver the Accelerated Reader Program via online learning using links to outside bodies such as Librariesni and Renlearn to enable pupil access to ebooks, take quizzes etc. Online book lists, author sites and SLA recommended resources were all used to promote reading and learning across subjects.

World Book Day was celebrated online with book tokens distributed electronically and with the much appreciated help of local bookshop, No ALIBIS. Free books were delivered to school and to pupils.

TC took the opportunity to add to CPD and taking part in online SLA courses such as 'Empathy lab webinar and book collection'.

Accelerated Reader provided many online courses to support pupils. 'Renaissance everywhere – supporting continuous learning in school and at home'

Mathematics

The department has been delighted to welcome two new additions to the teaching staff. We are joined by Jeevana Jeganathan and Steven Healy - two high calibre mathematicians and teachers. We have also been fortunate to call upon Dr Sam Stevenson a chief examiner with CCEA with a wealth of teaching experience for cover work.

We are continuing to prepare video and other online resources that are tailored for our students. This has been an extensive and ongoing task. The aim has been to provide complementary material to the key classroom teaching of the subject.

The school representatives continue to perform impressively in competitive, extracurricular Mathematics despite serious disruption due to Covid 19. The UKMT team competitions did not run but the Queen's competition did take place online. The senior team of John Gibson (M6), Jude Moorehead (M6), Ronan Poots (M6) and Ben Golden (F5) claimed an impressive second place finish.

Individual competitions moved online. This posed significant logistical challenges but was rewarded with strong results.

At Senior level, pupils achieved: 1 Gold, 7 silver and 14 bronze awards. In addition to his Gold Award, John Gibson (M6) qualified for the British Mathematical Olympiad and earned a certificate of merit in this elite competition. At Intermediate level, pupils achieved: 2 Gold, 5 Silver and 6 Bronze awards. In addition to their Gold awards, Riona Millard (F4) and Riya Raghuram (F5) were

selected to participate in the next round (the Pink Kangaroo) with Riya earning a certificate of merit for her performance.

At Junior level, pupils achieved: 1 Gold, 8 Silver and 3 Bronze awards. In addition to earning him his Gold award, Ryan Baird (F2) qualified for the next round (the Junior Kangaroo).

Modern Foreign Languages

French and Spanish

This year, the Department welcomed new French and Spanish assistants Yolaine Colin and Elena Aguilar Martinez. Both assistants have been excellent support to staff and pupils throughout the year. The Department celebrated European Day of Languages and Form 3 students were treated to crepes by Colin the Crepe Man. Students also competed a range of language quizzes in class.

To support students throughout lockdown, various cultural challenges were set across all year groups. As part of their on-line studies, French students watched “Le Petit Prince” film, made “Petits Nids de Pâques” and were challenged to create Parisian landmarks out of household items, resulting in some very creative structures! Meanwhile, Spanish students participated in a Picasso drawing tutorial, had fun learning to make “churros” and learned lyrics to popular Spanish songs which they all enjoyed singing together in a Zoom group! Some excellent memories and experiences were still enjoyed and shared across the Department at this challenging time.

German

During the pandemic and period of extended online learning, I encouraged pupils to participate in a range of opportunities offered to them via online platforms to enhance their knowledge of German language and culture:

- NICILT Spelling Bee competition (KS3)
- Café Connect – UK German Connection – all levels (interactive activities, group discussions on current topics, the opportunity to make new friends, learn about another culture, and practise some German)
- Still and Sparkling: UK-German Youth magazine with issues affecting young people today
- German Pupil courses / Scholarships: open to older pupils and taking place online during Summer 21 online

- Television series: Deutschland 89, The Same Sky, Nordic Murders – older pupils
- CEA diagnostic questions pilot: Spring 2021 and ongoing 2021 – 2022
- I was invited to participate in the scheme, details of which follow. Teachers met virtually throughout March 2021 to write the questions. These were quality checked by CEA in April and I piloted the Quizzes with my Form 4 pupils during May and June 2021. This has been enjoyable and informative regarding the pupils' misconceptions and helping me plan content and revision of topics taught through lockdown learning which were not as secure as I had hoped. I have been invited to continue writing the Quizzes next year (Spring 2022).

"CCEA is collaborating with stakeholder partner EEDI, and a small number of teachers, to pilot an online diagnostic assessment tool that supports the delivery of the Northern Ireland Curriculum at Key Stage 3. The assessment tool provides a bank of quality assured, diagnostic questions that teachers can choose if their pupils take during directed class time or as homework. Teachers gain a range of analytics to assess pupil understanding of a particular topic through:

- real-time marking;
- reasoning for answers;
- feedback; and
- explanations from the question author on misconceptions and insights.

Pupils receive instant results and explanations for any misconceptions, promoting learning and progression.

The aim of the tool is to reduce teacher workload and provide feedback to teachers on aspects of their pupils' skills in order to inform teaching and learning. The tool also helps CCEA to discover where schools may need additional support."

Music

Extra- Curricular activities were halted due to Covid restrictions. The Chamber Choir, Senior Strings and Senior Traditional group continued to meet and recorded the Carol Service in St Anne's Cathedral.

Key stage 3 – Pupils were taught online from January until March 2021. Lessons involved mostly listening and theory. The SOW was followed as normal for all forms with the practical activities that they would normally have completed in that time, completed when they returned to school. Attendance was excellent in most classes and pupils really start to engage with the tasks set, especially Forms 1 & 2. Playing sound over Googlemeet in a presentation did result in time delay.

Key stages 4 & 5 - Pupils finished the last set work in Unit 3 by the end of January and started revision. The Practical was very much left up to the pupil to do with time being built in towards Easter in their lessons. Pupils were finding they had a lot of work from other subjects and found it hard to find time to practise. Practical Exams and Viva Voce were recorded after Easter.

Physics

Staff received training on the use of Google Classroom, delivering lessons to all classes during the period of lockdown.

Seven AS pupils entered the British Physics Olympiad Senior Challenge at the start of March. They performed as follows:

Ben Golden - Gold Award

Alex Scott, Adrib Ahmed and Veda Muruga Perumal – Silver Award

Sabriel Gergett, Jack Gillespie and Harriet McAllister – Bronze Award

97% of GCSE students attained a grade A*-C.

Michael Harvey, Jude Moorehead, and Ronan Poots were awarded an A* at A2 level.

Politics

Politics enjoyed another successful, albeit difficult year in 2020-21. With the second term being disrupted by the pandemic for a second year, Politics students responded well to the change to remote learning. Virtually all students were online for each lesson and work was uploaded to a good standard and in a timely manner. Three students, Nathan Davidson, Eve Henderson and Amelia McDowell achieved A* grades at A Level through the CDG process, which came as a result of their excellent results in Tracking Tests.

As many clubs and societies found, it was difficult to meet as we had before. But that did not deter a committed group of four LVI students from taking part in the Covid-proof Politics in Action group, a cross-community group of political engaged young people from BRA, St. Malachy's and Dominican College. This year the meetings were held on Zoom and were once again very ably led by Ulster University lecturer and political commentator, David McCann.

The focus of the group's work was about coming out of the pandemic and the impact it has had on mental health. During the course of the meetings, held over several months, students contributed to group discussions, proposed ideas about help young people could receive from schools, youth organisations and politicians around the themes of mental health, sectarianism, equality and public services. They were also fortunate to have discussions with NI politicians. In our north Belfast cluster group, students questioned Robbie Butler and Nichola Mallon. Ruby

Askin (LVI) made particularly challenging points to Robbie Butler. In the final presentation, made to Gerry Carroll, People Before Profit MLA for West Belfast and Nichola Mallon, Minister of Infrastructure and SDLP MLA for North Belfast, Sorcha Boersma led the discussion on public services, which was very well received.

The group were also treated to Zoom calls with various 'big names' of local, Irish and British politics, including deputy First Minister, Michelle O'Neill, Minister for Education, Peter Weir, former NI Secretary of State, Julian Smith and former Taoiseach, Leo Varadkar. These sessions were insightful, not least because through the Zoom call we got glimpses in their offices and homes; Michelle O'Neill's dog barking interrupted her on more than one occasion. Tara O'Neill (LVI) was also brave enough to put herself forward for Politics in Action TV, a You Tube broadcast in which she and another student gave their opinions on recent political events.

Finally, with it being a US election year, Politics Society was keen to allow students the opportunity to vote in the House Mock Presidential Election. As with 2016, each Tutor Group was given a state to represent and so we were able to follow the Electoral College system that the real presidential election uses (the election is not decided on popular vote).

Voting took place via Google Classroom, with students looking to exercise their (mock) democratic right digitally. With just Donald Trump and Joe Biden on the ballot, students could opt to spoil their ballot and still help their House win the House competition based on turnout.

The results were even more decisive than in 2016, with a resounding win for Biden, winning 474 electoral college votes to Trump's 64. The tutor group/state breakdown was also particularly interesting as it demonstrated, in both 2016 and 2020, that Form V boys are Trump supporters. Despite doing it online, the results information sent out to tutor groups presented the opportunity for discussion on whether the electoral college vote was fair, as Trump received just 12% of the electoral college votes compared to 18% of the popular vote.

In the House competition, which was based on turnout, Pottinger again took the glory with 48% turnout. Cairns beat Shaw to second place, with Currie bringing up the rear. Despite the challenges this year, it was a great event and through the House competition should serve to remind us again remind us that our votes do indeed matter.

Religious Studies

The Department continued to use the study support material which assisted the pupil on a week-to-week basis. We also continued to use the RE staff website which complemented our use of Google classroom as a pupil-based assessment tool. This has also been developed as a resource to summarise every lesson that is taught, which gives valuable information to those that are absent and also helps pupils to develop skills of organisation, and greater understanding of what is taught each lesson.

We continued to use the centralised 'Team Drive' which allows all members of the department access to standardised resources. Notes were updated for GCSE / AS /A2. Our relatively recent switch from The Old Testament course to Church History course continues to prove to be a positive move as the AS/A2 courses saw another successive jump in numbers of students doing RE at A-Level.

In light of only getting 1 hour per week of Form 4 RE teaching time, we continued to use the space in the KS3 curriculum to teach the first unit of Form 4 GCSE from January of Form 3. We felt that this was a very positive decision, though it has also necessitated a total re-write of the KS3 syllabus and course notes.

We have also taken the decision to switch one of our units at GCSE. This will come into effect in 2022-23, where we will teach the Philosophy unit in place of Mark's gospel. This has received much approval from the current Form 4 pupils and much jealousy from the current form 5.

We further developed booklets and embedded the 6 world faiths into the KS3 syllabus for 2020-21.

Sociology

Sociology is a very popular subject at both AS and A2 level. Despite Covid and lock-down learning, both LVI and MVI worked very hard throughout the 2020-2021 academic year. Results followed the pattern of previous years with both AS and A2 cohorts achieving 100% A*- C.

Technology and Design

A focus for the Department over the last 18 months was to develop further our STEM events, speakers, trips and clubs. Obviously, we have had very limited opportunities for this to happen. I believe lockdown and lack of opportunities for the pupils had led to many good, in particular good girls, choosing the subject in middle school. Therefore, we are working on a STEM club for girls and targeting opportunities for them to become more involved in the subject. We hope to launch this very soon – GETSET (Girls Exploring Technology, Science and Engineering Together).

Throughout 2020-21 I worked every Monday lunchtime with Oscar Hill, Form 4, on an electronics project which he came to me with an interest in. It was to create an 'ionocraft'. This required taking a CRT monitor and modifying it to create a high voltage / ionize the air particles to create a lift for a lightly framed 'craft'. We worked on it all year and only on the last week of Summer term did we get it to work successfully. He is a great example of a boy with intelligence, genuine interest in Technology and determination and resilience to persist at something. I was delighted for him at the end of the year to have success!

Sport

Practical sport lessons carried on throughout lockdown and staff used the Girdwood facilities to participate in outside PE classes. Extra-curricular activities and Saturday sport went ahead and followed covid guidance. A full sports day also went ahead successfully in June. Staff also produced a wide range of great resources for online learning and an excellent video for incoming form 1 pupils. Competitive school fixtures went ahead when allowed. Rugby and Girls hockey fixtures were played when possible and senior, intermediate and junior cup cricket competitions also went ahead. There were numerous resources made available for PE examination classes. We were one of only a few schools in Northern Ireland that carried on with PE and games related activities in a meaningful manner throughout the lockdown period.

Rugby

The 2020/21 rugby season saw plenty of endeavour from staff and pupils but little in the form of fixtures, indeed, there were fixtures on just one Saturday in early October. Training took place when permitted, this provided a great opportunity to develop key skills and styles of play away from the demands of a chaotic fixture list. Pupils continued to be selected for representative squads. Oliver Smyth played for the Ulster U18 Club team in the interprovincial campaign in September 2021. He along with Ben Dewhurst, Oliver Scott and Josh Manson are currently training with the Ulster U 18 Schools' Squad. Frank Davis is training with the Ulster U17 Schools' squad. Connor McVicker, Alex French, Oliver Cox and Max McKittrick are part of the Ulster U16 programme.

Netball

Unfortunately, due to Covid-19 restrictions there was no competitive school netball this year. Players managed to do some outdoor training and availed of the newly marked outdoor practice court at school.

Nada Hawela and Catelyn Burns were talented identified as potential future International netballers. As part of this elite training, the girls were selected for Netball Northern Ireland's Emerging Warriors programme. This included not only developing their netball skills and tactics but also undertaking a Strength and Conditioning Programme. The players thoroughly enjoyed this opportunity! Both coaches and players hope to see netball return to school next year and look forward to getting back to competitive matches on court!

Special Educational Needs

SENCo: Ms Diane Keenan

ASSISTANT SENCo: Mrs Joanne McNally / Mrs Karen Brady (maternity cover)

SEN Governor: Mrs Ann Clements

During 2020-21 a report on Special Educational Needs was delivered to the Education Committee of the Board of Governors each term. The school SEN policy was reviewed as part of the Autumn report and is available on the School website. The Learning Support Department met in June to plan the use of a Staff Development Day in August 2021 to conduct whole school development to support children with Special Educational Needs (SEN). This is particularly important as we move towards staged implementation of the new SEN Framework. The support and interest of the Board of Governors, particularly that of Mrs Ann Clements, is very much appreciated. We are also indebted to the Teaching Staff and Classroom Assistants who show great care, commitment and dedication in order to meet the needs of all our pupils.

Student Teachers 2020-2021

Although the pandemic impacted on the School's ability to host our usual number of student placements, a number of students were given School Experience and Teaching Practice at the Academy in the academic year 2020/21:

University of Ulster

Mark Keane	Technology and Design
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Ashley Sheppard	Art and Design
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Stranmillis University College

Matthew Steele	Religious Studies
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Iqra Amjad	Computer Science
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OTHER EXTRA-CURRICULAR ACTIVITIES

Bridge Club

Unfortunately bridge club was unable to meet in school in 2020-2021. An outside online club was established with the help of the Northern Ireland Bridge Union (NIBU).

The opportunities for our students to compete nationally were underscored by four of our students representing the Northern Ireland Under 20 Team in the home nations contest: Alex Scott, Ewan Todd, EJ Atienza, JP Miller.

The bridge club hopes to be back up and running in 2021-2022.

The Creative Writing Club

Due to the limitations of Covid restrictions, the Club unfortunately did not run last year but intends to be back as normal in the new academic year.

Model United Nations

With ongoing Covid restrictions, the Model United Nations club did not meet last year, and the annual event organised by the British Council, where we take Lower Sixth Pupils to participate, also did not happen.

Junior Scripture Union

Junior Scripture Union was held weekly during Wednesday lunchtime. Throughout the course of the year we studied the Gospel of John using the WordGo app. Pupils also attended the weekly S.U. Google Meets during the lockdown at the beginning of 2021 and were delighted to be able to continue meeting together again once school returned. The S.U. organised an end of year barbecue at Ben Madigan and were delighted to have Crown Jesus Ministries in attendance to speak to the pupils.

Senior Scripture Union

Senior Scripture Union was held weekly during Friday lunchtime. Throughout the course of the year we studied the Gospel of John using the WordGo app. Pupils also attended the weekly S.U. Google Meets during the lockdown at the beginning of 2021 and were delighted to be able to continue meeting together again once school returned. The S.U. organised an end of year barbecue at Ben Madigan and were delighted to have Crown Jesus Ministries in attendance to speak to the pupils.

Young Einstein Club

Unfortunately, due to Covid Restrictions, practical work in the Science Department was only able to take place in a limited way during timetabled Science Classes, often merely by teacher demonstrations. We were therefore unable to run the Young Einstein Club during this academic year and no meetings took place.

Trips

Due to ongoing covid restrictions no school trips were able to be organised for this academic year. We hope that some trips will return to the School calendar next year.

Other Matters

Careers

- MVI pupils received help, advice and guidance with UCAS, CAO and HE applications.
- MVI pupils attended many Virtual Open Days including QUB, UU, Stranmillis, St Mary's, Belfast Metropolitan College and Northern Regional College.
- Aspiring MVI medical, dentistry, veterinary, nursing and midwifery students participated in a 'Multi Mini Interview simulation event'. Held in-house due to covid.
- Mock interviews were held for all those applying for Teaching.
- Some pupils received a Conditional Offer from PWC for their Higher Apprenticeship.
- All Apprenticeship opportunities, including the Higher-Level Apprenticeships, were advertised to our pupils. Examples included, Mercedes-Benz, Stena Line, Belfast Harbour Civil Engineering Apprentice Opportunity, BT, NIE etc.
- Several our LVI and MVI pupils attended the virtual Chartered Accountancy Open Day at PWC.
- A number of LVI pupils took part in numerous programmes organised by Screenworks such as Prosthetics, Costume Design and Special Effects.
- Form V pupils attended an introductory session about the role of the Careers Service NI and each pupil was interviewed by the DEL Careers Adviser.

- All virtual work experience opportunities were posted on google classroom and emailed out to parents.
- Sabriel Gergett took part in the Generation Innovation 2021 work experience programme.
Sabriel was working with RPS to design a solution regarding flood defences, with her team winning an award as the most innovative team in their week. Sabriel was also nominated for and won the award of 'Future CEO' due to her excellent leadership skills demonstrated throughout the week in guiding her team's solution.

Habitat for Humanity NI

Activities for the Habitat for humanity group were impacted by covid restrictions but it is hoped that efforts and participation in local events will recommence in the new academic year.

Primary School Programme

Despite a number of attempts to secure experience for our Lower Sixth Form pupils with a number of our partner primary schools, we were unable to run this programme because of the restrictions in place as a consequence of the pandemic.

Save the Children Fund

Due to covid restrictions and school closures, the Save the Children Fund Committee had only one event, and raised £150 in 2020/21 from a Staff Christmas Jumper Day.

School Council

It was a busy but disrupted year for the School Council in 2020-2021. The School Council held its annual non-uniform day in October. The Pupil and School Council chose to split the money raised for this fund-raising activity between Jigsaw CCC, NI Children's Hospice, Lighthouse and TAMHI. Representatives from each of these organisations received cheques for £600 at whole-school Assemblies in December.

The School Council decided to recognise Anti-Bullying week in November by organising a number of whole-school activities and various Assembly presentations. Representatives from the School Council also took the lead in devising and implementing an 'Inclusion, Diversity and Equality' pupil questionnaire. Results from this questionnaire were relayed to all pupils during various whole-school assemblies and also to Senior Management. The results will be used to formulate and plan future policies.

The School Council was inspired by the Netflix film 'Yes Day' and implemented its own version in May. All pupils were encouraged to collect as much money as they could for Marie Curie and NI Children's Hospice. Pupils were encouraged to get friends/family members to sponsor them; give up their pocket money; do extra chores around the house; help a neighbour/relative etc. Pupils who raised the most money were able to present their 'Yes Day' proposals to Mrs Woods and she had to say 'Yes'!!! Over £1700 was raised by this initiative. All pupils who participated were treated to ice cream with 5 of their friends. One lucky Form II pupil was also able to take 30 of his friends to the cinema.

Other issues discussed by the Pupil and School Councils throughout the year included the food provision in the canteen; ways to reduce litter throughout the school site; recycling facilities; and the possibility of the installation of bike racks.

The Head Boy, Head Girl and their deputies addressed whole-school assemblies regarding these various issues in December.

The Villiers Park Trust

An Educational Trust based in Cambridge which aims to inspire gifted and talented pupils.

Due to the pandemic, pupils were not in a position to attend the residential Reading Parties at Foxton. Virtual opportunities that were shared to us by the Trust were advertised to pupils through the Careers Department's Google Classroom.

Ben Madigan Preparatory School

The staff, pupils and parents of Ben Madigan worked very hard through another disrupted academic school year. Our staff must be thanked for all their efforts in providing Keyworker support and high quality remote learning from January into March.

Much work has been done to promote further success in Literacy, with a new handwriting scheme and range of comprehension resources being implemented. In addition, the Accelerated Reader program continued to be employed to good effect.

The Belfast Royal Academy's Old Girls' Association generously donated funds for a classroom set of high quality ukuleles. These were put into good use during the Spring term when Mr Rankin joined us for whole class lessons once a week.

In lieu of a residential trip, Prep 7 enjoyed a fun and active day out to Ardnally Scout Centre under the leadership of Mr Coulter and Mr Ingram.

Mr Philip Ingram and Mrs Pamela Lennon were appointed as Senior Teachers.

Over the course of the year £2421.77 was raised for various charities including Macmillan Cancer, Children in Need and Save the Children.

Measures for the security of pupils, staff and premises

The Board of Governors is committed to ensuring a safe and secure environment for pupils and staff during the school day. Security measures are reviewed periodically and include the following:

- A modern fire detection and alarm system is in operation throughout all the school sites and is tested on a frequent basis. A fire drill is carried out each term.
- A monitored intruder alarm system is in operation at the main school and Preparatory Department sites.
- CCTV cameras are in operation at the main school site and at Ben Madigan.
- Buildings are secured by school janitorial staff each evening.
- Staff members are on supervisory duty at break and lunch-times.
- Safe systems of work are in operation with respect to contractors working on the school site.
- School management consults with the Education Authority and the PSNI Crime Prevention Branch on a regular basis with respect to safety and security measures to be undertaken on the school site.
- Specific risk assessments have been produced and safety measures put in place to take account of the risk of COVID19 infection.

Insurance

Following advice from representatives of the school's insurance brokers, the Board of Governors is responsible to ensure that adequate insurance cover is held by the school. At present, the school insures against its Legal Liability for injury caused to members of the public, including pupils. To succeed in any action against the school, a claimant must prove that the School has been in breach of its statutory duties or has been negligent.

In some cases, injuries can befall pupils arising out of school activities, particularly in the area of sports and other extra-curricular activities, where there is no such legal liability upon the School to provide insurance cover. **The Board of Governors would therefore strongly advise parents to take out individual Personal Accident policies for their children**, in order that cover may be provided, in the event of a severe injury being sustained by a pupil, where there is no negligence on the part of the School or any other party. Further information for those interested in Personal Accident cover for rugby is available on the IRFU web-site.

Insurance should also be taken out by parents, if expensive items of equipment are being brought into school.

Buildings, Estates and Equipment

Cliftonville Road Site

- Staff toilets refurbished in Crombie Basement and Darbyshire Foyer
- Pupil Toilets refurbished in Darbyshire Foyer and Bruce Ground Floor
- Lighting replaced with Low Energy LED throughout the school buildings (excludes Crombie)
- Main Foyers redecorated and fitted with new flooring in Darbyshire, Jackson and Louis Lord/Pollin shared entrance
- Circulation areas redecorated and fitted with new flooring in Jackson
- Circulation Areas and stair halls re-decorated in Bruce Building

Ben Madigan Site

- New Heating System installed in Kindergarten
- New front Window installed in Kindergarten Flat
- Kindergarten main Flat roof re-surfaced and waterproofed
- Prep School Staff Kitchen Refurbished
- New Entrance Matting to Prep School Entrance Hall
- Re-arrangement of Prep School Reception completed
- New skylights installed in Prep School Kitchen

Roughfort Site

- Main Carpark Re-surfaced and new barriers installed
- Internal and external redecorations carried out
- New rubber sheet flooring installed in all changing rooms

Health and Safety Work (all sites)

- Fixed wire testing was carried out in relevant buildings throughout the school. This is completed on a rota basis.
- Portable Appliance Testing was carried out on all school electrical equipment
- A Landlord's gas check was carried out, as required annually.
- Boiler servicing was carried out
- Legionella pipe work and water tank cleaning was carried out.
- Fire and Security Alarm Cyclical Maintenance was carried out.

Freedom of Information Scheme

In line with legislative requirements, the School has a policy, detailing information which is accessible to parents on request. Copies of this policy may be obtained from the Bursar's Office.

GDPR

The School processes and retains records in line with the requirements of the GDPR

Belfast Royal Academy

Financial Report

1 April 2020 - 31 March 2021

Summary of Accounts

Income and Expenditure Account		
2020-21		
Income	2020/21	2019/20
	£	£
Department of Education Grants	8,113,365	7,386,276
Preparatory Department Fee Income	448,130	459,340
Playgroup & Childminding Fees	44,591	139,885
Miscellaneous Income	127,225	132,621
	8,733,311	8,118,122
Expenditure		
Teaching Staff Costs	5,690,199	5,568,099
Other Staff Costs	1,465,319	1,351,331
Other Operating Costs	1,483,015	1,538,182
	8,638,533	8,457,612
Surplus/ (Deficit) to Reserves	94,778	(339,490)

Belfast Royal Academy

Financial Report

1 April 2020 - 31 March 2021

(Continued)

Other Operating Costs

2020/21

2019/20

£

£

Class Materials

68,886

75,557

Maintenance

427,481

234,953

Heat , Light & Water

149,419

223,128

Cleaning

260,950

228,940

Insurance , Bank & Audit

165,312

152,770

Examination Fees

34,136

114,353

Administration

130,425

117,787

Sports , Games & Travel

9,548

37,643

Transport

57,977

134,345

Purchase of Equipment

80,469

110,004

Miscellaneous

98,412

108,702

Total

1,483,015

1,538,182

Non - Teaching Staff Costs

£

£

Administrative Staff

351,221

321,324

Manual Staff

309,549

287,634

Laboratory & Other Assistants

804,549

742,373

1,465,319

1,351,331

The number of full-time equivalent teachers employed by the School during the year was :

	2020/21	2019/20
Secondary Department	85	83
Preparatory Department	8	8
	<u>93</u>	<u>91</u>
	<u><u>93</u></u>	<u><u>91</u></u>

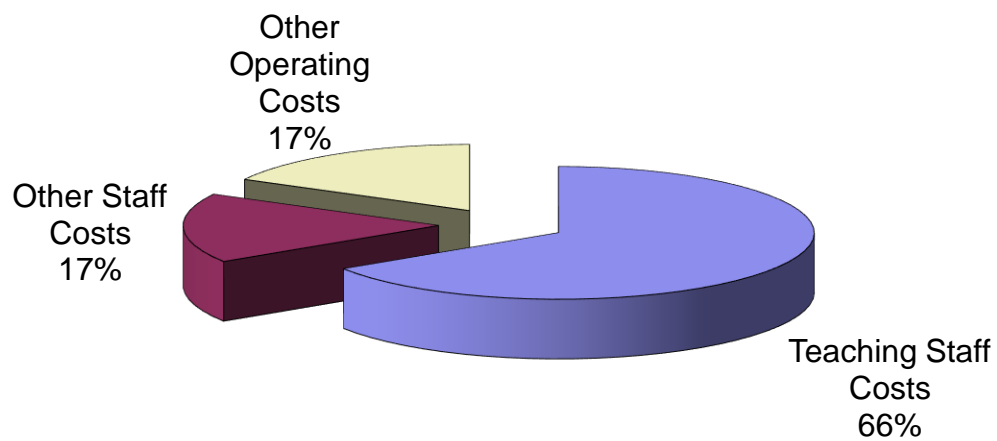
Belfast Royal Academy

Financial Report

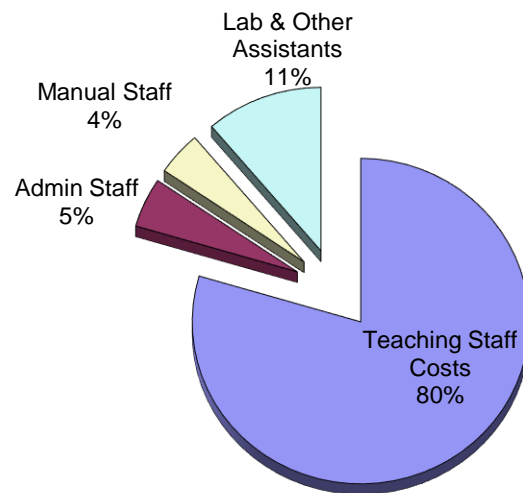
1 April 2020 - 31 March 2021

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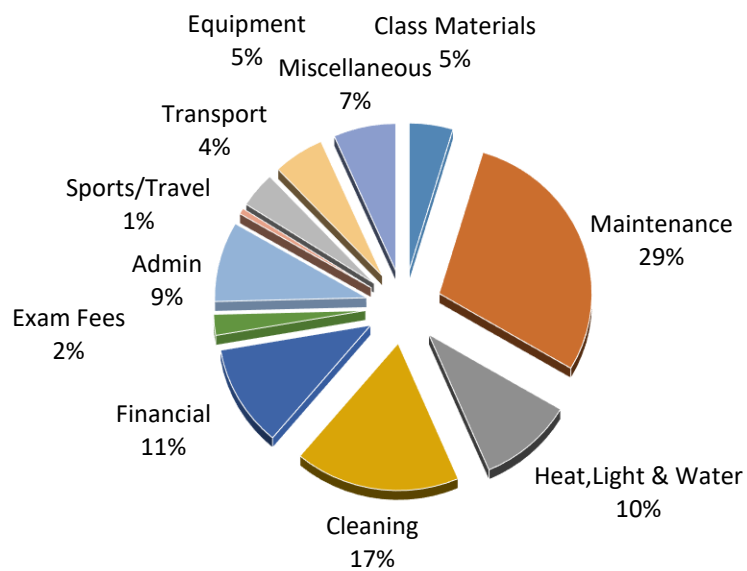
Expenditure 2020/21



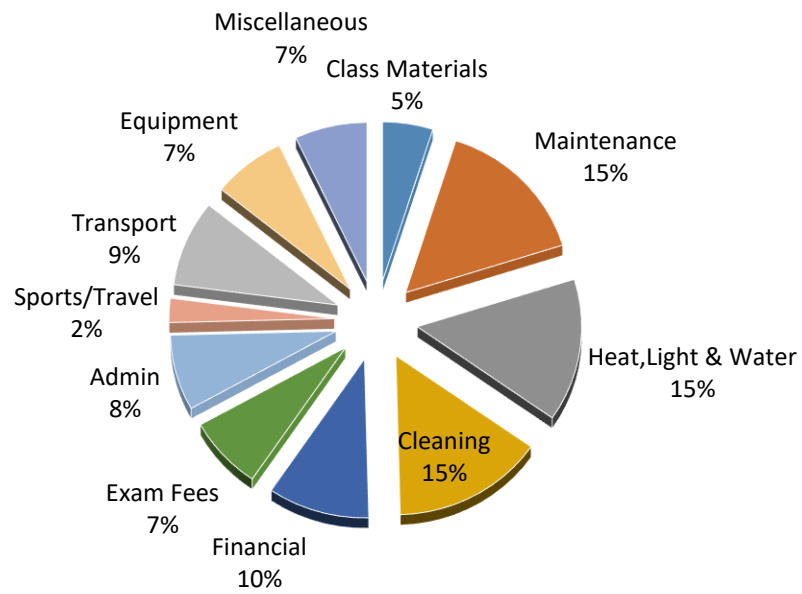
Staff Costs 2020/21



Other Operating Costs 2020/21



Other Operating Costs 2020/21



Board of Governors

Appointed by the Department of Education
(for the period from Jan 2018 – December 2022)

Mr. G.W. Watt, M.A.

Mr. J.D. Twinem, B.A., D.I.S, Pg.Cert., Pg.Dip.,
M.Sc, M.Inst.L.M., M.C.G.I.

(For the period from May 18-December 2022)

Mr Brian Monroe, B.Sc.(Acct.), M.Acct., F.C.A.

Mrs. G. McGaughey, LL.B., Cert in Professional Legal Studies.

Mrs. C. Rowan, B.Sc.

(For the period from Feb 19-December 2022)

Prof. J. A. I. Montgomery, B.A., Ph.D.

Elected Parent Governors

(For the period February 2018 – January 2022)

Mrs. J. C. Cornell, A.B., M.A., M.F.A.

Ms. C. Dillon, B.A. (Senior Vice-Warden)

Mrs. C. Latham, B.Ed., M.Sc., P.Q.H. (N.I.)

Elected Teacher Governors

(For the period February 2018 – January 2022)

Dr. A.A.W. Bell, B.Sc., B.Agr.Sc.

Mrs. G. McQuiston, B. Ed.

Mr. J.M. Patterson, B.Sc.(Econ.), M.S.Sc., D.C.G.

Elected Representative Governors

(For the period February 2020 – January 2024)

Mr. K.A. Knox, M.Sc. (Warden)

Mr. G.R. Simon, F.R.I.C.S.

(For the period February 2017 – January 2022*)

Mr. N. W. Beggs

Mr. B.W. McCormack, B.Sc. (Econ) F.C.A.

Mr. S.B. Orr, LL.B.

Mr. S.J.S. Warke, A.C.I.I., Dip P.F.S., T.E.P. (Hon.
Treasurer)

(For the period Feb 2018 – January 2022)

Mr. M. L. Blake, LL.B., B.L.; Attorney at Law

Mrs. K. L. Burns, B.A

Mrs. A. Clements, B.A.

Mr. M. Orr, Q.C., S.C.

Mr. D.E. Porter, M.Sc., C.Eng., M.I.C.E., M.C.I.H.T.,
M.C.I.W.E.M.

(For the period Feb 2019 – January 2023)

Dr. K.M. Bill, M.B., Ch.B., F.F.A.R.C.S.I.

Dr. J.A.Hill, F.R.Eng., B.Sc., Hon. D.Sc., C.Eng., F.I.C.E.,
F.I.StructE.

Mr. D. Walsh, B.Sc., M.B.A., C.Eng., M.I.M.E.

Mrs. J. Weir, B.Sc., C.Math., M.I.M.A. (Hon. Secretary)

Principal (Non-voting member)

Mrs. H. Woods, B.Sc., B.Ed., P.Q.H. (N.I.) M.A.

Warden

Ms. C. Dillon, B.A.

Senior Vice-Warden

Mr. D. Walsh, B.Sc., M.B.A., C.Eng., M.I.M.E.

Head of Finance & Corporate Services

(Acts as Clerk to the Board of Governors)

Mr. S Burrows, B.Sc, F.C.A.

*extended for 1 year in exceptional circumstances