



Strathearn School 2023

Strathearn School

Principal - Mrs N Connery MA PGCE PQH

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Chairman of the Board of Governors Mrs L Mallon LLB

The School Reception is open Monday to Friday from 8.30am until 4.30pm.

Strathearn is a voluntary grammar school for girls (Group A) administered by its Governors in accordance with the regulations of the Department of Education.





Welcome

I am delighted to welcome you to Strathearn School. Thank you for your interest in our School and the opportunity to share our ethos and vision which is the foundation of an exceptional education for all of our girls.

In Strathearn there is a strong academic emphasis and we develop our pupils' love for learning and an intellectual curiosity that will help them achieve academic excellence. As well as the wide range of subjects, Strathearn has an extensive extra-curricular and pastoral care system which places the pupils and their needs at the heart of the School. The School has attained outstanding academic success and our girls' public examination results rank amongst the top schools in the United Kingdom.

We aim to provide an environment where each girl's potential is recognised and valued so that she is encouraged fully to develop her abilities and talents, and achieve her best in all areas of life.

As you read this prospectus, you will gain an insight into our special moments and achievements as well as learning about the day-to-day life in Strathearn. However, no prospectus can hope to convey the positive atmosphere that prevails in Strathearn and the quality of relationships that we enjoy.

I warmly invite you to visit the School and see for yourself our inspirational pupils and dedicated staff. If you have any questions or queries about the education we provide in Strathearn, please do not hesitate to contact us.

I look forward to meeting you.

J. Carney

Excellence in learning



School Admission

The School currently admits 120 girls each year into Year 8, and admission at this stage is conducted through the Transfer Office of the Education Authority.

The criteria for admission into Year 8 are detailed in Appendix 1. There are also places available for entry into the Sixth Form and occasionally into other year groups.

The School operates a waiting list and parents of prospective pupils should apply directly to the School. The criteria for entry into a year group other than Year 8 is detailed in Appendix 2.

The enrolment of the School in September 2022 was 809 girls, including a Sixth Form of 213. The admissions number is 120 and the enrolment number is 810. The enrolment for the School is from Year 8 (Form 1) to Year 14 (Form Upper 6).

School Hours & Holidays

Currently, the school day begins at 8.45am, when the pupils register with their Form Tutors. Classes begin at 9.05am after Assembly or Form Time, with three teaching periods before break (10.50am - 11.05am), and three before lunch (12.50pm - 1.45pm). Three afternoon periods end at 3.30pm.

2023/2024 School Year (provisional)	
CHRISTMAS TERM	25 August 2023 - 20 December 2023
HALF TERM HOLIDAY	30 October 2023 - 3th November 2023
EASTER TERM	3 January 2024 - 22 March 2024
HALF TERM HOLIDAY	12 February 2024 - 16 February 2024
SUMMER TERM	8 April 2024 - 28 June 2024
MAY DAY HOLIDAY	6 May 2024

Encourage, Empower, Excel

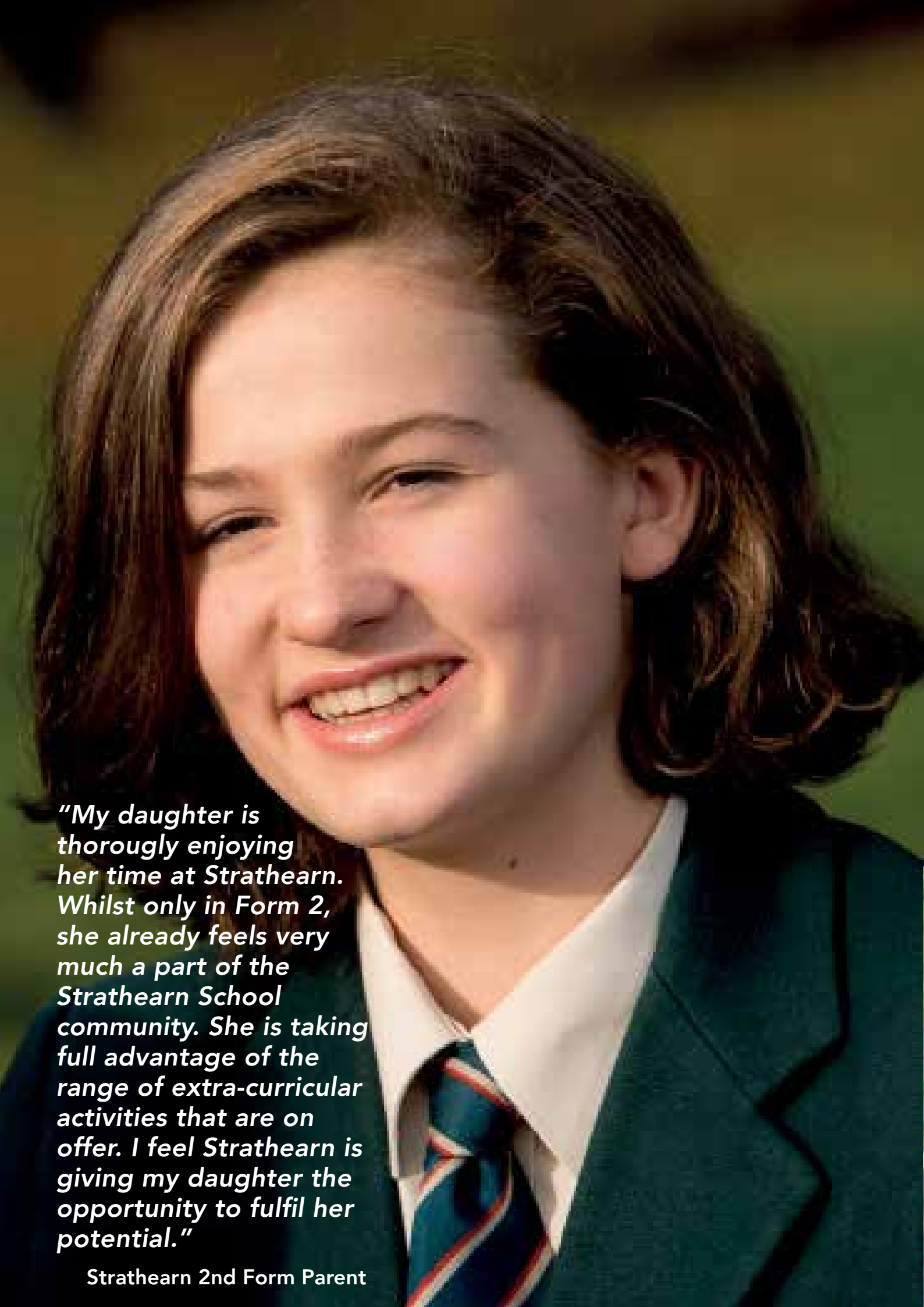
At Strathearn we are committed to:

- ⦿ Excellence in teaching and learning
- ⦿ Creating a culture of challenge and aspiration
- ⦿ Fostering a caring and supportive ethos where each individual is valued
- ⦿ Encouraging a sense of pride in our School and in our wider community
- ⦿ Building and maintaining positive relationships across our school community
- ⦿ Maintaining the highest standard of facilities within an attractive physical environment

We will strive to ensure that each girl will:

- ⦿ Be happy and safe in School
- ⦿ Love learning
- ⦿ Meet her full potential
- ⦿ Develop life-long friendships
- ⦿ Take advantage of the wide range of extra-curricular opportunities on offer
- ⦿ Mature into a well-rounded individual, equipped to contribute positively to society





"My daughter is thoroughly enjoying her time at Strathearn. Whilst only in Form 2, she already feels very much a part of the Strathearn School community. She is taking full advantage of the range of extra-curricular activities that are on offer. I feel Strathearn is giving my daughter the opportunity to fulfil her potential."

Strathearn 2nd Form Parent

Curriculum

Strathearn School offers a broad and balanced curriculum to ensure that all of our pupils have an appropriately challenging educational experience.

At Key Stage 3, for girls aged 11-14, classes are taught in form groups. As well as all of their curricular areas, girls also have a weekly Learning for Life and Work period, led by their Form Tutor.

At Key Stage 4 most pupils choose to study at 9 subjects. Pupils receive guidance and advice in order to choose the most appropriate range of GCSE subjects that will lay a secure foundation for their progression to A-level.

In Sixth Form pupils will have the opportunity to study four A-level subjects. They continue to meet with their Form Tutor for one period per week; additionally, they have one period dedicated to Careers Education, Information, Advice and Guidance (CEIAG).

Assessment

Pupils are continually assessed throughout the academic year at all key stages. Pupils in Forms 1-4 have formal school examinations once a year in May. Pupils in Form 5, Lower 6th and Upper 6th have mock examinations during the year, in addition to external pupil examinations.

There is a parents' meeting for each year group and parents receive a short Pupil Progress Update and a full report each year. Pupils' achievement is closely monitored and the subject teachers work closely with pupils and parents to ensure that pupils reach their full potential.

Homework Policy

Homework is essential for all pupils as a very important way of reinforcing the work done in class. Each girl is required to complete homework and the time she spends on this increases as she progresses up the School.



Learning

Careers

Careers Education, Information, Advice and Guidance (CEIAG) is an integral aspect of the educational provision at Strathearn. The Head of Careers is available for consultation by the students in School, and by parents and pupils at transition Parent Consultations and Parent Information Evenings. Outside speakers, university admissions staff and former pupils are regularly invited to the School to talk to pupils about a range of career opportunities.

Duke of Edinburgh Silver Award



Leadership

Pupils in Strathearn are actively encouraged to take on leadership roles. There is a form captain for each class and in Sixth Form there are a number of extra responsibilities including Office Bearers, Peer Mentors and chairs of committees, as well as opportunities to volunteer in local primary schools and a local care home.

A representative from each form class sits on the School Council, which works to highlight and address pupil priorities and to contribute to whole-school aims.

Merit System

Throughout the School we operate a Merit System which aims to reward students for achieving high standards in behaviour, attendance, punctuality and uniform.

Curriculum Subjects Summary

Subject	Key Stage 3	Key Stage 4	Key Stage 5
Art & Design	○	○	○
Biology*		○	○
Business Studies		○	○
Chemistry*		○	○
Design & Technology	○	○	○
Digital Technology		○	○
Double Award Science		○	
Drama		○	○
English Language	○	○	
English Literature	○	○	○
French	○	○	○
Further Maths		○	○
Geography	○	○	○
German	○	○	○
Government and Politics			○
Health & Social Care			○
History	○	○	○
Home Economics	○	○	
ICT	○		
Junior Science*	○		
Learning for Life and Work	○	○	
Mathematics	○	○	○
Media Studies			○
Moving Image Art			○
Music	○	○	○
Nutrition and Food			○
Physical Education	○	○	
Physics*		○	○
Religious Studies	○	○	○
Spanish	○	○	○

* Junior Science is taught in Forms 1 and 2 with the 3 Sciences introduced as discreet subjects in Form 3.



Innovation

ICT Facilities

At Strathearn we recognise that information technologies are an integral part of our lives and an important and useful resource for us all. At Key Stages 3 and 4, pupils are provided with a School-owned iPad for use in the classroom and at home. For Key Stage 5, pupils, and staff have access to class sets of Chromebooks and there is the facility for pupils in 6th form to use their own devices in school. All classrooms are fully equipped with Interactive White Boards and high speed internet access.

Our Learning Centre allows whole class and individual pupil access for all subjects. Computer facilities are available at lunch time and after school when pupils are supported by specialist ICT staff. In addition, several departments, HE, Art and Technology, have their own suites of computers to support the pupils' work in that subject. The Music Department has its own suite of Macs, with Logic sequencing software and a dedicated recording studio.

All subject departments make use of an on-line learning platform (either Microsoft Teams or Google Classroom) to support teaching and learning, and to encourage pupil engagement beyond the classroom.

Sport

Through the extra-curricular programme pupils are provided with the opportunity to participate and compete in a wide range of team and individual activities. Those pupils who have a keen interest in additional sports such as, swimming, horse riding, golf, squash and trampolining are supported by the Physical Education Department and represent the School in competitive events.

Sports Hall, Gymnasium and Fitness Suite

The School has a large, purpose-built Sports Hall and the accommodation within the Sports Hall is flexible, and allows for: a full size indoor hockey pitch; five badminton courts; indoor tennis court; netball; volleyball; basketball, with provision for gymnastics. A state of the art Gymnasium complements the use of the Sports Hall and a fully equipped Fitness Suite completes the indoor sports accommodation.

Outdoor Facilities

One synthetic and two all-weather hockey pitches, athletics track including a double long jump pit with tartan track run-up and caged throwing area. There are a total of six AstroTurf tennis courts on site. In addition, we have ready access to the CIYMS synthetic hockey pitch, adjacent to the School, which is available for both junior and senior teams and this includes the tennis facilities, if and when required.

3rd XI Gibson Cup Winners
March 2022



Opportunity

Extra-Curricular Programme

Strathearn offers a comprehensive extra-curricular programme and encourages all pupils to take full advantage of what is on offer.

COMMUNITY SERVICE **FITNESS**
Rock Club **CADET'S** *Orchestra*
Chamber Choir senior scripture union
ART CLUB **CROSS-COUNTRY**
BADMINTON **DRAMA**
Athletics **Junior Choir**
BOOK CLUB **Senior Choir**
Youth Lyric **Debating**
Bar Mock Trials *Creative Writing*
Gymnastics **TENNIS**
 JUNIOR SCRIPTURE UNION
Netball **TABLE-TENNIS**
DUKE OF EDINBURGH **cricket**
JUNIOR DRAMA CLUB
HOCKEY **VOLLEYBALL**
School Production **FOOTBALL**
DANCE **Eco-Collective**
MATHS HELP DESK **Public Speaking**

Care

Pastoral Care

Strathearn School places a strong emphasis on the pastoral dimension of education, ensuring that pupils feel valued, included and secure at all stages of their school career. Our Pastoral Vice Principal, Mrs N Sinnerton, has overall responsibility for the pastoral care of pupils.

All staff have a role in enabling the pupils to gain maximum benefit from their time at School. Our dedicated Form Tutors are key figures in the pastoral system, as they care for the needs, progress and well-being of each pupil in their class. Form Tutors are supported in their role by Heads of Year. We have a School Health Nurse who looks after the various health needs of our girls throughout the School day, while the School Counsellor supports the emotional well-being of pupils on a weekly basis.

In Strathearn School, we pride ourselves on our positive ethos which reflects mutual respect between pupils and staff. The Positive Behaviour Policy emphasises the priority placed on rewarding merit-worthy behaviour at all key stages, and this is supported by Sixth Form Office Bearers and Peer Mentors. The School Council, comprising elected representatives from every form class, provides a prime opportunity for a clear pupil voice to be heard.

All pupils with additional educational needs in Strathearn School have access to the full range of curricular subjects with the support of our Learning Support Co-ordinators and team of classroom assistants. Staff in our SENI (Special Educational Needs and Inclusion) Department work in close partnership with the pupil, her family and outside agencies to ensure that no girl is at a disadvantage because of disability. Our SENI policy is freely available, along with all other pastoral policies, from the School Reception or our website.

In all aspects of school life, we actively promote parental partnerships through formal consultations and also informally, as required, throughout the school year. The Parent Forum provides an ideal opportunity for parents to have direct involvement in the development of policy and procedures of Strathearn.



Pupil Voice

Strathearn School Council

The Strathearn School Council is an elected body of pupils whose purpose is to represent their classes and to be a forum for active and constructive pupil input into the daily life of the School community.

The Strathearn School Council supports the functioning of our School. It gathers the thoughts and feelings of pupils about issues that are important to them and that may have an impact on the School environment.

Our School Council meets at least once a month during the academic year and is made up of representatives elected from all thirty-three form classes across the School. The meetings are chaired by the Student Chair and Vice Chair who are Sixth Form students appointed to the role.

The School Council representatives have played their part in shaping new School policies such as the Positive Behaviour Policy and the Uniform Policy. They have also lobbied to have improved facilities in School, such as those within the Miskelly Deli canteen.

Day-to-day, the School Council performs a vital role, seeking partnership between pupils and staff for the benefit of the whole School community.



Uniform

We are very proud of our School uniform and we work hard to maintain high standards in this area.

On admission to School, a uniform list with details of suppliers will be issued to parents. For safekeeping it is essential that all items of clothing and equipment are clearly marked with the owner's name.



- School blazer with House colour badge and merit badges
- Beige shirt for Forms 1-5 and white shirt for sixth form
- Straight skirt for Forms 1-3 and pleated skirt for Forms 4-6
- Opaque black tights for everyone (beige socks in the summer for Forms 1-3)
- Flat black shoes for Forms 1-3 and low heel for Forms 4-6



Achievement

School Performance 2021- 2022

Strathearn is committed to offering the curriculum which best meets the needs of our pupils. The subjects which are offered at each key stage, together with the way in which they are taught and learned, ensure that all of the pupils have access to a programme which has breadth and balance.

Public Examination Results 2021- 2022

GCSE		A2	
5 A* - C	100%	3+ A*-C	89.2%
5 A* - C (inc E and M)	100%	2+ A*-E	99.1%
7 A* - C	98.1%	-	-
7 A* - C (inc E and M)	98.1%	-	-

"The past 7 years at Strathearn have been the best of my life. I have learnt, grown, and made many memories and lifelong friendships.

There is a great sense of community in the classroom, the corridors and at extra-curricular activities; Strathearn truly provides an uplifting and encouraging atmosphere."

Jessica Ryan



School Policies

In Strathearn School, we prioritise our responsibility for the care, welfare and safety of all our pupils, and this is reflected in a range of School policies, including Safeguarding and Child Protection, Anti-Bullying, Pastoral, Attendance and Drugs policies. Due regard for pupil safety underpins all aspects of school life.

Mrs N Sinnerton is the Designated Teacher for both Child Protection and also Drugs.

The School has developed many policies over time to ensure the most effective and safe learning experience for all pupils. All of the policies may be accessed through the School website. Parents may also obtain a full copy of any of the School's policies by making a request at the School Reception.

Home to School Transport

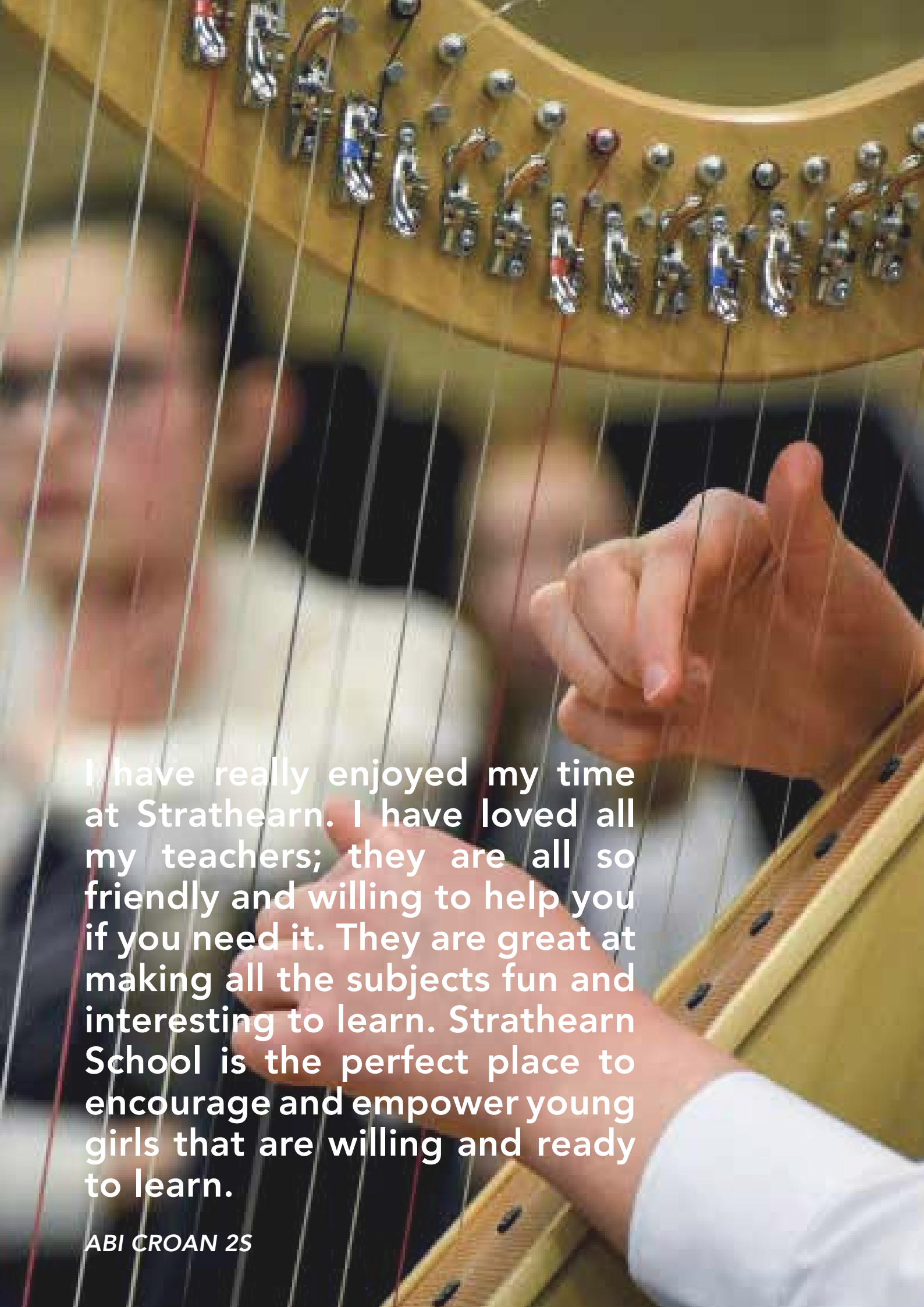
Please find below the information on the School bus service provided by Translink and Metro. All timings are approximate and the information may be subject to change depending on pupil numbers, Translink, weather conditions and roadworks. More detailed information is available from the Inspectors in Newtownards, Bangor and Comber.

AM	Comber	Comber bus leaves from the Cemetery at 7.40am and comes directly to School. A connecting bus leaves Killinchy at 7.17am and stops at the Comber depot
	Newtownards	School bus departs from Stand 1 in Newtownards bus station at 8.10am. This bus will pick up girls from any stop along the route, commencing at the Quarry Corner, and leave them directly to the School gates.
	Bangor (i)	School bus leaves from the depot at 7.50am and travels directly to school.
	Bangor (ii)	School bus leaves from the Brunswick Road at 07.52am, stopping at Crawfordsburn 8.02am, Helen's Bay 8.04am, Hollywood 8.20am and Jackson Road 8.25am
PM	Bangor (i)	School bus leaves from Belmont Road at 3.40pm stopping at Hollywood and Helens Bay.
	Bangor (ii)	Express School bus leaves from the Belmont Road at 3.35pm sharp and travels directly to the depot in Bangor.
	Newtownards	School bus leaves from the Belmont Road at 3.40pm and travels along the Upper Newtownards Road, first drop off is at Cherryhill in Dundonald. Priority will be given to pupils travelling to Newtownards as there is a Metro Service available for pupils living in Dundonald.
	Comber	Express School bus departs from the Belmont Road at 3.45pm and stops at the Bridge and Comber Cemetery before going on to Killinchy. Girls travelling to Killinchy will have priority on this bus.

Please note that bus routes are correct at time of publication

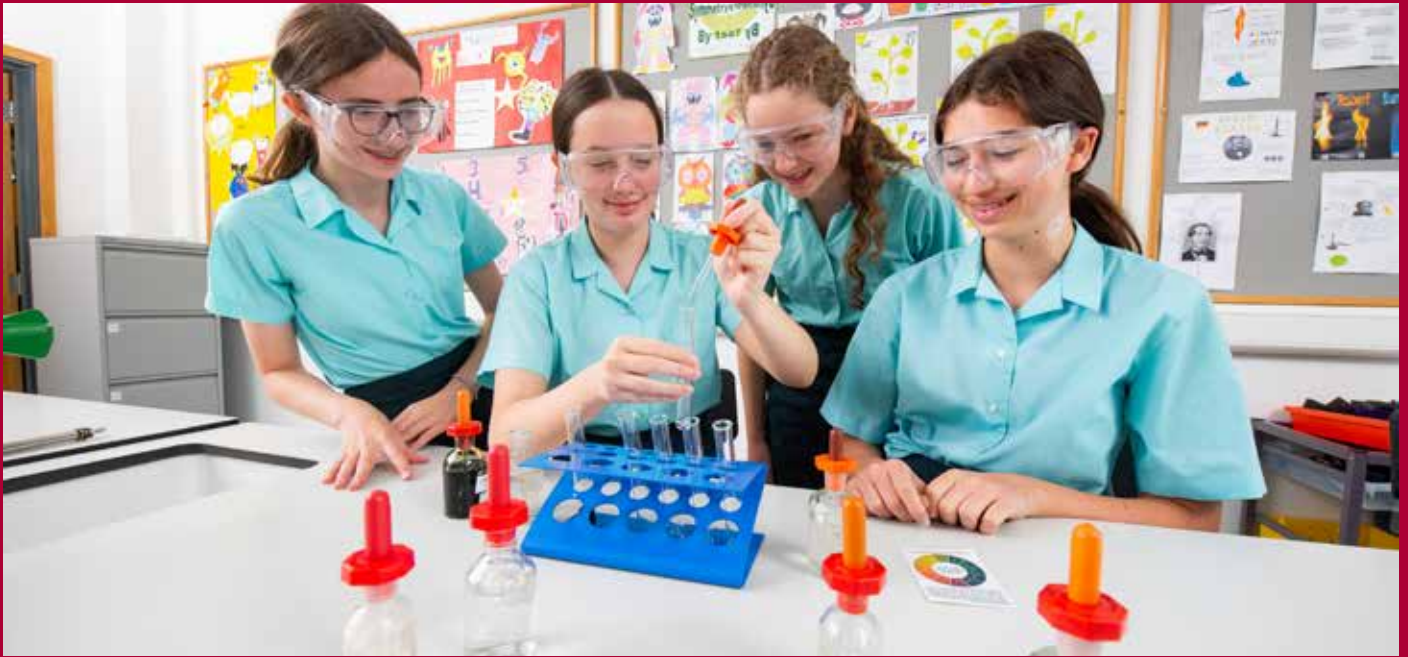
After Hours

Pupils who wish to remain for a time after school may wait for transport home in Room G2. This room is also available to those pupils who arrive at School early. Pupils who choose to use this facility will be unsupervised, however, School staff remain on the premises after school hours, and the School Reception is open until 4.30pm. Pupils should be collected from School by 5pm at the latest.



I have really enjoyed my time at Strathearn. I have loved all my teachers; they are all so friendly and willing to help you if you need it. They are great at making all the subjects fun and interesting to learn. Strathearn School is the perfect place to encourage and empower young girls that are willing and ready to learn.

ABI CROAN 2S





Public Examination Results 2021-2022

GCSE Results 2022

Number of Pupils Entered Achieving Grades										
	Number Entered	A*	A	B	C*	C	D	E		
Further Maths	47	29	15	2	0	1	0	0		
Art & Design	23	5	12	4	2	1	0	0		
Biology	62	15	25	10	11	1	0	0		
Business Studies	32	13	14	3	0	1	1	0		
Chemistry	21	8	10	3	0	0	0	0		
Design & Technology	11	0	3	5	2	1	0	0		
Drama	17	2	8	4	3	0	0	0		
English Language	110	29	59	20	2	0	0	0		
English Literature	109	53	36	18	1	1	0	0		
French	36	13	14	5	2	2	0	0		
Geography	49	34	10	3	1	1	0	0		
German	23	11	5	3	3	1	0	0		
History	50	21	19	7	1	0	2	0		
Home Economics	21	6	7	5	3	0	0	0		
ICT	13	8	3	2	0	0	0	0		
Mathematics	110	25	67	16	1	1	0	0		
Music	14	3	5	4	2	0	0	0		
Physical Education	10	8	2	0	0	0	0	0		
Physics	33	14	16	1	2	0	0	0		
Religious Studies	62	18	32	9	3	0	0	0		
RS short course	47	24	15	6	1	0	0	1		
Science - Double	70	52	13	4	1	0	0	0		
Spanish	53	15	17	15	4	1	1	0		
Totals	976	382	392	143	44	11	4	0		

Cumulative % of Pupils Entered Achieving Grades										
	Number Entered	A*	A	B	C*	C	D	E		
Further Maths	47	61.7	93.6	97.9	100	100	100	100		
Art & Design	23	21.7	73.9	91.3	100	100	100	100		
Biology	62	24.2	64.5	80.6	98.4	100	100	100		
Business Studies	32	40.6	84.4	93.8	93.8	96.9	100	100		
Chemistry	21	38.1	85.7	100	100	100	100	100		
Design & Technology	11	0.0	27.3	72.7	90.9	100	100	100		
Drama	17	11.8	58.8	82.4	100	100	100	100		
English Language	110	26.4	80.0	98.2	100	100	100	100		
English Literature	109	48.6	81.7	98.2	99.1	100	100	100		
French	36	36.1	75.0	88.9	94.4	100	100	100		
Geography	49	69.4	89.8	95.9	100	100	100	100		
German	23	47.8	69.6	82.6	95.7	100	100	100		
History	50	42.0	80.0	94.0	96.0	96.0	100	100		
Home Economics	21	28.6	61.9	85.7	100	100	100	100		
ICT	13	61.5	84.6	100	100	100	100	100		
Mathematics	110	22.7	83.6	98.2	99.1	100	100	100		
Music	14	21.4	57.1	85.7	100	100	100	100		
Physical Education	10	80.0	100	100	100	100	100	100		
Physics	33	42.4	90.9	93.9	100	100	100	100		
Religious Studies	62	29.0	80.6	95.2	100	100	100	100		
RS Short Course	47	51.1	83.0	95.7	97.9	97.9	100	100		
Science - Double	70	74.3	92.9	98.6	100	100	100	100		
Spanish	53	28.3	60.4	88.7	96.2	98.1	100	100		
Totals	976	39.1	79.3	94.0	98.5	99.6	100	100		

Public Examination Results 2021-2022

AS Level Results 2022

Cumulative % of Pupils Entered Achieving Grades										Number of Pupils Entered Achieving Grades									
	Number Entered	A	B	C	D	E	U			Number Entered	A	B	C	D	E	U			
Art	10	60.0	100	100	100	100	100			10	6	4	0	0	0	0			
Biology	57	47.4	66.7	89.5	98.2	98.2	100			57	27	11	13	5	0	1			
Business Studies	14	35.7	78.6	100	100	100	100			14	5	6	3	0	0	0			
Chemistry	39	53.8	64.1	79.5	97.4	100	100			39	21	4	6	7	1	0			
Design & Technology	2	50.0	100	100	100	100	100			2	1	1	0	0	0	0			
English Lit	30	73.3	86.7	96.7	100	100	100			30	22	4	3	1	0	0			
French	11	81.8	90.9	100	100	100	100			11	9	1	1	0	0	0			
Geography	46	65.2	84.8	97.8	100	100	100			46	30	9	6	1	0	0			
German	3	100	100	100	100	100	100			3	3	0	0	0	0	0			
Health & Social Care	13	76.9	100	100	100	100	100			13	10	3	0	0	0	0			
History	19	31.6	57.9	94.7	100	100	100			19	6	5	7	1	0	0			
Home Economics	11	54.5	81.8	100	100	100	100			11	6	3	2	0	0	0			
Information Technology	9	22.2	66.7	88.9	100	100	100			9	2	4	2	1	0	0			
Mathematics	42	66.7	88.1	95.2	100	100	100			42	28	9	3	2	0	0			
Moving Image Art	3	66.7	100	100	100	100	100			3	2	1	0	0	0	0			
Music	4	75.0	75.0	100	100	100	100			4	3	0	1	0	0	0			
Physics	19	57.9	78.9	84.2	94.7	100	100			19	11	4	1	2	1	0			
Politics	10	80.0	100	100	100	100	100			10	8	2	0	0	0	0			
Religious Studies	12	75.0	91.7	100	100	100	100			12	9	2	1	0	0	0			
Spanish	13	76.9	100	100	100	100	100			13	10	3	0	0	0	0			
Totals	376	59.7	80.4	93.7	99.2	99.7	100			376	219	76	49	20	2	1			

Public Examination Results 2021-2022

A Level Results 2022

Cumulative % of Pupils Entered Achieving Grades										Number of Pupils Entered Achieving Grades									
	Number Entered	A*	A	B	C	D	E	U		Number Entered	A*	A	B	C	D	E	U		
Art	6	33.3	66.7	100	100	100	100	100	Art	6	2	2	2	0	0	0	0		
Biology	38	13.2	55.3	76.3	86.8	100	100	100	Biology	38	5	16	8	4	5	0	0		
Business Studies	18	38.9	66.7	100	100	100	100	100	Business Studies	18	7	5	6	0	0	0	0		
Chemistry	26	30.8	88.5	96.2	96.2	100	100	100	Chemistry	26	8	15	2	0	1	0	0		
Computer Studies	1	0.0	0.0	100	100	100	100	100	Computer Studies	1	0	0	1	0	0	0	0		
Design & Technology	6	0.0	33.3	66.7	66.7	83.8	100	100	Design & Technology	6	0	2	2	0	1	1	0		
Drama	16	6.3	37.5	87.5	93.8	100	100	100	Drama	16	1	5	8	1	1	0	0		
English Lit	26	7.7	53.8	84.6	92.3	92.3	96.2	100	English Lit	26	2	12	8	2	0	1	1		
French	15	46.7	73.3	86.7	100	100	100	100	French	15	7	4	2	2	0	0	0		
Geography	34	32.4	79.4	94.1	100	100	100	100	Geography	34	11	16	5	2	0	0	0		
German	2	50.0	100	100	100	100	100	100	German	2	1	1	0	0	0	0	0		
Health & Social Care	20	10.0	65.0	95.0	100	100	100	100	Health & Social Care	20	2	11	6	1	0	0	0		
History	15	20.0	66.7	93.3	100	100	100	100	History	15	3	7	4	1	0	0	0		
Home Economics	10	30.0	80.0	100	100	100	100	100	Home Economics	10	3	5	2	0	0	0	0		
ICT	5	20.0	60.0	80.0	80.0	100	100	100	ICT	5	1	2	1	0	1	0	0		
Mathematics	43	30.2	76.7	86.0	95.3	95.3	100	100	Mathematics	43	13	20	4	4	0	2	0		
Further Mathematics	7	57.1	85.7	100	100	100	100	100	Further Mathematics	7	4	2	1	0	0	0	0		
Media Studies	9	0.0	55.6	77.8	88.9	100	100	100	Media Studies	9	0	5	2	1	1	0	0		
Moving Image Art	2	0.0	100	100	100	100	100	100	Moving Image Art	2	0	2	0	0	0	0	0		
Music	5	40.0	80.0	100	100	100	100	100	Music	5	2	2	1	0	0	0	0		
Physics	22	22.7	68.2	86.4	90.9	90.9	100	100	Physics	22	5	10	4	1	0	2	0		
Politics	6	16.7	100	100	100	100	100	100	Politics	6	1	5	0	0	0	0	0		
Psychology	1	0	0	0	0	100	100	100	Psychology	1	0	0	0	0	1	0	0		
Religious Studies	11	9.1	72.7	81.8	90.9	100	100	100	Religious Studies	11	1	7	1	1	1	0	0		
Spanish	10	20.0	80.0	100	100	100	100	100	Spanish	10	2	6	2	0	0	0	0		
Totals	354	22.9	68.6	89.0	94.6	98.0	99.7	100	Totals	354	81	162	72	20	12	6	1		

Summary Information

School Leavers' Destinations 2021-2022 (from Years 12, 13 & 14)

2021-2022	
Number of Leavers	133
Higher Education	79.7% (106 pupils)
Further Education	4.5% (6 pupils)
Another School	9% (12 pupils)
Job Skills	0
Employment	0
Unknown/Gap/Other	6.8 % (9 pupils)

Strathearn School's Annual Attendance Rate (All Pupils) 2021-2022 was 92.9%



Curriculum Complaints

Any parent who may have a complaint about curriculum provision is asked to contact the Principal or the Vice Principal (Teaching and Learning), who has a responsibility for Curriculum Development. The Chair of the Board may also be contacted at the School.

School Security

Strathearn recognises the need to provide a secure learning and working environment for pupils and staff. Visitors to the School are required to sign in at Reception and wear a Visitor's badge, if not accompanied by a member of staff. All staff exercise a collective responsibility for the identification of any stranger. Both sites have a perimeter fence to maintain security. In addition, the main campus has a CCTV network and controlled access on the doors.

Current Fees

The Strathearn School Fee is £350 per pupil for the academic year 2023/24. Further details of the full Charging Policy can be found on the school website.

Appendix 1

ADMISSION TO YEAR 8 2023-24

Entrance Test Results

Strathearn School intends to use the age standardised score ("the Score") as awarded by the Association for Quality Education (AQE) in the Common Entrance Assessment (CEA). The Score in the AQE CEA and the AQE Candidate number should both be entered in Section C of the Transfer Application. The original notification received from AQE indicating your daughter's AQE CEA Score should be attached to the Transfer Form.

Special Provisions and/or Special Circumstances

If you are making a claim for your daughter to be considered under Special Circumstances or Special Provisions, please read carefully the information given in the relevant sections below and act accordingly.

Admissions Policy

ADMISSIONS CRITERIA YEAR 8 2022-2023

Strathearn (the 'School') is an all girls grammar school offering a wide-ranging curriculum of academic courses. The School will initially consider only those applicants who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE). The School will use the Score as awarded by AQE to an applicant in the CEA subject only to the consideration by the Board of Governors of those applicants claiming Special Circumstances or Special Provisions as explained below. Information on the CEA is available from the School or the AQE website (www.aqe.org.uk).

The Score in the AQE CEA and the AQE Candidate number should both be entered on the Transfer Application. The original notification received from AQE indicating your daughter's AQE CEA Score should be scanned into the Transfer Application. This information will be verified by the School.

Strathearn will not use as a criterion the position of preference given to the School by the applicant on the Transfer Application. Therefore, a girl who has listed Strathearn as a second or subsequent preference school will be considered in the same way as those who have placed Strathearn first on the list.

Girls resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any girl not so resident.

1 The first 110 places from the admissions total of 120 will be allocated to girls on the basis of the rank order of their respective Scores; those achieving higher Scores being allocated places before those with lower Scores. If more than one girl is eligible for the 110th place because they have equal Scores, then all such girls will be allocated places up to the School's admission number, using, if necessary, the criteria listed in 4 below.

2 Following the allocation of places as described in criterion 1, a pool (the 'Pool') will be established and the remaining places (if any) shall be allocated from the Pool.

The Pool will consist of at least 15 girls identified on the basis of the rank order of their respective Scores. The Pool will include all girls who achieved the three next highest Scores. If the number of girls achieving these Scores is less than 15, then all girls achieving the fourth next highest Score shall be included in the Pool and, if necessary, the fifth next highest Score and so on, until the Pool consists of at least 15 girls.

Once the Pool has been established, girls from the Pool will be allocated to the remaining places on application of the criteria listed in 4 below.

3 If, following the application of criteria 1 and 2 above, all the available places have not been filled, the School will consider for admission any girls who have not taken the CEA. Allocation of the remaining places will be made by applying the criteria listed in 4 below.

4 If as specified above, the number of applications exceeds the number of available places, or point 3 above applies, the following further criteria will then apply, in the order stated:

- (i) girls enrolled in the School's Preparatory Department as of 1 September 2021;
- (ii) girls with a child of the family¹ currently enrolled in the School's Secondary Department (details to be supplied) or accepted for enrolment in September 2023;
- (iii) girls who are the eldest child of the family² in September 2023 (details to be supplied);
- (iv) girls with the highest Scores;
- (v) girls who are entitled to Free School Meals³;
- (vi) girls with a child of the family who has attended the School's Secondary Department (name and date of attendance to be supplied);
- (vii) girls with a child of the family currently enrolled in Years 8 to 14 or accepted for enrolment in September 2023, in Campbell College (details to be supplied);
- (viii) if more than one girl is eligible for the final place, priority will be given to the girl whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the front door of the girl's home to the front entrance of the School's main administrative building. Home will be taken to mean the girl's address appearing at the commencement of the Transfer Application Form.

¹for the purposes of the Admissions Criteria, the phrase "child of the family" covers: a child born to a married couple or to a couple in a civil partnership; a child born to a co-habiting couple; a child born to a single parent; a child of either/any of those people by a previous marriage, civil partnership or relationship; a child living with a couple who has been treated as a "child of the family" whether there is a civil partnership or not; a child living with an individual, who has been treated as a "child of the family"; an adopted or fostered child; a situation where, for example, an orphaned cousin is being brought up with a family or individual.

²eldest child [eligible for admission]" will mean the eldest or only girl in the family, with each twin or each multiple being regarded as an eldest child. The 'eldest child' criterion will also apply in the case where a family has not had the opportunity to enrol an elder daughter, such as the case where the elder daughter has completed her post-primary education, could not attend a mainstream school (eg attends a special school) or where the family has relocated to Northern Ireland.

³entitled to Free School Meals" will mean girls who are listed on the Education Authority register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Application, or at any date up to and including Wednesday 9 March 2022, no later than 4pm.

The School emphasises that it is the responsibility of the applicants to notify the School on the Application Form where the above criteria apply, and to furnish relevant details.

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/Application Form.

To this end, the School will adhere to the Department of Education's verification procedures (Circular 2011/20) which state:

'The provision of false or incorrect information or the failure to provide information within the deadlines set by 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 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.'

Special Circumstances

Strathearn School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the 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 for an applicant, the School will take into account the fact that the applicant was granted Special Access arrangements for those matters.

Parents who wish to apply to the School under Special Circumstances should complete Form SC23 obtainable from the School or AQE and attach it with appropriate documentary evidence to the Transfer Application, as detailed below.

- **Details of Medical or Other Problems**

Where it is claimed that a 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 SC23 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 School 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 assessments.

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.

- **Educational Evidence**

It is the responsibility of the parents to provide the educational evidence as detailed in the Form SC23. This should include (where they exist):

the Score awarded in the Common Entrance Assessment (if the child sat two or three AQE CEA papers) or the Raw Score awarded by AQE in the CEA, where only one paper was taken because of illness, self-isolation or other unforeseen circumstances;

the results for the applicant of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6; additional comparative information from the Primary School for other pupils in the applicant's Year 7 class (without names) and which should include the results 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 CEA scores.

A panel of Governors will consider the application for Special Circumstances and where accepted, the panel will determine a score for the applicant. In determining a score, the panel will consider all of the academic information presented, and, if necessary, comparative data collected by the School. Such applicants will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

Special Provisions

Special provisions will apply for:

- a) applicants whose parents wish them to transfer from schools outside Northern Ireland;
- b) applicants who have received more than half their primary education outside Northern Ireland;
- c) applicants, entered for the AQE Common Entrance Assessment, who because of unforeseen and **serious** medical or other problems (including, without limitations absence for all three CEAs due to COVID-19 or the need to isolate for all three CEAs due to COVID-19, supported by appropriate documentary evidence), were unable to sit in any of the papers.

Note: 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 the Year 7.

Parents who wish to apply to the School under Special Provisions should contact the School as soon as possible. In addition they should complete Form SP23, obtainable from the School or AQE, stating the precise reason why they believe their daughter is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence including any Educational Evidence as detailed under Special Circumstances above and that might assist the panel determine an appropriate score. A copy of SP23 and all the documentary evidence should be attached to the Transfer Form.

For those applicants whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be received by the School by Thursday 9 March 2022, no later than 4pm.

A panel of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

- a) the School will consider any assessment information and may choose to commission an independent assessment of the applicant's ability in English, Mathematics and/or Verbal Reasoning;
- b) a panel of Governors will determine an appropriate score for the applicants. In determining a score, the panel will consider all the academic information available, and, if necessary, comparative data collected by the School. The applicant will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

Waiting Lists

Strathearn School operates a waiting lists policy. For Year 8, all applications for admission to Year 8 that were initially refused will be automatically added to the waiting list. New applications, late applications and applications where new information has been provided will also be added to the waiting list. This waiting list will be in place until the end of the following academic year, that is, the end of Year 8. Please contact the school if you wish your daughter's name to be removed from the list.

Should a vacancy arise after the day placement letters have issued from the Education Authority, the published criteria will be applied to the waiting list to select the next candidate for admission.

Waiting lists are also maintained for other Years and applications should be made in writing using the form available on the School website or from reception.



Applications and Admissions

Year	Admissions No	Total Applications <i>ie. All Preferences</i>	Total Admissions
2020/21	120~	167	121*
2021/2022	120~	212	125*
2022/2023	120~	157	122*

~Includes a Temporary Variation

*Includes statemented pupils, those admitted under appeal or at the direction of the 'Exceptional Circumstances Body'

Appendix 2

Admission Criteria for Entry to Forms 2-5

1 Admission to Forms 2-5 will be governed by the availability of places within that year group, class sizes including practical class sizes and the School's planned allocation and usage of staff, accommodation and other resources. Admission to the School will depend on the applicant's ability to benefit from the academic and creative life of the School.

2 In the case of applicants from other post-primary schools, the Board of Governors will give preference to girls on the basis of academic achievement. Academic achievement will be judged with reference to the transfer grade/score (if there was one) and evidence of academic achievement and pastoral information from the current school's reports

3 In the event of being oversubscribed with applicants for any year group the following criteria will apply:

- I. Academic Record (AQE/ GL Score, examination results, current school's reports)
- II. Applicant attended the Preparatory Department of the School
- III. Sister of the applicant attends or attended the School
- IV. Applicant is the first born girl in the family
- V. Sister of the applicant is accepted for the secondary department of the School for the forthcoming academic year

The Admissions Criteria have been drawn up and approved by the Board of Governors; their application has been delegated to the Principal.

Admission Criteria for Entry to Post 16 (Sixth Form)

Strathearn will give preference to pupils on the basis of academic achievement. Academic achievement will be judged with reference to:

- the grades achieved in GCSEs*
- the relevance of the subjects taken
- information from recent school reports.

The minimum required for entry into the Sixth Form will be seven passes in relevant GCSE subjects at grades A to C with at least four passes at grade B (English Examination Board Equivalent 6) or better. Relevant subjects will include no more than one Short Course GCSE and excluding Learning for Life and Work.

If there are more girls who are eligible than there are places available, places shall be awarded in the following order:

1 Applicants with the highest total GCSE point score in relevant GCSE subjects – an applicant's GCSE point score will be calculated on the basis of grades in full course GCSE and no more than one Short Course GCSE (excluding Learning for Life and Work) as follows



English Examination Board	CCEA/WJEC	Point Score Full Course	Point Score Short Course
9	A*	4	2
8/7	A	3	1.5
5	B	2	1
5	C*	1.5	0.75
4	C	1	0.5

2 In the event of a tie, priority will be given to the girl whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the front door of the girl's home to the School's Reception. Home will be taken to mean the girl's address appearing on the Application Form.

Applicants applying from outside Northern Ireland and who are seeking a Boarding Place at Campbell College must satisfy the School that their academic achievement is equivalent to the standard set out above. In addition, pupils for whom English is an additional language have to complete a CEFR B2 Level assessment for entry into Sixth Form. A score of 60% is required for the candidate to be considered.

The Admissions Criteria have been drawn up and approved by the Board of Governors; their application has been delegated to the Principal.

Criteria for any extra places made available by the Department of Education for admission into Sixth Form (Year 13).

The Department of Education may, at the School's request, increase the number of pupils that the School can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be allocated in the order determined by the criteria to be applied in the following order:

1. Pupils who have most recently completed Year 12 in Strathearn.
2. Pupils who are applying from outside NI and who are seeking a Boarding place at Campbell College.
3. Pupils from other schools where admission to an extra place at Strathearn has been agreed by the Department of Education.**

**Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour's journey of where the pupil lives. If there is, DE will then check whether this other school or schools may provide all of the post-16 courses that the pupil wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue - then DE will agree a school's request for an extra place.

What is a school of a type that is suitable for a pupil?

To determine this, DE first considers all schools to be one of 4 types: (1) denominational (2) non-denominational (3) Integrated and (4) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school or school from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in Year 12.

Requirements for Upper Sixth (Year 14)

Pupils will be admitted to Upper Sixth (Year 14) who have shown by their academic progress and positive attitude to date that they will benefit from the educational provision available in Strathearn in Sixth Form.

Appeals Procedure

Appeals procedure If a pupil does not meet the entry requirements and wishes to make an appeal and/or claim special circumstances, he/she may make an appeal to the Board of Governors. This appeal should be supported by documentary evidence of a medical or other appropriate nature. When considering such appeals, the Governors will take account of a pupil's commitment to the school (e.g. attendance and behaviour) as one of the criteria they use in arriving at a decision.

⁴ *Relevant Subjects are those offered at AS/ A2 Level in Strathearn School, and / or deemed by the School to provide suitable preparation to undertake an AS/A2 level course offered in Strathearn.*



Finding Us

Pupils travel to Strathearn School from a wide catchment area of East Belfast and beyond. The school is easily accessible from the Belmont Road and there is a good bus network.

