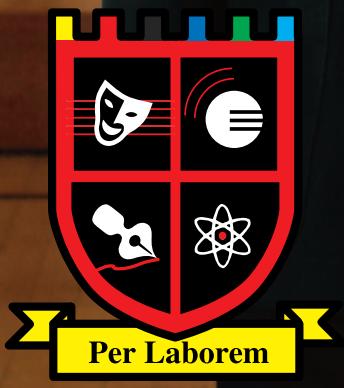


# Cambridge House Grammar School

Prospectus  
2021 - 22





Mr P Elliott  
Principal

# Together we create futures.....

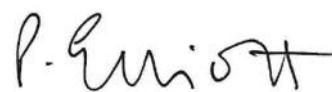
As the newly-appointed Principal, I am delighted to welcome you to Cambridge House, a dynamic and forward-thinking co-educational grammar school of over 900 pupils where all are encouraged to achieve the highest academic standards within a caring and supportive environment. Our aim is to develop the whole individual, and to that end we organise a wide range of activities both inside and outside the classroom which we believe are vital in promoting high levels of physical, emotional and mental health and well-being. We want our pupils to be happy, contented and successful, and we strive to ensure that our school environment is one in which they will flourish.

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We are justifiably proud of our students' academic record - Cambridge House pupils consistently achieve at local and national levels in curricular and extra-curricular areas – but we are equally proud of their wider skills, their emotional intelligence, their resilience, and their determination to make a difference in the world. The school promotes a strong family ethos which is based on care, concern and respect for fellow pupils, staff, governors and parents, and high standards are encouraged in all aspects of school life. Above all, I want Cambridge House to be a place of inspiration, where young people aspire to reach the very highest levels of attainment, self-confidence and fulfilment.

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Please do not hesitate to contact us if you require any further information, and I look forward to meeting you and welcoming you to Cambridge House.



Mr P Elliott Principal

# WELCOME

**Cambridge House Grammar School** has a creative and empowering style of leadership with the Principal and Vice Principals confidently supported by a dedicated and innovative Senior Leadership Team, who hold strategic roles aimed at building leadership capacity and ensuring a consistently high quality practice of learning and teaching within each classroom.

We are a modern school with traditional values. Our value systems are underpinned by assemblies where pupils experience collective spiritual and moral guidance as well as being able to celebrate achievement with their teachers and their peers.

Cambridge House Grammar School embraces change in every aspect and sees challenges as opportunities for improvement. We promote personal, interpersonal and community values, which prepare our young people for adult life and the world of work.

# Vision, Aims and Mission

**"We cannot always build the future for our youth, but we can build our youth for the future". Franklin D Roosevelt**

## VISION STATEMENT:

Together we create futures.

Cambridge House Grammar School is a quality Teaching and Learning centre, achieving excellence in a creative, flexible and enterprise culture.

As a Listening school we are committed to Inspiring pupils at every level, enabling each pupil to Fulfil individual learning opportunities and to achieve Excellence in the preparation for life as a 21st Century Citizen.

## AIMS:

1. To nurture the academic and personal development of every child in our care.
2. To promote the pursuit of excellence and achievement by each pupil through developing abilities and skills to maximum potential.
3. To develop a range of aesthetic, spiritual and moral values in all our pupils.
4. To prepare pupils for lifelong learning within a global context.

We all want the best for our children. We want to give them every opportunity to succeed in life. Your child will be treated fairly and with respect within the school. However, each pupil is also required to accept the procedures, regulations and policies of the school which are there to ensure that everyone enjoys the security of a safe and encouraging learning environment.



Jazz Band

# Concentration is the secret of strength.

Ralph Waldo Emerson



# Pastoral Care

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The Pastoral Care provision centres on **creating an ethos and the conditions which support positive behaviours for learning and teaching** as well as ensuring an emotionally secure environment for all. Pastoral Care is present in all aspects of school life and influences each pupil in every activity associated with Cambridge House. The School's Pastoral Policy is available on our website.

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**The Pastoral Care programme promotes the school's aims by:**

1. Creating in pupils a sense of belonging and of loyalty to the school community.
2. Providing a safe and supportive environment in which pupils can strive for full personal and academic potential.
3. Helping pupils to develop a social competence and personal resilience, in interaction with each other and adults.
4. Helping pupils to develop positive, co-operative and tolerant attitudes.
5. Exploring self-discipline and personal development appropriate to the age group.
6. Preparing pupils for adult working life.
7. Providing a wide and enriching extra-curricular programme.
8. Facilitating close and co-operative links with parents and other external agencies, where appropriate.
12. Additional needs are considered by the School Based Care Team.
13. The Safeguarding of every pupil is of paramount importance within all aspects of school life.
14. The Pastoral System is under the overall supervision of the Heads of each Key Stage, Vice Principal (Pastoral) and Principal.

## **Special Educational Needs**

The school has a Special Education Needs Policy which seeks to provide an education appropriate to the needs of all its pupils. Close co-operation with Education Authority personnel ensures that the special requirements of particular pupils are addressed.

The school has a designated Special Educational Needs Co-ordinator (SENCo).

## **School Uniform**

Pupils are expected to wear the official school uniform. Full details are available on the school website.

## **School Policies and Documents**

For the efficient running of the school a range of Policies and Documents are in place. These are available on the school website.

## **House System**

The school has a House System based on patrons famous in such fields as the arts, sport, sciences and business. Form Boards provide background details of our Patrons and we use their achievements as aspirations for success and endeavour.

### **House names:**

Abercorn	Sacha, Duchess of Abercorn (Literature)
Burnell	Professor Jocelyn Bell Burnell DBE (Science)
Jones	Marie Jones (Drama)
Patton	David Patton (Business)
Robinson	Brian Robinson (Sport)

This House System underpins the family ethos of the school.

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. Marcel Proust



# Curriculum

Cambridge House Grammar School Curriculum Policy is based on the definition of curriculum as '...all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school'.

## Learning and Teaching

Learning and Teaching is the core purpose of the school. The priority is active engagement within the classroom and high quality learning strategies which will facilitate high quality academic outcomes in line with NI Grammar School benchmarks.

**The achievements of learners are central.** Our school is committed to ensuring that learners attain high standards of performance. Learners also acquire the full range of personal skills and attributes that contribute to their social and economic wellbeing, including problem solving, creativity and their capacity to work independently and collaboratively. Our school provides a welcoming, supportive and stimulating environment and promotes a sense of curiosity and self-esteem in learners.

Effective improvement is closely linked to a high degree of accountability and rigorous monitoring and evaluation of all aspects of provision by the relevant school leaders.

## A range of key skills is developed:

- |                      |                        |
|----------------------|------------------------|
| Being creative       | Using imagination      |
| Thinking skills      | Decision-making skills |
| Listening skills     | Managing information   |
| Working with others  | Negotiation skills     |
| Justification skills | Self-evaluation        |
| Self-management      | Target setting         |



## Religious Education

*The School has a Christian ethos.*

Provision, in line with Statutory requirements is made. Collective worship for the Junior and Senior School happens on a weekly basis at Assembly. These are led by the Principal, Vice-Principals, Senior Team and Sixth Form; Year Group Assemblies are also scheduled weekly. Parents may, if they wish, withdraw their children from Collective Worship or RE.

The school community joins together for annual services: Remembrance, Christmas, Easter and Summer.

## Food Bank



## CURRICULUM PROVISION

### The Entitlement Framework

#### Key Stage 3 (Years 8 - 10)

The following subjects are studied as part of our delivery of the Northern Ireland Curriculum:

- Art and Design
- Careers Education (discrete provision Year 10)
- Performing Arts (incorporating Drama, Music, Dance, Music Technology and Moving Image)
- English (with Media Education)
- Pastoral Programme (covering statutory LLW)
- Geography
- History
- Home Economics
- Information and Communications Technology
- Mathematics (with Financial Capability)
- Modern Languages: Spanish and French
- Physical Education (and Games)
- Religious Education
- Science: Biology, Chemistry, Physics
- Technology and Design

Thinking Skills, Personal Capabilities and the Cross Curricular Skills are imbued within the delivery of these subjects. Learning for Life and Work and Careers Education Information, Advice and Guidance are provided as part of a whole school and Form Time programme.

#### Key Stage 4 - The Entitlement Framework GCSE (Years 11 - 12)

All pupils will have opportunities to study the Statutory Requirements of:

PE (Games), Religious Education. Careers Education, Information, Advice and Guidance is provided in line with statutory requirements.

The following GCSE subjects are offered:

- Agriculture and Land Use CCEA
- Art and Design CCEA
- Business and Communications Systems CCEA
- Business Studies CCEA
- Cambridge National Award in ICT
- Child Development CCEA
- Construction and the Built Environment CCEA
- Double Award Science CCEA
- Drama CCEA
- English Language CCEA
- English Literature CCEA
- French CCEA
- Further Mathematics CCEA
- Geography CCEA
- History CCEA
- Food and Nutrition CCEA
- Digital Technology CCEA
- Mathematics CCEA
- Media Studies Eduqas/WJEC
- Music CCEA
- Pastoral Programme (covering statutory LLW)
- Physical Education CCEA
- Religious Studies CCEA
- Single Award Science CCEA
- Spanish CCEA
- Statistics CCEA
- Technology and Design CCEA



#### Sixth Form Provision The Entitlement Framework A Level (Years 13 - 14)

Pupils will study three or four subjects at AS level; the majority will continue with three subjects for A2, though some may take four.

Subjects can be chosen from the following list:

- Art and Design CCEA
- Biology CCEA
- Business Studies CCEA
- Cambridge Technical Introductory Diploma in IT OCR
- Construction and the Built Environment Pearson/EDEXCEL
- Chemistry CCEA
- Digital Technology CCEA
- Drama and Theatre Studies Pearson/EDEXCEL
- Engineering Pearson/EDEXCEL
- English Literature CCEA
- French CCEA
- Geography CCEA
- Health and Social Care CCEA
- History CCEA
- Nutrition and Food Science CCEA
- Life and Health Sciences CCEA
- Mathematics CCEA
- Media Studies Eduqas/WJEC
- Music CCEA
- Professional Business Services CCEA
- Physics CCEA
- Religious Studies CCEA
- Spanish CCEA
- Sports Studies Pearson/EDEXCEL
- Technology and Design CCEA

A taught Careers Education programme is also delivered in Years 13 and 14.

The subjects listed above are those offered for 2021-2022. Changes may occur in line with further Department of Education guidelines.

Cambridge House Grammar School is an active participant in Ballymena Learning Together, which supports academic and applied subjects through collaboration.

# School Organisation

Pupils in Year 8 are allocated to 5 Pastoral Form Classes as well as timetabled classes. These groups stay together for core subjects in Key Stage 3 and are subdivided for practical subjects. Pupils are allocated to subject classes at Key Stages 4 and 5, dependent on their subject choices. Pastoral Form Classes, however, remain with their Form Teacher.

## Homework

Homework is an integral part of the learning experience and the development of sound study habits. It is vital to reinforce learning and to encourage pupils to work independently. Homework should have meaning and purpose. It should fit into schemes of work and teachers should have particular learning outcomes in mind.

### Time guidelines

The following information gives approximate times to be spent on homework per year group. If longer homeworks are set they should be spread over several nights.

### Year 8

One to one and a half hours should be spent per night, over five nights per week or the equivalent. The time required for any individual homework should not normally exceed 20-25 minutes.

### Years 9 - 10

One and a half to two hours should be spent per night, over five nights per week or the equivalent.

### Years 11 - 12

Two to two and a half hours should be spent per night, over five nights per week or the equivalent.

### Years 13 -14

Three hours should be spent per night over five nights per week or the equivalent. Study time within school will count as part of this total.

## The School Day

Currently the school day is divided into 6 periods over a 2 week timetable.

Period 1	9.00 - 9.55am	
Period 2	9.55 - 10.50am	
Break	10.50 - 11.10am	
Period 3	11.10am - 12.05pm	
Period 4	Junior School Period 4a 12.05 - 12.25pm	Senior School Period 4 12.05 - 1.00pm
	Lunch 12.25 - 1.05pm	
	Period 4b 1.05 - 1.40pm	Lunch 1.00 - 1.40pm
Period 5	1.40 - 2.30pm	
Period 6	2.30 - 3.20pm	

## The School Development Plan 2019 - 2022

The School Development Plan, revised annually reflects the changing needs of the school.

*The School Development Plan is available on the school website.*

## COVID-19

The fight against COVID-19 has had, and will continue for some time to have, profound implications for society as a whole. Despite these challenges, the Northern Ireland Executive has and will **continue to prioritise education for our children and young people**. Guidance has been prepared to deliver on that intent and provide an environment which is safe for our children, education workforce and wider population recognising that greater restrictions have been placed on other elements of society.

There is relatively low immediate risk to children's health from SARS-CoV-2 (high degree of confidence), with evidence indicating that children/adolescents have lower susceptibility to SARS-CoV-2 infection (low confidence) and clinical disease (high confidence) than adults.

In countries where schools have been open for some time, data suggests, in most cases, that school opening has made little difference to community transmission.

## Extra Curricular Provision 2020 - 2021

A wide range of extra-curricular activities is provided both at lunch time, after school, evenings and at weekends for all age groups.

### Sports:

- Athletics
- Badminton
- Basketball
- Cross Country
- Football
- Golf
- Hockey - Girls
- Horse Riding
- Rugby - Boys and Girls
- Netball
- Tennis

### Creative and Expressive:

- Art Club
- Choirs: Junior, Senior, Chamber
- Drama Clubs - Junior and Senior
- Dance Drama
- Debating
- Drama
- Public Speaking
- School Band
- School Orchestra
- Traditional Music



Remote Teaching

### Other Clubs and Activities:

- Army Cadet Detachment
- Bookworms Club
- Computer Club
- Eco-Committee
- Numeracy Club
- Science Club
- Scripture Union
- 'T-Factor'
- The Duke of Edinburgh's Award
- Trips abroad e.g. New York
- Greenfingers Club - including Primary School Project
- Year 8 Lunchtime Club
- Table Tennis
- Badminton

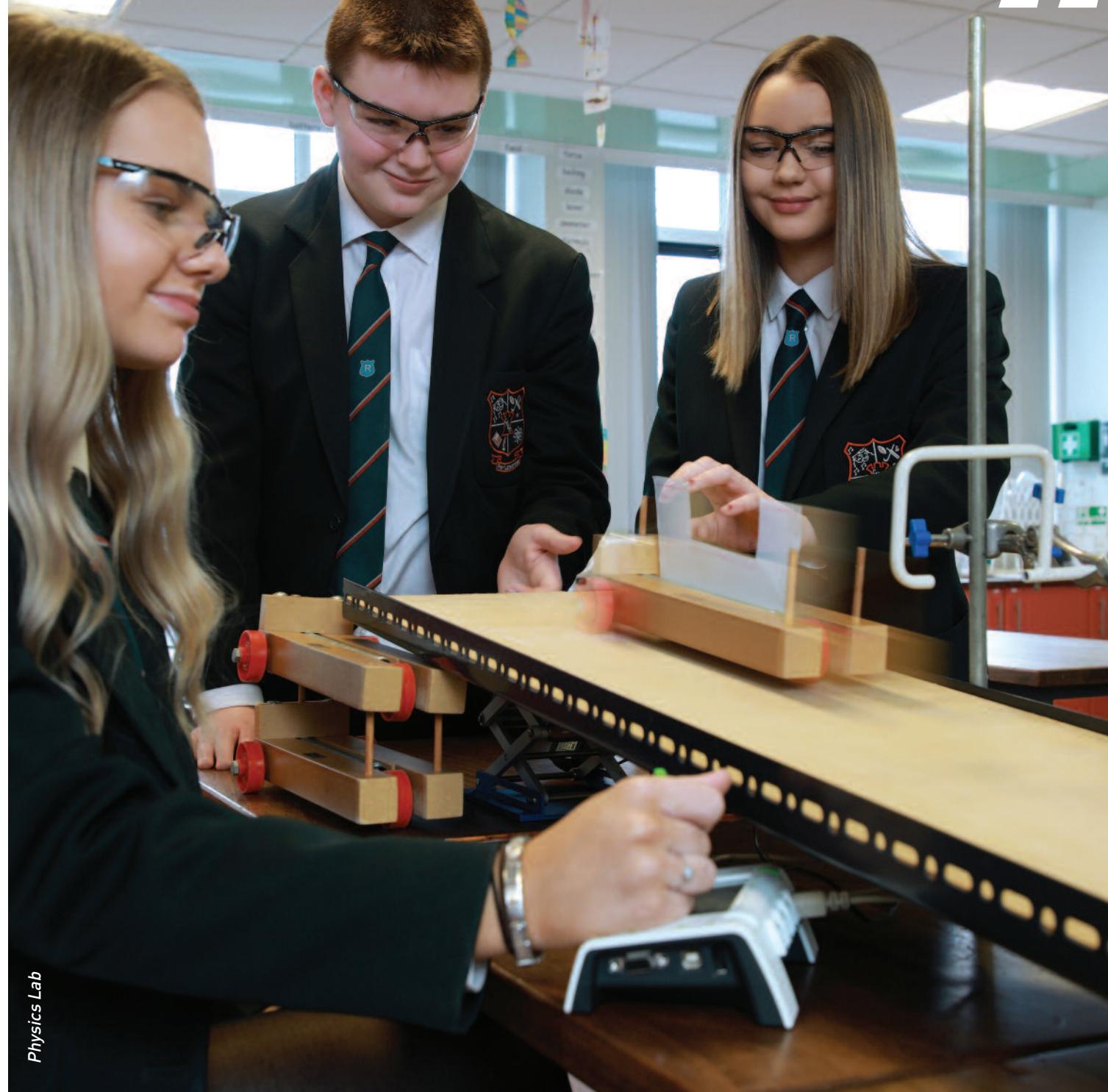
### Facilities:

- 3 Rugby Pitches
- 3 Hockey Pitches
- 4 Tennis Courts
- 2 Cricket Squares
- 1 Basketball Court
- 2 Gymnasia
- 1 Sports Hall
- 1 Library
- Extensive Careers Facilities - including specialised Careers Library
- Sixth Form Centre
- Technology Centre
- 8 Science Laboratories
- Greenhouse
- 2 Home Economics Suites
- 6 Computer Suites
- 2 Drama Studios
- Performing Arts Practice Rooms
- Music Rooms and Recording Facilities



# No law or ordinance is mightier than understanding.

Plato



Physics Lab

### Young Enterprise

Cambridge House is a Centre of Excellence for Entrepreneurship and has a long and celebrated tradition of enterprise. The school has been the recipient of many awards and accolades for performance in this area, including being the North East Regional Winners and Northern Ireland Finalists.

Such experiences are invaluable, providing outstanding opportunities for creative and collaborative thinking coupled with business leadership and administrative skills. Pupils are provided with the opportunity to sit the OCR Level 3 Certificate in Enterprise qualification, which attracts UCAS points.

# Careers Education, Information, Advice & Guidance

Careers Education, Information, Advice and Guidance (CEIAG) is central to our school curriculum. The fundamental objective is to provide all pupils with the opportunity to become effective career decision makers, enabling them to develop an appropriate career plan and to support its implementation with accurate and impartial advice and guidance. Our provision plays an important part in the development of each pupil in preparation for the opportunities, challenges and responsibilities of adult working life.

The three key aims of our careers education and guidance programme are:

- Self-Awareness and Development: identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.
- Career Exploration: acquiring and evaluating information and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.
- Career Management: developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

A planned programme of Careers Education forms an essential part of the curriculum at each Key Stage. It is delivered by both discrete and integrated means.

At Key Stage 3, pupils study Employability as part of an integrated approach across all subjects and as part of the Form Time programme. Pupils in Year 10 have a designated period of Careers on their timetables. The focus is on Career Planning and Management, and pupils begin to develop their Career Folders. In addition to this taught programme, all Year 10 pupils receive:

- Class talks from the DEL Careers Officer.
- The opportunity to use and complete career profiling software such as Unifrog.
- An invitation, along with their parents, to a subject night, giving them the opportunity to discuss GCSE choices with subject staff.
- A one-to-one advice and guidance interview, which parents are also invited to attend, with a member of the Careers Team.
- A range of presentations through subject areas relating to careers in that subject area, this includes STEM, industry ambassadors, Sector Skills Council.

At Key Stage 4, pupils in both Years 11 and 12 have a designated period of Careers on their timetables. In addition to this taught programme, all Year 12 pupils:

- Receive a one-to-one interview with the DEL Careers Officer.
- Have the opportunity to attend the Past Pupils Careers Evening.
- Have the opportunity to sign up to various talks organised throughout the year.
- Receive an invitation, along with their parents, giving them the opportunity to discuss subject choices for GCE A Level and other options with subject and careers staff.
- Receive a range of presentations through subject areas relating to careers in that subject area.
- Receive a one-to-one advice and guidance interview, which parents are also invited to attend, with a member of the Careers Team.
- Receive follow up interviews in August after results are published.

At Key Stage 5, pupils in Years 13 and 14 have a designated period of Careers on their timetables. In addition to this taught programme, all pupils can avail of:

- Opportunities to attend the Past Pupils Careers Evening.
- UCAS personal statement building support.
- Year 13 will have supplementary Careers/UCAS support will be available to Year 13 after their AS examinations in June.
- Mock Interview Programme.
- Opportunities to sign up to various talks organised for this year group.
- Bank Presentations – budgeting/bank accounts.
- Work Experience Programmes.
- Pupil Finance Seminar and Clinics.
- Parent and pupil UCAS event and a subject night, giving them the opportunity to discuss post-18 options with subject staff, and careers staff.
- One-to-one advice and guidance interview, by a member of the Careers Team.
- Follow up interviews in August after results are published.
- Individual support with regards to UCAS for Year 14 on results day.

# Sixth Form

Cambridge House Grammar School is proud to continue a consistent intake of over 200 students who choose to study in Sixth Form. Prior to entry into the Sixth Form, students are provided with one-to-one interviews ensuring a curriculum choice which will suit their ability and career aspirations. Senior students at Cambridge House Grammar School can expect to be part of a professional learning community of young people who are actively involved in all aspects of school life.

## Sixth Form

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## Pastoral Care

Sixth Form students are supported by a Pastoral Care team, led by the Head of Sixth Form and two Heads of Year. A dedicated team of Form Teachers meet with their class once a week in order to monitor progress, set targets and follow a bespoke programme which supports the students with their own personal development, career planning and preparation for life beyond school. The well-being of students is also monitored on a continual basis by Form Teachers, with interventions such as Stress Management Sessions being put in place at key points throughout the school year. The Head of Sixth Form, whose office is situated within the Sixth Form Centre, operates an 'open door' policy where students may drop in to discuss any concerns they may have and ask for advice.

## Study Centre

The Sixth Form Centre boasts a range of excellent facilities to allow the students to maximise their study time and also to enjoy the social aspects of being in the Senior school. A variety of learning styles are catered for through the availability of a silent study room, ICT room and an interactive group study facility. Two full-time study supervisors ensure that students use their time effectively, monitor work undertaken in study and offer pastoral support when required. Students who are studying practical subjects, such as Art or Technology, are also able to go to subject areas to work on their projects independently. The Olive Tree café is situated in the Sixth Form Centre and provides hot food, drinks and snacks exclusively for Senior students. A 'super free' period is available every week, where students may use the Common Room to socialise with their friends and to relax.

## Study Support

During the academic year, students complete three tracking assessments; ensuring the progress of each Sixth Form student is monitored closely by the Head of Sixth Form and Heads of Year. Bespoke study support programmes are put in place for students following each

tracking report and the publication of examination results. Students who are achieving well are rewarded with an extra 'super free' period. Those who have not achieved in a particular subject area are supported by department staff, whilst those who have underachieved in a number of subjects are assigned a mentor. Tailored interventions are agreed with the student and progress reviewed upon the publication of new results.

## Work experience

All Year 13 students complete a week of work experience in a career area which is of interest to them. The programme, which is led by the Head of Sixth Form, was praised by the Inspectorate for the way it is organised and for the opportunities it provides for the Year 13 students. Students have the opportunity to embark on a wide range of placements in the fields of engineering, medicine, dentistry, education, law and accountancy. During the work experience programme, students are prepared for the world of work and are required to evaluate their experience, reflecting on how it has informed their future career goals. There are also opportunities for members of Sixth Form to complete additional work experience placements in consultation with the Head of Sixth Form.

## Enrichment

All Sixth Form students are provided with the opportunity to tailor their educational experience by undertaking a period of enrichment each week; for example, participating in independent reading, a period of games, Young Enterprise, or practising a musical instrument. Intensive enrichment courses are also offered; for example, the TEFL qualification or sign language course.

## Volunteering

Sixth Form students are encouraged to actively become involved in the life of the school by undertaking a leadership role; for example, as a Welcome Host, School Guide, Academic Mentor, School Council Representative, House Captain, Year 8 Peer Mentor or School Prefect. All positions require students to give of their time, and so can be counted towards accreditation by the external organisation 'Volunteer Now', allowing students to become 'Millennium Volunteers'.

## Prefects

The application procedure for prospective Prefects is rigorous and for the top candidates includes a presentation and formal interview with the Principal and Senior Teachers. The Senior Prefect Leadership Team is a driving force in both the Sixth Form and the school as a whole. They take on the role of Peer Mentors where they link with Year 8 Form classes to ensure that our younger pupils settle into school quickly. They are also responsible for organising major events such as the Sixth Form Induction activity, Year 14 Formal and charity fundraisers. The Head Boy and Head Girl lead the Senior School Council which provides a voice for the students and a direct link to the Head of Sixth Form, Principal and the Board of Governors.

## Extra-curricular activities

A wide variety of extra-curricular activities are on offer to Sixth Form students. This ensures all tastes are catered for and details can be found in the section entitled Extra-Curricular Provision.

## Mental Health and Well-Being

At Cambridge House Grammar School, we believe the primary purpose of education is to awaken a love of learning in each of our young people, which will then carry on long after they have left us. A key priority for us is to ensure that each of our pupils is 'happy' in terms of their level of confidence and independence, has a desire to learn, and the resilience to do so.

To support the development of mental health and well-being within our school, Sixth Form students had the opportunity to attend training and become Mental Health Ambassadors. They now work within school to promote positive mental health and well-being and combat the stigma that surrounds mental illness.

As a school we have also partnered with Inspire Well-being to become an Inspiration Point, ensuring that everyone within our school and local community has access to information about how to support their own mental health.

To summarise our vision, a Mental Health Charter has been created, pledging to:

1. Create an open and inclusive culture within our school which displays respect for those with mental ill-health
2. Promote equality of opportunity, and challenge the stigma of mental ill-health
3. Identify and provide sources of information and support regarding mental ill-health
4. Support and work towards improving the mental well-being of everyone in our school community.





## Professional Profile: Andrew Bleakley - Head of Careers / Geography & R.E.

It was during my time as a pupil at Dalriada that it dawned on me that there was a world outside of Northern Ireland. I would often sit in class gazing out of the window thinking of the distant lands that I would one day visit. Different cultures and the way they make sense of our world intrigued me and I would invariably end up spending most of my pocket money on National Geographic!

It was therefore no big surprise that I ended up studying Geography at Ulster University. They were extremely formative years as I met many interesting people and caught the travel bug. Indeed, the Erasmus programme enabled me to spend my third year studying in France whilst I would volunteer with a Christian charity in Middle East during summer breaks.

At some point in my final year at university, I decided to take a slightly unorthodox route upon graduating and join a ship, the MV Doulos. I ended up spending three years onboard travelling around much of Asia, Africa and Europe. We were around 350 people onboard from roughly 50 nations with the motto, 'Bringing Knowledge, Help and Hope.' The most memorable visit during my time onboard was to Myanmar in early 2002, a country ruled by a military junta at the time.

Next stop was South Africa where I had the privilege of working with OM International for a couple of years. Based in Kwazulu-Natal, I would connect with various youth groups, schools, churches and just about anyone who wanted to know about the work of OM; I somehow even got roped into having a radio show every Sunday afternoon! In

2006, I returned to set up life in Northern Ireland, for a while anyway! As I completed my PGCE, I had the good fortune to do teaching practice in Cambridge House, a school I knew very little about. From the beginning, I was really taken by the welcoming atmosphere and enjoyed working alongside warm and humorous colleagues. The teaching practice ended up turning into a job in 2007 and I've been here for much of the time since.

Nonetheless, there was a small window from 2012 to 2017 when the school was kind enough to let my family and I spend some time in the Himalayas, in the nation of Nepal. I've long had a strong conviction that life is short, eternity is long and we must live in the light of that. Much of my time was spent teaching at KISC, a Christian school in Kathmandu. Throughout our time in Nepal, we were always encouraged by the ongoing support from Cambridge House, most notably after the devastating earthquake in 2015.

In teaching Geography in our school, it inspires me when I see our pupils taking an interest in the world at large. I'm a passionate believer that we learn most outside of the textbook, through interacting with people who are different from ourselves. In teaching RE, I'm passionate about the fact that there are big questions in life that we need to slow down and take time to think about. Meanwhile, on the Careers side, being able to help our pupils think about and consider how best they can use this one shot they have at life spurs me on. Our young people have so much potential and it's my desire to see them use this to make a positive contribution to our society and the world at large.



## Professional Profile: Emma Banks - English Teacher

I have always loved to read and to listen to others read. From a young age, I could be frequently found with my head stuck firmly in a book, newspaper or magazine. My mum is a keen reader and I assume I quite naturally took her lead in finding happiness and comfort in this lifelong hobby. Being an English teacher is my vocation but I never fully realised that I could be one - until that is I attended Cambridge House Grammar School.

During my time here as a pupil, I focused my studies on literature and reading. I can still vividly remember my English lessons in the 'Prep' with Mrs. Finlay reading 'Enduring Love' by Ian McEwan and being utterly captivated. Children learn best when their teacher is as enthralled by the subject as they themselves should be: pupils are very quick in recognising genuine passion and are more likely to respond positively and achieve more as a result.

After leaving school, I studied English with History at the University of Ulster. During my undergraduate degree, I continued to read for pleasure. Reading set texts alongside an eclectic mix of fiction prose resulted in a widening and developing appreciation of literature and all that it has to offer. I then went on to complete my PGCE in English at The University of Aberystwyth, Wales. During this time, I completed placements in a variety of schools and I still remember delivering my very first English lesson and knowing instantly that this was the job for me. I returned to Northern Ireland after the completion of my course and took up my first post at a secondary school in Newtownabbey where I stayed for two very happy years. In 2015, my husband and I

decided that we wished to travel. As we are both teachers, we felt it only natural that we would combine the two so we soon found ourselves that August as residents of East Africa. Our time at Peponi House Preparatory School in Nairobi was very well spent: we taught English, helped children prepare for their Common Entrance examinations and took every opportunity to explore the majestic landscapes of Kenya. Teaching at Peponi was fantastic in that we were gaining experience in preparing pupils for examinations that allowed them to progress onto the very best public schools in England. Teaching these pupils however was no different than my day to day classroom teaching is now. That's the beauty of a good Northern Irish education - you can be taught to the highest standard, free of charge and be able to compete worldwide!

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**'If you have the words, there's always a chance that you'll find the way.'** Seamus Heaney

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On my return home, I accepted a post as teacher of English at Cambridge House Grammar School and I have never looked back. Helping children enjoy the written word and encouraging them to find their niche is a wonderful career that I indeed feel very fortunate to have. The pupils of Cambridge House Grammar School are encouraged to believe that they can achieve great things, just like I was as a young girl starting out in 1999.

# Be Inspired to Achieve

## A Passion for Sport and Physical Education

At Cambridge House, we are committed to the school ethos of creating and developing life long learners in sport.

Playing sports helps our pupils to stay in shape, teaches them how to organise their time, boosts friendships, and builds relationships with their peers and coaches.

School sport allows our young pupils to work individually and together as members of teams. They develop respect for opponents through inter-school competitions.

Pupils are provided with many opportunities through sport to develop their own personal skills and capabilities which will enable them to make choices and self manage through commitment, perseverance and a determined work ethic.

We also encourage Sixth Form pupils to take part in an enrichment sports programme giving back to younger age groups through leadership or coaching roles.

Physical Education, including games, is compulsory for all pupils in years 8-12. There are also opportunities for participation in sport at lunch time, after school and at weekends.

Pupils will have the opportunity to take part in various school trips and tours linked with sport in Cambridge House, such as;

- rugby tours at Junior and Senior level
- hockey tours at Junior and Senior level
- ski trip at Junior level.



Rugby



Athletics



Netball



Hockey



**Cambridge House Grammar School Army Cadet Detachment**

Cadet training is based on a syllabus of military type training which encourages "self-discipline" and aimed at young people which will give them "fun, action, adventure" and the chance to make loads of friends, they can also get real qualifications such as a BTEC in Public Services and Music, a First Aid at Work qualification and a Duke of Edinburgh Award at Bronze, Silver or Gold level.



# Year 14 [2020]

Number of pupils in Year 14

92

Number of pupils in Year 13 & 14

202

Percentage achieving 3 or more Grades A* to C
95.7%

Percentage achieving 2 or more Grades A* to E
100%

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades						
		A*	A	B	C	D	E	U
Art and Design	4	0.0	75.0	25.0	0.0	0.0	0.0	0.0
Biology	20	10.0	25.0	45.0	20.0	0.0	0.0	0.0
Business Studies	11	18.2	18.2	36.4	27.3	0.0	0.0	0.0
Chemistry	10	20.0	20.0	40.0	20.0	0.0	0.0	0.0
Digital Technology	7	15.4	38.5	23.1	23.1	0.0	0.0	0.0
Drama	16	0.0	62.5	31.3	6.3	0.0	0.0	0.0
English Literature	4	25.0	0.0	75.0	0.0	0.0	0.0	0.0
French	3	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Geography	8	0.0	50.0	50.0	0.0	0.0	0.0	0.0
Government and Politics	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Health and Social Care	36	0.0	44.4	41.7	13.9	0.0	0.0	0.0
History	6	0.0	50.0	16.7	16.7	16.7	0.0	0.0
Life & Health Sciences	9	0.0	33.3	66.7	0.0	0.0	0.0	0.0
Mathematics	21	9.5	19.0	47.6	23.8	0.0	0.0	0.0
Media Film and TV Studies	12	0.0	41.7	25.0	25.0	8.3	0.0	0.0
Nutrition and Food Science	9	22.2	33.3	44.4	0.0	0.0	0.0	0.0
Physics	10	10.0	20.0	50.0	20.0	0.0	0.0	0.0
Professional Business Services	14	0.0	14.3	42.9	42.9	0	0.0	0.0
Sociology	7	14.3	28.6	42.9	14.3	0.0	0.0	0.0
Spanish	4	50.0	25.0	25.0	0.0	0.0	0.0	0.0
Technology and Design	13	15.4	38.5	23.1	23.1	0.0	0.0	0.0

		Distinction*	Distinction	Merit	Pass
Construction (BTEC Level 3 Subsidiary Diploma)	3	33.3%	0.0%	66.7%	0.0%
Engineering (BTEC Level 3 Subsidiary Diploma)	14	64.3%	7.1%	21.4%	7.1%
Information Technology (Cambridge Technical Level 3)	16	81.3%	6.3%	12.5%	0.0%
Sport (BTEC Level 3 Subsidiary Diploma)	9	66.7%	0.0%	33.3%	0.0%

Year 14 (A-level) Performance Indicators	2015/16		2016/17		2017/18		2018/19	
	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI
% achieving 2 or more Grades A* to E	100	100	100	100	100	100	100	100
% achieving 3 or more Grades A* to C	54	76	61	78	87	78	87	80

	DESTINATION OF SCHOOL LEAVERS			Total number of pupils in years			Percentage of pupils in years		
	12	13	14	12	13	14	12	13	14
Transferred to another school	2	0	0				10	0	0
Entered Jobskills	1	0	3				5	0	3.2
Entered Further Education	16	4	4				80	80	4.3
Entered Higher Education	0	0	78				0	0	83.9
Took up Full-time Employment	1	1	6				5	20	6.5
Entered Modern Apprenticeship	0	0	0				0	0	0
Emigrated	0	0	0				0	0	0
Did not do any of the above	0	0	2				0	0	2.2
Total	20	5	93				100	100	100

# Year 13 [2020]

Number of pupils in Year 13      110

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades					
		A	B	C	D	E	U
Art and Design	5	40.0	40.0	20.0	0.0	0.0	0.0
Biology	22	50.0	36.4	13.6	0.0	0.0	0.0
Business Studies	11	27.3	27.3	27.3	18.2	0.0	0.0
Chemistry	7	42.9	42.9	14.3	0.0	0.0	0.0
Digital Technology	13	53.8	15.4	30.8	0.0	0.0	0.0
Drama	9	556	333	11.1	0.0	0.0	0.0
English Literature	5	20.0	40.0	40.0	0.0	0.0	0.0
French	3	66.7	0.0	33.3	0.0	0.0	0.0
Geography	15	26.7	26.7	26.7	20.0	0.0	0.0
Health and Social Care	35	31.4	48.6	17.1	2.9	0.0	0.0
History	18	22.2	44.4	27.8	5.6	0.0	0.0
Life and Health Sciences	16	37.5	37.5	25.0	0.0	0.0	0.0
Mathematics	22	36.4	18.2	27.3	13.6	4.5	0.0
Nutrition and Food Science	18	38.9	38.9	11.1	11.1	0.0	0.0
Physics	12	58.3	25.0	16.7	0.0	0.0	0.0
Professional Business Services	14	21.4	28.6	50.0	0.0	0.0	0.0
Religious Studies	10	50.0	20.0	30.0	0.0	0.0	0.0
Spanish	7	14.3	57.1	28.6	0.0	0.0	0.0
Technology and Design	30	26.7	46.7	23.3	3.3	0.0	0.0

## Cambridge House Grammar School Senior Teaching Staff

### PRINCIPAL:

Mr P Elliott,  
MA (Oxon), FRCO, PGCE, PQH (NI)

### VICE PRINCIPALS:

Mrs K McClurg,  
BA, MSc, PGCE, FCIEA, PQH (NI)

Mrs A Proctor, BEd, FCIEA

### SENIOR TEACHERS:

Mr A Adamson,  
BSc, MSc, PGCE, MEd, PQH (NI)

Mrs M Spence, BSc, HDipEd

Mrs R Oliver, MEd

Mrs J Patterson, MEd



# Year 12 [2020]

Number of pupils in Year 12 137

Percentage entered for 5 or more subjects  
100%

Percentage entered for 7 or more subjects  
100%

Percentage achieving Grades A\*-C  
in 5 or more subjects  
99.3%

Percentage achieving Grades A\*-C  
in 7 or more subjects  
97.1%

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades									
		A*	A	B	C*	C	D	E	F	G	U
Agriculture	9	11.1	55.6	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art and Design	27	3.7	25.9	33.3	25.9	11.1	0.0	0.0	0.0	0.0	0.0
Business Studies	46	10.9	39.1	32.6	6.5	10.9	0.0	0.0	0.0	0.0	0.0
Child Development	39	15.4	38.5	28.2	7.7	10.3	0.0	0.0	0.0	0.0	0.0
Construction	13	7.7	30.8	30.8	23.1	7.7	0.0	0.0	0.0	0.0	0.0
Digital Technology	28	28.6	39.3	21.4	0.0	10.7	0.0	0.0	0.0	0.0	0.0
Drama	10	20.0	40.0	20.0	0.0	10.0	0.0	10.0	0.0	0.0	0.0
English Language	137	0.0	18.2	39.4	27.0	13.9	1.5	0.0	0.0	0.0	0.0
English Literature	42	0.0	28.6	47.6	16.7	7.1	0.0	0.0	0.0	0.0	0.0
Food and Nutrition	18	27.8	27.8	27.8	11.1	5.6	0.0	0.0	0.0	0.0	0.0
French	16	31.3	56.3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Geography	39	12.8	38.5	23.1	12.8	7.7	2.6	2.6	0.0	0.0	0.0
History	37	13.5	27.0	32.4	5.4	18.9	2.7	0.0	0.0	0.0	0.0
Mathematics	137	1.5	49.6	32.1	4.4	10.2	2.2	0.0	0.0	0.0	0.0
Mathematics Further	44	4.5	34.1	25.0	25.0	11.4	0.0	0.0	0.0	0.0	0.0
Music	6	16.7	33.3	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	23	13.0	21.7	13.0	26.1	26.1	0.0	0.0	0.0	0.0	0.0
Religious Studies	19	31.6	15.8	26.3	0.0	26.3	0.0	0.0	0.0	0.0	0.0
Science: Single Award	20	5.0	5.0	40.0	35.0	15.0	0.0	0.0	0.0	0.0	0.0
Spanish	25	28.0	40.0	24.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0
Statistics	93	0.0	1.1	45.2	31.2	20.4	2.2	0.0	0.0	0.0	0.0
Technology and Design	55	12.7	30.9	29.1	5.5	16.4	5.5	0.0	0.0	0.0	0.0

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades									
		9	8	7	6	5	4	3	2	1	U
Media Film and TV Studies	76	2.6	18.4	31.6	38.2	6.6	2.6	0.0	0.0	0.0	0.0
Sociology	17	0.0	5.9	5.9	47.1	17.6	17.6	5.9	0.0	0.0	0.0

Subject	Total number of entries	Percentage of Pupils Entered Achieving Grades										
		A*A*	A*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD
Science: Double Award	117	6.0	8.5	17.1	16.2	17.1	11.1	13.7	6.0	4.3	0.0	0.0

Total number of entries	L E V E L 2		L E V E L 1					
	Distinction*	Distinction	Merit	Pass	Distinction	Merit	Pass	
Information Technology	13	15.4	7.7	38.5	30.8	7.7	0	0

Year 12 (GCSE) Performance Indicators	2015/16		2016/17		2017/18		2018/19	
	CHGS	NI	CHGS	NI	CHGS	NI	CHGS	NI
Percentage achieving Grades A*-C in 5 or more subjects	98	97	95	97	96	96	97	96
Percentage achieving Grades A*-C in 7 or more subjects	95	92	91	91	91	91	91	91

# Key Stage 3 [2020]

CCEA did not require the completion of KS3 assessment for the academic year 2019-20, due to COVID-19 and the subsequent period of lockdown from March. No statistics available.

## APPLICATIONS AND ADMISSIONS

Year	Admissions No.	Total Application All Preferences	Total Admissions
2016/17	140	189	142
2017/18	140	171	141
2018/19	140	199	142
2019/20	140	210	141
2020/21	140	168	140

*This table does not include children who were admitted to the school with a statement of special educational needs.*

- School Management Type: Co-Educational Controlled Grammar School (Non-Denominational)
- Age Range: 11-19
- Enrolment Number: 900
- Admissions Number: 140
- The school's Admissions Criteria will be published on the Education Authority website from Tuesday 2 February 2021.
- Schools are not permitted to host Open Days or visits at present, but an Open Day Video is available to view at [www.cambridgehouse.org.uk](http://www.cambridgehouse.org.uk)
- School Policies are available to view at [www.cambridgehouse.org.uk](http://www.cambridgehouse.org.uk) and are also available on request - please phone 028 2564 3151.



The highest reward for  
a person's toil is not  
what they get for it , but  
what they become by it.

John Ruskin



*Ulster U18 Rugby squad*

1st XV Rugby team

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