

2020 – 2021 Annual Report



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Chairman's Foreword

You do not need me to tell you that we have been through some very strange and challenging times over the past few months, and I wish I could tell you that we have been through the worst of it, and calm seas and blue skies are ahead, but I can't.

During the last academic year, it was good to see some return to normality with face-to-face teaching reintroduced with pupils working in 'bubbles' to reduce the risk of spreading the virus within school. The latter part of the year saw the reintroduction of practical lessons in practical classrooms and also included some minimal sporting engagements. These undoubtedly, along with parallel initiatives with other agencies such as REACH, helped to improve the physical and mental health and wellbeing of all our pupils. Every effort has been made to keep staff and pupils safe from Covid. Everyone continues to follow a strict regime.

What is heartening, however, is no matter what is thrown in our direction Lurgan Junior High School rises to the challenge. This is because we have a Senior Leadership Team in school who are very much child-centred, and they are supported by focused, dedicated staff – both teaching and non-teaching. We are of course also very grateful to parents for your unfailing support.

Mr Trevor Enderby
Chairman, Board of Governors

BOARD OF GOVERNORS 2018 – 2022

Board Representatives

Mr. Trevor Enderby (Chairman)
Ms. Carla Lockhart
Mr. Tom McKay

Parents' Representatives

Mrs. Alison Lindsay
Mrs. Nicola McIlwaine
Mrs. Katie Turkington
Mrs. Leigh-Anne Patterson

Transferors

Mrs. Patricia Black
Mr. Brian Costley
Mrs. Gail Flavell
Dr. Gayle Kennedy

Teacher

Miss Deborah Osborne
Mr. Keith Lunn

BOARD OF GOVERNORS SUB-COMMITTEES

Safeguarding Committee	Mr. T. Enderby Mr. T. McKay Mrs. N. McIlwaine Mrs. K. Turkington
Health & Wellbeing/Staff/ Complaints/Premises	Mr. T. Enderby Mr. T. McKay Mrs. N. McIlwaine
Finance	Dr. G. Kennedy Mrs. G. Flavell Mr. T. McKay Mr. T. Enderby
Recruitment & Selection	Mr. T. Enderby Mrs. N. McIlwaine Mrs. L. Patterson Cllr. C. Lockhart Mrs. A. Lindsay Mr. T. McKay
Teaching & Learning	Mr. T. McKay Mr. T. Enderby Mrs. A. Lindsay Dr. G. Kennedy Mrs. K. Turkington Miss D. Osborne

PRSD Principal Reviewers

Reviewer 1	Mr. T. Enderby
Reviewer 2	Mr. B. Rolston. (EA).

Teaching Staff (as at September 2021)
Positions and Responsibilities

Mr J McCoy Mrs R Kerr Mr M Thompson	English French & Spanish History	Principal Vice-Principal (Pastoral) Vice-Principal (Curriculum)	Mrs L Harvey Mrs L Haughian	Mathematics French	Year Head & Asst. SENCO HOD English/Library Year Head
Mr M Addley	History	HOD/Shared Education Co-ordinator/Year Head	Mrs A Jardine Mrs F Kennedy Mr C Lawther Mr K Lunn	English Science Science History	Senior Teacher (Pastoral) /Deputy Designated Teacher for Child Protection
Mrs J Alexander Miss C Bell	Mathematics English & RE	HOD/Attendance Year Head	Miss J Lyness Mrs C McBride Mrs A McCrory	RE & Music TD, ICT & Literacy Support Music	Social Media/Website Co-ordinator Pupil Tracking Co- ordinator
Mr G Black	TD & LLW	Year Head/Co-ordinator for Citizenship/School Trips	Mrs R McDermott	Mathematics	HOD PE HOD Geography
Mr J Black	Mathematics	Numeracy Co-ordinator / Year Head	Mr R McDowell Mr S McFarland Mr J McMahon Mrs R Miskelly Mrs M Moorehead Miss J Nelson Mrs U O'Reilly Miss D Osborne	PE Geography Geography & History French & Spanish Music & SEN English French & Spanish Mathematics	HOD Languages HOD Music/SENCO
Mrs B Carson	Science	HOD/Induction Tutor for Beginning/Student Teachers			Senior Teacher (Curriculum) / Deputy Designated Teacher for Child Protection / Recording & Reporting / Attendance Management Co-ordinator
Mrs K Carson Mrs J Clements Mrs L Dougan Miss S Elliott Mrs A Ferry Miss L Gamble Mrs W Gilbert Mrs A Gordon Mrs Je Graham Mrs Ju Graham	English Art RE & PE English & EAL Science Science & RE English & Drama Art Home Economics English	HOD RE Newcomer Co-ordinator			
Mrs D Gray Mr J Guy	Home Economics PE & Mathematics	HOD Drama HOD Art HOD HE Using Communication Co-ordinator	Mrs V Patterson Mrs C Patton Mr R Poots	Art Mathematics TD	HOD/TD/Transport Management HOD PE/ Pitch Promotion HOD IT
Miss J Hanna	RE and LLW	Co-ordinator for Transfer at 14/HOD CEAIG/Employability Co-ordinator for Personal Development	Mrs E Quinn Miss K Quinn Mrs G Smith Mrs E Walker	PE ICT & LLW English & History Home Economics/Geography	

Mrs K Walmsley
Mrs S Wilkinson
Mrs R Wright

Geography
Home Economics
French & Spanish

Non-Teaching Staff

Administration	Mrs A Graham, SEO Mrs C Bleakney Mrs L Johnston	Mrs P Thompson Mrs T Whithorn
Building Supervisors	Mr. G. Cassells	Mr. J. Parks
Classroom Assistants	Mrs A Black Mrs A Calvert Miss L Calvert Ms C Grant Mrs J Hamilton Ms J Heasley Mrs L Hunter	Mrs L King (EAL) Mrs D Lunn Miss J Mailey Mrs E Zukowska
Lunch-time Supervisors	Mrs L Cassells Mrs S Dunlop Mrs B Hill	Mrs S Toland Mr G Cassells Mr J Parks
Technicians	Mrs E Blakely (Home Economics) Mr R Clifford (Science) Mrs R Irwin (Art & Design)	Mr D Johnston (ICT) Mrs Todd (Tech & Design)

Curriculum

Lurgan JHS School aims to give its pupils a broad, balanced and relevant education. We seek to offer equal opportunities to all pupils. We seek to ensure that pupils' learning is purposeful, useful and rewarding.

Pupils are divided into four broad bands of developed ability based on Primary School data and our own baseline data. Within these streams pupils are placed in Form Classes and are taught in this arrangement for non-practical subjects. In Year 10, the three Science subjects (Biology, Chemistry and Physics) are taught separately, each for two periods a week. All pupils study French in Year 8 and pupils in two of the four bands take up Spanish in Year 9. Pupils follow a course in Learning for Life and Work comprising elements of Personal Development education in Year 8. In Year 9, pupils continue with one period a week of Employability. In Year 10, pupils follow a course in Citizenship. The School week is divided into 40 periods, with 35 being 40 minutes long and lunch periods of 35 minutes. The Key Stage 3 Curriculum is set out below.

Assessment

Due to Covid-19 disruption, assessment arrangements for Term 3 of school year 2020-21 did not continue as scheduled. Transfer rank order positions were determined through classroom-based assessments taken at the end of Terms 1 and Term 2. These were worth 30% and 70% respectively, as agreed by the Board of Governors. Term 3 assessment also took the form of robust class-based assessment tasks, and again the Board of Governors agreed that, for our Year 9 pupils, these results would comprise 30% of their final transfer marks in the academic year 2021-2022. Parents and pupils continued to receive reports detailing their progress twice in the year. In fact, for the first time, Year 10 pupils

also received a report on their Term 3 progress. The regression analysis was carried out after the December and June assessment period. This is a statistical process when a comparison is made of the pupils' attainment compared to their ability. Many of the pupils overachieved and this was celebrated with a certificate. Our prize day Endeavour award is now based on the highest score in the analysis i.e. person with the greatest over-achievement.

Target Setting

In 2018-19 we introduced a new and more personal method of measuring pupil attainment at Key Stage 3. This involved target setting across 10 subjects.

Each Year 8 pupil was given individual targets for each subject which were derived from CAT4 Standardised Testing. These targets allowed pupils, teachers and parents to understand the various levels expected of them in each subject area. At 3 points in the year, pupils completed exams/assessments which were designed to assess them against these targets. Following this parents received a report which showed how well the pupil performed in each subject, relative to their own target. A 'traffic light'–style colour coding system made this easy to understand. This process has been a highly successful initiative by the Curriculum Team and was recognised as such in a recent monitoring visit letter by ETi where it was described as “whole-school approach to target-setting ... with data tracking points and departmental interventions in place. Data is regularly monitored and shared with pupils and parents”. The letter also stated that this means there is “improved capacity to use pupil assessment data more effectively to set targets and track and evaluate their progress, resulting in the identification of, and greater support for, low and under-achieving pupils.”

Careers Education

The Careers Department had another very enjoyable and successful year. In Year 9 Careers classes, pupils had the opportunity to explore their own skills and qualities, set short and long term goals, experience the job application process and discover many areas of work with the relevant qualifications needed in each. Mr Guy would like to thank Miss Quinn as the Year 9 careers teacher this year and commend her on her efforts creating online resources. The Careers department would like to thank individual departments for organising numerous subject specific careers events and careers lessons. This has really helped pupils to see the link between the classroom and the world of work in specific subject areas.

Unfortunately, our Year 10 pupils were unable to attend the usual 'on site' careers visit or open days, however online resources were shared with them through the creation of a Year 10 Transfer Google Classroom. The Careers department made themselves available throughout the year for any year 10 pupil that required advice on selecting GCSE options for their next school.

The Careers Department in Lurgan Junior High School continued to work closely with the Department of the Economy's careers advisors and with our senior schools. The careers advisors provided online class talks to all Year 10 pupils in November. Mr. Guy followed this up with small group careers interviews for those students that required further advice prior to choosing provisional GCSE options. Lurgan JHS Careers Department has an excellent relationship with, and have liaised closely with their counterparts in Lurgan College, Craigavon Senior High School and various other schools, in an aim to make a smooth transition for all our pupils both in terms of subject choice and pastoral care.

Year 10 Leavers' Destinations

Percentage of Leavers to:

	Craigavon SHS	Lurgan College	Other
June 2021	42.1%	45.6%	12.3%
June 2020	38.8%	54.4%	10.7%
June 2019	40.6%	45%	14.4%
June 2018	43%	45%	12%
June 2017	39%	58%	3%
June 2016	42%	46%	2%

2020/2021 School Terms and Holidays

AUTUMN TERM

Friday 28 August – Tuesday 22 December
Autumn Half Term
Tuesday 27 October – Friday 30 October

SPRING TERM

Monday 4 January – Friday 2 April
Spring Half Term
Monday 15 February – Thursday 18 February

SUMMER TERM

Monday 19 April – Wednesday 30 June
Bank Holidays
Monday 3 May
Monday 31 May
Please note that all dates were inclusive

The School Day

Registration is from 9.05 – 9.15 am and takes place in Form Rooms. On Tuesday, Wednesday and Thursday there are Assemblies for each Year Group. Period 1 is a class beginning at 9.15 am. Assemblies this year due to restrictions, were largely conducted online.

Attendance is recorded in registration and by each class teacher. School ends at 3.20 pm each day.

Registration / Assembly	9.05-9.15
Period 1	9.15-9.55
Period 2	9.55-10.35
Break	10.35-10.55
Period 3	10.55-11.35
Period 4	11.35-12.15
Period 5 (Year 8 Lunch)	12.15-12.50
Period 6 (Year 9 Lunch)	12.50-1.25
Period 7 (Year 10 Lunch)	1.25-2.00
Period 8	2.00-2.40
Period 9	2.40-3.20

Annual Attendance Rate

(All Pupils)
2018 - 2019 = 93.0%

2019 – 2020 = 93.8% (up to March 2020)

Thereafter, attendance and engagement was monitored through work of Form Teachers, Year Heads and Senior Pastoral Team.

Parental Involvement

Due to restrictions caused by the Covid-19 pandemic, parents were not allowed to access the school site so all meetings were held by phone. Progress review meetings were held in this way with Form teachers for Year 8 and 9 pupils in early February 2021, while Year 10 parents were able to book a phone meeting with subject teachers at the end of January 2021.

A virtual Open Evening event was held for prospective entrants to Year 8 in January 2021, with a promotional video shared on the school website, followed by a Live Q&A event with the Executive Team.

An Induction Evening was not held for the incoming Year 8 parents in June 2021. Instead, Information booklets were produced for Year 8 pupils and their parents, along with videos that were created and posted on our website.

Parents of all pupils received a report following Assessments in November and in May/June. These assessments were amended to reflect the impact of the lockdown on children's learning and on home life. An Options Paper was circulated among parents and pupils in order to seek consensus on the fairest method of conducting the Transfer Assessments for this year's Year 10 cohort. There was agreement that there should be no Transfer examinations held in March and assessments held in Term 1 2020 would be used instead. Parents of pupils in Year 10 also received an additional report in June to reflect the work completed and assessments undertaken after the Transfer process was completed.

Parents were also given questionnaires during lockdown to monitor issues arising. Results were used to refine approaches to online learning and to provide further pastoral support where needed.

Safeguarding and Child Protection

1 Concerns of Abuse

Over the past year, we have dealt with various types of child protection/safeguarding concerns, for example: actual/suspected neglect, emotional harm, physical harm, sexualised behaviours, self-harm/suicidal thoughts, domestic abuse, on-line safety, indecent images, substance misuse, anti-social behaviours, etc.

We have regularly liaised with the CPSSS to seek advice and guidance as required and are very thankful for their support. Where there was Social Services involvement with a family, our safeguarding team made regular contact with them and also with the family, putting in place additional supports in school when it was deemed necessary or beneficial to the pupil. Examples of these supports are a Downtime Pass, referral to Steph/Reach Mentoring and referral to our school counsellors.

This has been an exceptional year in education with a lockdown during the entire second term and we had to develop ways of keeping in contact with pupils and their families, providing additional support where required. During the lockdown in term two, school remained open for the children of key workers and vulnerable children and we had 123 pupils on our register. Vulnerable pupils included pupils who carry a statement for SEN, pupils on the Child Protection register and pupils from families in need as well as pupils presenting with high levels of anxiety. There was a significant number of pupils who found online learning extremely stressful and anxiety-inducing and being able to come into school was an excellent support for them.

- 1.1 Number of Enquiries to Education Authority CPSS: 15 approx.
- 1.2 Number of Referrals to Social Services: 5
- 1.3 Number of Child Protection Complaints Against Staff: 0
- 1.4 Number of Children On Child Protection Register: 3
- 1.5 Number of Looked After Children (Children in Care): 2
- 1.6 Number of Children with Social Services Involvement for Family Support (Not On Child Protection Register): 4
- 1.7 Multi-Agency Meetings

Members of our safeguarding team prepared reports and attended Case Conferences for pupils on the Child Protection Register. These meetings took place via Zoom. We had two Looked After Children in school and reports were prepared for LAC reviews and a safeguarding team member attended these review meetings via Zoom.

2 Training Attended/Provided

- **Designated/Deputy Designated Teacher**
Mr M Thompson completed his refresher training on 01.12.2020
Miss D Osborne completed her initial DDT training on 27/28.01.21
- **Designated Governor for Child Protection** – training attended on 28.10.20
- **Whole School**
Awareness training was held for all members of staff, both teaching and non-teaching during our August SDDs and reflected updated guidance issued by the Department of Education. This was led by

Mrs Kerr and Mr Guy (DT and DDT respectively). An additional session was delivered at the end of September for canteen staff and for any staff who had been absent for the training in August.

In September, safeguarding assemblies were placed online for all pupils and also uploaded to our website. This included details about our procedures for reporting any concerns and for requesting support, both inside and outside school. Safeguarding messages were also promoted regularly through our Learning for Life and Work curricular programme, online assemblies, pupil announcements, Form Periods, etc. in addition to our webinars with the PSNI and ABC Council as previously mentioned.

- **Any outstanding training needs as a result of Covid-19**

During our August SDDs, training was held for all staff on Covid-19 related matters and this information was also contained in a written Restart document which was distributed to all staff. This was reviewed and updated throughout the school year as and when new guidance became available.

3 Child Protection/Safeguarding Policy Reviews

Following a drugs related incident, our Misuse of Substances policy was updated and ratified by the Board of Governors on 11.11.20. Our uniform policy was also amended and updated in April 2021.

4 The Preventative Curriculum

As we were unable to invite external agencies into school as part of our preventative curriculum to deliver their programmes face-to-face, we had to move online. Our PSNI Neighbourhood Team, under the leadership of Sergeant Mark Conway, in liaison with ABC Council, asked LJHS to be part of a pilot scheme, delivering elements of the preventative curriculum via webinars to both parents and pupils. Our student council, The Pupils' Voice, hosted these webinars, which took place over three

evenings in term two. The topics covered were road safety, online safety, substance misuse and anti-social behaviour.

Previously, when we held evening events with PSNI/ABC Council for parents on similar topics, the attendance would have been in single digits. For these webinars, the attendance reached up to 170 people, which is a very significant increase. Following the webinars, we posted an online quiz, based on the information shared in the webinar, for pupils to participate and win prizes. Once again, the uptake was excellent and the responses demonstrated that pupils and parents had engaged well.

After each webinar, we had a debrief with the members of the PSNI Neighbourhood team who participated and, each time, they commented on the maturity and professionalism of our pupils. Following the first webinar, Sergeant Conway reported to his Duty Inspector how impressed he was with the pupil input in hosting the event and that it was a major factor in the engagement of parents. The Duty Inspector joined the subsequent webinars and this model is now being promoted and used across Northern Ireland with other PSNI Neighbourhood Teams to support schools with various aspects of the preventative curriculum.

When all pupils returned to school in term three, the PSNI, along with our TPV as hosts, delivered all three webinars again to the whole school during extended Form Periods and opportunity was given for pupils to discuss related questions with their Form Teachers at the end. Feedback from the PSNI reported that it was a positive step in building relationships with our pupils in the community and stated that there was a notable reduction in anti-social behaviours in the local community as a result of these webinars.

During term two, when the majority of our pupils were not in school, Form Teachers kept in regular contact with through various means – Google Classroom messages, phone calls, video messages.

Where there were concerns of a pastoral nature, for example, if a pupil was feeling very anxious and struggling to manage their online learning, the Form Teacher was able to discuss options with the parents, such as reducing the number of subjects for which the pupil had to submit work for a set period of time. This was monitored by the Form Teacher together with the pupil and parent. If extra support was required, the Form Teacher would pass this on to the Year Head/Senior Teacher/Vice Principal, depending on the nature of the concern. We also had a specific email for parents and pupils to use if they had any pastoral concerns. This was communicated to parents via letter and on online learning handbook. Mrs Kerr and Mr Guy monitored the email account and responded to emails.

Anxiety levels increased further with the pandemic. Pupils were anxious for a variety of reasons – for example, social anxiety and adjusting to being back in the school setting with so many people after being at home for so long; fear of contracting Covid; anxious about having missed out on their learning; anxious about not being able to focus on their learning; anxious about friendships or lack of them. Self harm and suicidal ideation were also more prevalent. When this was brought to the attention of school, parents were contacted and asked to come into school for a meeting with Mrs Kerr or Mr Guy along with the pupil. Parents were asked to bring their child to the GP. Several pupils were referred to CAMHS/SHIP as a result. Mrs Kerr and Mr Guy, along with the Form Teachers and relevant Year Heads would have regular check-ins with these pupils and parents to monitor how they were coping in the school setting. They were also issued with Downtime Passes for school so that, when they were starting to feel anxious or overwhelmed, they could leave the classroom and have space to calm down and regulate their emotions. Feedback from parents and pupils indicated that the support from school was very much appreciated and that, on many occasions, school had gone above and beyond the call of duty.

Reach Mentoring continued in a reduced capacity on Tuesday mornings. This was due to fewer mentors being available. They carried out 1:1 mentoring with pupils who had been referred by Form Teachers/Year Heads/Senior Teacher/Vice Principal for a variety of reasons – social, emotional, behavioural. From January 2021, with money from the Engage Programme, Aaron Riddle, a qualified teacher and employed through Reach Mentoring, joined our staff in a pastoral capacity to support pupils two days a week. During these days, he taught explicit lessons to the pupils in school promoting positive mental health and well-being and then recorded the same lesson to upload to Google Classroom for all our pupils learning at home. He also carried out 1:1 mentoring and small group mentoring with pupils in school. In March, Steph Duke, also a qualified teacher and employed through Reach, started with us for four days a week and her role was to support pupils pastorally, most of whom had anxiety. Aaron continued with us for the remainder of the school year on Thursdays. This was a massive support for staff as well as pupils as the levels of anxiety and pastoral issues in general had increased to 'tsunami' level and helped to relieve some of the pressures on staff. In addition, Reach Mentoring supported school by preparing weekly online assemblies and also created two excellent short series of videos – one on anxiety and one on stress, which we also used for assemblies to support pupils with promoting positive mental health and awareness.

In term one, the number of referrals to our school counsellor had significantly increased so that the waiting list was sitting between 18-20 pupils. We requested a second day of counselling with Links to reduce the waiting list and ensure that pupils received support more quickly. During the lockdown in term two, counselling continued to take place. Some pupils opted to come into school to have face to face counselling and others were happy to remain at home and engage in their sessions via phone calls. Many of our pupils reported that the counselling really helped them and it was

'relieving' for them to have this weekly session where they could offload in a safe space and be given strategies to help them cope.

Security and Premises

A number of measures are taken to ensure the security of pupils, staff and premises and these are reviewed periodically by the Board of Governors.

These include:

- Gates are either locked or manned during the School day
- Modern fire detection and alarm system - fire file protocol updated and shared with staff
- CCTV system (updated) in 2019-2020
- Monitored intruder alarm system
- Building secured by evening supervisor at the end of the day
- Staff on supervisory duty in the mornings at the school gates, at break and meal times and also at the end of the school day for bus duty
- Consultation with PSNI Crime Prevention Officer
- Strong links with PSNI Neighbourhood Team
- Consultation with Department of Education and Education Authority NI
- Appropriate school policies, procedures and guidelines.
- Covid related mitigations – sanitiser in all classrooms and entrance points to school; fogging machines in use for cleaning in practical classrooms; sanitising wipes in all classrooms for cleaning purposes; classroom doors are kept open and some windows for ventilation purposes; one-way system in operation; separate year group playgrounds; separate year group lunches.

SEN NUMBERS OVERVIEW SEPT 2021

Pupils with special educational needs are catered for in a variety of ways, in accordance with the Code of Practice and the Good Practice Guidelines published by DENI.

The SENCo liaises with primary and senior schools in June, to facilitate smooth transfer of pupils and provision from Key Stages 2 and 3.

In September, all year 8 pupils are tested using PTE, PTM, PTS and CAT. Scores are used to identify both pupils who are not already on the SEN register, and those who can come off the register following transfer. Pupils with a CAT and/or PTE score of less than 85 are given a standardised reading test to identify if they require reading or comprehension support.

Individual Education Plans (IEPs) are reviewed and updated in January and June, following exams. There may be additional reviews as required.

For pupils with Statements of Special Educational Needs, Annual Review Meetings are held in February/March.

Under normal circumstances pupils who score less than 80 in a standardised reading test are offered reading support in school. The EA Literacy Service are currently providing training in how to provide literacy support online, as current restrictions due to COVID-19 have temporarily suspended support sessions. Usually, reading ages would be tested again at the end of the 10 week block of support, to ensure sufficient progress is being made, and if not, to offer further support strategies.

SEN NUMBERS OVERVIEW SEPT 2021

STAGE 3		YR 8	YR 9	YR 10	
	BOYS	4	6	7	17
	GIRLS	2	1	3	6
	TOTAL	6	7	10	23

STAGE 2		YR 8	YR 9	YR 10	
	BOYS	5	1	2	8
	GIRLS	1	0	2	3
	TOTAL	6	1	4	11

STAGE 1		YR 8	YR 9	YR 10	
	BOYS	1	14	7	22
	GIRLS	1	4	2	7
	TOTAL	2	18	9	29

Enrolment

On 5 October 2020 (the official school census date) the School's enrolment stood at 734. The number was made up as follows:

Year Group	Pupils	Pupils with SEN Stage 5
8	256	5
9	220	7
10	258	12

Staff Development Days

BAKER DAYS

Monday 24th to Thursday 27 August 2020

AUTUMN TERM

1. Staff Meetings – School Development Planning, Child Protection updates, Action Planning, Numeracy, Literacy whole school targets, ICT training Results Analysis, Teaching and Learning 2020-21: use of Google classroom in light of Covid-19.

- Group Meetings/Departmental Time

SPRING TERM

- Staff meetings; SLT, Departmental and Pastoral Team meetings were carried out using Google Meet and were mainly focused on pupil progress in school for vulnerable pupils and online for the majority of others.

SUMMER TERM

- Reviewing and developing Google Classroom materials for pupils who were unable to attend school due to Covid symptoms or isolation periods.
- Departmental Time

Financial Report

Summary of Accounts

Lurgan Junior High School continues to be in a strong position financially and finished the financial year with a credit. The Finance Committee supported the Principal and staff throughout the year.

The 2020-2021 Budget Plan meeting was held in December 2021. Board of Governors to approve budget in January 2022 meeting.

Gifts / Donations

A range of charity events were held throughout the year. A total of £332.00 was collected for various charities.

Building Works

Blackout blinds have been fitted to the 2 main 3 storey buildings.

Charging and Remissions

School Fund

It is not possible to offer the full range of activities presently available to pupils by relying solely on the resources provided by the Department of Education. The Board of Governors therefore asks parents to make a voluntary contribution of £30 per pupil, £55 per 2 pupils and £65 for 3 or more pupils per annum so that the School may continue to offer as broad a range of educational

opportunities as possible. No pupil will be disadvantaged in relation to whether or not his/her parents have made such contributions.

Books and Stationery

All text books required by each pupil are provided free of charge. The books remain the property of the School and it is expected that they will be kept in good condition and returned on demand. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned, when required.

Each pupil will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

Practical Subjects

The cost of materials for science is met by the school.

A materials charge of £30.00 is levied on pupils in Year 8 as a contribution towards the cost of consumables for Art and Design, Home Economics and Technology. Further small charges are levied as and when necessary by these departments.

Clothing

Parents are responsible for the provision of correct school uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the School. Parents are responsible for the provision of the correct clothing and equipment for Physical Education and Games. A used uniform facility was organised for the summer months.

Music

A charge will be made in respect of individual tuition in the playing of a musical instrument or singing lessons, when these are not provided by the Education Authority.

All examination fees connected with individual music tuition will be paid by parents. A charge will also be made for the hire of musical instruments owned by the School.

Damage to Property

When damage is done to School property through carelessness or misbehaviour, the School may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupils involved.

Subject & Activity Reports

Maths Department

Exam Results

Key Stage 3 Using Mathematics results in the Mathematics Department have been consistently high for a number of years with 76% of pupils attaining the level 5 or above even with the disruption of lockdowns. PTM results in Year 10 were excellent with 85% achieving expected or better!

Maths Support After School

Unfortunately, due to Covid-19 restrictions Maths support which normally was held for all years on Tuesday, Wednesday or Thursday afternoons by two Maths teachers per week was not continued last year but hopefully this will commence as there has been great uptake from pupils requiring extra assistance during previous years.

Numeracy Ninjas

In the department pupils took part in Numeracy Ninjas each week in their Maths class. Key Stage 3 numeracy intervention designed to fill gaps in students' basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study. Once per term, the highest achieving and the most improved students in each class are awarded **Grand Master** status certificate and a black pen.

Maths Week

Last year in October Mr Black (Numeracy Co-ordinator) utilised the school's social media to post challenges that the pupils completed at home. The challenges proved to be very successful as we received over one hundred responses. Prizes were given out following a raffle with all pupils who worked out the correct solution to the challenge.

UKMT

This year, the school entered 20 Year 10 pupils into the Intermediate UKMT Maths Challenge. This is a maths challenge that attracts entries from schools across the UK. Of all entrants, 40% will receive either a bronze, silver or gold certificate. The intermediate challenge is open for Years 12 and below (NI) so the Year 10 pupils were effectively 2 years younger than most entrants for this challenge. Despite their age, they achieved one gold, five silver and four bronze certificates. In Year 9, 20 pupils were entered for the Junior challenge, which is for pupils in Year 9 and below (NI). They achieved one gold, five silver and five bronze certificates. The Maths Department would like to congratulate all of the entrants on being chosen to represent the school at a high level and in particular a special acknowledgement to the certificate winners.

Numeracy Pilot

Maths Department also has been involved in the CCEA Numeracy pilot for the last three years, but due to covid-19 this did not take place.

Work Experience/Placement

The department facilitated the placement for student, Grainne McKenna who worked across all departments during Lockdown 2.

English Department and Communication Report

2020-2021 saw another unsettled year due to Covid-19. The English department moved quickly to ensure that pupil learning would not be impacted too greatly. Google Classroom became the new platform for learning across the department. Members of the department were upskilled in their use of technology to aid online learning. An end of term survey designed to gain feedback on the pupils' experience of online learning in English was very positive. 269 pupils responded to the survey. 63% of pupils felt they had engaged with all tasks with a further 34% stating they engaged with most tasks. 93% of pupils felt the English Google Classrooms were well-structured and easy to follow.

Throughout the year, attention was given to our literacy periods for Year 9 and 10 B band classes, these were going well throughout term one and into term two these continued online. Results were impressive with online tests showing marked improvements as the year progressed.

In order to promote literacy on a whole school level, reading was a major focus for the whole school year. Pupils read for enjoyment during form time and at class changeovers to foster a culture of reading within school. During lockdown in term 2 this continued through the use of audio readings to share with our pupils on a weekly basis. Mrs K Carson and Mrs G Smith were instrumental in enabling this to happen.

Despite lockdown, literacy week went ahead on the week beginning 1st March. During this time, Mrs Graham, as Communication Co-ordinator, organised a number of activities to promote literacy across the curriculum. A 'Reading in an Unusual Place' competition

took place in which pupils were asked to submit photographs of them reading during online learning. This was a great success with over one hundred entries. Pupils from all year groups pulled out all the stops and showcased their excellent creative skills and originality. Various literacy based brainteasers were posted on school Facebook for our whole school community to be involved in. This proved to be very popular.

Another highlight of the week was World Book Day on Thursday 4th March, when pupils were invited to a national online event hosted by celebrated author David Walliams. Walliams read extracts from his novels and answered questions from pupils on how he became a writer.

Due to Covid-19, year 10 end of key stage results were unable to be calculated this year.

Art Department

The teaching and learning of Art & Design took place in various locations around school this year and the Art & Design classrooms were very much missed by pupils and teachers. A focus on drawing and graphic media across all year groups allowed for development in design work and observational recording.

In April 2021 on return from lockdown, all year ten pupils took part in the Royal Mail Stamp Design Competition where pupils were asked to design a stamp to mark the important role played by key and front-line workers, as well as others during the pandemic. All year ten pupils produced design work in a variety of graphic media and all designs were submitted. The competition was open to all school children in the UK and over 606,000 entries were received. The Art Department was thrilled to learn that Rhianne Cully in 10A6 was shortlisted as a regional finalist with her drawing of Sir Captain

Tom Moore. Rhianne's drawing will now be judged to determine the winning 8 designs to be approved by Her Majesty the Queen and chosen as official stamps in Spring 2022.

Charity

Sponsored Walk (October 2021)

Geography

Link with Queen's University

Mr McFarland established links with Queen's University School of Natural and Built Environment. Through this link, a competition to design a sustainable city was set up for all of Year 8 to take part. This was the second year this competition ran, and finished with Dr Laura Michael coming to school and presenting certificates to all the winners. Owing to the success of this, Mr McFarland was contacted by the academic staff in the department, and informed that this competition was being rolled out province-wide to year 13/14 pupils. We hope to continue this competition next year.

Balmoral Show

Our usual Balmoral Show trip which usually takes place in term 3 did not occur for a 2nd year running owing to Covid-19 restrictions. We are hopeful this will take place again in May 2022

ICT

ICT continues to be a major focus for Geography at LJHS. Online testing and revision resources continue to be created and are a huge success in motivating and supporting our pupils' learning. This proved very beneficial, as pupils were staying in base rooms throughout the year. This involved an upskilling of staff, particularly around the use of Google Slides and Google forms.

The Geography department continues to use our own Instagram page, updated regularly by Mr McFarland. The number of followers is growing all the time, including parents - offering a chance to further showcase our school. This has proven a useful way to communicate with our pupils and to build interest and enthusiasm for our subject.

Classroom activities

Pupils have had the opportunity to be out of the classroom investigating our local area. Year 8 pupils carried out Litter surveys and were able to bring their results back to lesson and use their numeracy skills to create bar graphs with this information. Year 9 pupils also conducted a traffic survey, standing down at the 3G pitches and observing traffic on Millennium way. This not only proved a great success for understanding the impact of traffic on Climate Change, but also allowed the pupils to build on their Geographical Investigation skills, learned in Year 8. All year groups got to take part in Orienteering around the school grounds as an end of lessons activity, that also built on their map reading skills. All year groups thoroughly enjoyed this.

Staffing

Mr McFarland attended a UK wide CPD event online, where he was able to join with Geography teachers across the UK to discuss delivering Geography lessons, and to discuss best practice. He is currently signed up to attend another one of these in November 2021.

Mr Logan announced his intention to resign from Lurgan JHS as he was taking up post in Dromore HS. As a department we wish to place on record our thanks for all his hard work and dedication over the last number of years, especially in leading ICT within the department.

History Department

Curriculum Update

In the 2020/21 academic year the History Department continued to embed the changes to the History Curriculum which were embarked upon during the 2019/20 academic year. The initial, 2019/20 changes saw a complete reshuffle of the topics taught in each year group and new topics introduced to Year 10. In 2020/21 the department's curriculum focus was on planning for clear progression regarding the deliberate exam practice across Year 8, 9 and 10 so that pupils are thoroughly prepared for the rigour of GCSE History.

Remembrance Day

The History Department organised a short Remembrance Day assembly which was watched by all form classes and was followed by a two-minute silence.

Remote Learning

The History Department fully embraced the challenges presented by remote learning during the 2019-2020 academic year.

Throughout this period the department streamlined their use of Google Classroom and recorded video lessons for all classes to help the pupils to better engage in their learning.

The department was also involved in the live lessons pilot which was led by the ICT Co-ordinator, Mr Logan.

The department was very pleased to see 69% of students were significantly engaged in remote learning by submitting sufficient work on a weekly basis. This engagement was achieved through effective planning and delivery of remote learning lessons. The significant effort of the members of the department in engaging with pupils by providing effective feedback on completed work, replying

to pupil queries and sending reminder messages when pupil work was not submitted also served to ensure that pupil engagement remained high during the remote learning period.

Home Economics

The Home Economics department adapted to the change from classroom teaching to remote learning. Staff members embraced Google Classroom and communicated with the ICT support staff to ensure the transition was as seamless as possible. The department continued to prioritise the delivery of quality teaching and learning. This was achieved through fluid communication among members and willingness to provide support for one another. Each member was responsible for creating and sharing lesson plans and resources for a particular year group. This ensured all pupils received the same quality of teaching and learning.

Due to remote learning, practical work ceased. Pupils were encouraged to participate in practical activities at home, in accordance with previously taught safety routines. Staff provided recipes and guidance to help pupils accomplish the suggested practical's. Pupils submitted photographic evidence of their work and in turn this was shared on the Home Economics Instagram and Lurgan Junior High School Facebook pages. The use of social media promoted our subject and encouraged pupil participation in practical activities.

ICT

During the last academic year, the ICT department again embraced the challenges of both blended and online learning.

Firstly, during September 2020, the ICT department recognised that the schemes of work which we currently used would need to be amended to move towards a theory based curriculum. This was a valuable opportunity to develop our lessons with the theory of ICT, which complimented the strong practical element of ICT.

Throughout this year, the techsupport@ljhs.co.uk email was continued by both Mr Logan and Miss Quinn. The ICT department grasped the opportunity which arose from the January to April lockdown to pilot live lessons, with a total of 11 teachers taking part. This was a great success and we received overwhelmingly positive feedback from pupils, parents and teachers alike. This also gave us the opportunity as staff to take part in a forum to review and implement further good practice into our lessons across the 6 subjects which took part.

We also had the opportunity during this time to provide teaching staff with training to aid their professional development in key areas such as Google Classroom. The ICT department led the way with staff training and many staff embraced the opportunity to showcase an area of their expertise. Under the guidance of the ICT department and ICT technician, Mr Johnston, 7 staff produced a number of help videos to share amongst the other Lurgan Junior High School staff. These included help videos on the use of rubrics, visualisers and educational platforms such as 'Explain Everything'.

Whilst some pupils were in school for supervised learning, the ICT department along with Mr Johnston provided assistance in distributing devices and aiding pupils with the technological aspect of completing their school work online. All 123 pupils were provided with a device to work from and all 4 ICT suites were open during this time.

Unfortunately, the Covid-19 pandemic led to the cancellation of various subject specific events and competitions during this year, such as our school ICT club. We look forward to resuming these activities in the next academic year.

Modern Languages

Last year in the Modern Languages Department we were so glad to welcome pupils back into the classroom for face to face teaching in term 1 so that we could support them with their learning which had been impacted by the first lockdown. As a department we recognised that all four skills, listening, speaking, reading and writing had been impacted but focused particularly on helping pupils improve their speaking and writing skills. We found it beneficial that pupils were able to complete listening, reading and writing assessments in term 1 so that we were able to assess their progress to date.

We were very disappointed that pupils did not have the opportunity to watch Onatti Theatre Company's Annual French Play in October 2021 as planned, due to COVID restrictions, but we were very grateful to be able to show them videos Onatti had produced to show pupils how France and Spain were coping with the pandemic.

Term 2 posed further challenges as we returned to online teaching and learning. As a department we were able to rise to the challenges of teaching remotely as we had developed so much expertise in using Google Classroom to support pupils in their learning. We collaborated to produce high quality interactive content and we really appreciated the positive feedback we received from pupils and parents on how useful our videos were in teaching, especially helping them to practise accurate pronunciation of French and Spanish. We were impressed with the engagement of many of our pupils and the effort many put in to producing work, particularly the Year 10 pupils who recorded themselves answering

speaking questions. The high standard in the communication, grammar and structures used by many pupils in completing this work given the circumstances they were working in shows their responsibility and resilience.

In term 3 we were delighted to return again to face to face teaching and our focus was very much on helping pupils consolidate their learning and develop their confidence in all four skills. Analysis of the work completed online highlighted the need for us to revise our schemes to ensure that we were supporting pupils in their learning so that they are able to understand and give extended answers in French and Spanish both orally and in writing. We collaborated extensively to update our teaching and learning resources. As a department we read and reviewed literature from prominent figures in Modern Languages Teaching. We were particularly impressed with the language teaching methods used by Gianfranco Conti as they focus teaching pupils teaching through chunks and patterns / constructions as opposed to single words and traditional grammar. We introduced sentence builders to pupils in lessons in term 3 and noticed it helped them enormously both in speaking and writing activities completed in class and for homework and has started the process of pupils giving extended answers.

As a result, we have subscribed to Conti's language learning website [language gym.com](http://languagegym.com) and have updated our pupil guides and workbooks include sentence builders and many of the activities produced by Conti and his team to help pupils develop all four skills in French and Spanish. We will continue to analyse and review all the new teaching and learning strategies and resources implemented in 2020-21 as we move through 2021-22 to ensure that they are allowing all pupils to achieve their full potential in French and Spanish.

P.E. Department Report

Last year in the Physical Education Department we were able to offer a variety of sporting activities within PE Curricular Programme despite the restrictions which Covid placed upon us. The first term began with target setting in athletics and cross-country with all track activities being completed by both girls' and boys' in each year group and times were recorded for the 100m, 200m, 800m and the 1500m (mile). This enabled pupils to follow their progress and chart improvements throughout the course of the school year, which in turn boosted their individual confidence levels. All activities were closely monitored by staff and pupils alike with all equipment regularly sanitised and used only once prior to the regular cleaning routine which we have all become accustomed to.

The second term would see the easing of some restrictions and team games requiring the sharing of equipment could safely take place such as volleyball, football, netball and hockey. Indeed, we were able to organise an Inter-House Volleyball competition at Christmas and a House Football Competition for pupils in all three year groups – a competitive element which the pupils had missed greatly.

The third term would see a welcome return of our extra-curricular activities with the Girls' PE department offering hockey, netball, athletics and tennis and the Boys' PE department offering rugby, football and athletics. Following on from that, pupils were also given the opportunity of some 'friendly' inter-school matches which saw a welcome return to some sort of normality for our very proud sporting traditions. We were able to offer pupils three separate Sports' Days for Years 8, 9 and 10 and those pupils not competing were able to share in the atmosphere by becoming spectators for the day in a welcome break from the classroom. A number of school records were broken in each year group and these were witnessed by all pupils in their particular year.

Netball

After our return to school in April the PE Department was pleased to offer opportunities for our pupils to participate in April extra-curricular activities. Netball was offered first to our Year 10 pupils having missed the entire season due to Covid restrictions. There was an excellent up take and the approach was on fun to enable the girls to re-engage in physical activity, revise their skills, to enjoy the social interaction together and to promote positive mental health.

In June the Year 9 girls were invited to attend practice to start rebuilding skills and game play for the incoming season and to help again with social interaction. There were up to twenty girls most weeks and it was encouraging to see them progress well in a short period. We are looking forward to next season to be able to play against other schools in the local area and NI League.

Hockey

Hockey practices were able to re-commence in April and three year groups enjoyed regular after school practices throughout the Summer term.

Congratulations to Olivia Cuthbert, Connie Williamson, Leah Galbraith, Molly Savage and Emma Latimer on their selection to the Ulster Under 15 Talent Development Programme and well done to Leah Galbraith and Haydn McKinley who were part of the Ulster Under 13 Regional Talent Academy. A tremendous achievement for all our girls.

Rugby and Football

Both rugby and football practices were able to commence on a weekly basis for all year groups after Easter with a significant increase in pupil numbers attending training. Many pupils took the opportunity of taking a step closer to a healthier lifestyle by attending as many extra-curricular activities as possible. Following

on from that we were able to organise some inter-school matches prior to the summer break.

Athletics

Athletics practices began for all year groups immediately after the Easter break in preparation for our 'Year Sports' Days' in June.

There were new school records in the Mini Girls' and Mini Boys' 800m Girls' High Jump and Girls' Relay.

The Inter House Athletics Cup was won by Carrick with 154 points. Dunluce finished in second place with 121 points, closely followed by Gosford with 114 points. Shane, with 94 finished fourth overall.

Well done to all the competitors and congratulations to our medal winners.

Religious Education

The RE Department has had a very challenging year as the format of teaching was changed dramatically within the school building to adhere to the restrictions imposed by COVID-19. Pupils now remained in bubble year groups and in a home room and the members of staff moved every lesson. Focus was on continuing to provide stimulating lessons so preparation, communication within the Department was key to success.

We were delighted to welcome Miss J Lyness, Mrs A Gordon and Mr J McMahon into the department who all brought their own valuable and varied expertise. Working as a team we were able to collaborate our ideas and improve and develop resources for all year groups, in conjunction with the use of Goggle Classroom and Show my Homework to support learning online.

In term Two we were delivering all lessons remotely during the period of lockdown and the responsibility for each year group was shared between full time staff Mrs Dougan, Miss Hanna and Miss

Lyness. Expertise was shared as we developed technology skills to present lessons and introduced new ways of providing online feedback and encouragement to our student through the use of Apple pen, Mote and written comment.

Assemblies were delivered online throughout the year and were organised to involve input from SLT, Year Heads, RE Department and SU. We welcomed invaluable help from 'Reach' who prepared assemblies which the children could view every Friday covering essential topics such as anxiety and building reliance with the aim of improving awareness of mental health.

All pupils in Year 8-10 were invited to take part in a competition in February 2020 organised by the RE Department. This competition was organised to mark Holocaust Memorial Day 2020, based on the theme 'Be the Light in the Darkness'. Despite taking place during lockdown when the pupils were learning from home, the response to this competition was excellent, with over 50 entries received. The standard was exceptionally high and 6 different pupils (2 from each year group) were selected as winning entries. The pupils also commented on how much they enjoyed taking part in the competition and their entries reflected an excellent awareness of the importance to practice tolerance and acceptance in today's society.

In Term 3 it was pleasing to be back in the school building delivering lessons face to face. The curriculum continued to be delivered to a high standard working towards assessments in June. Our Year 10 students enjoyed completing the GCSE unit on 'Peace & Conflict' which was devised in collaboration with RE staff from Lurgan College.

Science Department

The work of Science Department during 2020-21 was undertaken by Mrs Carson (HOD), Mrs Ferry, Miss Gamble, Mrs Kennedy and Mr Lawther, assisted by Mr Clifford, our Science Technician.

Academic Progress

Academic progress in science continued to be affected this year by the Covid-19 pandemic, with classes being confined to a "base classroom" during terms one and three and working remotely during term two.

Whilst we were grateful to be in school during terms one and three, and teaching our classes, the teaching of science was hampered by being out of the laboratories and pupils unable to do normal practical work. The department did plan for teachers to safely carry out some demonstrations in non-science rooms, often using the visualisers, and for pupils to safely do some limited practical work but there is no doubt that pupils missed out on the opportunity to develop practical skills and on the enjoyment of experimental work.

The department developed resources to try to minimise the effect on pupils' progress by sourcing videos of relevant practical work and by filming experiments for pupils to watch when they could not do the work themselves.

Other resources were also developed to facilitate pupil progress, including all lessons, Booklets and Revision Summaries uploaded to Google Drive, Quizzes on Google Forms and the development of Master Classrooms on Google Classrooms for ease of uploading work for all classes.

We have no doubt that the department worked hard so that pupils would be able to engage, as well as possible, with work when out of the labs and when working remotely and pupil engagement with science lessons online was pleasing.

During the third term, the department did start to safely re-introduce some practical work and used the opportunity to add some ecology work to our science curriculum and carry out some fieldwork outdoors.

CPD

All Science staff have attended professional training provided in school. They also continued to develop their IT skills, with the help of the IT staff, especially in the area of remote learning and some staff delivered live lessons which were well received by pupils.

Mrs Carson has remained involved with an ASE Science Cluster Group for Heads of Science. This gives staff the chance to network in an organised way with colleagues on a regular basis, and share good practice, hosted, and led by Dr Paddy Shevlin, retired ETI Inspector and President ASE(NI).

Mrs Kennedy completed a FutureLearn course on “Teaching for Home Learning: Secondary Science” run by the National STEM Learning Centre, and found it to be very worthwhile. Mrs Kennedy was then able to share her expertise with others in the department.

Mr Clifford, as one of NIPSA branch 521 Health and Safety reps. has participated in webinars organized by NIPSA focusing on the challenges COVID-19 presents in maintaining a safe working environment. He also took part in a SERC accredited Trade Union Health and Safety rep. refresher course organized by the ICTU and attended a webinar organised by Libraries NI presented by Siobhan O'Neill, the Northern Ireland Mental Health Champion, on the added stress faced by people during the pandemic. Mr Clifford is able to contribute to our department Health and Safety Policy and to the extra guidance we needed to provide to science teachers and pupils as we tried to incorporate some limited science practical work, outside the laboratory.

Facilities

There was a problem with the gas supply in Room 13, since 2019-20 and was still not fixed during 20-21. Fortunately, pupils were not

using the laboratories during the year, but it would have been an ideal time for work to have been undertaken.

A minor problem with gas taps in Room 11 was also detected.

STEM Club

Unfortunately, STEM club was unable to run during 20-21 due to the Covid-19 pandemic restrictions.

Educational Visits/ visitors

Unfortunately, we could not go on visits or have visitors, again due to the Covid-19 pandemic restrictions.

The department looks forward to restarting these activities when possible and appropriate.

Shared Education

Unfortunately, due to the issues presented by Covid-19, Shared Education was put on hold during the 2020-21 academic year.

However, during this period Mr Addley and his colleague from St Ronan's College, remained in contact and completed various tasks which were submitted to the Education Authority.

The partnership created and submitted an infographic dashboard to highlight the partnership's extensive engagement in shared education between 2015/16 and 2019/20.

In addition, the partnership submitted an article for the Education Authority's 'Sharing Works' magazine which is used to showcase effective shared education across Northern Ireland.

Finally, the partnership undertook self-evaluation of their engagement in shared education up to the end of the 2019-20 academic year.

The partnership is looking forward to reconnecting during the 2021-22 academic year and hope to see remote pupil activity along.

Technology and Design

General

The TD department continues to focus on the integration of tracking tests and assessments alongside practical coursework into our programme of study as well as developing Google Classroom and online learning. This will apply to all year groups – 8, 9 and 10.

Technician

Mrs Lynne Todd has been a most welcome addition to the department over the past few years and continues to work extremely hard, ensuring all of the materials and resources required for practical lessons are prepared and ready for use in the workshop.

ICT Upgrade

The TD department has been able to further utilise the 20 additional PC units installed into Mrs McBride's room over the past year. The computers are a great asset to teaching and learning within TD and provide pupils with the opportunity to programme circuits and learn Computer Aided Design.

Upgrade of Equipment

Two new Hammer Band Saws have been in storage in the TD department for some time. Both of these Band Saws have been fitted/installed (1 in each manufacturing room) and have been fully

tested and ready for use. These machines have all the latest features and safety equipment. They replace our aging Band Saws.

Online Learning

Google Classroom has been used successfully throughout this year with all year groups to cover a variety of tasks. This has continued in recent months and is an excellent resource for those working from home when necessary.