*THE ROYAL SCHOOL DUNGANNON*

*Founded 1614*

# ANNUAL REPORT

## OF THE BOARD OF GOVERNORS

## 2024– 2025

## PART III

**PART I THE SCHOOL MAGAZINE 2024-2025**

**PART II THE HEADMASTER'S REPORT**

# ROYAL SCHOOL DUNGANNON - BOARD OF GOVERNORS – 2024/25

| NAME | Date of Appointment |
|---|---|
| 1. Mrs Judith Anderson | 11/12/07 |
| 2. Mr J.C.M. EDDIE | 12/12/85 |
| 3. Mrs Joanne WILLIAMSON | 08/06/10 |
| 4. Mr John-George WILLIS, LLb | 08/03/16 |
| 5. Mrs Rowena EMERSON, BSc, CSP | 12/12/11 |
| 6. VACANCY (Church of Ireland Appointee) | 19/03/02 |
| 7. Dr LEONARD MAGUIRE | 27/09/90 |
| 8. Dr Derek MAGUIRE, BDS | 12/06/12 |
| 9. VACANT | 2021 |
| 10. VACANT | |
| 11. Mrs Linda McDONALD | 20/03/18 |
| 12. Dr Glenda WALSH, BEd, PhD, ALCH, FHEA | 12/06/12 |
| 13. Dr Philip G STEEN, PhD, BSc, CPhys, MInstP (CHAIRMAN) | 13/10/15 |
| 14. Mrs Glenda LEONARD | 08/12/15 |
| 15. VACANT | 2021 |
| 16. Mr KEITH MCLEAN | 2021 |
| 17. MR RORY PATTON | 2021 |
| 18. VACANT | |
| 19. Mr RICHARD MORROW | 31/03/2023 |
| 20. MISS ABBY ANDERSON | 31/03/2018 |
| 21. MRS ESTELLE PATTERSON | 31/03/2021 |
| 22. VACANT | 2021-2025 |
| 23. MRS KAREN RAINEY | 2021-2025 |
| 24. VACANT | |
| 25. Mrs ROBYN HAMPTON | 2021-2025 |
| 26. Mrs CLAIRE KERR | 2021-2025 |
| 27. Mr JONATHAN WILLIS | 2021-2025 |
| 28. Dr D. A. BURNETT, BA, PhD, NPQH (Headmaster) | 01/09/09 |
| 29. Lord Ken MAGINNIS, M.P. | 12/9/85 |
| 30. Mr D.N. BROWNE, MIB, MIMgt | 10/06/97 |
| 31. Mr N. H. MCLEAN, LLb, MBA | 14/06/94 |

| KEY | | |
|---|---|---|
| | 1 - 9 | Denominational Nominees |
| | 10 – 18* | Department of Education Nominees |
| | 19 - 21 | Former Pupil Association Representatives |
| | 22 – 24* | Elected by Parents |
| | 25 – 27* | Elected by Staff |
| | 28 | Headmaster |
| | 29 - 32 | Co-opted Members |

- DENI Nominees are appointed for a period of 4 years up to October 2025.
- Parent Governors are appointed following an election process for a period of 4 years up to October 2025.
- Teacher nominated governors are appointed following an election process for a period of 4 years up to October 2025.

## PUBLIC EXAMINATIONS

## RSD Key Stage 3 (Year 10) Levels of Progression Report 2025

No data was submitted to DENI due to industrial action.

| | | | Level | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | W* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N** | Exempt | Absent |
| **Using Mathematics** | % Pupils achieving this level | | | | | | | | | | | |
| **Communication** | % Pupils achieving this level | | | | | | | | | | | |
| **Using ICT** | % Pupils achieving this level | | | | | | | | | | | |

*W indicates the percentage of pupils working towards Level 1.

Note - This report is based on CCEA figures which are rounded to the nearest decimal place and therefore may not add to give exactly 100.

**Using Mathematics**

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using Mathematics is Level 5.

**Communication (English)**

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Communication is Level 5.

**Using ICT**

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using ICT is Level 5.

**Calculations are based on numbers of pupils who were included in End of Key Stage assessments.*

# A Level Statistics 2025 Year 14

# A Level Statistics 2025 Year 14

| Subject | Total | A* | A | B | C | D | E | U | % A* - C | % A* - E |
|---|---|---|---|---|---|---|---|---|---|---|
| **Art & Design** | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Biology** | 33 | 5 | 8 | 6 | 7 | 4 | 3 | 0 | 78.8 | 100.0 |
| **Business Studies** | 8 | 2 | 0 | 2 | 2 | 1 | 1 | 0 | 75.0 | 100.0 |
| **Chemistry** | 15 | 1 | 3 | 3 | 2 | 5 | 0 | 1 | 60.0 | 93.3 |
| **Computing** | 5 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Design & Technology** | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Digital Technology** | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0.0 | 100.0 |
| **Economics** | 10 | 2 | 3 | 2 | 1 | 2 | 0 | 0 | 80.0 | 100.0 |
| **English Literature** | 6 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Engineering** | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 100.0 | 100.0 |
| **French** | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Geography** | 13 | 1 | 4 | 3 | 5 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Health & Social Care** | 18 | 1 | 6 | 11 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **History** | 8 | 0 | 1 | 3 | 3 | 1 | 0 | 0 | 87.5 | 100.0 |
| **Home Economics** | 16 | 1 | 7 | 6 | 2 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Life & Health Science** | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Mathematics** | 36 | 10 | 10 | 7 | 5 | 3 | 0 | 1 | 88.9 | 97.2 |
| **Further Mathematics** | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Media Studies** | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Music** | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| **PE** | 9 | 1 | 3 | 3 | 1 | 1 | 0 | 0 | 88.9 | 100.0 |
| **Physics** | 20 | 3 | 6 | 2 | 2 | 2 | 0 | 5 | 65.0 | 75.0 |
| **Religious Ed** | 6 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 100.0 | 100.0 |
| **Spanish** | 3 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 100.0 | 100.0 |
| **2025 Totals** | 224 | 30 | 61 | 58 | 41 | 23 | 4 | 7 | | |
| **%** | | 13.4 | 27.2 | 25.9 | 18.3 | 10.3 | 1.8 | 3.1 | | |
| **cum%** | | 13.4 | 40.6 | 66.5 | 84.8 | 95.1 | 96.9 | 100 | | |

# GCSE Statistics 2025 Year 12

| Subject | TOTAL | A* | A | B | C* | C | D | E | F | G | U | % A - C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Art & Design | 15 | 1 | 6 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 100.0 |
| Biology | 46 | 10 | 19 | 11 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 100.0 |
| Business Studies | 36 | 2 | 10 | 8 | 5 | 6 | 2 | 0 | 1 | 2 | 0 | 86.1 |
| Chemistry | 54 | 10 | 18 | 6 | 5 | 8 | 7 | 0 | 0 | 0 | 0 | 87.0 |
| Computing (Equiv) | 18 | 0 | 4 | 4 | 1 | 3 | 3 | 2 | 1 | 0 | 0 | 66.7 |
| Design & Technology | 35 | 2 | 17 | 10 | 5 | 0 | 0 | 1 | 0 | 0 | 0 | 97.1 |
| English Language | 104 | 8 | 35 | 32 | 21 | 7 | 1 | 0 | 0 | 0 | 0 | 99.0 |
| English Literature | 55 | 5 | 22 | 19 | 9 | 0 | 0 | 0 | 0 | 0 |  | 100.0 |
| French | 28 | 3 | 13 | 5 | 1 | 5 | 1 | 0 | 0 | 0 |  | 96.4 |
| Geography | 46 | 6 | 17 | 9 | 8 | 4 | 0 | 1 | 1 | 0 | 0 | 95.7 |
| Health & Social Care | 27 | 5 | 8 | 3 | 5 | 5 | 1 | 0 | 0 | 0 | 0 | 96.3 |
| History | 27 | 4 | 12 | 6 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 96.3 |
| Home Economics | 56 | 8 | 19 | 9 | 7 | 5 | 5 | 1 | 2 | 0 | 0 | 85.7 |
| ICT | 14 | 0 | 5 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 100.0 |
| Mathematics | 104 | 25 | 36 | 30 | 8 | 2 | 2 | 1 | 0 | 0 | 0 | 97.1 |
| Mathematics Further | 57 | 17 | 28 | 8 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 96.5 |
| Music | 8 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 |
| Physical Education | 26 | 0 | 8 | 5 | 5 | 2 | 4 | 1 | 1 | 0 | 0 | 76.9 |
| Physics | 53 | 13 | 17 | 14 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 98.1 |
| Religious Education | 17 | 3 | 6 | 3 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 88.2 |
| Science (Double Awd) | 49 | 8 | 13 | 9 | 9 | 7 | 0 | 3 | 0 | 0 | 0 | 93.9 |
| Spanish | 18 | 2 | 8 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 100.0 |
| Chinese (SC) | 0 |  |  |  |  |  |  |  |  |  |  |  |
| Religious Education (SC) | 40 | 2 | 10 | 4 | 6 | 6 | 1 | 2 | 4 | 2 | 3 | 70.0 |
| 2025 Totals* | 893 | 134 | 325 | 204 | 114 | 66 | 29 | 12 | 7 | 2 | 0 | 94.4 |
| % |  | 15.0 | 36.5 | 22.7 | 12.8 | 7.4 | 3.2 | 1.3 | 0.8 | 0.2 | 0.0 |  |
| cum% |  | 15.0 | 51.4 | 74.24 | 87.01 | 94.4 | 97.7 | 98.9 | 99.7 | 100 | 100 |  |

**DENI STATISTICS 2025**

| | |
|---|---|
| Number of Pupils in Year 12 | 103 |
| Total number of Pupils in Years 13 & 14 | 169 |
| Number of Pupils with Special Educational Needs | 2 |
| | |
| **GCSE (Year 12)** | |
| Number of pupils taking GCSE Maths early (Year 11) | |
| Number of pupils taking GCSE in Year 12 | 103 |
| % of Year 12 entered for 7 or more Subjects in GCSE | 100% |
| % of Year 12 entered for 5 or more Subjects in GCSE | 100% |
| % of Year 12achieving grades A*-C in 7 or more GCSEs | 86.4% |
| % of Year 12 achieving grades A*-C in 5 or more GCSEs | 97.1% |
| % of Year 12 achieving no GCSE qualifications | 0% |
| | |
| **AS LEVEL** | |
| Number of pupils in final year of AS course | 96 |
| % of pupils achieving 1 or more AS passes at grades A-E | 97.9% |
| | |
| **A LEVEL** | |
| Number of pupils in final year of A level courses | 73 |
| % of pupils achieving 3 or more A level passes at grades A-C | 64.4% |
| % of pupils achieving 2 or more A level passes at grades A-E | 100% |
| | |
| **LEAVERS DESTINATIONS including Year 12, 13 & 14 leavers** | |
| Higher Education (HE). All leavers / Year 14 leavers | 55.5% |
| FE College (new courses) | 20% |
| FE College (repeat courses) | |
| Transferring to another school | 8.2% |
| Apprenticeship | 8.2% |
| Employment | 3.6% |
| Other | 4.5% |
| | |
| **% ANNUAL ATTENDANCE RATE** | 94.45% |

| Indicator | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|---|---|
| **GCSE 7+ A*- C** | 87.2% | 93.6% | 93.2% | 99.0% | 94.3% | 97.1% | 86.4% |
| **GCSE 5+ A* - C** | 96.8% | 96.4% | 99.0% | 99.0% | 97.2% | 98.1% | 97.1% |
| **A Level 3+ A* - C** | 64.1% | 81.0% | 93.0% | 79.0% | 88.2% | 80.3% | 64.4% |
| **A Level 2+ A* - E** | 90.6% | 100% | 100% | 100% | 98.7% | 100% | 100% |

# ANNUAL FINANCIAL REPORT

***for the year ended***

## 31st March, 2025

The school reported a relatively small deficit of (£52,330) within the Secondary Department. This had been achieved in difficult operational circumstances with significant additional costs incurred in terms of teachers' salary costs to cover long term sickness absence amongst colleagues. The Boarding Department recorded a surplus of £6,918 as the department faced challenges brought on by the mid-year imposition on VAT resulting in 6 boarders being withdrawn after the Autumn term 2024. The Kitchen returned a deficit of (£55,276), double the deficit of the previous year. The current year had 187 serving days, contrasted to 170 serving days in the previous year. With rising staff costs and inflationary food costs this has led to the unavoidable decision to raise the price of school meals as the school cannot absorb these inflationary increases indefinitely. Efforts would continue to return the department closer to a break-even scenario.

The summer 2024 maintenance programme included the painting of the tennis courts along with the routine maintenance of boilers, fire alarms, electrical and plumbing to ensure the school estate complies with the requirements of the insurance requirements along with health and safety regulations. A grant was obtained to contribute towards the cost of replacing a 20-rack large oven in the kitchen. 34 computers were provided by the Department of Education for one classroom.

The Board of Governors acknowledges the receipt from DENI of £3,801,056 through the Common Funding Formula which was directed towards the delivery of the Northern Ireland curriculum to cover the costs of teaching staff, non-teaching staff, curriculum, administration, premises costs and other essential resources. In addition, a further £438,682 of grants were received from DENI specifically related to areas such as teachers' backpay, area learning, classroom assistant funding, substitute teacher costs and special educational needs.

The Board of Governors recognise the continued donations received from parents towards the School Fund which allows the school to contribute to additional extra-curricular activities over and above the income received from the Department of Education.

**Secondary Department**

**REVENUE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2025**

| **INCOME** | **£** |
|---|---|
| Dept of Education Grant | 4,239,738 |
| Funds from Other Sources | 473,757 |
| | **4,713,495** |
| **EXPENDITURE** | |
| Teaching Staff Costs | 3,140,735 |
| Non-Teaching Staff Costs | 797,969 |
| Other Operational Costs | 827,121 |
| | **4,765,825** |
| **DEFICIT for the YEAR** | **(£ 52,330)** |

## STEPS TAKEN TO DEVELOP LINKS WITH THE COMMUNITY

Cross community work borne out of Education for Mutual Understanding (EMU) continues to be at the heart of RSD and is provided through a wide range of stimulating curricular and extra-curricular activities.

In RSD, EMU emphasised the need for self-respect and respect for others. Much of this takes place in the classroom, but the practical outworking and application of what goes on within the curriculum is expressed to a large extend in the wide-ranging curricular and extra-curricular activities which cement relationships within the school and within the community. As individuals and as groups they gain much in terms of integrity, respect, co-operation, and teamwork.

RSD's commitment to EMU has been best demonstrated in the partnership with St Patrick's Academy and St Patrick's College under the auspices of the Sharing Education Programme (SEP). As part of the SEP pupils from both schools undertake lessons together in some subjects and participate in broader enrichment opportunities. These have included joint Irish History Conferences, joint Duke of Edinburgh Award expeditions, joint Art exhibitions and a variety of careers and university events. There was a commitment to sustaining such activity in the period after the formal conclusion of SEP in 2013 and the two schools are now involved in a new Shared Education Programme for 2015-19.

RSD pupils at different levels throughout the school year engage in a variety of activities at inter-school, cross-community, national and international level. Examples are found in Public Speaking and Debating, rugby and hockey, musical competitions and drama, community service (including working in a local special school) and visiting the elderly and infirm.

## SPECIAL EDUCATIONAL NEEDS

In the small number of cases where Special Educational Needs (SEN) provision is necessary advice and assistance is sought from the appropriate department of the SELB and other relevant outside agencies where necessary. The School's Special Educational Needs Coordinator (SENCO) provides support for all pupils registered as SEN in conjunction with all teachers. Individual Education Plans are produced and monitored closely and a full cycle of review takes place each year with an evaluation of the needs and progress of the individual pupil to the fore.

## ACCESS FOR DISABLED PUPILS

The School premises have benefited from a programme of re-building and new buildings and the site is well-equipped to cater for many of the needs of disabled pupils and visitors. There are external and internal ramps, stair lifts and a lift which allow access to most parts of the school campus. In addition, there are a number of disabled toilets.

## SCHOOL SECURITY

The security of pupils, staff and visitors and that of the school premises is the responsibility of all staff. The School document 'Security of the School Building' provides clear guidance for all staff as to how to ensure the security of the premises and, by extension, the security of the site for pupils. Fire & Evacuation procedures are established and fire drills take place in accordance with school procedure and at regular intervals. There is a school disaster plan for emergencies.