

2021
PROSPECTUS

GRAMMAR &
ALL-ABILITY
PATHWAYS

The
SPERRIN
Way



SPERRIN  COLLEGE

21ST CENTURY LEARNING

EXPERT EDUCATORS

EXCITING EXPERIENCES

GRAMMAR & ALL-ABILITY
PATHWAYS

CHALLENGING, CARING
& ENRICHING

INTEGRATED ETHOS

PREPARED FOR THE FUTURE

PURSUING EXCELLENCE
TOGETHER

The
SPERRIN
Way



SPERRIN  COLLEGE

WELCOME TO SPERRIN

Sperrin Integrated College is a co-educational, all ability grant maintained integrated College located on the outskirts of Magherafelt. The College was established in 2002 following parental demand for Integrated Education in the Mid-Ulster and surrounding districts. Sperrin Integrated College now attracts pupils from a wide catchment area, across the Mid Ulster Region and beyond. To the North of Magherafelt, the College educates pupils from Maghera, Tobermore, Knockloughrim, Bellaghy, Tamagh O'Crilly, Kilrea and surrounding areas. To the South, the school serves a wide geographic area from Money more, Cookstown, the Loup, Coagh and Lissan. To the East pupils travel from Toome, Randalstown and Antrim Town and Districts.

As an integrated school, in order to ensure all pupils reach their full potential, Sperrin strives to promote: equality of opportunity for all pupils; a desire for learning; and strong partnerships with parents. The approach to learning focusses on pupils developing the necessary dispositions required to pursue educational excellence; therefore, our College motto is, '**Pursuing Excellence Together**'.

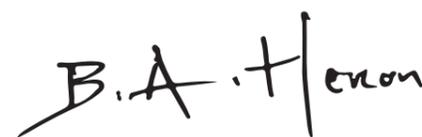
The integrated ethos is an integral part of College life and permeates all aspects of the school. The College currently has an approved admissions number of 100 and an enrolment number of 542. Initially, the College opened with 51 pupils and 6 teachers. The current school population reflects the truly integrated nature of our College with a religious balance of 41% Protestant, 41% Catholic and 18% other. This religious balance is also reflected in the governance, leadership team, and staff at Sperrin.

Sperrin College offers pupils an enriching experience by providing them with opportunities to develop not only their own cultural identity but to share and learn from their peers. Pupils develop a

deep understanding of the richness of cultural and religious diversity by working alongside, in the same school, those of different views and faiths. They are provided, within the curriculum and the extra-curricular programme opportunities that cultivate their understanding of themselves and others. Our pupils develop confidence and self-worth and have respectful attitudes to others.

The curriculum and learning experience engages pupils by making relevant connections to teenage life and the world of work. Assessment for and of learning rests at the heart of what we do and is crucial in helping us move our pupils forward in their learning. In evaluating the learning experience, we utilise the pupil and parent voice, this ensures the curriculum is fresh and relevant to all our learners needs and the needs of the economy.

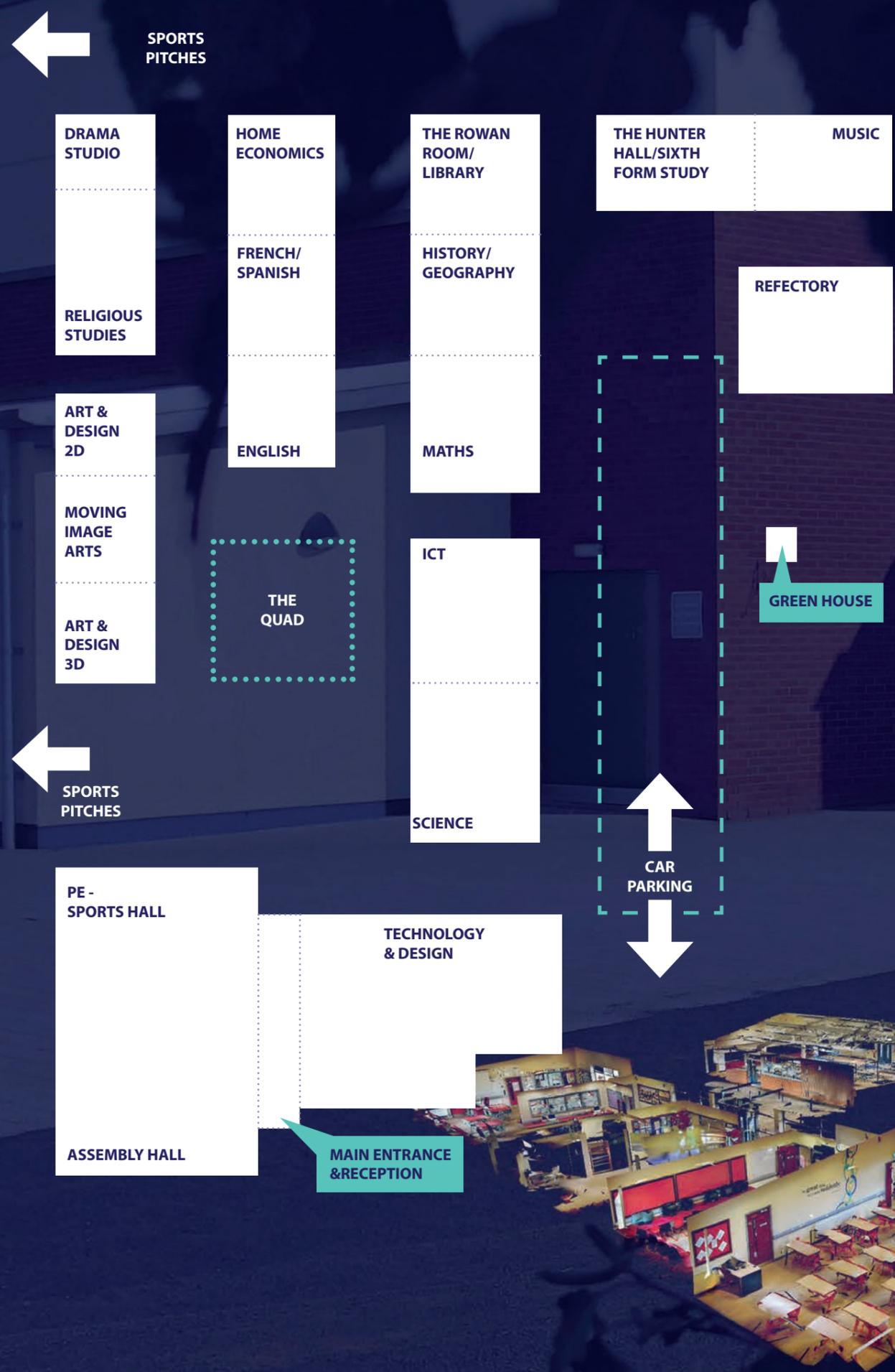
Our staff continuously develop their skills to respond to the ever-changing landscape of education. We create a stimulating learning environment where academic study and intellectual pursuits are cherished and valued. We recognise and develop the unique potential of each individual pupil ensuring that stretch and challenge is coupled with the necessary support. This in turn enables our pupils to become questioning, independent, reflective young people who can appropriately use their knowledge to understand, interpret and interact with today's society.



Mrs B A Heron
Principal-B.Ed.(Hons) PQH(NI) M.Ed



THE CAMPUS & THE FUTURE



THE DEPARTMENT OF EDUCATION HAVE APPROVED THE EXPANSION OF SPERRIN INTEGRATED COLLEGE.

The Department of Education has given a long-awaited boost to the development plans of Sperrin Integrated College and announced the school can expand from September 2020.

The development proposal states that, 'Sperrin Integrated College **will increase its admissions number from 80 to 100**, with an annual phased increase in the enrolment number from 500 to 600 with effect from 1 September 2020.'

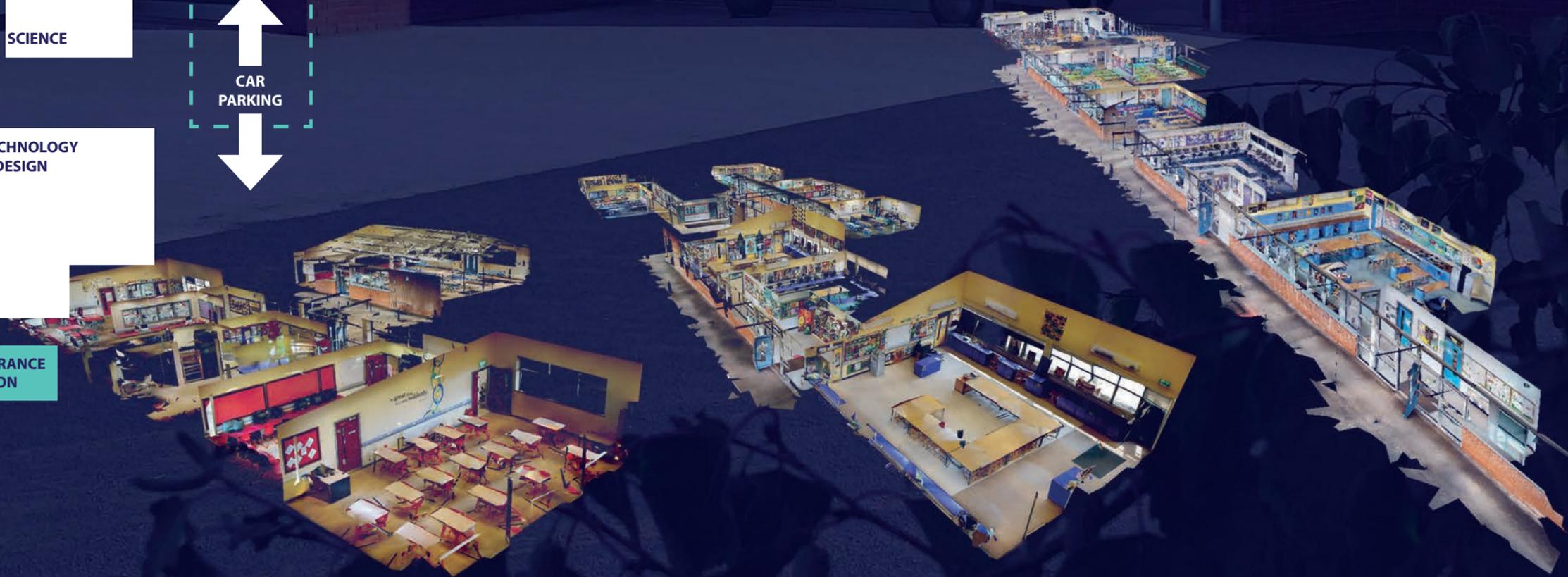
Now that the development proposal is approved, an accommodation strategy will be developed to provide adequate accommodation to meet the needs of increased pupil numbers. The Sperrin College site is a large 20-acre estate which can easily facilitate building and development.

The school has begun work with Department of Education officials to develop facilities in a phased building programme.

CHECK OUT OUR
VIRTUAL TOUR



VISIT:
WWW.SPERRINCOLLEGE.COM



VISION & AIMS



Our mission is: 'Pursuing Excellence Together'. We believe this statement encompasses our desire to ensure that all our pupils are successful in fulfilling their potential, academically, socially, culturally and spiritually, for them to become valuable members of the wider community in which they live, learn and work.

We strive to provide a child-centred ethos in which every pupil has an opportunity to fulfil their potential equally, regardless of gender, race, academic ability, socio-economic background, sexual orientation or religious group.

We endeavour to instil in our pupils our core values of, respectful relationships towards everyone in the community, self-discipline and self-worth, a strong work -ethic and high personal expectations.

These values are under-pinned by a strong moral purpose based on our Christian ethos and the aims of integrated education which promote, equality, respect for cultural diversity, respect for all religious traditions and those with none, faith development and learning, parental involvement and the development of social responsibility in our pupils.

The vision, values and ethos of the school are conveyed by aiming to provide an education that is a shared commitment between dedicated teachers, motivated learners and enthusiastic parents with high expectations.

SPERRIN INTEGRATED COLLEGE AIMS TO:

1. **Promote equality of opportunity** for all pupils to reach their full potential.
2. **Instil** in pupils a strong belief in self-respect, self-worth, independence of thought and **respect** for others.
3. **Celebrate and cultivate** respect, knowledge and understanding for one's own cultural and religious identity and that of others, becoming responsible, valued **contributors** to society.
4. **Develop** self-motivated, resilient pupils who display a strong work ethic that promotes high personal aspiration, a curiosity for learning and the necessary dispositions required to **pursue educational excellence**.
5. **Appreciate and value** the **expertise**, guidance and support of teachers, parents and learning partners.
6. **Provide a stimulating, challenging, caring and enriching curricular and extra-curricular learning environment where pupils thrive**.



GRAMMAR & ALL-ABILITY PATHWAYS

SPERRIN - A SCHOOL FOR THE WHOLE FAMILY

Sperrin College prides itself on our unique capacity to educate pupils from the most academically able to those who require support in their learning. Every pupil is equally valued and their curriculum experience at Sperrin provides an appropriate blend of support and challenge enabling all pupils to reach their full potential.

Sperrin College is the only school in Magherafelt offering this dual entry approach providing a Grammar and All Ability Pathway entry. This allows all children in the family to be educated to the highest standards, at the same school, regardless of their academic ability.

GRAMMAR ENTRY

Since September 2015, 35% of places at Sperrin College are available for pupils for Grammar Entry. Parents of academically able pupils wishing to be considered for grammar pathway entry must clearly indicate this on the Green Transfer Form. On this application form, parents must provide supporting evidence of their child's academic ability, based on primary school assessments such as scores from progress tests in English and Mathematics (PTE and PTM). The College will carefully consider all applications, apply the admissions criteria, and award a place at Sperrin College. The school will then conduct baseline assessments and place pupils in the ability band in accordance with all relevant data. A significant number of pupils at Sperrin are academically gifted and enjoy the challenge and experience the grammar pathway offers.

CLASS BANDING STRUCTURE

To develop the diverse talents of our pupils, we band classes in Year 8 onwards, based on groups of similar academic ability. In Key Stage Three we have Four

ability bands. All pupils follow the Northern Ireland Curriculum and enjoy a wide range of subjects delivered using innovative learning and teaching strategies. Pupils engage in formal assessments at four points in the year, this allows for monitoring of pupil progress, raises pupil achievement and ensures academic targets are met. At the end of each academic year the Banding Team within the school meet and review the class bands. Parents are informed if their child's banded group is changed for the next academic year.

OUR AIM IS TO ENSURE EVERY CHILD REACHES THEIR FULL ACADEMIC POTENTIAL

At Sperrin, our aim is to ensure that every child, regardless of their academic ability at the point of entry, reaches their full academic potential, developing their skills and talents. A strong work ethic, coupled with the appropriate learning dispositions are expected from all pupils. Pupils in all ability bands are provided with opportunities to thrive, reaching success and meet personal and academic goals.

THE GRAMMAR AND TOP BANDS

Academically gifted pupils are provided with a stimulating curriculum model that will challenge and inspire their interests and talents. In addition to the subjects within the Northern Ireland curriculum, pupils in the upper academic stratum study two languages and a further subject in Computer Studies. This programme allows pupils to learn at an accelerated pace in line with their ability. All pupils within this pathway are expected to transfer to Sixth Form study at Sperrin, progressing onto third level education.

ALL-ABILITY BANDS

At Sperrin, pupils in the Middle and Supported band are highly valued and are provided with an enriching

and inspiring curriculum. Pupils are taught the full range of subjects outlined in the Northern Ireland curriculum. Pupils are provided with opportunities to develop their skills and talents with an appropriate blend of support and challenge. Pupils in these banded groups have achieved high levels of success at GCSE with a significant number transferring onto Sixth Form study both academic and vocational courses.

ABBY MONAGHAN -
TOP ACHIEVING STUDENT IN GCSE
AUGUST 2020





OUTSTANDING PRODUCTION OF BEAUTY & THE BEAST

'An excellent school with a high quality teaching staff who get to know and care for their pupils.'

A SPERRIN PARENT



SIXTH FORM HABITAT FOR HUMANITY TEAM TO ROMANIA



In 2020 we welcomed our largest ever intake of Year 8's



A LEVEL POLITICS IN ACTION TRIP TO LONDON FEBRUARY 2020



OUTSTANDING GCSE RESULTS - AUGUST 2020



SIXTH FORM LEADERSHIP TEAM 2020-21



THE ATTRIBUTES OF A SPERRIN LEARNER

PURSUING

Resilient
Motivated
Curious
Persevering
Life-long
Learners

Aspirational
Knowledgeable
Successful
High-Quality
Learners

EXCELLENCE

Respectful
Inclusive
Responsible
Valued
Contributors

TOGETHER



PEARSON
TEACHING
AWARDS

21ST CENTURY LEARNING

Learning and Teaching at Sperrin College is underpinned by our mission statement 'Pursuing Excellence Together'. Motivated by these principles, our school climate is one which provides our students with the educational nourishment needed to ensure that they grow in confidence, capability and character. Our aim is to ensure that our young people are provided with a stimulating learning experience which fully prepares them to embrace the challenges of 21st Century life. A genuine integrated ethos rests at the heart of the educational experience. Children learn in an environment which celebrates and utilises our diversity as a valuable resource in the learning process. The principles of respect, understanding and cohesion are woven into the fabric of the learning and, as a consequence, Sperrin learners become valued contributors to our evolving society.

PURSUING

We nurture learners who realise the importance of resilience as a necessary attribute of successful learning. Therefore, we encourage learners to view setbacks as a valuable part of the journey towards excellence. A culture of trying, reflecting and persevering plays an important part in building this necessary resilience. Our students are supported in a process of bespoke target setting which motivates them to constantly pursue their own level of excellence. We believe that unlocking curious minds is key to ensuring the continued thirst for knowledge our students will need as they progress through their education and career.

EXCELLENCE

High aspirations in all aspects of school life are promoted and expected at Sperrin College. We believe that ability is not fixed and encourage all learners to strive towards ambitious outcomes in their learning. Aspiration is built on the foundation of developing learners' subject and skills knowledge and encouraging further, independent learning which builds on the classroom experience. In our view, successful learners are committed learners. Therefore, we promote the importance of hard work, engagement and readiness to learn. In order to develop high-quality learners, who achieve excellent outcomes, our students are educated in a manner which fosters their active participation and nurtures their ability to become critical thinkers.

TOGETHER

At Sperrin College, opportunities for working and learning together are viewed as enhancing the learning and developing valuable life skills. A culture of talking for learning, which promotes and respects the inclusion of all opinions, is a well embedded part of the learning experience. Our learners are encouraged to openly express their viewpoints, offer challenge and respond to challenge from their peers. In working with others, students enhance their own learning, learn from their peers and help support the learning of others. The concept of team spirit, allowing freedom of thought, as well as fostering an ability to compromise, is an important element of learning at Sperrin College.



MRS A MONAGHAN - WINNER OF THE 'BIGGAR AWARD' FOR BEST OVERALL PERFORMANCE IN A MASTERS IN EDUCATION FROM ULSTER UNIVERSITY

PARTNERSHIP

Learning is most effective when it based on a partnership involving teachers, learners and parents. For this reason, Sperrin College adopts an approach to learning which is based on relationships of trust, respect and commitment between all those who play a part in the journey towards success.

PLANNING

Our teachers are committed to ensuring that learning is meticulously planned. This involves making sure that progression and challenge are in place, that connections are made with life and work and that opportunity is provided for the development of wider skills and dispositions.

PASTORAL

At the heart of successful learning, rests warm and caring relationships which give learners the confidence to take risks for learning in a secure and safe environment. Providing quality feedback, which commends effective learning and indicates the steps towards further improvement, forms an important part of our pastoral approach. We also believe that good learning should be recognised and rewarded in order to encourage the sustained motivation of our young people.

KEY STAGE 3

Pupils at Sperrin are offered a rich curriculum experience at KS3 that is in line with the Northern Ireland statutory curriculum. The purpose of the curriculum is to expose pupils to learning experiences in all disciplines to enable them to develop a wide range of cross curricular skills. Lessons at the college are well planned with a focus on developing transferable skills and form the foundation of learning and achievement at KS4 and 5.

KEY STAGE 4

As an Integrated school, the College endeavors to provide a curriculum that meets the needs of all learners. The Key stage 4 curriculum model is carefully constructed to provide pupils with a success pathway that meets their learning needs and enables them to achieve successful outcomes at GCSE and Level 2 pathways. The college uses a range of performance data to offer pupils a 4 tiered pathway to GCSE.

KEY STAGE 5

As an all ability school the college offers a range of traditional and applied pathways to suit the abilities and aspirations of those who stay on at 6th form. Students can choose pathways that consist of three

A Level subjects or a Double Award pathway which consists of one double Award subject and one other. Sperrin College is also part of the very successful Magherafelt Learning Partnership whereby pupils can choose one subject offered by another school.

ONLINE LEARNING

The College uses Google Classroom as a digital learning platform which allows pupils to participate in learning outside of the traditional classroom environment. Google Classroom is now an embedded part of the College's approach to 21st Century Learning and Teaching, assisting our learners in developing their skills in self-regulation and independence. It is our view that effective pedagogical practice remains paramount in remote learning, with technology merely being the facilitation platform. Teachers at Sperrin adhere to the College's guidance on best practice by ensuring that the instructional design of their virtual classrooms promotes pupil engagement, understanding and progress.

SUBJECTS OFFERED @ KS3, KS4 & KS5 *

- AGRICULTURE
- ART & DESIGN
- BUSINESS COMMUNICATION SYSTEMS
- BUSINESS & HOSPITALITY
- BIOLOGY
- CHILD DEVELOPMENT
- COMPUTING
- CONSTRUCTION
- CHEMISTRY
- DRAMA
- ENGINEERING
- ENGLISH
- ENGLISH LITERATURE
- FRENCH
- FURTHER MATHEMATICS
- GEOGRAPHY
- HEALTH & SOCIAL CARE DOUBLE AWARD
- HEALTH & SOCIAL CARE SINGLE AWARD
- HISTORY
- HOME ECONOMICS
- HOSPITALITY
- ICT
- IRISH
- LEARNING FOR LIFE AND WORK
- MATHEMATICS
- MOTOR VEHICLE AND ROAD USERS STUDIES
- MOVING IMAGE ARTS
- MUSIC
- DIGITAL TECHNOLOGY
- SPORT AND LEISURE
- PERFORMANCE SKILLS
- PERFORMING ARTS
- PHYSICAL EDUCATION
- RELIGIOUS STUDIES
- SCIENCE – DOUBLE AWARD
- SCIENCE – SINGLE AWARD
- SPANISH
- TECHNOLOGY AND DESIGN
- TRAVEL & TOURISM

* SUBJECT TO OPTIONS PROCESS



LESSON STRUCTURE
IN SPERRIN COLLEGE

Start with a spark to stimulate learning
Pause and recap on prior learning

Engage the learners with effective questions
Reach all learners through range and relevance
Run the risk – give students control
Increase pupil engagement with active learning

Now.....demonstrate the learning!



PASTORAL CARE



Sperrin Integrated College is a Child Centred school in which the care, welfare and needs of its pupils is a high priority. The College believes that the well being of its pupils is paramount to their overall academic progress and success.

All members of staff at Sperrin have responsibility for the care and well-being of pupils, we operate a well structured system ensuring pupils are looked after. Every pupil belongs to a Form Group who are guided by a Learning Tutor. The Learning Tutor leads the class and is responsible for monitoring the pastoral needs, attendance, academic progress and behaviour of each child in their group. This teacher also delivers the Positive Learning Behaviour programme on a fortnightly basis. Learning Tutors are supported by their Year Head who monitor their Year Group's progress.

Pupils are additionally supported by a specialist team including our Senior Leader for Learning Support and the Vice Principal.

Pupils who require extra support can access the New Life Counselling Service and Behaviour support from the Education Authority.

Pupils at Sperrin are expected to demonstrate the

very highest levels of positive behaviour in class, during free time and travelling to and from school. Pupils who are accepted into the College must adhere to the Pupil Code of Conduct and the Positive Learning Behaviour Policy.

PUPIL VOICE

At Sperrin, the opinions of our pupils are valued. The Pupils' Council is the forum in which pupils can express their views and voice ideas on issues that relate to them and our College community. The Council is made up of two elected representatives from each class who act as spokespersons. Comments from this forum will be given serious consideration.

The Head of Learning for Life and Work chairs the meetings and the Principal is invited to attend by the pupils.

PASTORAL POLICY

Staff, pupils and parents follow procedures and protocols as set out in our pastoral policies. These allow pupils to thrive in a positive learning environment. All policies can be viewed on our school website and include the school's Behaviour for Learning policy, Relationships and Sexuality policy and Drug Policy.



INDUCTION PROGRAMMES

The College recognises that transition from Primary to post primary can be both challenging and exciting, therefore a comprehensive induction programme is in place for new year 8 pupils to support their first year in the College. Transition between key stages is also planned for and induction programmes are carried out by the Key Stage 4 (induction to GCSE) and Key Stage 5 (induction to A level) Year Teams.

HOUSE & REWARDS SYSTEM

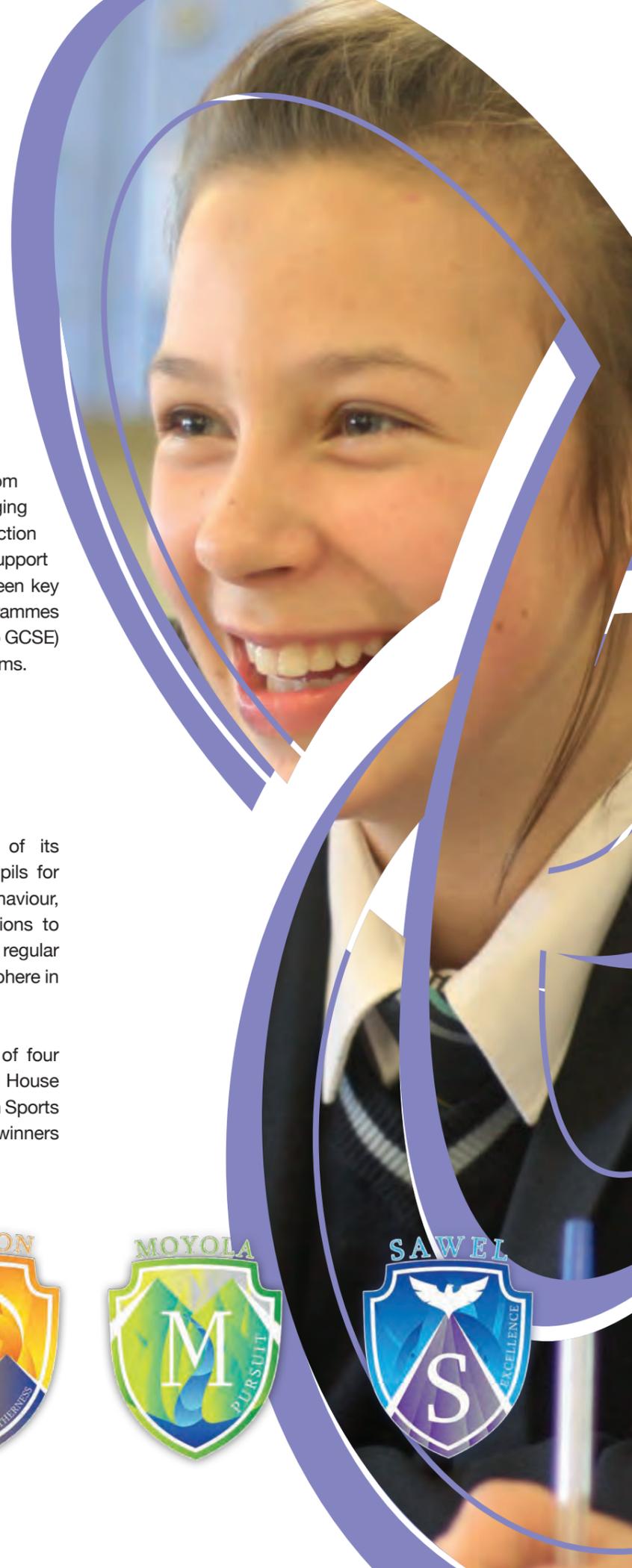
The College acknowledges the success of its pupils in all areas. The College rewards pupils for excellent academic achievement, positive behaviour, involvement in sport and positive contributions to school life. Rewards are given to pupils on a regular basis and help to enhance the positive atmosphere in the College.

In addition, all pupils are members of one of four houses – **Moyola, Gallion, Sawel and Dart**. House competitions are held throughout the year with Sports Day being the most significant event. House winners are rewarded at the end of the school year.



'I cannot rate the pastoral care at the school highly enough. The commitment of the teaching staff to the individual child is exceptional. It is clear they care about all aspects of the child's school experience.'

A SPERRIN PARENT



EXTRA - CURRICULAR



BI-ANNUAL SKI TRIP

Pupils have the opportunity to take part in a wide range of extra-curricular activities at Sperrin. The College believes that participation in extra-curricular activities helps students to develop social skills, encourages a healthy mind, body and spirit and develops them as confident, articulate young people who will contribute to their community positively in the future.

SPORT

Physical Education and the use of sport to develop physical health as well as Leadership skills is very important to our College. Our excellent facilities, added to those which are available to us locally through Greenvale Leisure Centre and Meadowbank Sports Arena, mean that we have the opportunity to develop many sports that appeal to pupils' cultural identity and personal preferences. Participation in after School Sports is strongly encouraged. A large percentage of our pupils get the opportunity to play in a team by attending weekly training sessions. The college has a successful profile in many sports at club, county and national level.

SPORTS OFFERED CURRENTLY INCLUDE:

Athletics || Dance Class || Netball || Table Tennis
Badminton || Gaelic Football || Orienteering
Tennis || Basketball || Girls Soccer || Rugby
Volleyball || Camogie || Gymnastics || Soccer
Cross Country || Hockey || Swimming

Our PE staff have established links with coaching bodies for all major sports and representatives of these bodies assist with some Extra Curricular Sport.

Athletics, indoor and outdoor
Integrated Schools Netball
Rugby competitions || Hockey Tournaments
Soccer Leagues || Inter Schools' Cross Country
Integrated Schools Gaelic || Ulster Schools Gaelic
NEBSSA Camogie Championships



1ST XV - ULSTER HIGH SCHOOLS' CUP CHAMPIONS



YEAR 9 SOCCER MASFA JUNIOR CUP CHAMPIONS



MUSIC AND CULTURE

At Sperrin, Music is promoted as something with intrinsic value, and as a way of broadening the pupils' cultural experience. As a result our choir is very active and the school organises tuition in singing, clarinet, flute, percussion, drums, electric and acoustic guitar, traditional Irish music and piano. The school has an orchestra featuring a wide range of string, wind and percussion instrumentalists.

At Sperrin College, Music is promoted as something with intrinsic value, and as a way of broadening the students' cultural experience. A comprehensive Music Tuition programme is in place and there are opportunities to learn any of the following instruments:

Guitar/Bass Guitar || Drums || Violin
Trumpet || Flute || Clarinet || Piano
Voice Coaching

Lessons are 20/25 minutes long and take place weekly. Lessons where possible are rotated to ensure the same academic lesson is not missed each week. Prices for lessons are available upon request.

CHARITY WORK

As part of our ongoing work with our pupils, raising awareness for the needs of others both in our community and beyond is very important. We encourage our pupils to be active in charitable organisations and fund raising activities. Our pupils contribute to, and have fund-raised for:

Macmillan Cancer Care || Marie Curie Cancer Care
St Vincent de Paul Christmas Hamper Appeal
The Salvation Army Christmas Hamper Appeal
Habitat for Humanity || Camps International

WORK BASED LEARNING EXPERIENCE

Pupils in Year 12 and Year 13 each get an opportunity to have a placement in an employment situation of their choice. This helps them to focus their thinking on possible future careers.

ENHANCEMENT ACTIVITIES

In order to enhance learning, the College provides pupils with a wealth of opportunities to learn and achieve beyond the classroom. Many of our pupils participate in these extra-curricular activities. These include:

History Trip to Poland || House Competitions
Art Competitions || Sponsored Walk || Year 12 Social Nerve Centre Links || Young Enterprise || Santa Run
Poetry Competition || Computer Club || Sports Day
Public Speaking Competitions || Gamemaking Club
Drama Club || Debating Society || Pupils' Council
Educational Trips || Science Club || Subject Based Workshops || Dance Club || Eco Club
Film and Media Competitions || Lego Club
Story Writing Competitions || Ignite (SU)
Theatre Visits || Homework Club/Study Support
School Production Autumn every four years
Ski Trip every two years || Sixth Form Habitat for Humanity Overseas Project June every two years
|| Camps International Trip to Tanzania/Cambodia



U14 GIRLS GAELIC FOYLE CUP FINALISTS



WHOLE SCHOOL PRODUCTION 'BEAUTY & THE BEAST'

YEAR 8

We recognise that whilst the transition from primary school can be exciting, it can be stressful for both pupils and parents. The welfare, care and support of our First Year pupils are of paramount importance to us, therefore we have a carefully structured Induction Programme led by a specialist Head of First Year.

PARENT INDUCTION EVENT - JUNE

All parents of First Year pupils are invited to the College in June before their child starts. This is an excellent opportunity for parents to familiarise themselves with school policies, subjects which their child will study, and provides parents with an opportunity to share information with us at Sperrin. A Parent Handbook will provide parents with all the information they require.

THE FIRST DAY - AUGUST

The first 'official' school day starts in late August for First Year pupils and is organised solely for their needs. First Year pupils will work with their Form Teacher who will support and familiarise them by addressing things such as timetables and use of the refectory. They will also be given a tour of the College.

TEAM BUILDING DAY

A highlight of the Induction Programme is our Outdoor Activity Day in early September. First Year pupils, their Form Teacher and Year Head go to an Outdoor Pursuits Centre and do all kinds of team

building activities including 'Segway Body Zorbing and archery (to name but a few). This is an excellent opportunity to establish firm, supportive friendships and helps to bond the year group.

THE WELCOME SERVICE

The Welcome Service marks the end of the Induction Programme for First Year pupils. Pupils showcase their work and perform music and drama pieces. Parents, grandparents and the whole family enjoy this wonderful evening of celebration.

ASSESSMENT, EXAMINATIONS, REPORTING AND PARENT TEACHER CONSULTATION

Pupils are assessed regularly during the school year and receive two reports annually. Formal assessments take place at four points of each year, this allows for monitoring of pupil progress and facilitates learning and teaching planning. All parents are invited to the College for a Parent Teacher Meeting each year and individual meetings are arranged as necessary to monitor progress.



WHAT YOU LOVE ABOUT SPERRIN SO FAR:

I love the positivity that goes around the whole school.

THOMAS MULHOLLAND
CARHILL INTEGRATED PRIMARY SCHOOL



CHLOE TANG
MAGHERAFELT PRIMARY SCHOOL
WHAT I LOVE ABOUT SPERRIN SO FAR

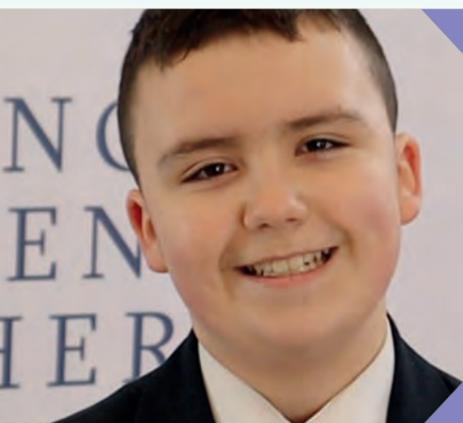
I love that everyone is so kind to each other and really support each other.



ESME KADIROGLU
SPIRES INTEGRATED PRIMARY
WHAT I LOVE ABOUT SPERRIN SO FAR

What I love about Sperrin so far is how kind the teachers are, they're very welcoming.

STARTING OUT ON *The SPERRIN Way*



CODY CAHOON
PHOENIX INTEGRATED PRIMARY SCHOOL
MY FAVOURITE CLASSES

I really enjoy Technology, Drama, Geography and ICT.

MATTHEW SUFFERIN
AMPERTAINE PRIMARY SCHOOL
WHAT I LOVE ABOUT SPERRIN SO FAR

I love the whole school environment. I also like all the people in this school – they are very easy to be friends with.



ANNA MCKEE
MONEYMORE PRIMARY SCHOOL
BIGGEST CHALLENGE

My biggest challenge at the start was making friends, but once I did, I made a lot!



JACOB ENNIS-MCMANUS
MOUNT ST. MICHAELS PRIMARY SCHOOL
MY FAVOURITE TEACHER

Mr Davies is my favourite teacher. He's very happy all the time and always finds the positive.



YEAR 8
IN THEIR
own words

CHECK OUT OUR
VIDEO
ONLINE

SCHOOL LIFE

SCHOOL UNIFORM

Sperrin College Blazer
 White shirt & College clip-on tie
 Compulsory College Navy Jumper
 Girls, grey College skirt with black tights
 Boys, grey trousers
 Black shoes

'My child has attended for over 6 years. He is extremely happy in the school environment and I have always found the staff very approachable about any of my concerns. An excellent school.'
 A SPERRIN PARENT

A DAY IN SPERRIN COLLEGE

09:00 - 09:15 AM	REGISTRATION	8AL
09:15 - 10:07 AM	PERIOD 1 ART	8P1
10:07 - 11:00 AM	PERIOD 2 MATHS	8GM
11:00 - 11:15 AM	BREAK	
11:15 - 12:07 PM	PERIOD 3 ENGLISH	8GE
12:07 - 12:55 PM	PERIOD 4 LUNCH	
12:55 - 13:38 PM	PERIOD 5 SPANISH	8GE
13:38 - 14:33 PM	PERIOD 6 SCIENCE	8GM
14:33 - 15:25 PM	PERIOD 7 R.S.	8GE

END OF SCHOOL DAY EXTRA-CURRICULAR ACTIVITIES



Distinctive Girls & Boys PE Top
 Uni-sex shorts and tracksuit bottoms
 Official Sperrin College 1/4 Zip
 Navy Socks

Official school uniforms available from
Sportique, Magherafelt and Cuddy's, Magherafelt

REACHING EVERY CHILD'S POTENTIAL



LEARNING AT SPERRIN

At Sperrin, we believe that every child can reach their full potential when they fully engage in the learning experience we offer within the classroom and beyond. We aim to provide a stimulating and interesting learning environment that allows every pupil to reach their full potential. Pupils with additional learning needs benefit from targeted support by giving them encouragement and confidence to develop as independent learners. This will allow pupils to achieve personal goals, develop skills and provide them with qualifications and opportunities for them to become effective contributors to society.

This blend of support and challenge is central to our school aims and ethos. We aim to instil in all our pupils a strong belief in self-respect and self worth. We aim to help all learners to develop a strong work ethic that promotes high personal aspiration.



ASSESSMENT

USING ASSESSMENT TO MAXIMISE POTENTIAL OF EVERY INDIVIDUAL

Assessment is an integral part of the learning process at Sperrin College. As an all ability School we use a variety of assessment tools to track each pupil's progress in learning. A 'whole pupil approach' is taken where a range of data is taken into account, along with the professional judgement of our teachers to make a decision on progress of an individual in relation to their ability.

SETTING A BASELINE

Cognitive Ability Tests (CAT4) are standardised tests that are used to indicate a pupil's potential performance on entry to the school and again mid-way through Year 10. This data reveals strengths and weaknesses in terms of their raw ability along with the application of words and number and compares pupils with their peers and the whole population.

PROGRESSION

Pupils are assessed formally four times per year in each subject. With guidance from their teachers, pupils set their own personal targets for each subject. After each Assessment point pupils reflect on the various aspects of their learning that contributed to their level of success in a Personal Learning Log. Their progress is then discussed with their Learning Tutor and signed off by their parent/guardian.

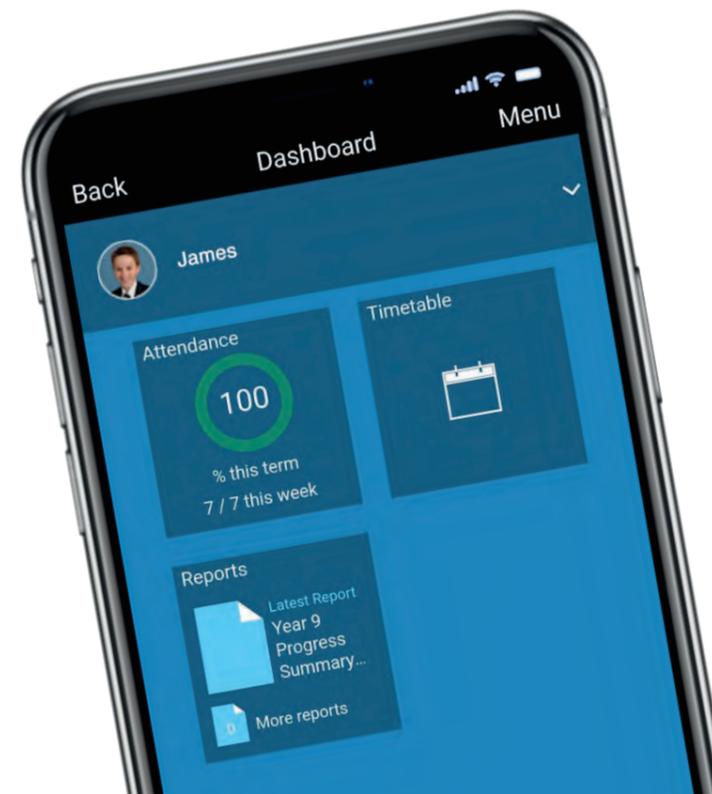
Pupils also complete Progress Tests in English (PTE) and Maths (PTM) each summer. These standardised tests further identify strengths and potential for improvement in specific skill areas of these key subjects.

REWARD AND CHALLENGE

Assessment data is reviewed after each assessment point by subject teachers, Heads of Department, Learning Tutors and Heads of Year. Pupils are rewarded when they consistently meet and exceed their personal targets. If pupils fall short of their personal targets, then barriers to learning would be identified and addressed to enable them to overcome challenges and make progress.

REPORTING

Parents/guardians of Key Stage 3/4 pupils will receive a progress summary at Christmas and a full report at the end of each academic year. This can be obtained via the College's SIMS Parent App.





PADRAIG TOTTEN
Studying Medicine

Graduating from Sperrin College in 2017, Padraig was an exemplary Sperrin Student and was rewarded with 4 A Grades at A Level. Now studying Medicine at Bristol University.



CLODAGH MCCULLOUGH
Studying Music - Ulster University

"Early in my secondary school journey my specific talent was identified and everything possible was done to give me the encouragement direction and guidance I required to reach my full potential. Special thanks goes to Mrs M C Mackle Head of Music who had an unflinching belief in me when I didn't believe in myself."



PAUL ALLEN
Director - Jump NI, Parkour Coach

"I think what I have taken from Sperrin was a great love for my sports classes... being able to help coach and guide younger pupils is where I found my love for coaching and development."



AIMEE FIELD
Entrepreneur

Aimee has developed her local business 'Shear Delight' and is going from strength to strength. Aimee studied Hair & Beauty whilst at Sperrin. This provided her with the skills for her business success.



PARAIC & EAMON QUINN
Special Olympic Athletes - Ulster

Winning a huge array of medals across a variety of athletic disciplines in the Ulster games of 2017, Paraic and Eamon have been selected to be part of the team representing Ulster at the Ireland Special Olympic games in June 2018. An amazing achievement for the talented brothers.



LEE COSTELLO
BBC Producer

"Sperrin is where I discovered my enthusiasm for creativity, writing and performing. This confidence and creative edge led me to a career in the BBC where I get to combine all of these passions on a daily basis."

NIAMH CLARKE

Fashion Design

A former Head Girl, Niamh has enjoyed great success on the international stage winning an award at the International Youth Fashion Design competition in Beijing 2017.



CLAIRE MCCrackEN

Design Engineer

"Throughout my time at Sperrin I developed the skills and qualities that have allowed me to achieve my degree in Clean Technology and gain my job as Design Engineer. The teachers pushed me to achieve the best of my ability in all aspects of my school life and I am so very grateful for this"



SIMONE MCGILL

Professional Footballer - Everton & NI

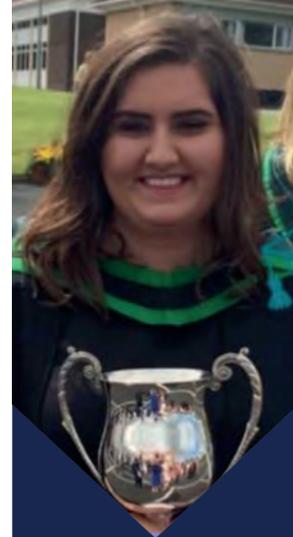
"Sperrin College played a significant part in helping me achieve my dreams. Sperrin not only pushed me to pursue my footballing career but also stimulated me academically - I have recently graduated with a Masters Degree. I am thankful for my time at Sperrin and grateful to those who played their part in teaching me that no dream is too big."



CALLUM SMYTH

*BSc Sports & Exercise Science
Ulster Rugby*

"My success academically and within sports came from within, but I can be the first to admit, if it wasn't for the selflessness and utter determination from all the teachers and LSA staff none of my success would be worth noting."



EMMA WEIR

*1st Class Honours in Food Technology.
Quality Technician*

"The skills I gained during my time at Sperrin have served me well as I build my expertise and branch into new areas of interest within my chosen career"



AFTER *The*
SPERRIN
Way

AIMEE KIRKHAM-PRIESTER
Animator

Aimee won two prestigious Foyle Film Festival awards during her time in Sperrin College for her outstanding Animations in Moving Image Arts. Now in the final year of her Animation degree, she has already worked for distinguished clients, such as the BBC.



CONNOR MCMEEL
Lighting and Interior Designer

"I am proud to say with the help of Sperrin Integrated College I am Managing Director of my own Lighting & Interior Company, travelling throughout Asia and Europe regularly. I would urge you to allow Sperrin Integrated College to do for you what they did for me."



DR MARIA O'KANE (NEE KELLY)
Clinical Trial Co-Ordinator, NI Clinical Trials Unit

"Years later and I still count myself lucky to be have been a student at Sperrin. My time at Sperrin was instrumental in developing my confidence, motivation and work ethic. I was always encouraged, supported and really felt that hard work was recognised and promoted"



RYAN MARTIN
Mathematics Student

A former Head Boy and member of the Class of 2017. Ryan's hard work and dedication to his studies was rewarded with 4 A grades at A Level. He now studies Mathematics at QUB.





SIXTH FORM



Our Sixth Form is a vibrant hub within our school community where enthusiastic 16 – 18 year old students relish the opportunities we offer to them at this stage of their education. We welcome students who have a positive attitude to work, and who aim to benefit from, and make a positive contribution to Sixth Form Life. Our Sixth Form students set the tone and standard for the school, they are examples of good behaviour, positive support and community spirit.

THE AIMS OF SIXTH FORM ARE:

- To empower our learners to achieve their potential and to make informed and responsible decisions throughout their lives.
- To ensure all our students leave Sperrin Integrated College with transferable skills.
- To develop students who are confident, motivated and who maximise their potential.
- To give all students the opportunity for high quality academic study at A level leading to entrance to University/College.
- To prepare our students for the challenges of the working world beyond the school.
- To develop a culture of self-evaluation, reflection and target setting.
- To provide opportunities in Vocational qualifications which can lead to College or directly to employment.
- To celebrate success.

SIXTH FORM WELCOME DAY

Lower Sixth students participate in a Welcome Day early in September. The structure of the day includes Integration in Action, Assessment for Learning including identifying Learning Styles, and a session on Study Skills.

TEAM BUILDING

All Lower Sixth students along with their Form Teachers and Year Head go to an Outdoor Activity Centre and participate in team building activities.

INDUCTION TO A LEVELS

At the start of each new Key Stage in your child's life, we invite parents to an Information Session where we give them an overview of the Key Stage their child is commencing. Introduction to A Levels takes place in early September.

MLP PARENT AND PUPIL INFORMATION EVENING

Students who choose to study a subject in one of our partner schools have the opportunity to meet their new teachers before embarking on collaboration.

SENIOR STUDENTS PRIZE GIVING

All students and their families are invited to celebrate their GCSE achievements. This event takes place early in September.

SIXTH FORM FORMAL

The highlight of the Sixth Form Induction is the Formal Night. Year 13 and 14 students attend the school formal which is usually held in the Glenavon Hotel, Cookstown.

PASTORAL SUPPORT

Sixth Form students are placed in Form Classes – there are two form classes in Lower Sixth and two in Upper Sixth. These form classes are led by specially trained teachers who cater for the pastoral needs of older students. During the Induction Programme, Form Teachers meet with the students and set individual targets.



WHAT ARE THE ADVANTAGES OF SIXTH FORM AT SPERRIN?

- A dedicated 6th Form Study and Recreational Room
- A fully Integrated environment
- Committed teachers
- Excellent ICT facilities which support a modern approach to Teaching and Learning
- Extensive Extra-Curricular provision
- Focussed UCAS preparation
- Flexible use of Refectory for Sixth Form students
- Outstanding Careers Support and Career Path Advice (CEIAG)
- Significant Enrichment Programme
- State of the Art facilities on a beautifully landscaped site
- Wide range of subjects offered

LEADERSHIP & SKILLS DEVELOPMENT

All Sixth Form students are expected to be role models and potential leaders. The development of leadership skills is a particular strength of our Sixth Form pupils. A wide variety of opportunities are available to develop and demonstrate leadership and responsibility skills, such as participation in the Rotary Youth Leadership Competition. All Sixth Form students will have the opportunity to become prefects, and the Head Boy & Girl team are elected after a rigorous interview process. Sixth Form prefects are expected to run the School Council, organise the school Formal and assist in a multitude of whole school activities such as lunchtime clubs, charity events, conduct guided tours and embody the ethos of Sperrin Integrated College. Participation in such activities enables the students to develop skills which will be extremely useful in their futures.

WHAT EXTRA OPPORTUNITIES ARE THERE?

At Sperrin Integrated College we encourage our Sixth Form students to participate in Extra-Curricular and Super-Curricular activities. These enrichment tasks show you are interested in your studies beyond what is on the school syllabus. Extra-Curricular and Super-Curricular activities are specially chosen to enhance our students' chances of entry into highly competitive third level education courses. We emphasise the need for our students to participate in these activities in order to build a strong individual profile.

Some of the additional opportunities we offer to Sixth Form Students include:

- Building Homes with Habitat for Humanity
- Poland Trip
- Driving Lesson opportunities
- Mentoring Programme for younger students
- Prefect System
- Pupil Leadership Opportunities
- School Formal
- Theatre Visits
- Sporting Activities
- Reading Partnerships
- Politics in Action
- Interview skills

MAGHERAFELT LEARNING PARTNERSHIP

At Sixth Form the curriculum is further extended through Magherafelt Learning Partnership (MLP). All post primary schools in Magherafelt are members of MLP. MLP are fully committed to making the educational experience of all our students something that is second to none. Our partner schools within MLP are committed to ensuring that Sixth Form pupils experience diverse Teaching and Learning styles. Collaboration at Sixth Form level benefits all our students by increasing the number of courses available to them.



"I love my school - the teachers are very helpful, caring, supportive and always manage to get the best out of us all"

A YEAR 14 STUDENT

ADMISSIONS CRITERIA

SPERRIN INTEGRATED COLLEGE

39 Pound Road

Magherafelt BT45 6NR

Telephone: 028 7963 4177

Email: info@sperrin.magherafelt.ni.sch.uk

Website: www.sperrincollege.com

Principal: Mrs B A Heron, B.Ed (Hons), PQH(NI), M.Ed

Chairperson of the Board of Governors:

Mrs F Symington, B. Ed, MA, Dip TEFL

Grant Maintained Integrated

Age Range of Pupils: **11 – 19**

Admission Number: **100**

Enrolment No: **570**

The Board of Governors draws up the Admissions Criteria and delegates responsibility for the application of the criteria to an Admissions Team, which includes the Principal, the Bursar and Administrative personnel.

The Criteria have been determined by the Board of Governors and will be applied by the College's Admissions Team. Through the application of the Criteria the Board of Governors seeks to establish an overall **balance between religious affiliations and academic abilities**. These are the pre-eminent features which distinguish an integrated school from all other schools.

Sperrin College is an Integrated school, Christian in ethos and our pupils represent all faiths and all abilities. Our admissions criteria, with grammar entry, means that as a school we can provide both grammar and all ability pathways. We are truly a school for all the family and the whole community.

SPERRIN INTEGRATED COLLEGE ADMISSIONS CRITERIA FOR YEAR 8 PUPILS: SEPTEMBER 2021

Parents/Guardians naming Sperrin Integrated College, as a preference on their applicant's online Application/Transfer form must include the following information on the online Application/Transfer Form.

1. A Statement of the preferred religious affiliation of the applicant, either:

- Protestant
- Catholic
- Other

(If religious affiliation is not stated on the Green Transfer Form, the applicant will be deemed Protestant, if transferring from a controlled school and Catholic, if transferring from a maintained school. If transferring from an integrated school or preparatory school, the College will contact parents to verify appropriate religious affiliation).

2. 35% of places are available for pupils wishing to apply for the Grammar Stream. Parents of academically able pupils wishing to be considered for grammar stream entry must clearly indicate this on the Green Transfer Form. Sperrin Integrated College has been directed to select for admission, children resident in Northern Ireland at the time

of their proposed admission before any applicant not so resident may be selected for admission.

IN THE EVENT THAT THERE ARE MORE PUPILS FOR ADMISSION THAN THERE ARE PLACES AVAILABLE, THE BOARD OF GOVERNORS HAS DETERMINED THAT THE FOLLOWING CRITERIA SHALL BE APPLIED.

1. **Grammar Stream Entry** is available for a maximum of **35%** of the intake. Parents of academically able children may opt for Grammar Entry **and should clearly indicate this on the green transfer form**. The College will strive for religious balance both within the Grammar Entry and the overall admissions number. If the number of applicants for Grammar Entry exceeds the number of places available, the criteria listed below will be used to determine a rank order of applicants for criterion 1. Academic evidence* is simply an indicator of the pupil's academic profile and is used to inform learning and teaching, curriculum planning, timetabling and resourcing.

Those applying for grammar entry and who are not admitted under criterion 1, will automatically be considered for admission, with all other applicants, using the remaining criteria, 2 – 6.

2. Applicants who have a **sibling**** currently enrolled at the College, living at the same address, or who did attend the College since it opened in 2002. If Criterion 2 is oversubscribed, Criteria 3, 4, 5 and 6 will be applied in that order.

3. Children whose parent/guardian has indicated a first or second preference for Sperrin Integrated College. If Criterion 3 is oversubscribed, Criteria 4,5 and 6 will be applied in that order.

4. Children who are transferring from any Integrated Primary School either Grant Maintained Integrated or Controlled Integrated. If Criterion 4 is oversubscribed, Criteria 5 and 6 will be applied in that order.

5. Applicants who are the eldest, child of the family. Criterion 5 will be applied, and eligible applicants awarded a place. If Criterion 5 is oversubscribed, Criteria 6 will be applied.

6. In the event of two children with the same date of birth the alphabetic sort printed below will be applied. In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the forenames will be used.

The order was determined by a randomised selection of letters.

**P C D A T V M A C U Y M C G Z K H J R S M
N I X B O W L F E Q**

To support parents/guardian's in the application process, the following information and definitions are important:

**** Sibling** is defined as another child of the family (Article 2(2) of The Domestic Proceedings (NI) Order 1980), to include adopted/fostered children, half brothers and sisters and orphaned cousins being brought up within a family. Twins and other multiples who are the eldest in the family are treated as joint eldest children.

Our aim is to have an intake which is as close as possible to the ratio of 35% Catholic, 35% Protestant and 30% of pupils of other faiths, or none, (Other Category). The Criteria will be applied first to pupils in the 'Others' category until a maximum of 30% of the places, have been allocated. In the event that less than 30% of the places have been awarded, the balance will be equally divided between Roman Catholic and Protestant applicants. Should an odd number of places remain, the additional place will be allocated to the main tradition having the greatest number of pupils. The Criteria will then be applied separately to Roman Catholic and Protestant pupils. Should there be fewer from either tradition than there are places available for that tradition, then the balance of places will be allocated to the other tradition.

The **religious affiliation** of a pupil will be decided by the religious affiliation noted on or attached to the Transfer Form. If the religious affiliation of a pupil has not been provided the Governors reserve the right to seek verification before allocating the child to a category as follows:

- a. The Governors will seek to determine the affiliation firstly by consultation with the pupil's parents.
- b. In the event that this does not determine the affiliation the pupil will be classified according to the type of primary school attended, if it is controlled or maintained.
- c. Where no religious affiliation can be determined the student will be placed in the 'Other' category.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on the Transfer Form or appended to the Transfer Form by parents/guardians. For verification purposes original documents are required and not facsimiles or photocopies.

The provision of false or incorrect information or the failure to provide any requested verifying documents within the deadline set by the college will result in either the withdrawal of a place or the inability of the College to offer a place.

It is the responsibility of the Parents/Guardians to ensure that:

- The Transfer Form and other necessary documentation are correctly completed.

• All relevant information is included on or attached to the Transfer Form including the religious affiliation of the applicant, and any material relating to a pupil's academic profile.

• Any required verification documents are provided within specified deadlines.

As a data informed school, we invite all parents/guardians to provide one, or more, of the following suggested sources of information to evidence their child's academic profile*: PTE/PTM scores, CAT, AQE, GL Assessment or any other standardised test results available from the child's primary school; a school report; or equivalent supporting evidence. This information will be used to inform learning and teaching, curriculum planning, timetabling and resourcing and ensure that pupils are on the most appropriate pathway to facilitate academic success. All data is collected and processed in line with the College GDPR Policy which is available on the school website.

The school will seek and follow established procedures and the advice of a solicitor well versed in the law and regulations relating to admissions if required.

WAITING LIST POLICY

The admission criteria will be used for admissions up to and including the 31st August 2021 to applicants that were initially refused, new applicants, late applicants and applicants where new information has been provided. Parents/Guardians who wish to have their child considered for admission in the event of a place arising after 1 September 2021, should write to the Principal, clearly stating they want their child's name placed on the College waiting list.

If the application is made by an applicant who arrived in Northern Ireland after the transfer process has been concluded and the College's Admission Committee determines that the applicant is suitable to be admitted, the College will then seek Department of Education approval to admit the applicant through an additional place. If such approval is given, the applicant will be admitted.

NUMBER OF APPLICATIONS AND ADMISSIONS

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2018/19	80	114	*105
2019/20	80	122	*109
2020/21	100	121	*117

* **Temporary increase in admission number authorised by the Department of Education**

ADMISSIONS TO SPERRIN COLLEGE OUTSIDE THIS PROCESS

Criteria for admission to years 9 onwards is available from the College website.



SPERRIN
INTEGRATED COLLEGE
MAGHERAFELT



**PEARSON
TEACHING
AWARDS**

To get a fuller flavour of our College
please visit our school website at:

www.sperrincollege.com

Sperrin College 39 Pound Road
Magherafelt BT45 6NR

Tel No: **028 7963 4177**