

### SCHEDULE 3

Regulation 6

#### INFORMATION RELATING TO INDIVIDUAL SCHOOLS (OTHER THAN NURSERY SCHOOLS) TO BE PUBLISHED BY THE BOARD OF GOVERNORS OF THE SCHOOL OR BY THE RELEVANT BOARD ON THEIR BEHALF

1. The name, address, telephone number and, where appropriate, the fax number and email address of the school and the names of the principal and chairman of the Board of Governors.

2. The expected number of pupils at the school and their age range.

3. The classification of the school as –

- (a) a controlled, Catholic maintained, other maintained, Irish speaking, voluntary, controlled integrated or grant-maintained integrated school;
- (b) a primary, secondary (other than grammar), grammar or special school;
- (c) a co-educational or single-sex school;
- (d) a day or boarding school or a school taking both day and boarding pupils;
- (e) a school with a special education unit;
- (f) a school with an Irish speaking unit;
- (g) a school with a nursery unit;

so, however, that for the purposes of sub-paragraph (b) other terminology may be used.

4. The arrangements for parents to obtain a copy of the information required to be published by the relevant board as set out in Schedule 2.

5. Where there are specific arrangements for parents considering sending their child to the school to visit it, particulars of those arrangements.

6.—(1) In the case of a primary school or a secondary school, subject to sub-paragraphs (2), (3) and (4), the number of applications for admission to the school in respect of the school year in which the prospectus is published and in each of the previous two school years and the number of pupils admitted to the school in each of those three school years.

(2) In the case of a grammar school which includes in its admission criteria the transfer procedure test grade achieved by pupils –

- (a) the number of applicants for admission to the school falling within each transfer procedure test grade; and
- (b) the number of pupils falling within each such grade admitted to the school.

(3) In the case of a school which is recognised by the Department as one which selects some of its pupils by reference to ability or aptitude and which includes in its admission criteria the transfer procedure test grade achieved by pupils –

- (a) the number of such applicants for admission to the school falling within each transfer procedure test grade; and
- (b) the number of such pupils falling within each such grade admitted to the school.

(4) For the purposes of sub-paragraph (1) an application is an application for admission to the school, in the case of a primary school to year 1 or to a reception class and in the case of a secondary school to year 8, which is not subsequently withdrawn before it is considered by the Board of Governors of the school.

7.—(1) Particulars relating to the school curriculum including –

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- (a) a summary of the written statement of the Board of Governors under Article 10(1) of the 1989 Order (policy in relation to the curriculum for the school) which shall include, in respect of each year group, particulars of the content of the school curriculum and how it is organised, and, where appropriate, what optional courses of study or subjects are available and how choices among them are constrained;
  - (b) in the case of a school with a nursery unit, a summary of the content of the curriculum in the nursery unit and how it is organised;
  - (c) where appropriate, a list of the external qualifications, and the titles of the specifications associated with them, for which courses of study are provided for pupils of compulsory school age at the school and which are for the time being approved by the Department under Article 81 of the 1998 Order;
  - (d) where appropriate, a list of the external qualifications, and the titles of the specifications associated with them, which are offered to pupils over compulsory school age and, where these are subject to the approval of the Department under Article 81(2) of the 1998 Order and have been so approved, a statement to that effect;
  - (e) where appropriate, and without prejudice to sub-paragraph (a), particulars of the careers guidance provided and any arrangements for work experience for pupils;
  - (f) particulars of the manner in which complaints are to be made under arrangements pursuant to Article 33 of the 1989 Order (complaints in connection with the curriculum); and
  - (g) the arrangements for the inspection and (where applicable) the obtaining of copies of any documents which are for the time being required to be made available under regulation 11.
- (2) In this paragraph, “specification”, in relation to an external qualification, includes syllabus.
8. Particulars relating to school hours and holidays, including –
- (a) the times at which the school day begins and ends;
  - (b) the dates of the school terms and half-term holidays;

for the school year to which the information relates.

9. Without prejudice to paragraph 7, particulars of the religious education provided at the school and of the arrangements in respect of the exercise by the parents of a pupil of their rights under Article 21(5) of the 1986 Order in relation to the pupil’s attendance at collective worship or religious education.

10. Without prejudice to paragraph 7, particulars of special curricular and other arrangements made for particular classes or descriptions of pupil including pupils with special educational needs, and details of how parents may obtain a copy of the school’s special educational needs policy.

11. Particulars of the organisation of education at the school, especially in respect of the teaching of children of different ages and abilities together or in separate groups (either generally or in certain subjects) and a summary of the school’s homework policy.

12. In the case of a primary school the following information in relation to the school year before the school year in which the prospectus is published –

- (a) the proportion (expressed as a percentage) of pupils in the final year of the first key stage in the school who achieved the second level of attainment (or above) of the Northern Ireland Curriculum,
  - (i) in English and in mathematics; or
  - (ii) in the case of an Irish speaking school, in Irish and in mathematics,and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects;

- (b) the proportion (expressed as a percentage) of pupils in the final year of the first key stage in the school who achieved the third level of attainment (or above) of the Northern Ireland Curriculum,
  - (i) in English and in mathematics; or
  - (ii) in the case of an Irish speaking school, in Irish and in mathematics,and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects;
- (c) the proportion (expressed as a percentage) of pupils in the final year of the second key stage in the school who achieved the fourth level of attainment (or above) of the Northern Ireland Curriculum,
  - (i) in English and in mathematics; or
  - (ii) in the case of an Irish speaking school, in Irish, in English and in mathematics,and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects; and
- (d) the proportion (expressed as a percentage) of pupils in the final year of the second key stage in the school who achieved the fifth level of attainment (or above) of the Northern Ireland Curriculum,
  - (i) in English and in mathematics; or
  - (ii) in the case of an Irish speaking school, in Irish, in English and in mathematics,and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects.

13. In the case of a secondary school, the following information in relation to the school year before the school year in which the prospectus is published –

- (a) the proportion (expressed as a percentage) of pupils in the final year of the third key stage in the school who achieved the fifth level of attainment (or above) of the Northern Ireland Curriculum, in English, in mathematics and in science, and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects, in –
  - (i) teacher assessment; and
  - (ii) external tests; and
- (b) the proportion (expressed as a percentage) of pupils in the final year of the third key stage in the school who achieved the sixth level of attainment (or above) of the Northern Ireland Curriculum, in English, in mathematics and in science, and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects, in –
  - (i) teacher assessment; and
  - (ii) external tests.

14.—(1) In the case of a secondary school, the following information –

- (a) the number of pupils who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12 and the aggregate number of pupils who were enrolled in years 13 and 14;
- (b) the number of pupils who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12 and the aggregate number of pupils who were enrolled in years 13 and 14 and in respect of whom a board is maintaining a statement of special educational needs;

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- (c) particulars in accordance with sub-paragraphs (2) or (3), as the case may be, about the performance in public examinations of pupils who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12;
  - (d) particulars in accordance with sub-paragraph (4), about the performance in public examinations of pupils in the school who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 13 and year 14; and
  - (e) in relation to each of the three school years before the school year to which heads (a) to (d) relate, such particulars about the performance of pupils at the school in public examinations as the Department may provide to the school for the purposes of publication under this sub-paragraph.
- (2) The particulars referred to in sub-paragraph (1)(c) are, in the case of a grammar school –
- (a) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 7 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in 7 or more subjects;
  - (b) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 5 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in 5 or more subjects;
  - (c) the proportion (expressed as a percentage) of the pupils in question who achieved –
    - (i) Grades A\* to C in 7 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 7 or more GCSE examinations;
    - (ii) Grades A\* to C in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;
  - (d) a list, in alphabetical order, of the subjects in which any of the pupils were entered for GCSE examinations, and the number entered for each subject;
  - (e) a list, in alphabetical order, of the vocational areas in which any of the pupils in question were entered for GNVQ Part 1 examinations, and the number entered for each vocational area;
  - (f) for each subject listed in accordance with head (d), the proportion (expressed as a percentage) of the pupils who were entered for the subject who achieved each grade from A\* to G or who were ungraded;
  - (g) for each vocational area listed in accordance with head (e), the proportion (expressed as a percentage) of the pupils who were entered for that vocational area who achieved the full qualification;
  - (h) the proportion (expressed as a percentage) of the pupils in question who were entered for one or more qualifications other than GCSE or GNVQ Part 1;
  - (i) the proportion (expressed as a percentage) of the pupils in question who achieved one or more such qualifications;
  - (j) a list, in alphabetical order, of the qualifications other than GCSE and GNVQ Part 1 for which any of the pupils in question were entered;
  - (k) for each qualification, other than GCSE or GNVQ Part 1, listed in accordance with head (j), the number of pupils who were entered and the proportion (expressed as a percentage) of those pupils who achieved that qualification; and

- (l) the proportion (expressed as a percentage) of the pupils in question who achieved none of the following –
- (i) a grade A\* to G in GCSE;
  - (ii) a GNVQ Part 1; or
  - (iii) a qualification listed in accordance with head (j).
- (3) The particulars referred to in sub-paragraph (1)(c) are, in the case of a secondary school which is not a grammar school –
- (a) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 5 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, aggregate, is equivalent to GCSE examinations in 5 or more subjects;
  - (b) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in not less than 1 and not more than 4 subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in not less than 1 and not more than 4 subjects;
  - (c) the proportion (expressed as a percentage) of the pupils in question who achieved –
    - (i) Grades A\* to C in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;
    - (ii) Grades A\* to C in not more than 4 GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to not more than 4 GCSE examinations;
    - (iii) Grades A\* to G in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Foundation or Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;
    - (iv) Grades A\* to G in not more than 4 GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Foundation or Intermediate level which, in aggregate, is equivalent to not more than 4 GCSE examinations;
  - (d) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE or GNVQ Part 1 examinations but who achieved no grades A\* to G in GCSE and no GNVQ Part 1 qualifications;
  - (e) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCSE examinations, and the number entered for each subject;
  - (f) a list, in alphabetical order, of the vocational areas in which any of the pupils in question were entered for GNVQ Part 1 examinations, and the number entered for each vocational area;
  - (g) for each subject listed in accordance with head (e), the proportion (expressed as a percentage) of the pupils in question who were entered for the subject who achieved each grade from A\* to G or who were ungraded;
  - (h) for each vocational area listed in accordance with head (f), the proportion (expressed as a percentage) of the pupils in question who were entered for the subject who achieved the full qualification;
  - (i) the proportion (expressed as a percentage) of the pupils in question who were entered for one or more qualifications other than GCSE or GNVQ Part 1;
  - (j) the proportion (expressed as a percentage) of the pupils in question who achieved one or more such qualifications;

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- (k) a list, in alphabetical order, of the qualifications other than GCSE and GNVQ Part 1 for which any of the pupils in question were entered;
  - (l) for each qualification, other than GCSE or GNVQ Part 1, listed in accordance with head (k), the number of pupils who were entered and the proportion (expressed as a percentage) of those pupils who achieved that qualification;
  - (m) the proportion (expressed as a percentage) of the pupils in question who achieved none of the following –
    - (i) a grade A\* to G in GCSE;
    - (ii) a GNVQ Part 1; or
    - (iii) a qualification listed in accordance with head (k).
- (4) The particulars referred to in sub-paragraph (1)(d) are –
- (a) the number of the pupils in question in the final year of a GCE A Level course or an AVCE course and the proportion (expressed as a percentage) of that number who achieved –
    - (i) Grades A to C in 3 or more subjects;
    - (ii) Grades A to E in 2 or more subjects; or
    - (iii) in the case of a school which is not a grammar school, Grades A to E in one subject or more;
  - (b) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCE A Level examinations or AVCE examinations and the number entered for each subject;
  - (c) for each subject listed in accordance with head (b), the proportion (expressed as a percentage) of pupils who entered for the subject who achieved each grade from A to E or who were ungraded;
  - (d) in respect of GNVQ qualifications the number of the pupils in question who were in the final year of a course leading to such a qualification and the proportion (expressed as a percentage) who achieved the full qualification;
  - (e) in respect of GCSE and other qualifications –
    - (i) the aggregate number of the pupils in question who were in the final year of a course leading to such a qualification and the proportion (expressed as a percentage) of those pupils who achieved one or more such qualifications;
    - (ii) in respect of each course leading to such a qualification, the total number of the pupils in question who were in the final year and the proportion (expressed as a percentage) of the pupils who achieved that qualification.
- (5) For the purposes of –
- (a) sub-paragraph (1)(c) references to performance in public examinations of pupils enrolled in year 12 on 31st October of the school year before the school year in which the prospectus is published shall include performance in public examinations taken by those pupils when they were enrolled in year 11 save that where a pupil takes the same subject in the same examination in two consecutive years only the result from the school year in which the highest level or grade was obtained shall be included;
  - (b) sub-paragraph (2)(a) and (b) GCSE and GNVQ Part 1 shall be aggregated on the basis that GNVQ Part 1 is equivalent to 2 GCSEs;
  - (c) sub-paragraph (2)(c)(i) and (ii) and (3)(c)(i) and (ii) GCSE and GNVQ Part 1 at Intermediate level shall be aggregated on the basis that each such GNVQ Part 1 is equivalent to 2 GCSEs at Grades A\* to C; and

- (d) sub-paragraph (3)(c)(iii) and (iv) GCSE and GNVQ Part 1 at Foundation or Intermediate level shall be aggregated on the basis that each such GNVQ Part 1 at Foundation level is equivalent to 2 GCSEs at Grades D to G and that each such GNVQ Part 1 at Intermediate level is equivalent to 2 GCSEs at Grades A\* to C.

15. In the case of a secondary school, the information in sub-paragraphs (1) and (2) –

(1) The total number of pupils enrolled in years 12, 13 and 14 on 31st October in the school year before the school year in which the prospectus is published and who left the school in the course of that school year;

(2) The proportion of such pupils who –

- (a) transferred to another school;
- (b) entered Jobskills;
- (c) entered Further Education;
- (d) entered Higher Education;
- (e) took up full-time employment;
- (f) entered a modern apprenticeship;
- (g) were not covered by heads (a) to (f);

expressed in each case as a percentage of the total number of pupils who left the school in accordance with sub-paragraph (1).

16. Particulars of arrangements for pastoral care.

17. The total number of days attended by pupils at the school in the school year before the school year in which the prospectus is published, expressed as a percentage of the total possible number of days of attendance by those pupils in that year.

18. Details of how parents may obtain a copy of the school's anti-bullying and child protection policy statements, and details of arrangements whereby parents may make known to the school any concerns they may have about their child's safety.

19. Details of how parents may obtain a copy of the school's discipline policy, and details of arrangements for bringing school rules to the attention of pupils and parents.

20. A statement of the school's policy on education in relation to misuse of drugs.

21. Details of sporting and extra-curricular societies and activities open to, and the facilities available to, pupils at the school.

22. In the case of a voluntary grammar school or a grant-maintained integrated school, the general arrangements made for the provision of milk, meals and other refreshments and facilities for the consumption of food brought to school by the pupil including, in particular, the remission of charges.

23. The policy or rules of the school, if any, in respect of the way in which pupils are to be dressed including, in particular, any recommendations or rules relating to the wearing of school uniform.

24. Details of how parents may obtain a copy of the charging and remissions policies determined by the Board of Governors of the school under Article 131 of the 1989 Order.

25. In the case of a voluntary grammar school, particulars of any capital charge to be made by the Board of Governors in the school year to which the information relates.

26. In the case of a voluntary grammar school constituted under Schedule 7 to the 1986 Order, particulars of any tuition fee to be charged by the Board of Governors in the school year to which the information relates.

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27. Particulars about a school's participation in community activities and activities in relation to the Education for Mutual Understanding educational theme.

28. Details of the processes in place for parents to discuss the educational progress of their children.

29. Details of any special provision made, and facilities in place, for the teaching of children with special educational needs.

30. Changes in respect of any matter mentioned in this Schedule which it has been determined will be made after the start of the school year to which the information relates.