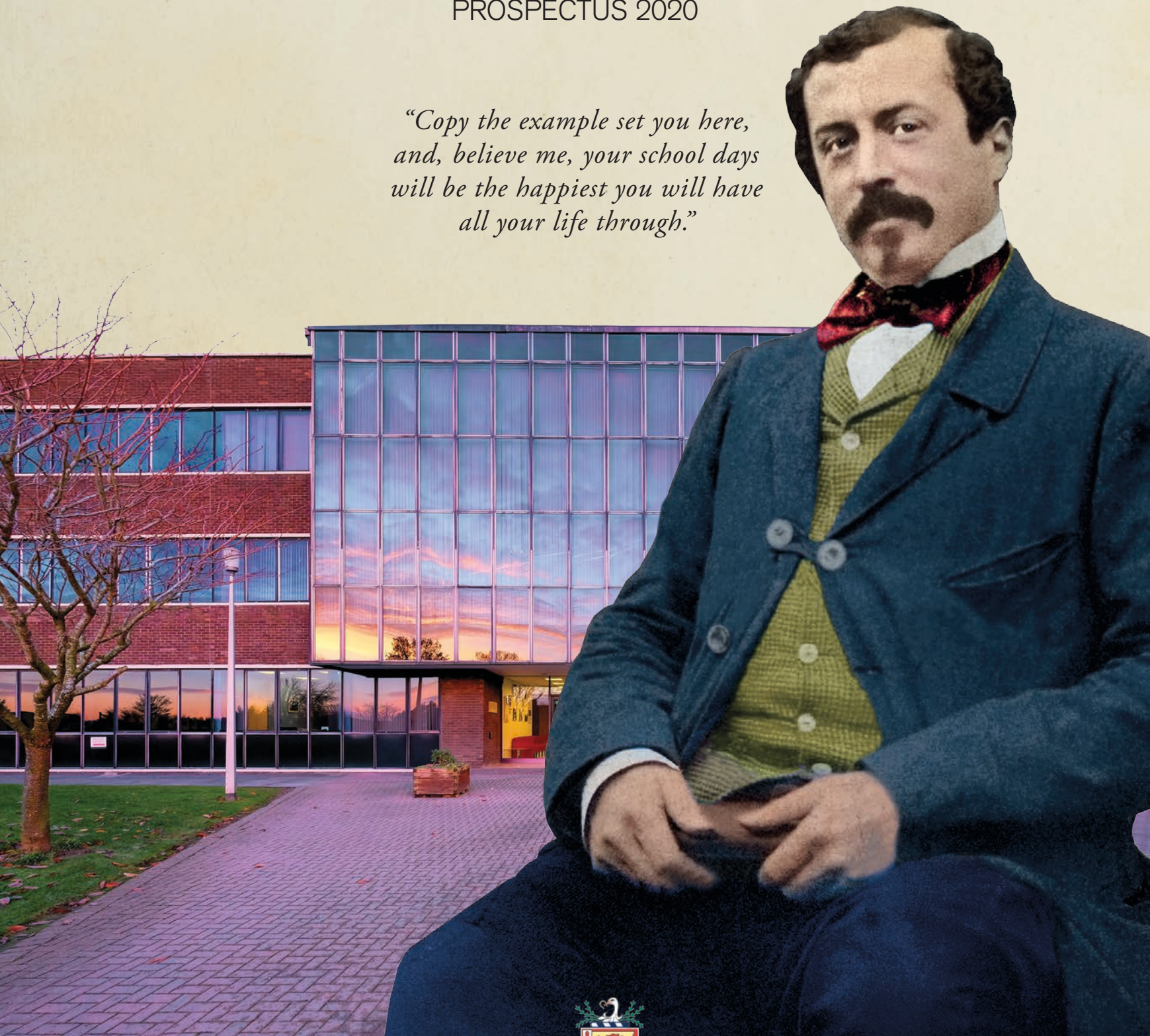


# THE WALLACE HIGH SCHOOL

PROSPECTUS 2020

*"Copy the example set you here,  
and, believe me, your school days  
will be the happiest you will have  
all your life through."*



COMMITMENT

OPPORTUNITY



RESPECT

EXCELLENCE

CELEBRATING

140

SIR RICHARD WALLACE

A LIVING LEGACY



HEAD GIRL: JASMINE CAIRNS AND HEAD BOY: OLIVER PATTERSON  
THE WALLACE COLLECTION, HERTFORD HOUSE, LONDON





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Many thanks to all who contributed photographs.





# CELEBRATING 140

SIR RICHARD WALLACE  
A LIVING LEGACY

“WE ARE PROUD  
TO THINK OF THIS SCHOOL  
AS ‘THE LIVING LEGACY’  
OF ITS INSPIRATIONAL,  
PHILANTHROPIC  
FOUNDER.”





This prospectus is a record of, and a reflection on, the life of The Wallace High School in the last calendar year. It presents what makes Wallace distinctive, special and loved. Our school family

The academic year 2018-2019 was a memorable year for The Wallace High School as the school family settled into the new accommodation provided by our School Enhancement Project, celebrated continued outstanding academic success, achieved “the double” in boys’ hockey and honoured the legacy of our founder by contributing to charities at home and abroad.

GCSE students attained an excellent three A grades which bodes well for A2 and five students attained four A grades. Anna Trimble, for the third successive year, featured in the CCEA Mathematics rankings with a top performance at A2 level in Mathematics whilst Megan Henry featured in A2 Chemistry and Katie Rocks joined our long list of top students in GCSE Journalism. Erin Bailie was placed top in GCSE Art and Design. At GCSE level, 87% of grades were A\* - B with two students, Aisling Gardiner and Georgia Nicolls, each achieving 12 A\* grades. Over a third of the year group achieved a minimum of eight A grades.

# PRINCIPAL'S WELCOME

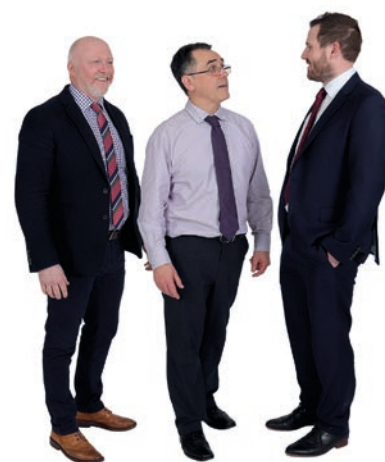
extends from our Pre-Prep to our past pupils and we believe that our school family provides an unsurpassed foundation for academic and personal growth. We think of this as “*The Wallace Way*”.

We should be very proud of our Wallace Men and our Wallace Women who leave this school ready for the world of under-graduate study, ready to be active contributors to the economy, caring members of our community and shining a very bright light for this fine school with their “can do” attitude.

For yet another year, the school, achieved record-breaking A level results by raising the A\* - C once more to 88%. A minimum of three A\* grades was achieved by five students, 29 students attained a minimum of three A\*/A grades and a further 15 a minimum of two A\*/A grades. We were thrilled when Kirsty Dawson and Julie Yeow secured their Oxbridge places. Kirsty is reading Natural Sciences at King’s College, Cambridge, and Julie is reading Engineering at Lincoln College, Oxford. Hannah Patterson, following her gap year, is reading Music at Saint John’s, Cambridge.

At AS level, in keeping with national trends, the majority of students opted to study three subjects and a significant number of last year’s top

In 2020, we will celebrate the 140th anniversary of the school and plans are already under way for a variety of events during the year. We are delighted that since the celebration of the bi-centennial of Sir Richard’s birth in 2018, both the city of Lisburn and the school have continued to build links with the Wallace Collection in London. We are honoured to include in this prospectus a contribution from Suzanne Higgott, author of “*The Most Fortunate Man Of His Day*”, an inspiring account of Sir Richard as connoisseur, collector and philanthropist. We are proud to think of this school as the living legacy of its inspirational, philanthropic founder. I hope you will enjoy reading this prospectus which celebrates the achievements of our pupils and commemorates our unique history.



THE WALLACE HIGH SCHOOL LEADERSHIP TEAM



## Grammar School

### **Inspection Findings 2015-16**

In 2015, the school was evaluated overall as “very good” with “outstanding” leadership.

### **May 2018 Report of a Sustaining Improvement Inspection**

“In discussions with the inspectors, the pupils were confident and highly motivated; they spoke very positively about their active involvement in the life and work of the school and the academic and pastoral support they receive from their teachers.”

“Wallace High School Preparatory Department continues to demonstrate a high level of capacity for sustained self-improvement in the interests of the children.”

## Pre-Preparatory Department

### **May 2018 Early Years Inspection by Inspectors from the Early Years Team (South-Eastern Health and Social Care Trust)**

The inspectors praised the “dedicated staff” who “provide a wealth of enjoyable learning opportunities to meet the educational needs of the children within a safe and nurturing environment”.

# INSPECTION FINDINGS

SERVING OUR PUPILS WITH EXCELLENCE

“There is clear evidence of well-planned and targeted improvement work, implemented effectively by the senior leadership team in meeting the needs of all pupils. Consequently, the pupils continue to achieve excellent outcomes in public examinations at Key Stage 4 and post-16.”

## Preparatory Department

In May 2013, the school was evaluated overall as “very good”.

### **June 2016 Report of a Sustaining Improvement Inspection**

“All of the lessons observed during the sustaining improvement inspection were good in progressing learning and a majority were very good.”











“Mr Wallace...finding himself suddenly so wealthy he set himself to invest his wealth... in that peculiarly English fashion of what is called “doing good”. He is now as well known and as popular in London as in Paris... he is on the



# A CULTURE OF KINDNESS

whole as good a man as the best of those who have lately been adopted into the ranks of the English aristocracy.”

*(This description of Sir Richard was published in Vanity Fair, 29th November 1873 in the “Statesmen” series, no.160.)*

There is a difference between surviving and thriving. At Wallace, we want our pupils to thrive and we believe that pupils who thrive are pupils who are happy, secure and invigorated by the school environment. Our school was founded by a famous philanthropist whose legacy to

Lisburn is incalculable. Desiring to honour our founder’s spirit, we believe that we all have a responsibility to play a full and active part in society. We are conscious that the attitudes pupils develop and hold at this stage will

**“...do right, not altogether because you hope to gain something by it, but because it is your duty.”**

SIR RICHARD WALLACE

remain with them throughout adulthood and we aim to foster a culture in which our pupils appreciate their responsibility to each other and to society at large. We encourage tolerance, mutual respect and a sense of family where the aspirations, enthusiasms and needs of each family member can be acknowledged and supported.

Our school systems are built around our desire to foster close bonds and networks. Our pupils are supported in each Year Group by a Head of Year and an Assistant Head of Year, a level of pastoral support unequalled in the majority of schools. Our school Houses allow intra-year activities to flourish and the high level of pupil participation in sports creates natural opportunities for coaching and mentoring. Charitable activities are central to school life in Wallace providing pupils with regular opportunities to reflect upon their own privileged position and to support others both at home and abroad.

At the core of our school is the belief in the importance of the individual. We are committed to providing a school community in which individuals are empowered to reach their own potential and also find pleasure in seeing others reach their goals. Courtesy, co-operation and compassion represent a core triad of values which underpin Wallace life.

## SPORT FOR ALL

Wallace pupils are encouraged to understand the links between a healthy mind and a healthy body. Mindful of the positive impact of sport in building both self-esteem and team spirit, we encourage our pupils to take part in both individual and team events.

We are immensely proud of the commitment of our staff to sports in Wallace. Our specialist PE teachers are supported by teachers from a range of departments within the

the remarkable sporting feat of “doing the double” in boys’ hockey when we defeated Sullivan Upper in the final of the McCullough Cup in December. We met the same doughty opponents in the final of the John Minnis Burney Cup at Stormont and triumphed again after nail-biting penalty run-ins! At under 15 XI level, our boys secured victory in the Richardson Cup with a 3-0 victory over Campbell College. Our much-loved “smurf turf” and the outstanding facilities provided by our Strength and Conditioning Suite continue to inspire our students to strive for the highest of standards in competition and fitness. We continue to

named as the NatWest 6 Nations Player of the Championship. In 2019, he was part of the Irish team competing in the Rugby World Cup in Japan when, for the seventh time, Ireland reached the quarter-finals. Chris Henry, recently retired from professional rugby, was frequently seen on our TV screens during the World Cup offering analyses of the games.

Team games are the backbone of sporting activity in all schools but, in keeping with our aims of celebrating success, our school social media provides up-to-date information on individual sports. Lisburn can be proud of

# COMMITMENT

school and by specialist external coaches who have a long-standing link to the school. The successes of so many of our former pupils at provincial and international level are a source of constant inspiration. Our majority sports are rugby, hockey (boys and girls), netball, badminton and cricket but there are also opportunities to become involved in athletics, the equestrian team, golf, judo, swimming and tennis at both team and individual levels. Our coaches are committed to all our teams and gain immense satisfaction from seeing pupils develop their confidence and skills. In 2018/19, our 1st XI achieved

watch with immense pride the careers of former pupils who are playing on the international stages of hockey and rugby. Sean Murray and Matthew Nelson are members of the Irish senior hockey team and were part of the squad which contested the World Cup in India. In the 2018 NatWest 6 Nations, Jacob Stockdale wrote his name in the history book of what is often called “Rugby’s Greatest Championship” by breaking the try-scoring record and becoming the first player in more than 100 years to have scored multiple tries in three consecutive Championship matches. His reward was to be

the achievements, commitment and enthusiasm of so many young people in gymnastics, judo and martial arts.

Our Honours Boards, photo gallery and up-to-date Captains’ boards demonstrate our passion for participation and success. We hope they inspire young visitors in particular to commit themselves to the disciplines of competition and training as we know the transferrable value of such disciplined effort.





PHOTO: CHARLES BEAUMONT











At Wallace we believe in empowering our pupils. The pupil voice is valued at Wallace. We believe that providing roles of responsibility for our young people in our community helps their confidence, develops skills for future life and engenders a spirit of loyalty to the school.

### **Senior Prefects**

The Senior Prefect Team is comprised of the Head Boy, Head Girl and their deputies. The Senior Prefect Team meets on a weekly basis with the Senior Management of the school and forms a key layer of communication between staff and pupils. They organise duty rotas for the prefects, support the work of the school at events and act as ambassadors and role models.

### **House Captains**

These young people and their deputies lead the work of the six Houses in co-operation with Miss Alana Frey and Mr David Simpson. The House system seeks to support pupils in a complementary fashion to that of the Year Group System as our Houses engender a sense of belonging and healthy competition. In contrast to most of the school's activities and

# PUPIL LEADERSHIP

### **School Council**

Our School Council is an invaluable introduction to the workings of democracy. Each class selects two representatives for a Year Council, chaired by the Assistant Head of Year. Each of these councils elects two of its members to the Executive Council chaired by the Vice-Principal (Pastoral). We believe these formal procedures give our pupils an invaluable insight into the factors which govern decision-making at a whole school level. Each Year Council contributes members to a Canteen Committee who meet with the Canteen Manager and the Year Councils are also supporting the Leadership Team's work by considering the expansion of the Rewards System and our Anti-Bullying Charter.

### **Prefects**

Mr Ian Latham, who is responsible for the prefects, has created an innovative new model for the prefects who provide daily practical and administrative support to staff by completing a range of duties before, during and after school in a range of locations around school. Each prefect also belongs to a designated team which are as follows:

- Sport
- Music
- iLeaders
- Primary School Liaison
- Preparatory Department
- Careers
- Pastoral
- Library
- Charity
- School Spirit.

systems which are year-based, they actively promote intra-year relationships creating a closely knit school family.

### **Sports Captains**

As part of our focus on "*The Wallace Way*" (by which we mean the distinctive way in which we as a school communicate our ethos), we have a training scheme for Team Captains. The Principal, supported by other members of the Leadership Team, meets with Team Captains at all levels and encourages them to participate in a process of self-evaluation using resources and strategies drawn from highly-regarded models. Team Captains are encouraged to reflect upon the culture of competition and upon the responsibility of their role in guiding others to understand what is expected of teams representing the school week by week.











Wallace pupils have frequent and varied opportunities to widen their horizons.

The school's commitment to the charity Asha offers a selected group of students a life-changing insight into life in India and, in particular, life in the slums of Delhi and the materially impoverished communities there. The charity's name means "hope" in Hindi, a link not lost upon a school whose motto is Esperance! The 2018 team of students visited the Mayapuri slum in late October/early November taking with them an astonishing

2018-19 saw the traditional sports-related trips and tours to a range of venues as homespun as Limavady (Year 8 Rugby) and as exciting as the USA for



the annual ski trip. Pupils had the opportunity to visit Iceland (Geography), the USA (History and Politics) and Europe (Modern Languages) with their peers whilst individual students participated in projects in European countries. Our wide range of extra-curricular provision means that opportunities also present themselves locally and our pupils participated in a wide range of competitions and events in Belfast and province-wide. Current Year 12 students, Samantha Todd and Emma Turner entered the Aberdeen Angus Youth Challenge taking as their theme "Women

# OPPORTUNITY

sum of £16,500. As part of our commemorations of the life of our distinguished founder, Sir Richard Wallace, we have funded water filters to increase the provision of clean water in the Mayapuri slum thus mirroring the tradition of Wallace fountains around the globe. Since the return of the 2018 team, the school has hosted two visits by Mr Freddie Martin, Director of Asha, and Asha graduates. We were delighted to see a film showing the distribution of the water filters we had sponsored.

**"The 2018 team of students visited the Mayapuri slum in late October/early November taking with them an astonishing sum of £16,500."**

in Agriculture". The girls are currently in the final of the competition which involves raising the Angus calves they won in the semi-final! Funds were raised for local charity Fields of Life as pupils attempted to name the calves. The Preparatory Department and the Houses each have a calf assigned to them. Two of the calves even made an appearance on Sports Day and their pictures are proudly displayed on the House notice boards.



















## CHARITY

Charity is at the very heart of Wallace life. To some, Sir Richard is known best as a lover of fine art as his decision to donate “a vast assemblage of fine and decorative art” has been described by the distinguished art critic Richard Dormant as “surely one of the most significant acts of philanthropy in British history”.

which aspires to bring clean drinking water to those who have none. The goal is to improve the access to clean water in the Mayapuri Slum, New Delhi. This inspirational project will save lives as on a regular basis people die of malaria, dengue and chikunya which are all linked to the insanitary conditions. To date, over £5,000 has been donated to this project.

2018-19 saw Wallace become the first school in Northern Ireland to organise a Mud Run for students. The A2 PE class and

**“I am delighted to tell you that Wallace High School is officially the top fund-raising school for Cancer Fund for Children. We are so indebted to the school for its commitment.”**

EXTRACT FROM A LETTER FROM  
REBECCA OATES, SCHOOLS' WORKER,  
CANCER FUND FOR CHILDREN

fund-raiser (£250) and helped us make 2018-19 a truly remarkable year for fundraising. Aside from our legacy charities, Asha and Cancer Fund for Children, we have donated to Children in Need, the Wings Appeal, the Poppy Appeal, Pancreatic Cancer, Crohn's and Colitis NI, Marie Curie and Macmillan Cancer support. In the school year 2018-19, we placed particular emphasis on supporting medical charities which have programmes supporting young sufferers and students who have these conditions which played a leading role in raising awareness and championing the cause. Ruth Stewart gave a series of inspiring assemblies on Crohn's and Colitis and really championed the cause in Wallace. We have also contributed goods to collections for Operation Christmas Child, the Lisburn Food Bank and the Women's Refuge. Students have also offered practical assistance by collecting for the Great Daffodil Appeal (Marie Curie) even to the extent of wearing the silly hats and supported a bag pack for Home Start.

# RESPECT

Even more inspirational is the story of Sir Richard's involvement in the Siege of Paris when he organised two full-scale ambulances to operate during the siege. One was to serve French wounded and, the second, “for the benefit of sick and destitute Britons”. By the end of the Siege of Paris, it was estimated he had privately contributed as much as 2.5 million francs to the poor and needy of the city. He received the Légion d'Honneur for his efforts. In 1872, he donated 50 drinking fountains, which bear the name Wallace, to Paris and to Lisburn and some can still be seen today.

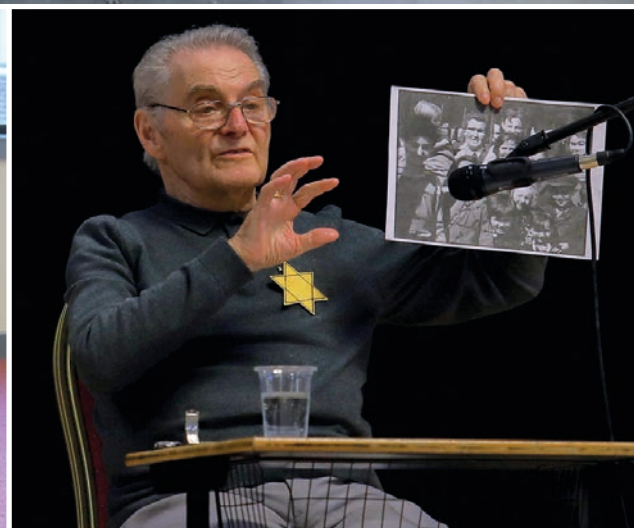
In 2018, the Wallace team visiting India took £16,500 with them for the work of Asha and, in memory of our founder, we launched the Wallace Delhi Hope Project

their teacher, Mr Ian Latham, were responsible for this “filthy and utterly awesome” fund-raiser. We were greatly assisted by Rebecca Oates (Schools' Worker Cancer Fund for Children) who was instrumental in persuading the specialist provider that a school could safely be involved in such an event! On a sunny (phew!) February day, we descended in our droves on Castlewellan Forest Park and hundreds of students, accompanied by some fitter staff, completed the circuit revelling in the conditions. The final total of £7,300 exceeded all expectations with Year 8 pupil, Josh Bickerstaff, being the top

**“The event was a real tough test.”**

MR GARETH KIDD, PE TEACHER













## SPECIAL EDUCATIONAL NEEDS (SEN)

### SEN Support

We are conscious that pupils bring to school individual experiences, histories, interests and strengths which impact on their learning. In planning to meet these diverse needs, the school will encourage all pupils to appreciate and respect difference in others, arising from whatever source. We recognise that some students will come to Wallace with a SEN whilst others will be identified as having such a need during their time here. We are committed to helping pupils overcome barriers to learning and assessment and our model is an inclusive one, fostering a sense of integration, as all pupils are consistently involved in target-setting exercises thus enabling pupils to set their own goals. Heads of Department are expected to provide departmental policies, support and subject-specific targets for SEN pupils and to liaise with Heads of Year in modifying provision for individual pupils.

The school makes full use of the support services offered by the Education Authority (EA) and external agencies, as appropriate. At all times, we strive to maintain the dignity of the pupil and to work in co-operation with his or her parents. Two of our Senior Teachers, Miss Gracey and Mr McKnight, are fully qualified as Specialist Assessors for Access Arrangements and registered with the British Psychological Society.

The current political situation means continued delay in the implementation of the new Code of Practice.

“The line of inquiry during the SII was to evaluate how the school uses qualitative and quantitative data to meet the needs of all pupils, including those with social, emotional and behavioural difficulties and additional learning needs.”

“There is clear evidence of well-planned and targeted improvement work, implemented effectively by the senior leadership team in meeting the needs of all pupils. Consequently, the pupils continue to achieve excellent outcomes in public examinations at Key Stage 4 and post-16.”

SUSTAINING IMPROVEMENT INSPECTION, MAY 2018



CELEBRATING

140

SIR RICHARD WALLACE  
A LIVING LEGACY



We know nothing about Sir Richard Wallace's own schooling, but his passion for education and dedication to its pursuit through philanthropy are still bearing fruit today. Two examples of which he would undoubtedly be immensely proud are Wallace High School, which he founded in 1880, and the Wallace Collection in London, the internationally renowned art collection that was bequeathed to the British nation by his widow, Lady Wallace, in 1897, undoubtedly in fulfilment of his wishes. These two great institutions have forged close links in recent years, perfectly exemplifying a cause close to Sir Richard's heart: education through art.



Sir Richard was a keenly empathetic man with a playful sense of humour. Born in obscure circumstances in London in 1818, he was taken into the care of the 3rd Marchioness of Hertford in Paris in 1825. On the death of her son, the 4th Marquess of Hertford, in 1870, he inherited great wealth and a fabulous art collection. He threw himself into philanthropic activity, for which Queen Victoria awarded

# THE SIR PHILANTHROPE







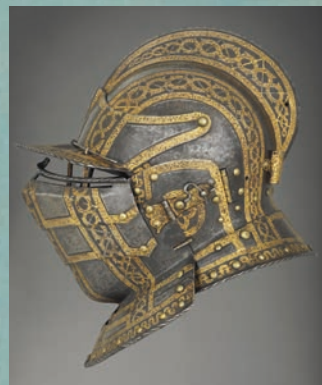
him a baronetcy. A distinguished connoisseur, he particularly appreciated medieval and Renaissance decorative arts. He supported initiatives to help the poor, the homeless and refugees.

An extract from a speech given by Sir Richard to pupils at a school in Suffolk in 1875 expounds his ethos: "When at school, a daily round of work is perhaps required of you with an exactness which may at times be irksome, but you must not allow the feeling to grow upon you. What is required of you is a duty, and you should not shrink from it; for, if you want to

grow up fit to do the work which will fall to your share, you must try and get into the habit of doing well now, remembering always that by working well in youth you are only preparing yourself for your future place in life. ...do right, not

altogether because you hope to gain something by it, but because it is your duty. Copy the example set you here, and, believe me, your school days will be the happiest you will have all your life through".

**Suzanne Higgott** MA FSA Curator of Glass, Limoges Painted Enamels, Earthenwares and early Furniture at the Wallace Collection, Hertford House, London





## GIFTED AND TALENTED

As a selective school, we acknowledge that within our school family are those whose abilities are so remarkable that they need additional enrichment activities.

Gifted and Talented pupils are recognised as a group within Special Educational Needs (SEN) and our commitment to them is shown by our provision of a Gifted and Talented Co-ordinator, Mr Neal McKnight, who works in close co-operation with fellow Senior Teacher/SENCo, Miss Heather



example of an extension activity. The Geography Department has enjoyed great success in a number of competitions and Biology Week is a real crowd pleaser. Mrs Charis Elliott supported our A level mathematicians in their preparations for the

## DIGITAL TECHNOLOGY

Wallace continues to be at the forefront of innovative provision in ICT in Northern Ireland. Our reputation for excellence in this area continues to reach far beyond our locality. We respond to academic queries from around the globe on a regular basis. Committed to stretching ourselves, our teachers have a PRSD objective based around the use of apps; our Erasmus+ project was based around digital technology and our expert technicians created our own Wallace High Campus. Wallace students continue to excel in the CCEA A Level in Software Systems

# EXCELLENCE

Gracey and Heads of Department. We have a well-established relationship with Villiers Park and many of our students who attend one of these residentials proceed to Oxbridge applications. During the summer of 2019, a number of Year 13 Wallace students attended summer residential and Gifted and Talented programmes at UUJ, the University of Dundee, Oxford and Cambridge. Several Year 14 students gained unconditional offers. Our provision is not solely at Key Stage 5 as every effort is made to offer interesting enrichment activities in both Key Stage 3 and Key Stage 4 through competitions, courses and online extension materials and activities. The Entwined Histories Project continues to be an enriching

UK Mathematics Trust Senior Challenge competition and they reached the national finals in London. Three of our Year 13 Politics students (Esther Follis, Olivia Palmer and Anna Brown) won a prestigious national video competition organised by the Political Studies association on the topic "Brexit: What does it mean to me?" The girls travelled to London for the final judging and were crowned outright winners by a panel including John Bercow, the then Speaker of the House of Commons.



Development and we are continuing to forge links with the ICT industry in Northern Ireland. We were honoured to feature in the EdTech 50 Awards for Excellence in the use of ICT.

The school has a rich social media presence. Departments have their own Twitter accounts, a live feed of sports matches is available for fans, a Facebook page is accessible to pupils, former pupils and friends of the school and the school's website is a digital archive of our achievements as a school. Pupils have the opportunity to participate in a number of extra-curricular clubs linked to digital technology. Our classrooms continue to be characterised by constant experimentation with new apps. Our iLeaders scheme enables pupils to act as mentors for others whilst the "self-service" facility on our school system allows swift access to a wide range of apps.











## MUSIC

### Music Tuition

The Music Department offers instrumental and voice tuition in a wide range of areas and we are delighted by the very high uptake of lessons in the following areas:

- Upper strings: Violin and Viola
- Lower strings: Cello and Double Bass
- Woodwind: Flute, Clarinet and Double Bass
- Brass: Trumpet, Trombone, French Horn and Tuba (Brass Band included)
- Percussion: Drum Kit and Orchestral Percussion
- Guitar: Classical and Electric, Electric Bass
- Voice: Soprano to Bass;
- Piano: Jazz Piano, Classical Piano, Organ.

The generous funding of the Hadden Bursaries by Mrs Celia Gourley enables us to offer additional provision to students.

The Music Department has two specialist teachers: Mr David Falconer (Head of Music) and Miss Chelsea Pascoe. The Department is also fortunate in gaining from the enthusiasm and expertise of Mr Steven Alexander (Senior Teacher and Head of Mathematics)



and Mrs Wendy Davison (Physics) who are both classically trained instrumentalists. We also have a number of outstanding instrumental tutors and are delighted to have two of our own former pupils, Zoe Jackson and Ryan Garnham, working with us.

Our junior choir Cantabile continues to be one of the most popular of our extra-curricular groups and our seniors perform in both Capella and the Honours Choir. Such is the reputation of our choirs that our students are often invited to perform at events organised by Lisburn and Castlereagh Council and we continue to maintain a special relationship with Parkview Special School.

Hannah Patterson (2018 leaver) commenced her studies at Saint John's, Cambridge following her gap year and was the grateful recipient of the Hadden Bursary.







## Careers Education, Information and Guidance

Keenly aware of the moral responsibility of guiding our young people towards future careers in an increasingly uncertain world, we begin Careers Education in Key Stage 3 with the Employability strand of Learning for Life and Work. Prior to subject selection for GCSE, pupils have careers interviews and attend a Careers Workshop in the Lisburn Area Learning Community. In Year 12, prior to AS subject choices, pupils attend a Careers Convention and benefit from an interview with the Careers Service. Pupils with a SEN meet with a specialist member of the Careers Service. Work experience is in Year 13 and throughout the period of AS and A2 study, pupils have access to experienced external specialists.

**“...the teaching of the staff in Wallace prepared me for what Cambridge had in store. The work ethic that I had gained at Wallace definitely helped me cope with the intense eight week term with six teaching days a week.”**

KIRSTY DAWSON COMMENTING ON HER FIRST TERM

## Mock interviews

The school offers a comprehensive mock interview scheme. We are grateful for the assistance offered to us by parents, the Rotary Club and past pupils in facilitating this process. Students are given comprehensive feedback on their performance and the process is audited annually. The school also provides specialist preparation and interviews for students applying for teacher training, dentistry, medicine and Oxbridge. We also offer Oxbridge applicants the opportunity to meet up with former pupils currently studying in Oxford and Cambridge as undergraduates and postgraduates.

## Past Pupils' Association

Following a request to our database of past pupils, we were delighted when a significant number of past pupils demonstrated interest in supporting and expanding our provision. We hope to be able to draw more fully upon the varied and valuable professional experiences of our past pupils, as their successes are an inspirational example to current pupils.



















## Young Enterprise

The school has long been a Centre for Excellence for Young Enterprise and our Link Teacher, Ms Karen Neill, has guided our pupils to remarkable levels of success in the competition over many years. The Young Enterprise Company Programme gives students in Year 13 the opportunity to set up and run a business. Students have the opportunity to learn about the roles and responsibilities which exist within businesses and the whole experience is invaluable, providing outstanding opportunities for creative and collaborative thinking coupled with administrative skills. In 2018-19, Wallace had five companies: Satisfactory Street, Flow Blue, Innov8 Youth, Kiss and Fusion Bottles. At the Young Enterprise Big Market, Flow Blue achieved runner-up in Best Overall Company and also won Customer Service Award at the SEAB Trade Fair in Bloomfield Shopping Centre. Fusion Bottles, Kiss Straws and Innov8 Youth were all placed in at least one event in the Young Enterprise calendar.

In 2019-20, we have four companies: Sea Straws, Life Cycle, Night Lights and Sweets R Us.

## Rotary Interact

The school has a vibrant and flourishing group overseen by Mrs Weir and Mrs Dumigan. Through a range of charitable activities, the group raises funds for a local and an international cause each year. Since its inception, it has developed its own traditions which add to our school's character. The face painting teams have developed a range of looks varying from charming to intimidatory (think Braveheart!) and the singing Christmas elves delivering candy canes add to the festivities at the end of term. In keeping with the ideals of the Rotary movement, pupils are encouraged to serve others, an aim which complements our founder's legacy. The group also provides opportunities for meaningful student leadership as the events are planned, presented and reviewed by the student members.





# CURRICULUM

## 2019-20

The Curriculum Policy is approved by the Board of Governors and implemented and delivered by the Principal and staff of the school.

The policy is developed by the Leadership Team in consultation with the staff. The curriculum meets statutory requirements as identified by DENI.

In order to meet current and anticipated statutory requirements, together with meeting the needs and aspirations of the pupils, the school curriculum is reviewed annually and proposed updates are brought to the Education Committee of the Board of Governors and the full Board, in turn for approval.

### GCSE Curriculum Rationale

All pupils will follow the core curriculum of English, English Literature, Religious Studies (Short Course) and Mathematics. Pupils will select a number of additional GCSEs from the option blocks as indicated in the subject choice letter.

### Further Mathematics GCSE

The top 70 candidates in the Year 10 summer Mathematics examination will be offered the opportunity to study GCSE Further Mathematics. This involves an extra single period of Mathematics in lieu of one period of non-exam PE.

### Religious Studies GCSE

The Religious Studies course is an introduction to Christian ethics exploring personal and family issues, matters of life and death, care for the environment, equality, war and peace. Studying these themes can enhance personal, social and cultural development. It is an opportunity to reflect on and develop values, opinions and attitudes. Since September 2014, all pupils study RS Short course modules in Year 11 and the full course modules in Year 12.

Pupils will sit the appropriate GCSE examination at the end of both Year 11 and Year 12. Each examination lasts 90 minutes.



### Junior School Curriculum Period Allocation

	Year 8	Year 9	Year 10
English	5	4	6
Maths	6	5	6
French	4	4	4
History	3	4	4
Geography	3	4	4
Art	2	2	2
Music	2	1	1
RE	2	2	1
Technology	2	2	2
HE	2	2	2
LLW	1	1	1
PE	1	1	1
Games	2	2	2
Drama	2		
Reading for Pleasure	1	1	
Physics	2	2	2
Chemistry	2	2	2
Biology	2	2	2
Computer Programming	1	1	
German/ Spanish		3	3











## GCSE Curriculum (KS4 Year 11/12)

English (7) Maths (6/7) RE (3) LLW (1) Games (2) PE (1/2) Groups (4)

The top 70 pupils in the Summer Year 10 Mathematics examination are offered GCSE Further Mathematics.

Pupils choose one subject from each option group. Subjects in **bold** are new 2020-2021

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
<b>Agriculture &amp; Land Use</b> Biology Chemistry <b>Motor Vehicle &amp; Road User Studies</b> Physics	Art Bus Studies Food and Nutrition Geography History Journalism Technology	Biology <b>Business Coms</b> History Food and Nutrition Music PE Physics	Biology Bus Studies Chemistry Digital Technology Geography Technology	Art Chemistry French Geography History MIA Physics	Digital Tech French German <b>Leisure and Tourism</b> Spanish

Please note Digital Technology is the new name for ICT.

Choose **ONE** subject from each option box and enter it in the appropriate column below.

## Sixth Form Curriculum

(Nine periods per subject)

Pupils choose one subject per option block.

A	B	C	D
Biology Computing / SSD English Literature French Digital Technology Mathematics PE (Extended Cert.)* Religious Studies	Accelerated Maths Biology Economics Geography German History Mathematics Moving Image Arts	Art Biology Chemistry English Literature Nutrition & Food Science Politics Technology Music PE (Diploma)**	Business Studies Chemistry Geography History Digital Technology Physics Spanish Health & Social Care

\* BTEC Extended Certificate (equivalent to a single A-level)

\*\*BTEC Diploma (equivalent to two A-levels). Pupils must also select the Extended Certificate PE in block A.

## Other courses

### 1 Enrichment Programme

- Young Enterprise
- Computer Programming
- European Studies
- Health
- Japanese
- Cooking
- RE
- Primary Liaison

### 2 Games

### A-Z Sports

- Athletics
- Badminton
- Cricket
- Cross-Country
- Equestrian
- Golf
- Hockey
- Netball
- Rugby
- Skiing
- Squash
- Swimming
- Tennis

All information correct at the time of going to press but may be subject to amendment



# To Parents/Guardians naming The Wallace High School as a preference on your child's Transfer Form.

## **Entrance Test Results**

Please ensure that you attach original "Notification of Result" to your child's Transfer Form. This contains your child's AQE score and candidate number. The Admissions Committee will be unable to consider the application if either a photocopy is attached or the information is omitted. The original document only will be acceptable.

## **Verification of non-Academic Stage 2 criteria**

Please ensure that where reference is made to another child of the family who is currently a pupil or an ex-pupil, his/her name should be included on the Transfer Form with, if relevant, the current year group, class set or in the case of an ex-pupil, the year the pupil left. In respect of a reference to a parent who was a pupil of the School the name of the parent at the time of attendance and the date he/she left the School must be included. This information

will be accepted either on the transfer form or as a separate attachment.

## **Special Circumstances and/or Special Provision**

If you are making a claim for your child to be considered under Special Circumstances or Special Provision, please note that you are required to:

- (1) present all such information as you consider will assist the Admissions Committee of the Board of Governors in determining if Special Circumstances/Special Provision apply; and
- (2) attach all such information to the Transfer Form.

**Further details can be found in the Section "Special Circumstances and Special Provision" see Appendix 1.**

# ADMISSIONS

As the School is a voluntary grammar school, a mandatory capital fee of £140 per annum is currently charged. This is reduced to £70 for the third and subsequent children in a family. This money is used to help finance new school buildings and equipment. Parents are asked to make an additional voluntary contribution of between £80 and £250 to support whole school initiatives and general upkeep of the buildings and grounds. The School's "Charges and Remissions Policy" outlines optional extras of which parents may avail for their children. It can be found at [www.wallacehigh.org](http://www.wallacehigh.org).

## **Respective functions of the Board of Governors and Principal in relation to Admissions to the School**

Selection of the intake for Year 8 has been delegated by the Board of Governors to an Admissions Committee appointed by the Board of Governors.

## **Admissions criteria**

The School is a co-educational, non-denominational, Voluntary Grammar School. The School's enrolment number is 1160 and its admissions number is 170. For transfer to Year 8 the Admissions Committee of the Board of Governors will consider, in the first instance, those children who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE) and who have been awarded a mark in the form of a standardised score. Information on this test is available from the School or on the AQE website [www.aqe.org.uk](http://www.aqe.org.uk)

It should be noted that the Admissions Committee of the Board of Governors will not take into account the position of preference given, to the School, by the applicant on the transfer form. An application from a child who has placed the School second in order of preference, and who has not been offered a place in the school of first choice, will be considered in the same way as all first preference applications to the School.

It is the responsibility of the parents of the child applying to ensure that all relevant information is made available to the School.

Applications for Special Circumstances and Special Provisions will be considered first and equally with all applications (see Appendix 1).



It should also be noted that children resident in Northern Ireland at the time of their proposed admission must be admitted before any child not so resident.

The process for admissions, should the School have more applicants than places available, is as below:

Allocation of places by the Admissions Committee of the Board of Governors will be made in two stages:

### Stage 1

The results of the CEA will be reported as a standardised score out of a maximum of 140.

The standardised scores of all applicants will be placed in rank order and banded in ranges of a score of 5. Higher scores will precede lower scores i.e.

**140 – 136** being the first band,  
**135 – 131** the second band,  
**130 – 126** the third band,  
**125 – 121** the fourth band,  
**120 – 116** the fifth band,  
**115 – 111** the sixth band,  
**110 – 106** the seventh band,  
**105 – 101** the eighth band, and so on in ranges of a score of 5.

Places will be allocated to all the applicants in the bands above the band containing the 170th applicant.

### Stage 2

The remaining places will be allocated from the applicants in the band containing the 170th applicant by applying, in order, the criteria below:

- a) children who are attending the Preparatory Department of the School;
- b) children who have a child of the family enrolled in the School on the date of transfer;
- c) children whose twin or triplet sibling(s) has (have) already been admitted to the School;
- d) children who have a child of the family who attended the School;
- e) children who have a parent who was a pupil of the School;

- f) children who are transferring from primary schools from which the School has received pupils within the last five years (see accompanying list) and who are the elder/eldest children in their respective families or who are the first in the family to transfer to a mainstream school or who are the only child in their family;
- g) other children who are transferring from primary schools from which the School has received pupils within the last five years (see accompanying list);
- h) children \*entitled to free school meals at the time of application. \* “entitled to free school meals” will mean children who are listed on the Education Authority register as entitled to free school meals at the date on which their parent has signed their post-primary Transfer Form. If a child becomes eligible subsequent to this but prior to the final publication by the Board of Governors of allocated places, i.e. Friday 24 April 2020, the parent must inform the school so that this criterion can be applied to the application; and
- i) random computer generated tie-breaker. The following random selection process, as determined by the Board of Governors and overseen by the Admissions Committee, shall be applied to determine the remaining applications to be accepted:

- each application to be considered at this stage is allocated a random number electronically generated within Microsoft Excel; and
- the applications are then ranked in order of the random number with higher numbers having preference.

## Appendix 1

Guidelines on the arrangements for Special Circumstances and Special Provision.

“Explanation of Special Circumstances and Special Provision.”

*The purpose of a claim for Special Circumstances and/or Special Provision is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA, under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provision consists of two parts. The first requires the consideration of whether there is, in the judgement of the Admissions Committee of the Board of Governors, sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provision, or both. If a child is permitted to be considered as having Special Circumstances or as attracting Special Provision or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Admissions Committee of the Board of Governors so that a mark equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.*

*It is for parents to present all such material as they consider will assist the Admissions Committee of the Board of Governors in performing both parts of the consideration described above. It should be noted by parents that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.*





### Special Circumstances

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the CEA and which are supported by documentary evidence of a medical or other appropriate nature. These “medical or other problems” are commonly referred to as “Special Circumstances”.

Parents who wish to apply to the School under Special Circumstances **must** complete Form SC19 obtainable from the School or AQE, and attach it with appropriate documentary evidence to the Transfer Form, as detailed below.

### Details of Medical or Other Problems

Where it is claimed that a child’s performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC19 precise details of the problem and must append evidence to corroborate its existence.

Where the problem is a medical one of short-term duration, which

affected the child only at the time of the CEA, the Admissions Committee of the Board of Governors will give greater weight to evidence that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature, the parents should append appropriate evidence. It should be noted that in all cases, independent evidence will carry greater weight.

### Educational Evidence

Objective documentary evidence must be provided by the parents. This should include the score achieved in the CEA and, where they exist, the results for the child of any standardised test(s) conducted in Year 5, Year 6 and Year 7, and the results in any end-of-year tests in English and Mathematics in Year 5 and Year 6.

It would be useful for the Admissions Committee of the Board of Governors to have additional comparative information from the primary school. This should include the results (without names) for other children in the child’s Year 7 class of any standardised tests conducted in

Year 5, Year 6 and Year 7, and the results in any end-of-year tests in English and Mathematics in Year 5 and Year 6.

The Admissions Committee of the Board of Governors will consider the application for Special Circumstances. Where Special Circumstances are accepted, the Admissions Committee of the Board of Governors will determine, on the basis of the information available, a score for the child. Such children will then be considered with all other children who have received a CEA score and the admissions criteria applied.

### Special Provision

Parents can apply for Special Provision in respect of:

- i) children whose parents wish them to transfer from schools outside Northern Ireland;
- ii) children who have received more than half their primary education outside Northern Ireland; and
- iii) children, entered for the CEA, who because of unforeseen and serious medical or other problems were unable to participate in any of the assessments.



**Note: It is expected that all those seeking admission should sit the CEA, with the exception of those children who take up residence in Northern Ireland after September 2019.**

Parents who wish to apply to the School under Special Provision should contact the School as soon as possible. In addition, they should complete Form SC19, obtainable from the School or AQE ([www.aqe.org.uk](http://www.aqe.org.uk)), stating the precise reason why they believe the child is eligible for consideration under Special Provision and provide appropriate independent documentary evidence. A copy of SC19 and all the documentary evidence should be attached to the Transfer Form.

The Admissions Committee of the Board of Governors will consider the application for Special Provision. Where Special Provision is accepted, the following procedure will apply:

- the Admissions Committee of the Board of Governors will consider any assessment information, including the child's score in the CEA, if completed;

- the Admissions Committee of the Board of Governors will determine, on the basis of all available assessment information, an appropriate score for the child. The child will then be considered with all other children who have received a CEA score and the admissions criteria applied.

**Please note:**

It is recognised that some parents may feel that their child's case falls into more than one of the above categories. In this instance, all evidence within the relevant categories should be appended to Form SC19.

If an application is accepted by the Admissions Committee as meeting the criteria for (1) Special Provision and (2) Special Circumstances, it will be treated as follows:

**1. Special Provision**

If the application meets one or more of the three criteria as set out at Special Provision above, Educational Evidence (as defined above under the heading Educational Evidence) will be considered. A CEA score will then be assigned.

**2. Special Circumstances**

In respect of a further consideration of Special Circumstances as outlined above, Special Circumstances must be contemporaneous to the child sitting the AQE CEA tests. An additional consideration of the already assigned CEA score through Special Provision will not be considered unless there is contemporaneous evidence, which shows that all the educational evidence provided has been impacted by these Special Circumstances.

It is therefore, in respect of an application for both Special Provision and Special Circumstances, the responsibility of the parents to provide Educational Evidence (as defined above under the heading Educational Evidence).

The Admissions Committee of the Board of Governors will not adjust a mark solely on the basis of statements made but not supported by evidence.

The Information Commissioner's website [www.ico.gov.uk](http://www.ico.gov.uk) contains guidance for parents with regard to how to access information held by





schools in relation to their child. It is the responsibility of the parents to attach the requested information to Form SC19.

### Duty to verify

The Admissions Committee of the Board of Governors reserves the right to require additional information or evidence, for example, educational information, to determine, support or verify information on the Transfer Form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the School can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the School's Admissions Criteria is stated on the Transfer Form or attached to it.

In 2019, the school was oversubscribed in the band containing candidates with AQE Scores 101-105 and the non-academic Stage 2 criteria were applied. Criteria for admission to Years 9 onwards.

For applications for a place in years other than Year 8, parents must complete and return the Application for Admission form, available on [www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/](http://www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/)

The criteria used to establish a rank order of applications is published on [www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/](http://www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/)

Please refer to the School website for guidance on admission to Sixth Form.

### Primary Schools from which the School has received pupils in the last five years.

ANAHILT	LARGYMORE
BALLINDERRY	LISBURN CENTRAL
BALLYCARRICKMADDY	MAGHABERRY
BALLYMACASH	MARALIN VILLAGE
BALLYMACRICKETT	MCKINNEY (DUNDROD)
BALLYNAHINCH	MEADOW BRIDGE
BROOKLANDS	MOIRA
BROWNLEE	OAKWOOD INTEGRATED
CARNTALL	POND PARK
CARR	RIVERDALE
CARRICK	ROWANDALE INTEGRATED
CRANMORE INTEGRATED	SEYMOUR HILL
CRUMLIN	SPA
DOWNSHIRE	ST ALOYSIUS'
DROMARA	ST COLMAN'S
DROMORE CENTRAL	ST JOSEPH'S (CRUMLIN)
DUNMURRY	ST JOSEPH'S (LISBURN)
FAIRHILL	ST MARY'S (DERAMORE)
FINAGHY	STRANMILLIS
FORT HILL INTEGRATED	TONAGH
FRIENDS' PREP	VICTORIA COLLEGE PREP
HARMONY HILL	WALLACE PREP
KILLOWEN	WARINGSTOWN
KING'S PARK	WILLIAM PINKERTON MEMORIAL
KNOCKMORE	

### Waiting List Policy

If a vacancy arises and is to be filled during Year 8, the next applicant on the original transfer list rank order will be contacted. This list does not transfer automatically into applications for other year groups.

### Applications and Admissions

Year	Admissions No	Total Applications i.e. All Preferences	Total Admissions
2017/18	170	289	172*
2018/19	170	267	176**
2019/20	170	292	180***

\* Includes two SEN children

\*\* Includes five SEN children and one child admitted under ECB

\*\*\* Includes three SEN children, six additional spaces by DENI under Temporary Variation, and one child admitted under Appeal.











	Male	Female	Total	SEN
Year 12	94	87	181	11
Year 13	54	88	142	7
Year 14	61	69	130	9

	Number	%
Year 12 entered for 5+ GCSEs incl. GCSE English and Maths	181	100
Year 14 entered for 2+ A Levels	130	100
Year 14 entered for 3+ A Levels	130	100

# EXAMINATION RESULTS

	MALE %	FEMALE %	TOTAL %
	WHS	WHS	WHS
Year 12 achieving 5 or more GCSEs at Grades A* – C	91	99	95
Year 12 achieving 5 or more GCSEs at Grades A* – C (incl. GCSE English and Maths)	91	99	95
Year 12 FSML achieving 5 or more GCSEs at Grades A* – C (incl. GCSE English and Maths)	86	100	93
Year 12 Leavers achieving 5 or more GCSEs at Grades A* – C (incl. GCSE English and Maths)	77	90	80
Year 12 FSML Leavers achieving 5 or more GCSEs at Grades A* – C (incl. GCSE English and Maths)	75	100	80

	MALE %	FEMALE %	TOTAL %
	WHS	WHS	WHS
Year 14 achieving 2 or more A Levels at Grades A* – E (or equivalent)	100	100	100
Year 14 achieving 3 or more A Levels at Grades A* – C (or equivalent)	85	90	88



The affection of our former pupils for the school is a source of pride to the current Leadership Team, some of whom are now teaching their second generation of Wallace pupils!

In an attempt to engage more formally with a wider range of past pupils, the Old Girls' Association rebranded as a Past Pupils' Association. Past pupils living and working in London are in active contact with each other and we are working on plans for a reunion in another major city in 2020.



silent auction. We were especially indebted to Balloo Inns, Parson's Nose, for sponsoring our star prize of a private dinner for 6 people with Jacob Stockdale and Chris Henry. Other hotly contested items were

the Sports' Awards. We also enjoyed facilitating a very special family picture of Wallace hockey legends as cousins Jacob Hermon and Max Taylor were photographed with Max's father Jonny Taylor, and

# WIDER WALLACE

In February 2019, we held a highly successful black tie dinner in the evocative surroundings of the Titanic Hotel "*A Musical Night to Remember*". Attendees enjoyed an excellent meal and equally memorable musical entertainment provided by a jazz band, a classical trio, the Honours choir and distinguished past pupil, Zoe Jackson. The evening was expertly compered by past pupil and acclaimed sports presenter, Denise Watson. Denise also assisted with the very popular raffle and

a signed and framed shirt worn by Chris in his testimonial year, lunch for two on a luxury cruise ship and afternoon tea in the Wallace collection in London.

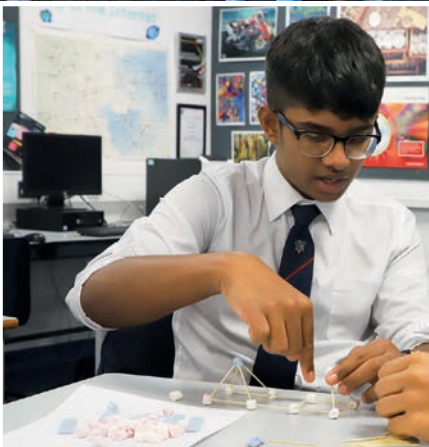
Popular PPA events included a gin-tasting evening, a style event with former pupil and award-winning personal stylist, Samara Briggs, and a dinner for ladies only. The success of our boys' hockey team in "doing the double" prompted us to re-unite a previous team of Wallace "hockey heroes" by inviting them along to

their grandfather, Mr Pelan. Each of them had helped Wallace hockey teams triumph in key competitions so (predictably) medals were on view! Timothy Haslett (former Deputy Head Boy) organised an evening called "lawyers@wallace" in the Merchant Hotel which proved very enjoyable.

All past pupils are encouraged to join the PPA via the School website. We hope there will be widespread interest in our 140th anniversary celebrations.











CELEBRATING  
**140**  
SIR RICHARD WALLACE  
A LIVING LEGACY



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