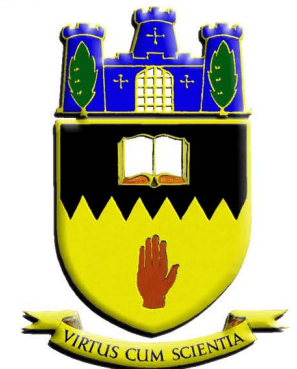
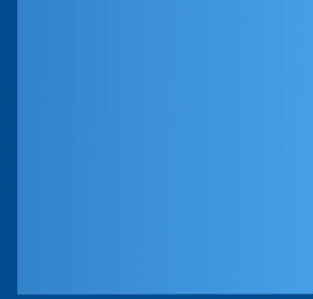


COOKSTOWN HIGH SCHOOL

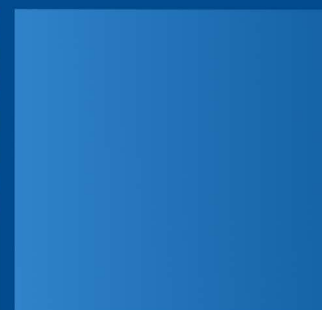
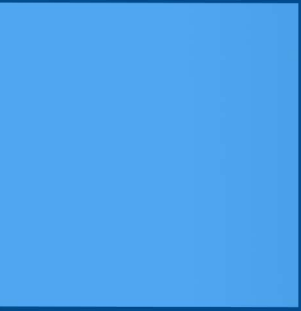
Combined Grammar and Secondary

PROSPECTUS 2024/25



CONTENTS

- 03 ... Principal's Welcome
- 04 ... Classification and Admissions
- 05 ... History and Development
- 06 ... Ethos, Aims and Mission
- 07 ... Grammar and Secondary
- 08 ... Pastoral Care
- 09 ... Uniform
- 10 ... Pupils helping Pupils
- 12 ... The School Day
- 14 ... Learning and Teaching
- 15 ... Learning Resource Centre
- 16 .. Careers Education
- 17 ... LSC
- 18 ... Extra Curricular Activities
- 19 ... Facilities
- 20 ... Exam Results
- 23 ... House System
- 24 ... Growth Mindset
- 26 ... Sixth Form
- 27 ... Leaver's Destinations



WELCOME



Cookstown High School is a place to be proud of. It is a place where traditional values are respected and high standards expected as we work to meet the needs of each learner and prepare them for the modern world.

Our motto sums up what we are about: *Virtus Cum Scientia* – Character Through Knowledge. We believe that good learning and teaching must develop sound character to equip young people for the challenges and opportunities of life.

We are passionate about preparing our learners for their future lives, and being a combined grammar and secondary school with a dedicated SEN Learning Support Centre means we can offer an education which best suits the individual needs of *all* the young people who come through our doors.

All our pupils are encouraged to succeed and we understand that each young person develops at a different rate. In our school those who perform very well academically are able to move into

the grammar school stream.

This ensures that no one's ability to succeed is limited at the age of eleven - an admissions test is not required to achieve a grammar education at CHS.

We are convinced that effective learning can only take place in a safe, secure and orderly environment. In this regard our first class pastoral care system plays a pivotal role.

We believe in the development of the whole person and that is why all our pupils are encouraged to work hard but also to engage in extracurricular activity and charitable endeavour. We have an exciting range of extracurricular activities suitable for all interests as we believe involvement in these activities broadens our pupils' skills base, helps them make new friends and develops them as individuals.

Ultimately Cookstown High School is a community where staff, pupils, parents and governors work together to ensure that every learner receives

the best possible educational experience. In June 2014 the ETI inspection confirmed that we remain a 'Very Good' school. We are therefore a school in which our community can take pride and have confidence.

I hope you enjoy reading this prospectus and that it will answer your questions about the High School. You can also find much more information plus school policies and procedures online at www.cookstownhighschool.org. If however you have any remaining questions please do not hesitate to contact me or should you wish to visit the school, please ring reception and they will organise a visit and meeting with a member of senior staff.

Gwyneth Evans
Principal

CLASSIFICATIONS AND ADMISSIONS

Cookstown High School is a controlled, co-educational, combined Grammar and Secondary school situated on the extensive and picturesque Coolnafranky Demesne site, in the centre of Cookstown. The school delivers a broad and balanced curriculum to over 850 pupils, aged 11-18 at Key Stages 3, 4 and 5. The school enjoys an extensive range of facilities and has a dedicated Learning Support Centre.

Admissions

In addition to lodging an application for admission to any year group the Board of Governors will encourage parents and prospective pupils to accept and sign the school's code of conduct as an indication that they accept and are in agreement with the ethos, philosophy, aims, policies and regulations of the school including any behaviour or discipline policy of the school. Information in relation to these may be obtained from the school.

Admission to Year 8

(either in September 2024 or during the course of the 2024/2025 school year)

At all times children resident in Northern Ireland at the time of their proposed admission will be admitted before children not so resident.

Priority will be given to those applicants:

1. Who are entitled to Free School Meals (FSME):
Priority to be given so that the proportion of such children admitted is not less than the proportion of first preference FSME applications received within the total number of first preference applications received.
2. Children attending the following feeder primary schools;
Ballycraigy (Antrim), Ballytrea, Churchtown, Coagh, Cookstown, Donaghey, Donaghmore, Dunganon, Holy Trinity, Howard Memorial, Magherafelt, Maine Integrated, Moneymore, Newmills, Orritor, Phoenix Integrated, Pomeroy (Queen Elizabeth), Stewartstown, St Malachy's (Drumhullan), Spires, Integrated (Magherafelt), Tobermore, Walker Memorial (Castlecaulfield), Woods. (In the preceding five years children attending these schools have transferred to Cookstown High School.
3. Other children
In the event of over-subscription occurring when a criterion is applied the following sub-criteria will be applied as appropriate.
 - (i) Applicants who have a sibling currently attending Cookstown High School.
 - (ii) Applicants who are the eldest child.
 - (iii) Applicants for whom the school is the nearest suitable school from the front door of the Morrison Building.

These sub-criteria will be applied in order of priority as listed. Sub-criterion (iii) will also be used as a deciding factor within any other over-subscribed sub-criterion.

In the event of over-subscription in any criterion then selection will be determined as follows:

Applicants will be selected for admission on the basis of initial letter of surname (as entered on Birth Certificate) in the order set out below.

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

In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.



HISTORY AND DEVELOPMENT

Our school was founded in Molesworth Street in 1806 by Rev Thomas Miller Senior who named it Cookstown Academy. Shortly after this the Remington sisters established a 'Ladies Boarding School' in the town. These two schools co-existed until 1924 when they amalgamated to form a coeducational school which took the name Cookstown College. Over the decades which followed this school would develop to have nine classrooms and around 200 pupils and in turn change its name to Cookstown High School.



By 1955 the buildings and facilities of Cookstown High School had become inadequate for the growing numbers of pupils and a decision was taken to relocate it in Coolnafranky Demesne which had been purchased by the Co Tyrone Education Authority some time before. By this stage Cookstown High School had become a Controlled Grammar School.

At the same time a decision was taken to create a new school known as Cookstown Secondary (Intermediate) School and to locate it adjacent to the grammar school. The two schools developed as separate institutions but shared catering facilities and drew their pupils from the same catchment area, families and community. The early 1970s was a period of dramatic change in local administration in Northern Ireland. After much deliberation a decision was taken to merge the Secondary (Intermediate) School with

the Grammar School thereby creating a combined Grammar and Secondary School with the uniform, badge and motto of Cookstown High School. This merged school would therefore be able to provide grammar and secondary education as a single institution. By 1977 Cookstown High School as we know it today had been created. As we move into our third century we are proud of all that has been achieved. This is a place of opportunity with a strong heritage of academic excellence and an ethos of support to enable each of its pupils to achieve their full potential.

However, a successful school needs more than just a proud history, we are also ambitious for the future. In recent years we opened a new fitness suite, rugby pitches and running trail plus extended and enhanced the scale and scope of our IT provision. In the years ahead we look forward to working in partnership with the Education Authority to develop our buildings remodelling key parts of the school. Our aim is to ensure that we remain a progressive place of learning rooted in our traditional values but equipping our young people with the knowledge, skills and character necessary to be successful in the modern world.



ETHOS, AIMS AND MISSION

Our ethos is the core atmosphere, or spirit, of the High School. All our policies and procedures are drawn from and influenced by our Christian ethos. The aims are what we try to do on a day to day basis while our mission sets out our core purpose.

Ethos

As a school founded upon Christian principles, we believe in and celebrate the uniqueness of each individual and encourage all members of our community to show respect for all. We seek the development of Character through Knowledge believing each individual has a duty to build a community, to strive to do their best, to show compassion for those in need, and to take responsibility for their own words and actions.

Cookstown High School seeks to develop young people who are independent learners and active citizens.

Aims

- To develop the full potential of each pupil by promoting a sense of personal achievement and enjoyment in the pursuit of academic and vocational excellence.
- To enable pupils to gain qualifications relevant to further education, higher education, employment and adult life in a rapidly changing world.
- To create a caring school community in which staff and pupils live and work together in mutual respect and in which the personal problems of individuals receive a sympathetic and understanding hearing.
- To set high expectations for learning, behaviour and dress code.
- To help pupils acquire self-discipline, self respect, self confidence and a wide range of knowledge and skills.
- To help pupils communicate by effective use of language, written, spoken and electronic.
- To create an awareness and develop an understanding and tolerance of other ways of life.
- To help pupils, through their studies, to an aesthetic appreciation of human achievements in the Arts and Sciences and to encourage exploration of their own personal creativity.
- To help pupils appreciate the importance of physical and intellectual pursuits outside the classroom.

Mission

To provide and promote Excellence, Opportunity and Support.



GRAMMAR AND SECONDARY

“ I thought I was going to get lost but with signs around every corner it would actually be hard to get lost! -Year 8 pupil

“



Cookstown High School is unique. Until 1977 it was a grammar school only; in that year it combined with Cookstown Secondary School to create a single school. This merger greatly increased our capacity to provide top quality education for all the young people of Mid Ulster. We admit pupils without the need to sit extra admissions tests; however, we do not believe in 'one size fits all' provision.

At the High School we believe everyone can succeed and we provide differentiated pathways to cater for the academic needs of all our pupils. The most academically able pupils receive a grammar school ed-

ucation. They are selected for this not on the basis of additional tests but upon their actual academic ability as identified through standardised tests which they do in primary school. The expectation is that grammar pathway pupils will achieve highly at GCSE, proceed to do A Levels and thereafter move on to university. Pupils in the secondary band also have access to a wide range of appropriate GCSE subjects and are expected to perform highly. Many of these pupils will move into Sixth Form and progress to university or Further Education. Our unique provision means that pupils who

develop academically as they progress through school are able to move into the grammar pathway.

Some pupils also benefit from a bespoke Vocational Pathway at Key Stage Four. Pupils study qualifications that provide learners with knowledge and skills required for working in a range of sectors in industry. In addition to their time in school they can spend one day per week on placement with an employer.

PASTORAL CARE

Meeting the needs of the individual child is of paramount importance and Cookstown High School has designed a system to promote pupils' confidence, to develop positive relationships with other pupils and staff and to enhance self-esteem.

Our Pastoral provision is very carefully structured and is reviewed regularly. This ensures that each pupil's experience of the excellence and opportunities afforded to him or her are nurtured in a supportive, caring and disciplined environment.

Each Year Group is divided into Form Classes. The Form Tutor assigned to each class focuses on building a good relationship with each pupil and delivers a programme of Personal Development. The work of Form Tutors in each Year Group is led by a Head of Year.

Form classes meet with their Form Tutor each morning for registration. This also provides opportunity to progress any concerns. Full school assemblies are held on Monday and Friday and Year Assemblies are held fortnightly, providing opportunities to celebrate success and develop collective responsibility. Positive achievement is recognised and promoted.

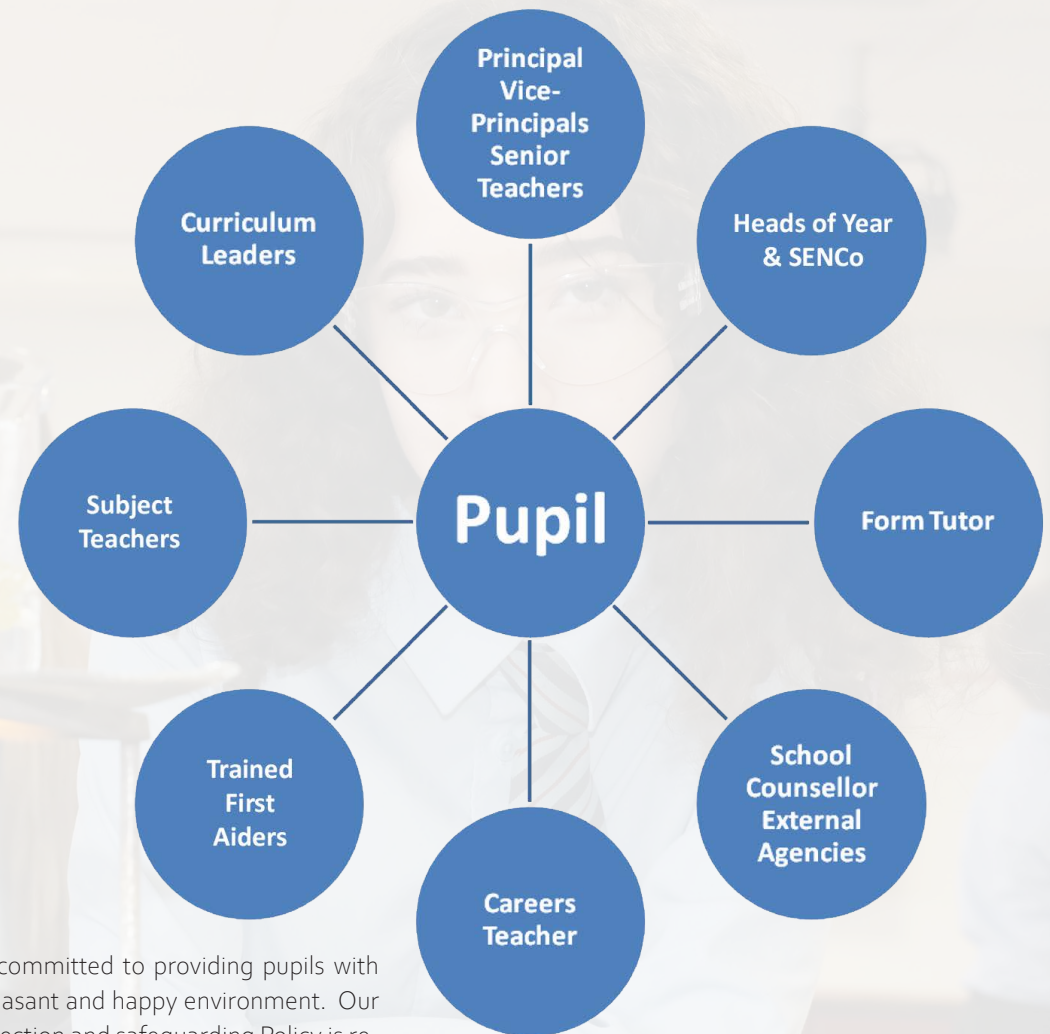
Cookstown High School encourages consultation with parents who should contact the Head of Year in the event of individual concerns. Opportunities to discuss a pupil's progress are provided throughout the year at Parents' Meetings. However, parents can access relevant pastoral and academic information at any stage through the SIMS parent app.

Whilst the Pastoral team aims to support pupils in their personal development and in times of personal, family or social difficulty, some pupils may benefit from the opportunity to discuss difficulties with a trained counsellor. Each week a trained counsellor is available in school as complementary support.



Staff are committed to providing pupils with a safe, pleasant and happy environment. Our Child Protection and safeguarding Policy is revised annually and can be found on our website along with our policies covering areas such as Positive Behaviour, Charging and Remission, Drugs and Attendance.

The pastoral care system is coordinated and overseen by the Vice-Principal (Pastoral), Mrs Claire Allen.



“If you have a problem there are loads of people to talk to: your Year Head, Form Tutor and many more.”
Year 8 pupil

Mentoring, Well-being and Anti-bullying Ambassadors

Peer Support is a very important feature of our pastoral provision. Pupils from a variety of year groups volunteer to undertake these important roles; they receive training from an external organisation and assist greatly in providing much needed support or reassurance and help pupils to settle into school and to realise their potential.

Mentors and Well-being Ambassadors meet with pupils on a regular basis. They assist with personal organisation, schoolwork or simply to give advice. Some attend Form Classes where they work alongside the Form Tutor in helping with pupil induction. Subject Mentors work with pupils to help them develop their capacity in particular subject areas.

Mentoring and pupil leadership roles recognise that all pupils have something to offer their fellow pupils. This helps to build a sense of community in which pupils are encouraged to take responsibility for each other.

Anti-bullying and Well-being Ambassadors provide a listening ear, reassurance for pupils and advice on how to get support from the most appropriate adult in school and at home.

School Council

In a school, developing an atmosphere of respect means listening to each other.

Pupils in each year elect representatives to the School Council. We believe that the council promotes communication and co-operation between pupils and staff; and also between pupils as they look for agreed ways to deal with issues of importance to them. New school policies are passed to the School Council for consultation. We hope that in this way the pupil voice is well and truly heard.

ECO Team

The ECO Team is led by pupils and organises whole school activities to help raise awareness of global environmental issues and improve the quality of our own school environment.

The team manages clothing recycling and organises the recycling of batteries. The team has also been active in planting bulbs and trees around the grounds and has joined with the History department to plant crocuses in memory of the millions killed in the holocaust.

Prefects

Year 14 pupils are selected to assume the role of Prefect as we believe they each have a valuable contribution to make. This helps build a sense of responsibility among our pupils and also a sense of community as the oldest and most experienced pupils work for the welfare of the youngest and newest. Prefects assist with Form Classes and assemblies, represent the school at official functions and undertake supervision duties. The prefect body is led by the Head Boy and Head Girl assisted by two Deputy Head Boys and two Deputy Head Girls. The senior prefects meet regularly with the Senior Leadership Team to discuss developments across the school.



UNIFORM

At Cookstown High School we strive to build character in our pupils and develop a culture of self respect. Wearing the uniform smartly is central to that. It is expected that any pupil who chooses to attend the High School will follow the dress code in its entirety. There can be no exceptions to this.



Boys Uniform Regulations

1. High School Blazer
2. Plain black leather shoes (non-mark sole)
3. Black/Dark grey trousers
4. High School tie
5. Pale blue shirt (cotton/polyester). A short sleeve shirt may be worn in May & June
6. Black/Dark grey socks
7. School pullover, navy, long sleeved, V-neck
8. School outdoor coat or plain navy coat, no motifs or slogans, no denim, leather or puffer/ bomber jackets
9. High School Scarf (optional)

Girls Uniform Regulations

1. High School Blazer
2. Plain black leather shoes: heels not higher than 5cm (non mark sole)
3. High School navy skirt
4. High School tie
5. Pale blue blouse (cotton/polyester). An optional summer blouse may be worn in May and June
6. Pale blue knee length socks/navy or black tights. Heavy navy/black tights may be worn in winter
7. School pullover, navy, long sleeved, V-neck or optional school cardigan
8. School outdoor coat or plain navy coat, no motifs or slogans, no denim, leather or puffer/bomber jackets
9. High School scarf (optional)





Boys PE and Games Uniform

1. Gum shield & shin guards (compulsory)
2. Navy High School sports shirt
3. Regulation sports socks
4. Navy shorts
5. Track shoes
6. High School rugby/football shirt (if required, consult your PE teacher)
7. Hockey stick (before purchasing, please consult your PE teacher)
8. School sweatshirt/hoodie for PE & Games only (optional)
9. School tracksuit (optional)
10. White socks for PE

Girls PE and Games Uniform

1. Gum shield & shin guards (compulsory)
2. Navy High School sports shirt
3. Regulation sports socks
4. Navy skort
5. Track shoes
6. Hockey Stick (before purchasing, please consult your PE teacher)
7. School sweatshirt/hoodie for PE & Games only (optional)
8. White socks for PE
9. School tracksuit (optional)



THE SCHOOL DAY

The school day starts at 9:25am with Form Class and ends at 3:50pm.

Pupils attend whole school Assemblies on Monday and Friday. Year Assemblies are held every two weeks.

We have a 2 week timetable comprising of six 50 minute periods per day.

Typical Year 8 Timetable

WEEK A

	Mon	Tues	Wed	Thurs	Fri
	Assembly	Registration	Registration	Registration	Assembly
1	Maths	English	Technology	Science	Home Economics
2	Games	ICT	Maths	Geography	
Break					
3	English	Literacy	Religious Ed	English	Literacy
4	French	Art	Physics	Maths	History
Lunch					
5	Chemistry	Maths	French	Physical Education	French
6	Technology	Music	ICT		Geography

WEEK B

	Mon	Tues	Wed	Thurs	Fri
	Assembly	Registration	Registration	Registration	Assembly
1	Technology	Home Ec	Maths	History	Maths
2	Games	English	History	Art	Physics
Break					
3	Literacy	Maths	Music	English	Art
4	Religious Ed	Geography	French	Maths	Science
Lunch					
5	English	Biology	Technology	Physical Education	Geography
6	History	Literacy	Biology		Chemistry

SCHOOL YEAR

Exact term dates for the 2024/25 school year have not been agreed at the time of going to print, but for illustration purposes below are the dates for 2023/24.

Christmas Term

*1 September- 21 December
(Half term 30 Oct- 3 Nov)

Spring Term

4 January- 22 March
(Half Term 16-17 February)

Summer Term

8 April- 28 June

* Year 8 will have a half day for induction the day before the start of term.





” I love Cookstown High School and I’m very glad I made the choice to come here. All the teachers have been very friendly and a great help to me. I’ve made lots of new friends and I look forward to years ahead in Cookstown High School. “

LEARNING AND TEACHING

We recognise that students achieve better when they enjoy what they are learning. That is why we consider it important that the course is right for each individual. We offer access to twenty eight courses at GCSE and twenty five at A- Level, which are delivered by experienced subject specialists.

As a combined grammar and secondary school we can deliver tailored provision that is best suited to the needs of our pupils. This provides each pupil with an opportunity to be successful. To this end we stream our Key Stage Three classes according to academic ability.

Further details on the school curriculum can be found on our website www.cookstownhighschool.org, or if you have a specific question please contact the school.

Key Stage Three:

Art	Home Economics
Biology	Learning for life and Work
Careers Education	(including Citizenship, Employability and
Chemistry	Entrepreneurship and Personal Development)
Design and Technology	Mathematics
Drama	Music
English	Physical Education
French	Physics
Geography	Religious Studies
History	Spanish
ICT	

Key Stage Four:

Pupils are guided in their choice from three different Pathways, each offering a range of subjects tailored to the ability and future career aspirations of each pupil. All Pathways include the core subjects of English and Mathematics. These are combined with a range of general and applied GCSEs. The exact combination of subjects depends on the pathway chosen and other constraints, but may include the following.

Agriculture	History
Applied ICT	Home Economics
Art and Design	ICT
Biology	Learning for Life and Work
Business Studies	Mathematics
Chemistry	Music
English Language	Physical Education
English Literature	Religious Studies
Engineering (BTEC)	Single Award Science
French	Physics
Further Mathematics	Religious Studies
Geography	Spanish
Health and Social Care (BTEC)	Technology and Design





LEARNING RESOURCE CENTRE



The Learning Resource Centre (LRC) offers a stimulating and pleasant environment in which to study, carry out independent research, or perhaps enjoy a few quiet moments reading for pleasure. The LRC is open to all staff and pupils and offers a range of stock specially tailored towards meeting the needs of the curriculum.

Centrally located in the Morrison Building, it is bright, attractive, and busy. It is open before school, at break and lunchtime and after school so that pupils can have access to its wide range of fiction and non-fiction books, magazines, reference books, study guides, computers and a variety of board games. It is popular with pupils who want to work in their own time on academic study or for leisure reading. During teaching time it is used by a range of departments for project work, research and guided reading.

The Homework Club is a supervised opportunity for pupils to do some homework in a quiet relaxed environment or with access to ICT and printing facilities as required.

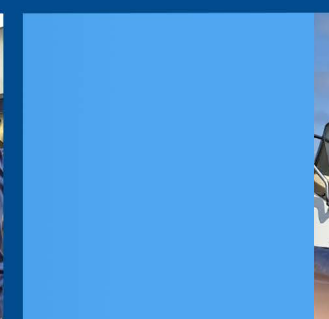
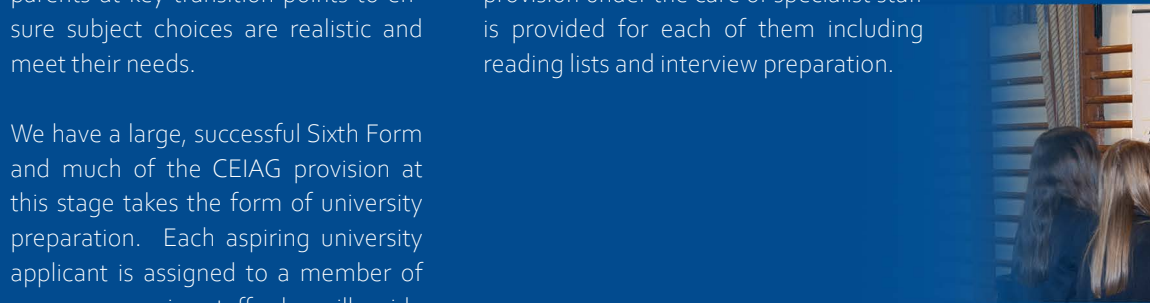
CAREERS EDUCATION

Careers Education, Information, Advice and Guidance (CEIAG) is a fundamental part of ensuring that our provision is appropriate to each pupils' individual needs. Careers Education starts as soon as pupils enter school and is a prominent feature throughout. Pupils are encouraged to aspire and to have ambition for their future. Careers and senior staff interview pupils and their parents at key transition points to ensure subject choices are realistic and meet their needs.

We have a large, successful Sixth Form and much of the CEIAG provision at this stage takes the form of university preparation. Each aspiring university applicant is assigned to a member of careers or senior staff who will guide them through the process, discussing their career ambitions and helping to ensure that their university pathway is appropriate. They help ensure the UCAS process is completed correctly and write a reference for each appli-

cant. At Sixth Form there are opportunities for high quality work experience, visits to university open days and guest speakers from universities are invited in. Advice is offered on financing university education, and often past pupils come to share their experiences and offer advice.

We often have pupils who apply to Oxford or Cambridge universities and bespoke provision under the care of specialist staff is provided for each of them including reading lists and interview preparation.

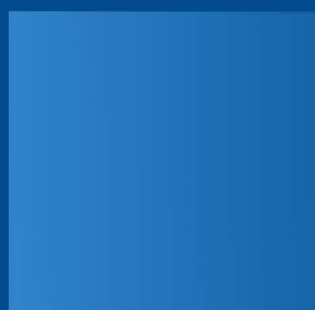


LEARNING SUPPORT CENTRE

The Learning Support Centre occupies a prime site in the middle of the school grounds. We have a suite consisting of 2 classrooms, a tutorial room, a large office with a conference area, kitchen, cloakrooms and toilets, including disabled facilities.

LSC pupils are integrated into the school community and play a valued role in school life. Although the various departmental curricula are followed our programmes are designed to meet the individual needs of each pupil. Pupils in the LSC also access many enrichment activities and enjoy a large range of trips off site.

We aim to promote happy and contented young people who will make a contribution to their community in the future. We encourage maximum physical and intellectual independence through attainment in external examinations and the development of transferable skills. Finally we create suitable individualised pathways for the pupils as they prepare to leave school.



EXTRA CURRICULAR ACTIVITIES

We believe in the holistic development of each young person. Central to that is the provision of an exciting and challenging range of extra curricular activities. We encourage each pupil to become involved in at least one extra curricular activity. Such involvement helps them to make new friends and build good relationships between staff and pupils. Extra curricular activities include:

Athletics
Badminton
Bands
Bar Mock Trial
Basketball
Chamber Choir
Chess
Couch to 5K
Craft Club
Creative Needlework
Creative Writing
Cross Country
Concert Band

Cycling Club
Debating
Duke of Edinburgh Award
ECO Team
Equestrian
Football (Boys & girls)
History Club
Hockey (Boys & Girls)
Homework Club
Junior Scripture Union
Mandarin Class
Music and Drama
Netball

Orchestra
Pipe and Drum Corps
Public Speaking
Rugby Club
Samba Band
Science Club
School Council
Senior Choir
Senior Scripture Union
Stem Club
Table Tennis
Volleyball



FACILITIES

Most of the present buildings were built in the mid 1950s although they have been extended and extensively renovated over time. The school occupies an enviable position in the spacious and wooded Coolnafranky Demesne. Prominent on site is Coolnafranky House, a gentleman's residence built in the mid nineteenth century. This is a listed building which today provides accommodation for Sixth Form Study facilities, a kitchen, toilets and various meeting and interview rooms. Buildings and facilities are scheduled for significant redevelopment over the next few years.

Facilities include:

70 classrooms

4 specialist HE rooms

Data projectors in all classrooms

Technology suite comprising three workshops

5 networked computer suites

6 computer clusters throughout the buildings

12 science laboratories

2 Music rooms

4 Music tuition rooms

Music Technology Suite

3 Art rooms

Drama room

Library Resource Centre

Lecture Theatre

Sixth Form Study Hall

Sixth Form Common Room with kitchen facilities

Numerous interview and meeting rooms

Junior and Senior Dining Halls

2 Assembly Halls (which double as sports halls)

Gym

Fitness Suite

Easy access to Leisure Centre

Year 8 play area

1 floodlit sand based multi purpose Astroturf pitch

1 floodlit water based Astroturf pitch

- the only one at any school in Northern Ireland

2 football pitches

2 rugby pitches

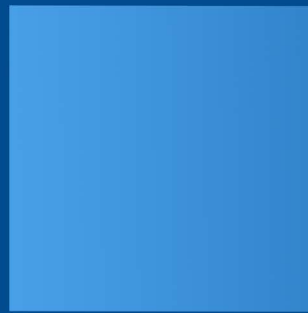
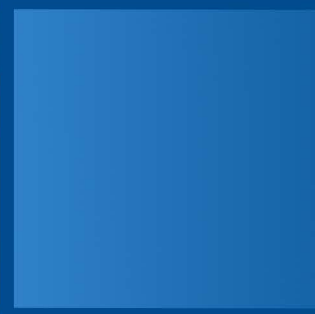
Trim trail

7 tennis courts

Basketball court

4 Netball courts

Multi use floodlit hard surface area



GCSE RESULTS 2023

	No. of pupils	% A*-A	% A*-B	% A*-C	% A*-E	NI Average
Agriculture	12	33.3%	41.7%	75%	91.7%	69.7%
Art & Design	19	36.8%	57.9%	100%	100%	82.7%
Biology	62	40.3%	77.4%	93.5%	100%	94.2%
Business Studies	51	29.4%	41.2%	68.6%	98%	72%
Chemistry	41	44.1%	70.6%	94.1%	100%	89.4%
Design & Technology	54	25.5%	53.2%	87.2%	97.9%	75.9%
English Language	109	18.3%	41.3%	83.5%	100%	72%
English Literature	9	33.3%	83.3%	100%	100%	94.9%
French	6	100%	100%	100%	100%	75%
Geography	43	55.8%	79.1%	93%	98%	74.6%
History	38	31.6%	63.2%	78.9%	86.8%	76.7%
Home Economics	26	61.5%	76.9%	100%	100%	80.4%
Information Technology	15	46.7%	73.3%	73.7%	100%	81.2%
Mathematics	109	43.1%	62.4%	84.4%	98.2%	63%
Mathematics Further	18	50%	72.2%	100%	100%	87.8%
Personal Health (OCN)	2	N/A	100%	100%	100%	99.1%
Physics	46	34.8%	78.3%	95.7%	100%	92.2%
Religious Studies	41	53.7%	56.1%	80.5%	100%	78.4%
Science Single Award	23	N/A	N/A	73.9%	100%	75.2%
Spanish	19	42.1%	57.9%	94.7%	100%	86.7%
Sport/PE Studies	16	31.3%	87.5%	94%	100%	82.4%

Applied Subjects	No. of pupils	%D*-D (%A*-A)	%D*-M (%A*-B)	%D*-P (%A*-C)	NI Average
Health & Social Care	27	51.9%	88.9%	100%	N/A
Engineering	45	40%	67.8%	88.9%	N/A
ICT	34	27.9%	57.4%	67.6%	92.6%
OS Construction	1	0%	0%	100%	99.1%
OS Technology	1	0%	100%	100%	98.3%
OS Engineering	4	0%	0%	75%	97.4%



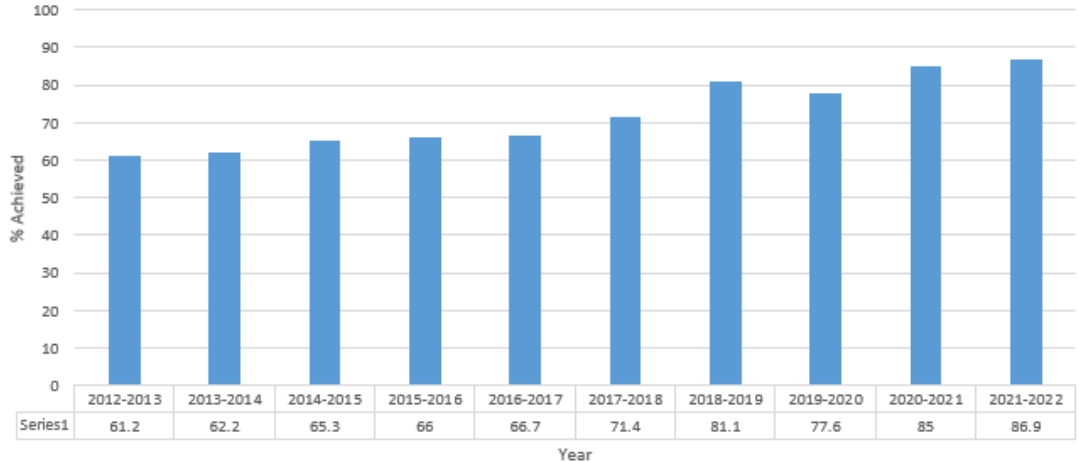
A2 EXAM RESULTS 2023

	No. of pupils	% A*-A	% A*-B	% A*-C	% A*-E	NI Average
Art & Design	4	50%	50%	100%	100%	99.6%
Biology	27	25.9%	44.4%	74.1%	100%	75.2%
Business Studies	12	16.7%	50%	83.3%	100%	78.7%
Chemistry	6	33.3%	66.7%	100%	100%	71.1%
Design & Technology	7	28.6%	85.7%	100%	100%	74.2%
English Literature	7	28.6%	71.4%	100%	100%	82.2%
Further Maths	2	100%	100%	100%	100%	100%
Geography	19	42.1%	68.4%	94.7%	100%	80.9%
History	6	0%	66.7%	83.3%	100%	75.4%
Home Economics	12	41.7%	75%	100%	100%	89.7%
Information Technology	2	0%	50%	50%	100%	60%
Mathematics	11	63.8%	81.8%	100%	100%	74.4%
Physics	5	100%	100%	100%	100%	64.3%
Religious Studies	22	45.5%	86.4%	100%	100%	81.6%

Applied Subjects		%D*-D (%A*-A)	%D*-M (%A*-B)	%D*-P (%A*-C)
Health & Social Care (Single Award)	11	27.3%	27.3%	100%
Health & Social Care (Double Award)	7	14.3%	71.4%	100%
Engineering	4	0%	0%	75%
Engineering (Double Award)	3	33%	66.7%	100%
ICT	8	0%	0%	100%
Sports Studies	10	50%	50%	



PUPILS WITH 3+ A LEVELS, A*- C



HOUSE SYSTEM

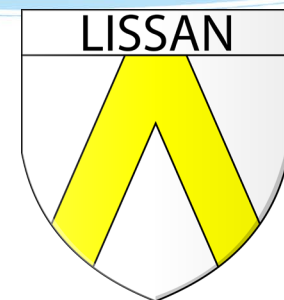
The house system is an important and vibrant part of the overall pastoral structure in school. It develops a sense of community within the school across all year groups. It encourages healthy competition, a sense of identity, fairness and cooperation, all of which are important in the school community. It also offers the opportunity for pupils to develop their leadership skills.

The four houses are named after nearby townlands or districts and each is represented by a colour and shield.

Every pupil is assigned to a House upon entry to School. Each House is under the leadership of two staff who work alongside House Captains in organising House activities and competitions. Throughout the year staff may award house points to individual pupils for making a positive contribution to school life.

House Assemblies are organised at strategic points of each term, bringing together pupils from all years in school. These assemblies are lead by the House Leaders, with Captains taking part.

Two house trophies are awarded each year. In early June Year 8 pupils compete for the Year Eight House Cup and then towards the end of the summer term all the house points gained through all the activities are counted and the winner is presented with the coveted House Cup at Final Assembly.



GROWTH MINDSET

In Cookstown High School we seek to develop a culture of growth mindset among all learners and teachers.

Growth Mindset is a way of approaching learning that is open to challenge, development and unlocking potential. It focuses on seeing learning as a journey towards success and encourages learners to take responsibility for their own learning through increased motivation. Pupils attend events that show Growth Mindset in action through practical study and learning tips.

Our school environment displays quotations that promote Growth Mindset, and time is dedicated with Form Tutors to develop understanding of Growth Mindset in practical ways during Form Time. Assemblies include Growth Mindset elements and pupils are encouraged to see opportunities to raise their own aspirations everyday in class.

The fundamentals of Growth Mindset are:

- Embrace challenges
 - Persist in the face of obstacles
 - See effort as the path to mastery
 - Learn from criticism
 - Find lessons and inspiration in the success of others
- (Prof. C. Dweck)

It's about never settling, aiming for better and reaching higher levels of success!



Fixed Mindset

Intelligence is something you have or don't have

A desire to look smart, which means that you...

- Avoid Challenges
- Give up easily
- See effort as a waste as time
- Ignore criticism
- Feel threatened by the success of others

Growth Mindset

Intelligence can be developed

A desire to learn which means that you...

- Embrace challenges
- keep going when things get difficult
- See effort as the path to mastery
- Learn from criticism
- Learn from and find inspiration from the success of others





“

The teachers don't put pressure on you but support you. They support you to do well; support you to improve and help you massively. If you come open minded you will think it's incredible.

”

SIXTH FORM

When choosing a school it is important to look for somewhere which can provide high quality learning opportunities for the entire duration of post primary schooling.

The Sixth Form experience at the High School is always special and we are very proud of what our Sixth Form pupils achieve.

Each year many new pupils join us at the beginning of Year 13 and we welcome any aspirational young person who meets our academic criteria, demonstrates a commit-

ment to work hard and a desire to succeed. We believe that Sixth Form is a crucial time in developing the academic profile and personal character of young people so in addition to a full range of A Level subjects Sixth Formers have the opportunity to engage in and lead meaningful extra curricular and enrichment activities. They can also serve as mentors, House Captains, prefects and on the Charity Committee. A highlight of life in Sixth Form is the annual formal dinner.

Sixth form pupils enjoy excellent careers guidance and personal assistance with the university application process to ensure that they

can each access the course to which they aspire. This ensures that most of our pupils access their first choice university course. In the last decade sixteen pupils have been offered places at Oxford or Cambridge.

Sixth formers have the use of all school facilities including an excellent Common Room with adjoining kitchen in the Morrison Building and high quality study facilities.

A special Open Evening is held each February especially for pupils considering entry to Sixth Form although pupils who are interested are welcome to visit the school at any time by appointment.



LEAVERS 2023

In 2023 pupils left Sixth Form for the following destinations and courses. Please note we have listed each course at each institution once only.

The Queens University of Belfast

Applied Mathematics and Physics
Electrical and Electronic Engineering
English
Geography
History and Politics
Professional Nursing (Adult)
Professional Nursing (Children and Young People)
Software Engineering

Stranmillis University College

Early Childhood Studies
Religious Studies with Education

Liverpool Hope University

Health & Social Care

Bath Spa University

English Literature

Edge Hill

Primary Education with QTS
Social Work

College of Agriculture, Food and Rural

Food Innovation and Nutrition

Swansea University

Software Engineering

South West College

Science and Computing Higher Level Apprenticeship

Ulster University

Architecture
Art and Design
Building Surveying
Business Economics
Communication, Advertising and Marketing
Criminology and Criminal Justice
Diagnostic Radiography and Imaging
Energy
Environmental Health with DPP
Environmental Science
Health Physiology
Information Technologies
Marine Science
Nursing (Adult)
Occupational Therapy
Sport and Exercise Nutrition
Sport and Exercise Sciences

University of Bolton

Physiotherapy

University Of Leicester

Psychology

University of Edinburgh

Landscape Architecture

University of Stirling

English Studies, Religion and Professional
Education
Environmental Geography



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Mrs Lynne Dripps, BA

Principal

Miss Gwyneth Evans

BA (Hons), PGCE, NPQH

Vice Principals

Mrs Claire Allen

BA, PGCE, PQHNI

Mr Andrew McGeown

BSc, PGCE

Senior Teachers

Mrs Fiona Gormley

BMus (Hons.), MEd, PGCE, ATCL (Rec.), Cert.

FSMus., FCIEA, PGCert.

Mr Robert Johnston

BEd, MSc, PGCE, PQH(NI)

Find us on Facebook



More information about the school including all our policies, procedures and the most recent Annual Report of the Board of Governors can be found on our website

All information was correct at the time of going to print. It should not be assumed that there will be no change affecting information or particulars:
(a) before the start of or during the school year
(b) in relation to subsequent school years