



Headmaster

Paul Crute



Top character qualities developed

- Curiosity and focus
- Friendliness
- Hope and optimism
- Problem-solving
- Motivation

# Royal School Armagh

REGION Northern Ireland  
 TYPE Secondary Grammar  
 STUDENTS 722 pupils aged 11-18

The strong Christian values of both the school and local community means our pupils often believe it better only to speak well of others rather than themselves. In encouraging the pupils to sell themselves in a natural way, it was vital to increase opportunities to give them plenty to talk about! We've built up diverse extra curricular activities and encourage pupils to put themselves forward for opportunities. **We have invested a great deal in 'personalised learning' and in 'learning to learn' which sets the metacognitive groundwork for Dr. Martin Seligman's PERMA model, which underscores the five pillars of sustained well-being and happiness** P - Positive Emotion E - Engagement R - Positive Relationships M - Meaning A - Accomplishment & Achievement

**Signature traits such as resilience, altruism, risk etc. are displayed on two walls in the school to help students understand the building blocks of happiness and have a framework to hang theirs on** - a wholesome magnetic north that can stay with them for the rest of their lives. We recruit staff who will drive the ethos of the school, who are, themselves, exceptionally well rounded with a social conscience.

'Who the teacher is, the teacher imparts'.

We support national and local charities every year, but we also helped found the Little Treasure's School and the Bethal Royal School in Uganda. With the ASHA project (meaning "hope"), we've 'adopted' a slum in New Delhi and are sending pupils to participate in relief work. Those pupils have to raise the money themselves (no parent-written cheques) and they must 'Catch and Drive' on their return to articulate how it's changed them. **The school's pastoral systems and global outlook has had a transformational, mind-broadening influence with respect to tolerance of other cultures within and without our community.**

There has to be an element of personal sacrifice and endurance in their social engagement. **Building character for us means taking pupils out of their comfort zone, impelling them into activities they didn't even know they could do, and then affirming that action through a commendation system.** If this is going to truly ripple countrywide- nay tsunami - we need a conceptual framework like the PERMA model rolled out across the UK.



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Some people think 'a good education' simply encompasses the theory you are taught and grades you attain, but positive, meaningful engagement gave me the skills and confidence to strive for excellence in all aspects of my life.

**Nathan Cantley, student**