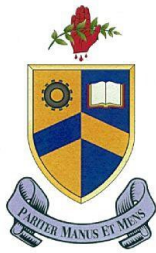


Ashfield Boys' High School

Board of Governor's Annual Report

September 2020 – June 2021



ASHFIELD BOYS' HIGH SCHOOL

Principal: Mr. J McColgan, MSc, BEd, DASE, PQH.

Dear Parent/Guardian

STATEMENT ON BEHALF OF THE BOARD OF GOVERNOR'S OF ASHFIELD BOYS' HIGH SCHOOL

On behalf of the Board of Governors I am writing to commend this report to you. I would urge you to read it as it gives an overview of what took place in the school during the academic year 2020 to 2021. I must outline that this academic year was like no other, due to Covid-19, a further lockdown, on-line innovative digital learning and a thorough well planned and constructed recovery plan for all of our boys. The impact on our entire school community was significant, to say the least. Every member of our school community, every boy, every parent and every member of staff deserve huge credit for their resilience and continued dedication to our great school and community. This report is based within this context.

To this end the Governors wish to record their appreciation of the sterling efforts made by the Principal and his team of committed and dedicated teaching staff in Ashfield Boys' High School, ably assisted and supported by the auxiliary and ancillary staff. Their ongoing commitment and encouragement was no doubt, instrumental in enabling and empowering the pupils to give of their best.

Yours sincerely

T Haire

T Haire
Chairman
Board of Governors

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Ashfield Boys' High School

Vision:

A learning community that provides a safe nurturing child centred environment with an atmosphere of high expectation. A school that facilitates the development of all of our pupils to become adults with the skills, qualifications and capabilities to thrive in the world they live in.

Aims:

We have four key aims:

For our **Students** to become positive role models within school, and their local community, and who fulfil their potential whilst realising their ambitions in adult life.

For our **Staff** to have a child centred educational philosophy and for whom we are the employer of choice, providing a fulfilling place in which to work and an environment where their contribution is valued.

For our **Parents/Carers** to know that Ashfield Boys' High School cares about, and meets, the individual needs of their sons.

To contribute to a **Community** for whom we are the natural partner of choice in improving the life chances of our young men.

Values:

The values we expect from all of our pupils, staff and parents are:

HEART - HONESTY: EXCELLENCE: ATTITUDE: RESPECT & TEAMWORK.

Membership of the Board of Governors of Ashfield Boys' High School 2018/22

(Reconstituted 2018)

Category	Name	*Term of Office Ends
Board Representative	Mr C Buckland	2022
	Mr T Haire *	2022
	Mr J Nicholson	2022
	Mrs M Andrews	2022
Transferor Representatives	Mr G Robinson	2022
	Mr C Woods	2022
	Rev D Rankin	2022
	Mr J McQuillan	2022
	Mrs L McAllister	2022
	Mr G Hamilton	2022
Parent Representatives	Mr T Conway	2022
	Mr M Bates	2022
	Mr G Allen	2022
	Mrs J Booker	2022
Teacher Representatives	Mr C Duff	2022
	Mr A Duffield	2022
	Mr J McColgan (Secretary)	
* Chairman		
** Vice Chairman		

Mr McColgan to be present at all committee meetings.

Mr Duffield to substitute in Mr McColgan's absence.

BOARD OF GOVERNORS COMMITTEES

2018 – 2022

Pastoral Care & Support	Mr J McQuillan	Mr M Bates
Quality Assurance & Data	Mr J McQuillan	Mr J Nicholson
Teaching & Learning	Mrs L McAllister	Mr G Hamilton
Career Options and Pathways	Mr C Buckland	Mr G Allen
Capacity Building, CPD & Training	Rev D Rankin	T Conway
Finance	Mr C Buckland Mrs J Booker Mr A Duffield	Mr T Haire Mr J Nicholson
Health & Safety	Mr C Duff	Mr M Bates
Heath & Wellbeing	Mrs M Andrews	Mr G Allen
Principal/Vice Principals PRSD	Mr C Buckland	Mr T Haire
Child Protection & Safeguarding	Mr M Bates	Mr T Haire
Appointments	Mr T Haire Mrs M Andrews Rev D Rankin Mrs L McAllister Mr M Bates Mrs J Booker Mr C Duff	Mr C Buckland Mr J Nicholson Mr J McQuillan Mr T Conway Mr G Allen Mr A Duffield
Disciplinary	Mr T Haire Mrs L McAllister Rev D Rankin Mr G Hamilton	Mr C Buckland Mr J McQuillan Mr A Duffield
Appeals	Mrs M Andrews Mr G Allen Mr M Bates Mr C Woods	Mrs J Booker Mr J Nicholson Mr G Robinson

The Chairman has the ability to co-opt where necessary on all committees

Mr McColgan to be present at all committee meetings, Mr Duffield to substitute in Mr McColgan's absence

BOARD OF GOVERNORS' MEETINGS

The sub-committees of the Board of Governors has, in line with the school's vision and aims, made a significant contribution to the future plans for the school, ensuring financial targets are met and that spending is in line with school priorities. The Board via its sub committees also ensures that vacancies are filled by the best possible candidates and that the school continues to keep in touch with the communities in which it is based. The Full Board of Governors met on 5 occasion, the Appointments Committee on 1 occasion, the SDP Sub-Committee on 2 occasions, the Health and Safety Sub-Committee on 1 occasion, the Health and Wellbeing Sub-Committee on 1 occasion and the Finance Sub-Committee on 3 occasions.

The Board will continue to monitor our progress and report to parents

TEACHING STAFF

Principal: Mr J McColgan, MSc, BEd, DASE, PQH

Vice Principal: Mr A S Duffield, BSc (Hons), PGCE, PQH

Associate Vice Principal: C McKnight, BSc(Hons) PGCE

Art Department and Moving Images

Head - Mrs L Wilson, BA(Hons), PGC

Mrs V McMahon, BA(Hons), PGCE

Miss C Reid, BA(Hons) PGCE

Business Studies

Head – Mrs C Moore, BEd (Hons), PGC(Careers), PGDip (Marketing), PQH

Mrs L Cassidy, BEd(Hons)

Careers

Head – Mrs C Moore, BEd (Hons), PGC(Careers), PGDip (Marketing), PQH

English Department

Head - Mrs F Duffield, BA(Hons), PGCE

Mrs L Browne, BA (Hons), PGCE

Mrs R Millar, LLB, BA(Hons), PGCE

Mrs E Roche, BA(Hons), PGCE

Miss A McMullan, BA(Hons), PGCE

Miss L Cosgrove

Mrs L Sheerin

Geography Department

Head - Mrs D Hill, BA, PGCE

Mrs K L Stevens, BA(Hons), PGCE

Mrs C Woollams, BSc(Hons), PGCE

Miss R Donaldson

History Department

Head – Mrs D MacIntyre, BA(Hons), PGCE, MSc, MA

Mr N Forbes, BA(Hons), PGCE

Home Economics

Head - Mrs T Rosato, BA(Hons), PGCE, PGCE(HE)

Mrs K Kane, BSc(Hons), PGCE

Mrs N Simpson, BD(Hons), PGCE, PGCE (HE)

Information Technology

Head - Miss C McBride, BA(Hons), PGCE

Mr C Lowe, BA(Hons), QTS, HND

Mrs R McConnell, MEng, PGCE

Mr J Reaney, BSc, PGCE, PGDip, MSc(Dist)

Learning Support Department

Head–Mrs R Deakin, BSc(Hons), PGCE

Mrs L Beattie, BA, PGCE

Mrs C Dundas, BA(Hons), PGCE

Mrs J Young, BEd(Hons), PGCE

Miss A McClelland, BA(Hons)MA, PGCE

Life and Work

Head–Mr C Duff, BA(Hons), PGdip, TEFL. PGCE

Mrs A Kerrigan, BA(Hons), PGCE

Mrs C White, BEd(Hons)

Mrs J Woods, BA(Hons), PGCE

Mathematics Department

Head - Mrs J Crozier, BSc(Hons), PGCE

Mr C Brady, BEng (Hons), PGCE

Mr C McKnight, BSc(Hons) PGCE

Mr S Selhim, BSc(Hons), PGCE

Mrs C Watson, BEd

Mrs J Wilson, BEd (Hons)

Mr L Hill, MSci (Hons), PGCE

Music Department

Head – Miss L Hill, BA, PGCE

Physical Education Department

Head – Mr B Reid BSc, PGCE

Mr S Irvine, BSc(Hons), PGCE

Mr N McConnell, BSc, PGCE

Mr K Millar, BA(Hons), PGCE

Mr C Stewart

Religious Education Department

Head – Mrs N Simpson, BD(Hons), PGCE, PGCE(HE) Mr N McConnell, BSc, PGCE

Science Department

Head – Mr D McFaul. BSc(Hons), MSc, PGCE

Ms C Welch, BSc(Hons), PGCE, MEd

Mrs R Deakin, BSc(Hons), DIS, PGCE

Mr S Markwell, BSc(Hons.), PGCE

Mr L White, BSc(Hons), MSc, PGCE

Spanish Department

Head – Miss N Porter BA(Hons), PGCE, MA

Mrs K L Stevens, BA(Hons), PGCE

Technology and Engineering Department

Head - Mr D Waring – BSc(Hons), PGCE

Mr A S Duffield, BSc(Hons) PGCE, PQH

Mr A Reid – BEd(Hons), PGCE

Miss D McDowell, BDes (Hons) DPP, PGCE

Mr J Doey

AUXILIARY and ANCILLARY STAFF

		Learning Support Assistants	
Senior Clerical Officer	Ms V Graham	Mr B Anderson	Miss J Nelis
	Ms A Rutherford	Mr A Bolton	Mrs M Nixon
	Ms H Brown	Mrs K Bowers	Mrs M Palmer
Library Assistant	Miss M Godden	Ms N Buchanan	Mr C Payling
		Mrs R Burgess-Stewart	Mrs J Rainey
		Mrs J Dean	Miss J Ritchie
Science Technician	Mrs R Clements	Mrs D Foster	Ms M Robinson
		Mrs K Girvin	Miss L Rutherford
		Mrs S Hackworth	Mrs J Sayer
IT Technician	Mr P Pearson	Mrs J Harrison	Ms P Spence
	Mr A Sheridan	Miss J Henderson	Mr C Stanfield
Technology Technician	Mr M Cinnamon	Mrs T Hudson	Miss A Starkey
		Mr D Lewis	Mrs A Stevenson
Home Economics Technician	Mrs C McCarron	Miss L Manley	Mrs DL Steed
		Mrs A McCartney	Mrs I Swift
Sixth Form Supervisor	Mr D Tumelty	Mrs J McClements	Mr E Warnock
		Mrs C McConnell	Mrs L Watters
Sports Technician	Mr J Spence	Ms R Milligan	Mr M Whittley
		Mrs E Morrow	Miss S Wilson
Student Support Technician	Mr N Beattie		
Building Supervisor	Mr I Jones		
Facility Stewards	Mr F Shearer		
Cleaners	Mrs S Gamble	Mrs A Wright	Miss E Godden
	Ms T Hudson	Mrs M Jackson	Mrs K Kirkwood
	Mrs H Armstrong	Mrs L McCausland	Miss M Godden
	Mrs A Ritchie	Ms N Savage	Mrs J Workman
Canteen Supervisor	Mrs E Henderson		
Cook	Mrs E Ferguson		
Canteen Assistants	Miss D Stitt	Ms A Brown	Ms M Cousins
	Ms E Godden	Ms J Stewart	
Lunch Time Supervisors	Mrs A Ritchie	Mr I Jones	Mrs J McClements
	Mr F Shearer	Ms P Spence	Miss S Wilson
	Mrs J Dean	Mrs J Sayer	Mrs W Palmer
	Mrs T Hudson	Mrs K	Mrs L McCausland
	Mrs K Bowers	Kirkwood	

THE SCHOOL CURRICULUM

The curriculum is designed to deliver the aims and meet the objectives of Ashfield Boys' High School. The School is organised largely on a departmental basis. Heads of Department and teachers in charge are responsible for the curriculum in their subject, which is based upon guidelines set by the Core Leadership Team and Board of Governors. All schemes take into account the requirements of the Northern Ireland Curriculum. (The statutory curriculum at Key Stage 3 Rationale and Detail 'A' CCEA Publication 2007).

The Schemes of Work (SOW) are constructed and teaching methods used so that: -

- All pupils have objectives which will extend them and are attainable,
- Opportunities are provided for working individually, in groups and as a whole class,
- Interest may be encouraged through a variety of approaches and methods of assessment,
- The SOW for most pupils will prepare them for national assessment at the end of Key Stage 4; for GCSE / BTEC and or Occupational Studies in Year 12 and for GCE 'A' levels and or BTEC Level 3 in Sixth Form

All SOW are available to the Board of Governors, parents and the Department of Education. The curriculum must be sufficiently broad based to fulfil the aims yet allow some areas to be studied in enough depth to enable boys to have the opportunity to continue their studies at Advanced Level or at BTEC level 3 or Further Education.

In years 8-10 all pupils study a general course which includes English, Mathematics, Geography, History, Science, Information Technology, Religious Education, Spanish, Art & Design, Home Economics, Technology & Design, Music, Physical Education, Learning for Life and Work. Those pupils who require additional support are provided with regular literacy and or numeracy intervention programmes.

At the end of year 10, a choice of subjects is made from the subjects studied in Key Stage 3 plus Double Award Science, Single Award Science, Engineering, Business Studies, Environment and Society, Hospitality / Patisserie, Moving Image Art and Sport; these subjects are either GCSE, BTEC or Occupational Studies qualifications.

All pupils are encouraged to continue their studies into Year 13. A selection of two year GCE / BTEC Level 3 courses in GCE Art, BTEC Business Studies, BTEC in Engineering, GCE English Language / Literature, GCE Government & Politics, GCE Applied Science (Double Award), BTEC Applied Science, BTEC Sport, GCE Geography, BTEC ICT, BTEC Hospitality, GCE Mathematics, GCE Photography, GCE Moving Image Arts and BTEC Travel & Tourism are available. Support classes in Mathematics and English are an integral part of the post 16 curriculum. A collaborative arrangement exists with Ashfield Girls' High School, Strathearn School and Bloomfield Collegiate to offer further 'A' Levels and Level 3 BTECs.

Careers guidance forms an integral part of the curriculum from Year 10 to Year 14. Input from the Department of Employment & Learning is an important feature of this programme.

Pupils therefore have a wide and varied set of learning experiences across a broad spectrum of forms of knowledge and the Areas of Study, English, Mathematics, Science and Technology, Environment and Society, Languages and Creative and Expressive Studies. All boys should be prepared to continue their studies beyond GCSE.

The streaming / banding of our classes enables courses to reflect the boys' abilities and previous experiences while the element of choice may reflect an individual boy's specific interests and ambitions.

Specific schemes within departments reflect

- (i) the Northern Ireland Curriculum – including the Entitlement Framework which requires schools to offer a minimum of 21 subjects at Key Stage 4 and 21 subjects in Sixth Form,
- (ii) the skills necessary to play a full part in the world of work, further education, leisure, home and community,
- (iii) an approach to the subject which will enable the boy to research, make decisions and evaluate within the criteria of that form of knowledge or area and also develop the ability to work in groups and respect the opinions of others,
- (iv) the level of work, which should be such that (a) it is within the capability of the boy, (b) it is assessed so that success is highlighted and self-esteem can be built upon, and (c) all pupils are extended / stretched so that horizons can be widened.

The organisation of Pastoral Care through Form Teachers, Assistant Heads of Year and Heads of Year reflects the importance, both of the individual boy and of his development within the school community. The school identity is furthered by school and year assemblies incorporating Acts of Worship, special assemblies and school events e.g. Prize Day, sporting events, class trips, school trips, team sports and club activities.

The curriculum is delivered by all teachers and reflects the vision, values and aims of the school

ADMISSION CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2021

The Board of Governors expects that all applicants for admission to Ashfield Boys' High School will support the ethos of the school as outlined in the Prospectus and that an application will indicate that parents agree to this precondition for entry.

Admissions Criteria 2021 – Criteria will be applied in the following order:

1. A boy who, at the time of application, attends one of the following Primary Schools:
 - Braniel Primary School
 - Brooklands Primary School
 - Cairnshill Primary School
 - Campbell Junior School
 - Cregagh Primary School
 - Dundonald Primary School
 - Elmgrove Primary School
 - Euston Street Primary School
 - Forge Integrated Primary School
 - Gilnahirk Primary School
 - Harding Memorial Primary School
 - Holywood Primary School
 - Knockbreda Primary School
 - Knocknagoney Primary School
 - Leadhill Primary School
 - Lisnasharragh Primary School
 - Loughview Integrated Primary School
 - Nettlefield Primary School
 - Orangefield Primary School
 - Rosetta Primary School
 - St Joseph's Primary School
 - Strandtown Primary School
 - Victoria Park Primary School
2. A boy whose parent / guardian has indicated a first preference for Ashfield Boys' High School.
3. A boy whose parent / guardian has indicated a second preference for Ashfield Boys' High School.
4. A boy whose brother / half-brother attends Ashfield Boys' High School.
5. A pupil who is the first boy in the family to transfer to a non-grammar secondary school. (Parent / Carers of pupils who gain a place at this stage of the criteria will be asked to provide supporting evidence. This can be a letter from either a Primary School Principal, Solicitor or Medical Professional).
6. A boy whose sister attends Ashfield Girls' High School.
7. A boy whose brother / half-brother attended Ashfield Boys' High School.
8. In the event of over-subscription after the application of criteria 1-7, then the final places will be selected on the basis of who lives closest to the school. This will be determined by measuring from the boy's house to the main entrance of the school (Holywood Road). The measurement will be calculated by using the 'Ordinance Survey Digital Distance and Area Measurement Tool (Map Console)'.

Half-brothers will qualify for admission if they reside at the same address as the older sibling who attends or has attended either school.

Priority will be given to children resident in Northern Ireland at the time of application.

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.

Year	Admissions No	Total Applications	Total Admissions
2018/19	110	218	128
2019/20	130	223	148
2020/21	140	169	140

COURSES IN KS 3 AND KS 4

YEAR	MAIN COURSES	SUPPORT COURSES
<p>8</p> <p>9</p> <p>10</p> <p>KS 3</p>	<p>All pupils follow a broad General Curriculum:</p> <p>ART and DESIGN</p> <p>CAREERS EDUCATION</p> <p>ENGLISH</p> <p>GEOGRAPHY</p> <p>HISTORY</p> <p>HOME ECONOMICS</p> <p>INFORMATION and COMMUNICATION TECHNOLOGY</p> <p>LEARNING FOR LIFE AND WORK</p> <p>MATHEMATICS</p> <p>MUSIC</p> <p>PHYSICAL EDUCATION</p> <p>RELIGIOUS EDUCATION</p> <p>SCIENCE</p> <p>SPANISH</p> <p>TECHNOLOGY and DESIGN</p>	<p>Pupils who require additional learning support undertake extra planned lessons.</p> <p>Reading and Numeracy Support provided in small groups or individually</p> <p>Individual pupils' needs are monitored and support given</p> <p>GCSE / BTEC / Occupational Studies L2 Options are made in Year 10</p>
<p>11</p> <p>&</p> <p>12</p> <p>KS 4</p>	<p>All pupils in Years 11 & 12 study a core examination curriculum consisting of:</p> <p>ENGLISH</p> <p>MATHEMATICS</p> <p>SCIENCE (and DOUBLE AWARD)</p> <p>ICT</p> <p>LLW</p> <p>All pupils also study non- examination classes in the following subjects:</p> <p>CAREERS EDUCATION</p> <p>PHYSICAL EDUCATION</p> <p>RELIGIOUS EDUCATION</p>	<p>Additional examination courses are selected from the following:</p> <p>ART and DESIGN</p> <p>OS Business Services</p> <p>BTEC Business</p> <p>Studies OS</p> <p>Engineering</p> <p>BTEC Engineering</p> <p>ENGLISH LITERATURE</p> <p>SPANISH</p> <p>GEOGRAPHY</p> <p>HISTORY</p> <p>HOSPITALITY</p> <p>OS Patisserie & Cuisine</p> <p>FURTHER MATHEMATICS</p> <p>MOVING IMAGE ARTS</p> <p>MUSIC</p> <p>OS DIGITAL MUSIC</p> <p>STATISTICS</p> <p>RELIGIOUS EDUCATION</p> <p>SPORTS STUDIES</p> <p>OS Environment & Society</p> <p>PREPARATION FOR ADULT LIFE (PAL)</p>

POST 16 COURSES AT ASHFIELD BOYS' HIGH SCHOOL

After GCSEs, in Year 12, boys may progress to study level 3 courses at Sixth Form. Those currently available are listed below.

Courses at Ashfield Boys' High School

GCE Level 3 AS/A2	Art & Design
GCE Level 3 AS/A2	English Language/Lit
GCE Level 3 AS/A2	Government and Politics
GCE Level 3 AS/A2	Moving Image Arts
GCE Level 3 AS/A2	Mathematics
GCE Level 3 AS/A2	Photography
GCE Level 3 AS/A2	Geography
GCE Level 3 AS/A2	Life & Health Sciences
BTEC Level 3	Applied Science
BTEC Level 3	Business Studies
BTEC Level 3	Engineering
BTEC Level 3	ICT
BTEC Level 3	Hospitality
BTEC Level 3	Double Sport Studies
BTEC Level 3	Travel and Tourism

COURSES AT ASHFIELD GIRLS' HIGH SCHOOL

GCE Level 3 AS/A2	History
GCE Level 3 AS/A2	Media Studies
GCE Level 3 AS/A2	Religious Studies
BTEC Level 3	Public Services
BTEC Level 3	Health and Social Care

Collaborative Courses –Strathearn School & Bloomfield Collegiate

GCE Level 3 AS/A2	Physics
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PUBLIC EXAMINATION RESULTS 2019/2020 SCHOOL YEAR

GCSE Results (Overall)

	Percentage
Achieved 5 or more A* - C	89.8
Achieved 5 or more A*-C with English and Maths	57.4
Achieved 5 or more A* - E	95.3

GCSE Results by Subject

Subject	Percentage A* - C	Percentage A* - E
Art and Design	76.9	92.9
Business Services	88.2	100
Business Studies	92.3	97.4
Double Award Science	88.9	100
Engineering	100	100
Engineering Services	96	100
English Language	65.7	90.7
English Literature	75	83.3
Geography	84.4	100
Environment and Society	100	100
History	66.7	92.9
Patisserie & Cuisine	100	100
ICT	94.2	100
Learning for Life and Work	81.1	92.5
Mathematics	63.9	81.5
Mathematics (Further)	100	100
Moving Image Arts	92.9	100
OCN RE	100	100
Self-Development (PAL)	100	100
Single Award Science	95.8	100
Spanish	60	100
Sports Studies	93	100

Key Stage 5 (Level 3) Results (Overall)

	Percentage
Achieved 3 or more A* - C	67.9
Achieved 2 or more A* - C	89.3
Achieved 2 or more A* - E	98.1

APPLIED GCE/GCE 'A' LEVEL 2019/20 - PERCENTAGE RESULTS

Subject	Percentage A* - C	Percentage A*-E
Art and Design	85.7	100
Business	89.7	100
Engineering	94.1	100
English Language & Literature	80	100
Geography	50	100
Hospitality	100	100
ICT	82.1	84.6
Mathematics	55.6	88.9
Photography	100	100
Politics	83.3	100
Religious Studies	100	100
Science (Applied)	57.1	85.7
Sports Studies	80	80
Travel and Tourism	90.9	100

PUPILS WHO REQUIRE ADDITIONAL LEARNING SUPPORT

STAFF

Mrs Deakin - Learning Support Coordinator (SENCO)

Mrs Beattie - Nurture Coordinator

Mrs Dundas - Learning Support Literacy intervention and support Coordinator.

Mrs Young – Learning Support Numeracy intervention and support Coordinator.

Miss McClelland – Newcomer Support Teacher

Years 8-10

Progress Testing English (PTE) and Progress Testing Mathematics (PTM), along with NGRT tests, are utilised to select all relevant pupils for Literacy and Numeracy intervention.

Better Reading Partnership and Reciprocal Reading are used as our main intervention strategies.

Several Staff including both teaching and non-teaching are trained to deliver the Better Reading Partnership.

All Learning Support programmes effectiveness/value added are monitored by the Learning Support Coordinator who reports directly to the Principal, Vice Principal, Pastoral Care and Support Team and CLT.

Years 11 and 12

All pupils follow GCSE/BTEC and or Occupational Studies Level 2 courses.

Courses are designed to ensure that our students have the opportunity to develop skills and qualifications that will help them progress to the next levels of education and/or employment.

There are several main areas of provision for pupils requiring learning support. These are: -

- Pastoral Care and Support Team. Meeting on a monthly basis.
- Additional support/intervention in Literacy and Numeracy.
- Reading partnership programme delivered by Learning Support Assistants and Mrs Dundas.
- An educational psychologist from the Education Authority (Belfast Region), who tests pupils to diagnose areas of learning difficulty (barriers to learning) and helps form individual learning programmes.
- A portfolio of diagnostic testing (CAT4, PTE, PTM, NGRT) is in use to determine barriers to learning and to monitor progress.
- Additional support is available from the Secondary Pupil Support Service.
- A lunchtime club and a homework club.
- Access to a Learning Support Assistant.
- Outreach Support eg. Oakwood ASD Service/SPSS

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

The past year has changed how CEIAG is delivered in school, many of our courses delivered by providers have transferred to online provision, continued with Covid 19 procedures in place or, unfortunately in some cases, have stopped altogether until this difficult period passes. In Years 8 and 9 pupils have the opportunity to participate in programmes to assist their career option choices. Initially Year 8 pupils participate in a Young Entrepreneurs (YE) course called 'Big School' to help them make the transition from primary to secondary school, this course had been adapted for online delivery and in the current academic year will move back into a face-to-face option. At the end of Year 8 they participate in a course entitled 'Moving On', which encourages them to set goals, prioritise their work and manage their study time. It provides them with the skills needed to tackle examinations in later years and at present will be delivered on the online format. CEIAG is delivered through the Employability strand in LLW, through subject based provision and additional courses.

In classes from Years 11 to 14 all pupils have Careers Education, Information, Advice and Guidance (CEIAG) timetabled classes to assist with their personal career planning and awareness of the opportunities available to them. During this time, they have the opportunity to consider various aspects of the world of work and how best to prepare for life after school. The Year 10 careers provision is constantly revised in light of curriculum change and the increasing importance of CEIAG in the developing school curriculum. In Year 10 all pupils will receive one period of taught Careers every 2-week cycle and these classes are now increasingly delivered via Google classroom. The bespoke Careers period is further supplemented with one interview with their Careers teacher/Senior Teacher during this transition year enabling them to discuss their options pathways for Years 11 and 12. This meeting with a Senior Teacher will for many this year this was accessed by parents and pupils via telephone. Year 10 pupils had the opportunity to participate in a course on Curriculum Mapping, delivered by Eye4Education, to assist with decision making in this critical year. In Year 10 pupils participate in a course by Young Enterprise 'The Economics of Staying in School', which at present is being delivered on the online formats and will move into a virtual and face-to-face format. It investigates pupil options and is delivered to all class groups in the Year 10.

In Years 11 and Year 12 all pupils receive one period per cycle of CEIAG time. During this time, they complete self-assessments, Personal Career Plans (PCP) and investigate their learning styles. This now is in the form of an evidence based approach on Google classroom for each year group, all lessons are delivered in the Classroom. In Year 11 they investigate different types of careers and engage in planning a career pathway. In Year 12 the focus is on application procedures and selection, additional support given in relation to their PCP and work experience placements. Work experience has been cancelled in the past year due to current restrictions and we hope that in the future work experience placements can take place, however it is not possible in the immediate future. Some virtual placements are available and being developed further for pupils by external providers.

Time is set aside so that each pupil is given as much individual attention as possible. Careers Officers from the Department for the Economy will again be in weekly attendance during all three terms and we welcome parents to use this facility by being present at these consultations. Due to restrictions in the past year many of these consultations took place via telephone however this year these interviews will take place via Teams with pupils receiving guidance remotely with a specialist staff member. Pupils in Year 12 receive, if required, 2 or 3 interviews with the Careers Officer, depending on need and this will continue through this year where possible. Year 12 pupils will also receive targeted careers advice in small groups. This is also available for targeted pupils in Year 11. All special educational needs pupils have access to the Careers Officer from Year 10 with interviews given with parents as requested. In 2021-2 all Year 10 will also have the opportunity to attend an interview with the Careers Officer as requested using Webex. The Careers Officers also deliver online talks at key transition periods and will assist in online interview skills and online options.

Careers classes have access to Google classrooms for each intake which means each pupil can track their careers progress from Year 8 to 14 within their classroom. Throughout this year pupils will also access materials on Xello to increase the careers provision. Pupils and teachers have access to computer facilities and utilise dedicated websites to assist in careers choices and decisions through all year groups in school. A range of books and other information leaflets are available from the school library and Careers Resources in the department.

Pupils are given courses related to Science Technology Engineering Art and Mathematics (STEAM) initiatives and attend events on STEM and Young Entrepreneurs. There are STEAM representatives from each of the key STEAM departments: Science, Technology/Engineering, Art, Mathematics and IT, the group is managed by Mr L White, volunteer coordinator. Part of the YE courses in school involve speakers from the STEAM industries. This is proposed to include all those key areas and also additional curriculum subjects which link closely to the STEAM subjects.

Selected pupils in Years 9-12 have been participating in events and activities as part of the QUB Junior Academy linked with Queen's University Widening Participation Unit. Our Year 13 and 14 students are part of the QUB Senior Academy and also the Pathway Programme. Two students who were part of the 2020-1 Pathway Programme have recently taken up degree positions at QUB in Mathematics & Computer Science and Psychology. The programme continues with more students entering QUB with a diverse range of subject choices.

Leavers Destination	ABHS
Higher Education	16.8
Further Education	26.2
Employment	29.0
Training	19.6
Unemployment	7.5
Unknown	0.9

PHYSICAL EDUCATION DEPARTMENT

‘To Actively Engage’

‘It is the vision of Ashfield Boys’ High School Physical Education Department to promote lifelong participation in physical activity for all students’.

As a department, we aim to provide a challenging, disciplined and safe environment for high quality learning and teaching. Pupils should experience a balance of activities which has the necessary coherence and breadth to develop the Curriculum.

Progression should be evident as the pupils pass through key stages with an extended choice of activity in key stage 4 to ensure the pupil is offered a stimulating and relevant school choice in PE.

By the end of their physical education at Ashfield Boys High School, the pupil should have developed a personal commitment to, and genuine passion for, maintaining their health and well-being into adult life.

SPORT HIGHLIGHTS 2020/2021

Sport within the timeframe has been severely disrupted by Covid 19. No matches or competitions happen within the past academic year.

List of Sports at Ashfield Boys'

Athletics	Badminton	Basketball	Cross Country
Golf	Rugby	Soccer (5-a-side)	Soccer (11-a-side)
Table Tennis	Handball	Couch 2 5K	Football
Fitness Suite			

Glentoran Academy

We have worked hard to develop strong links with Glentoran FC and now run the Glentoran Youth Football Academy on the school campus. There has been an intake of 32 players into lower 6th providing great pathways for our pupils.

LMS OUTTURN STATEMENT: 2020/2021 FINANCIAL YEAR

SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

1 RESOURCES AVAILABLE

Balance brought forward from 2019/2020	-£253171
Formula Funding	
CFF Delegated Budget	£3768001
Additional Funding	
Shared Education (Sept)	£795
Education Restart	£11440
PPE 1 st Allocation	£8516
PPE 2 nd Allocation	£23350
Engage Programme	£25448
Shared Education (Nov)	£1620
Shared Education (Effective Leadership)	£1855
Health and Wellbeing	£7540
SENCO Implementation	£18750
Education Restart (Dec)	£6138
Teachers Pay Award Arrears	£145495
Extended Schools Cluster	£5475
EF ALC Allocation	£3000
Entitlement Framework	£6962
Shared Education	£1134
Sixth Form Growth	£60511
School of Sanctuary	£3000
EMA	£1750
COVID 19 Year end adjustment	£97652
TOTAL RESOURCES AVAILABLE	£3968344

2 EXPENDITURE

Teaching Staff Costs	£3143822
Non-Teaching Staff Costs	£505101
Non-Staff Cost	£413735

TOTAL EXPENDITURE	£4062658
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3 BALANCE CARRIED FORWARD TO 2020/2021	-£94314
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SCHOOL FUND (Subject to Audit)

	£	£	£
BALANCE BROUGHT FORWARD			£2198.79
INCOME		59768.16	
OUTGOINGS			
	57087.12		
Bank Fees	389.35		
BALANCE CARRIED FORWARD			£4490.48

BUSINESS RESERVE

BALANCE BROUGHT FORWARD			£4947.03
INCOME		19223.00	
Interest		17.03	
OUTGOINGS	17774.36		
BALANCE CARRIED FORWARD			£6412.70