



Ashfield Boys' High School

Board of Governor's Annual Report

September 2024 – June 2025



ASHFIELD BOYS' HIGH SCHOOL

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

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

Dear Parent/Carer

On behalf of the Board of Governors, I commend this report to you.

Please take time to read it as it provides a thorough overview of the 2024/2025 academic year and all its successes.

The Governors wish to record their sincere thanks and appreciation for the commitment and dedication of our Principal, and his entire teaching staff team, ably supported by many non-teaching colleagues and ancillary staff.

Ashfield continues to strive towards excellence in academic success, underpinned by a robust pastoral care and support system. This approach is instrumental in enabling and empowering each boy to give of their best. Help is always given to those who ask for it.

Finally, thank you for your continued support of the school, your son and his academic achievements.

Yours sincerely

J Nicholson

J Nicholson
Chairman
Board of Governors

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ASHFIELD BOYS' HIGH SCHOOL

Vision:

Ashfield Boys' strives to create an inclusive learning community that provided a safe nurturing child centred environment with an atmosphere of high expectation, where strong supportive relationships are developed and valued.

We actively encourage the development of all of our pupils to become adults with the qualifications, skills and capabilities to thrive in, and contribute to, the world in which they live.

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:

At Ashfield Boys' High School, we have identified 5 core values that we believe should shape all of our behaviours and actions. They should be at the **HEART** of everything that we do –

- **Honesty** – be honest with yourself and others, do the right thing
- **Excellence** – strive for the highest personal achievement in all that we do.
- **Attitude** – having the right attitude, a 'can do' attitude.
- **Respect** – treating others in the same way as we would like to be treated.
- **Teamwork** – using the supports available to us to be the very best version of ourselves.

Membership of the Board of Governors of Ashfield Boys' High School 2018/25

(Reconstituted 2018)

Category	Name	Term of Office Ends
Board Representatives	Mr C Buckland	2024
	Mr T Haire (<i>Chairperson</i>)	2025
	Mr J Nicholson	2025
	Mrs M Andrews	2024
Transferor Representatives	Mr G Robinson	2025
	Rev D Rankin (<i>Vice Chairperson</i>)	2025
	Mr J McQuillan	2023
	Mrs L McAllister	2023
	Mr G Hamilton	2025
Parent Representatives	Mr T Conway	2025
	Mr M Bates	2025
	Mr G Allen	2025
	Mrs J Booker	2023
Teacher Representatives	Mr C Duff	2025
	Mrs A Kerrigan	2025
	Mr C McKnight	2025
	Mr A Duffield (<i>Secretary</i>)	

Membership of the Board of Governors of Ashfield Boys' High School 2024/2028

(Reconstituted 2025)

Category	Name	Term of Office Ends
Board Representatives	Mr J Nicholson (<i>Chairperson</i>)	2028
	Mr C McAuley	2028
	Mrs L Girvin	2028
	Mr M Thomson	2028
Transferor Representatives	Rev W Harkness	2028
	Mr G Hamilton	2028
	Mr G Robinson	2028
Parent Representatives	Mr M Bates (<i>Vice Chairperson</i>)	2028
	Mr T Conway	2028
	Mr E Marjoram	2028
	Ms K Hingston	2028
Teacher Representatives	Mr C Duff	2028
	Mrs A Kerrigan	2028
	Mr A Duffield (<i>Secretary</i>)	

Mr Duffield to be present at all committee meetings.

Mr McKnight to substitute in Mr Duffield's absence.

BOARD OF GOVERNORS COMMITTEES

2018 – 2025

Pastoral Care, Wellbeing & Support	Mr M Bates	
Teaching & Learning	Mr J Nicholson	Mr G Hamilton
Career Options and Pathways	Mr C Buckland	Mr G Allen
Community Links & Development	Rev D Rankin	Mrs M Andrews
Finance	Mr C Buckland Mr G Allen Mr A Duffield	Mr T Haire Mr J Nicholson
Health & Safety	Mr C Duff Mr C McKnight	Mr M Bates
Health & 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 Mr G Hamilton Mr M Bates	Mr C Buckland Mr J Nicholson Mr C Duff Mr T Conway Mr G Allen
Disciplinary	Mr T Haire Mr G Hamilton	Mr C Buckland Rev D Rankin
Appeals	Mrs M Andrews Mr G Allen Mr M Bates	Mr T Conway Mr J Nicholson

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

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

BOARD OF GOVERNORS COMMITTEES

2024 – 2028

Designated Governor for Child Protection	Mr M Bates	
Designated Governors for Performance Review and Staff Development	Mr J Nicholson	Rev W Harkness
Designated Governors for Health & Wellbeing	Mr M Thomson	Mr C Duff
Finance Committee	Mr J Nicholson Mr C McAuley Rev W Harkness	Mr M Bates Mr G Robinson
Assistant Vice Principal Link Governors		
Pastoral Care	Mr M Bates	Mr E Marjoram
Teaching and Learning	Mr J Nicholson	Mr C McAuley
Curriculum Careers & Pathways	Mrs L Girvin	Mr T Conway
Community	Rev W Harkness	Mr M Thomson
Learning Support	Mr G Hamilton	Ms K Hingston
Recruitment / Selection & Appointments	Mr J Nicholson Mrs L Girvin Rev W Harkness Mr G Hamilton Mr M Bates Mr E Marjoram Mr C Duff	Mr C McAuley Mr M Thomson Mr G Robinson Mr T Conway Ms K Hingston Mrs A Kerrigan
Disciplinary	Mr J Nicholson Rev W Harkness Mr T Conway	Mr C McAuley Mr G Hamilton
Appeals	Mr M Bates Mr E Marjoram Ms K Hingston	Mr M Thomson Mrs L Girvin

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

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

BOARD OF GOVERNORS' MEETINGS

The sub-committees of the Board of Governors have, 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 7 occasions, the Appointments Committee on 2 occasions, the SDP Sub-Committee on 4 occasions, the Health and Safety 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 A S Duffield, BSc (Hons), PGCE, PQH

Vice Principal: C McKnight, BSc (Hons) PGCE

Assistant Vice Principals: Mrs R Deakin, BSc(Hons), PGCE

Mrs D Hill, BA(Hons), PGCE

Mrs A Kerrigan, BA(Hons), PGCE

Mr K Millar, Ba(Hons), PGCE

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

Art Department and Moving Images

Head - Mrs V McMahon, BA(Hons), PGCE

Miss C Reid, BA(Hons) PGCE

Mrs K King, BA(Hons), PGCE

Life and Work

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

Mrs A Kerrigan, BA(Hons), PGCE

Mrs C White, BEd(Hons)

Business Studies

Head – Mrs L Cassidy, BEd(Hons)

Mathematics Department

Head – Mr L Hill, MSci (Hons), PGCE

Mrs J Crozier, BSc(Hons), PGCE

Mr C Brady, BEng (Hons), PGCE

Mr S Selhim, BSc(Hons), PGCE

Mr B De Klerk, HDipEd

Mrs A Reid, BSc(Hons) PGCE

English Department

Head - Mrs L Browne, BA (Hons), PGCE

Mrs A Dobbin, BA(Hons), PGCE

Mrs A Millar, BA(Hons)Ma, PGCE

Miss S Wilson, BA(Hons), PGCE

Mrs K Brown, BA(Hons), PGCE

Dr A Cunning, BA(Hons),MA, PGCE, PhD

Miss L Roy, BA(Hons), PGCE

Music Department

Head – Miss L Hill, BA, PGCE

Miss K Collins, BA(Hons), PGCE

General Studies

Mrs K L Stevens, BA(Hons), PGCE

Physical Education Department

Head – Mr B Reid BSc, PGCE

Mr S Irvine, BSc(Hons), PGCE

Mr N McConnell, BSc, PGCE

Mr C Stewart, Bsc(Hons), PGCE

Mr D Proctor, BSc(Hons), PGCE

Geography Department

Head – Miss R Donaldson, Bsc(Hons), PGCE

Mrs C Woollams, BSc(Hons), PGCE

Mrs C Holland, Bsc(Hons), PGCE, MA

Mr P Mooney, BSc(Hons), PGCE

Religious Education Department

Head –Mrs S Murphy, BA(Hons), PGCE

History Department

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

Miss L Murray, BA(Hons), PGCE

Science Department

Head – Mrs L Johnston, BSc(Hons), PGCE

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

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

Miss R Weatherall. BSc(Hons), PGCE

Mrs C Brennan, BSc(Hons), PGCE

Home Economics

Head – Miss K Jemphrey, BA(Hons) PGCE

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

Spanish Department

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

Information Technology

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

Mrs R McConnell, MEng, PGCE

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

Mr R McKittrick, BEd

Miss A Mulholland, BEd(Hons), PGCE

Technology and Engineering Department

Head – Mr K Reid – BEd(Hons), PGCE

Mr D Waring – BSc(Hons), PGCE

Mrs D Carlin, BDes (Hons) DPP, PGCE

Learning Support Department

Mrs L Beattie, BA, PGCE

Mrs J Young, BEd(Hons), PGCE

Miss L Cosgrove, BA(Hons), PGCE

Autism Specific Provision

Mr S Lavery, BSc(Hons), PGCE

Mr D O'Neill, BSc(Hons), PGCE, MA

Mrs C Harris, BEd

Mrs R Brown. BA(Hons), PGCE

AUXILIARY and ANCILLARY STAFF

		Learning Support Assistants	
Administrative Officer	Ms V Graham	Mrs C Adamson	Mrs J McClements
Executive Officer	Ms A Rutherford	Ms R Arthurs	Mrs J McClure
Senior Clerical Officer	Ms H Brown	Mrs K Bowers	Mr C McClurg
Clerical Officer	Mrs A Smiley	Ms S Breheny	Mrs C McConnell
Library Assistant	Miss M Godden	Mrs M Buchanan	Miss L McConnell
IT Technician	Mr A Sheridan	Miss N Buchanan	Mr D McDowell
Technology Technician	Mr M Cinnamond	Mrs R Burgess-Stewart	Mrs J McKimm
Home Economics Technician	Ms P Spence	Mrs C Callacher	Miss R Milligan
Sixth Form Supervisor	Mr D Tumelty	Mrs C Campbell	Miss E Montgomery
Sports Technician	Mr J Spence	Miss K Carson	Mr M Morgan
	Mr B Anderson	Mrs J Crowe	Mrs M Muir
Science Technician	Mrs L Lester	Mr A Davidson	Ms J Nelis
Learning Support Technician	Mrs J Sayer	Miss B Docherty	Mrs J Nelson
Inclusion Team	Mr N Beattie	Mr C Downey	Mrs M Nixon
	Mrs H Irwin	Ms J Elwood	Miss S Osborough
	Mrs A McCartney	Mrs D Foster	Mrs W Palmer
Building Supervisor	Mr I Jones	Mr L Drain	Mr P Pearson
Facility Stewards	Mr F Shearer	Miss L Gilpin	Mr J Query
	Mr B Anderson	Mrs K Girvin	Mr DM Rice
	Mr D McConnell	Miss R Green	Mrs M Robinson
	Mr A Harwood	Mrs S Hackworth	Miss L Rutherford
		Mrs J Harrison	Mrs L Shah
		Mr A Harwood	Mr M Sherrin
		Miss H Hassan	Mrs J Simpson
		Ms T Hudson	Ms A Smyth
		Mrs R Hunt	Ms C Stanex
		Miss T Kirkwood	Mrs DL Steed
		Mrs S Larmour	Mrs A Stevenson
		Mr M Leahey	Mrs I Swift
		Ms L Manley	Ms C Watson
		Mrs E Matthews	Mrs L Watters
		Miss S Matthews	Miss S Wilson

Cleaners	Mrs S Gamble	Ms N Savage	Miss E Godden
	Ms T Hudson	Mrs V Glover	Miss K Kirkwood
	Mrs H Armstrong	Mrs L McCausland	Mrs A Ritchie
	Miss K Carson	Mrs A McCartney	

Lunch Time Supervisors	Mrs R Burgess-Stewart	Mrs S Hackworth	Mrs J McClements	Mrs L Shah
	Mrs C Callacher	Mrs H Irwin	Mrs J McClure	Mr F Shearer
	Mr M Cinnamond	Mr I Jones	Mrs L McConnell	Mrs P Spence
	Mrs J Crowe	Mrs K Kirkwood	Mrs J McKimm	Mrs A Stevenson
	Mrs D Foster	Mrs S Larmour	Ms E Montgomery	Mr D Tumelty
	Mrs S Gamble	Mrs A McCartney	Mrs W Palmer	Miss S Wilson
	Mrs K Girvin	Mrs L McCausland	Mrs J Sayer	

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 are responsible for the curriculum in their subject, which is based upon guidelines set by the Strategic 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 small 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

The curriculum is sufficiently broad based to fulfil the general aims, yet allows 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.

Our pedagogy is based on a shared understanding of the principles underpinning effective teaching & learning and builds on the school's collaboratively developed and implemented best practice, with the set of holistic 'relational' educational principles identified within the 'Taking Boys Seriously' initiative. The principles aim to ignite boys' motivation, aspirations and attitudes towards education and learning.

Such shared understanding should encourage the implementation of consistent teaching & learning strategies based on agreed best practice, enabling each of our boys to achieve their full potential.

Our curriculum design aims to provide a framework to support our boys in developing a knowledge and understanding in each subject area, creating a solid foundation for further study. Ultimately, we want all of our boys to be competitive in the world of further/ higher education and employment, and to help achieve this, the curriculum in individual subject areas is designed moving backwards from Level 3/ A-Level. We identify the knowledge and skills that our boys need to succeed at A-Level/ Level 3 and GCSE/ Level 2, and we build a foundation of knowledge and skills at Key Stage 3 to prepare them for GCSE/ Level 2, and then do the same at GCSE/ Level 2 for A-Level/ Level 3. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on are defined. All subject areas should prepare pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.

The streaming of 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.

Differentiation is a key aspect of our curriculum and course delivery. At Ashfield Boys' High School, we agree that differentiation is the key to ensuring all students make and exceed expected progress in each subject area. Differentiated planned activities are set in all Key Stages to ensure appropriate content level for all ability ranges delivering the most effective learning opportunities.

Our Key Stage 3 curriculum has been developed to meet the requirements of the 9 Areas of Learning of the Northern Ireland Curriculum. We place great emphasis on improving levels of literacy and numeracy for all of our boys, with English and Maths having the largest allocations in our timetable structure. There are also dedicated staff providing literacy and numeracy programmes on a withdrawal basis for those boys who struggle the most in these areas. We regard this as a crucial Key Stage in narrowing gaps in academic performance and helping boys catch up with their peers before the demands of external qualifications commence. 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.

The school's Nurture Classes (Year 8 and Year 9) provide specific provision for carefully identified boys with Social, Emotional, Behavioural Difficulties. Ashfield Boys' High School is part of the National Nurture Group Network and key staff are trained to deliver this specialist provision. The Nurture Class is a unique resource based on well documented psychological theory and research.

Our nurture room is a warm and accepting environment to help our boys develop positive relationships with both staff and peers. It is based in one room within the school and provides a home from home area, and an area set aside for learning. There will usually only be 9-12 young people in the Nurture Classes at any one time. There is a carefully designed daily routine where there is a balance of teaching and learning, affection, and structure within a home-like atmosphere. (The Nurture Group Network) Year 8 boys attend the nurture room every day for three periods which will include literacy and numeracy and a variety of other subjects, which then reduces in Year 9. The boys will attend the Nurture Class for a maximum of five terms with the aim to successfully integrate into their mainstream classes. The boys will be on the register for their mainstream class, and they will join these classes for appropriate parts of the day.

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.

This Key Stage 4 curriculum is designed to reflect the Entitlement Framework requiring schools to offer a minimum of 21 subjects at Key Stage 4, supporting a range of abilities and balancing core academic subjects with an appropriate menu of vocational qualifications. We focus on providing effective CEIAG that engages students in making informed choices and challenges students to achieve and exceed prior expectations. Input from the Department of Employment & Learning is an important feature of this programme.

The school's ASC Resource Class study the core subjects of English, Maths, Science, LLW, Geography and History in the ASC Room, these provide a base and foundation to learning and social development. Access to the broader curriculum, where appropriate, in PE, ICT, Music, Art, and HE can be accessed throughout the school, and delivered by subject teachers with support from ASC staff. Their KS4 curriculum offer is closely aligned with that of the main school, where boys have the opportunity to achieve Level 2 courses in English, Maths, Science, PAL, Prince's Trust (including an ICT module), and then select one further subject from Engineering, Patisserie, or Travel & Tourism.

All Year 12 pupils are encouraged to continue their studies into Year 13 with the significant majority returning to study at post-16 level. 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, BTEC Travel & Tourism, BTEC Music Production are available.

Our boys also have the opportunity to study a BTEC Level 3 National Extended Diploma in Sport which is equivalent to 3 A-Levels/ Level 3 qualifications. The course is delivered as part of the Glentoran FC Elite Football Scholarship Programme where the boys along with their education programme, benefit from 3 pitch sessions, 2 strength and conditioning sessions, and access to one analysis session per week. They also have the opportunity to complete IFA coaching badges through the programme.

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.

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

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. We strive to ensure that all of our boys feel safe, welcomed, acknowledged, and nurtured. 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 2025

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 2025

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 28 January 2025 at 12 noon (GMT) and an application submitted by the closing date of 20 February 2025 at 12 noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 20 February 2025 and up to 25 February 2025 will be treated as a late application.

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
- Hollywood 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 (Ballyhackamore)
- Strandtown Primary School
- Victoria Park Primary School

(please note schools are listed in alphabetical order and not preference)

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 Boy whose brother / half-brother **attended** Ashfield Boys' High School.

6. A pupil who is the first boy in the family to transfer to a non-grammar secondary school. *(Parents / Carers of pupils who gain a place at this stage of the criteria will be asked to provide supporting evidence at the application stage. This can be a letter from either a Primary School Principal, Solicitor or Medical Professional).*

7. A boy whose sister / half-sister attends Ashfield Girls' 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)'.

Please note

- Half-brothers / half – sisters will qualify for admission if they reside at the same address as the older sibling who attends or has attended either Ashfield Boys' or Ashfield Girls' respectively.
- 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 the Transfer Application. Parents should ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Application.

Duty to Verify

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Application. The provision of false or incorrect information or the failure to provide information within the deadlines set by post-primary schools 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 Application.

Waiting List Policy

Should a vacancy arise after 10 May 2025 all applications for admission to Year 8 that were initially refused, new applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2026. The school will contact you in writing if your child gains a place in the school by this method.

Your child's name will be automatically added to the waiting list. Please contact the school if you wish for your child's name to be removed from the list.

**Applications
and Admissions**

Year	Admissions No	Total Applications <i>ie. All preferences</i>	Total Admissions
2022/23	140	174	140
2023/24	140	178	143*
2024/25	140	140	140

*includes Temporary Variation to admission number granted by DE

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>PREPARATION FOR ADULT LIFE (PAL)</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 Studies</p> <p>OS Engineering</p> <p>BTEC Engineering</p> <p>ENGLISH LITERATURE</p> <p>SPANISH</p> <p>GEOGRAPHY</p> <p>HISTORY</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>Government & Politics</p> <p>BTEC Sport</p> <p>OS Environment & Society</p> <p>OCN RE</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
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	Sport Studies
BTEC Level 3	Sport Studies extended diploma (triple)
BTEC Level 3	Travel and Tourism
BTEC Level 3	Digital Music

COURSES AT ASHFIELD GIRLS' HIGH SCHOOL

GCE Level 3 AS/A2	Health & Social Care
GCE Level 3 AS/A2	History
GCE Level 3 AS/A2	Media Studies
GCE Level 3 AS/A2	Religious Studies
GCE Level 3 AS/A2	DA L&H Science

Collaborative Courses –Bloomfield Collegiate

GCE Level 3 AS/A2	Physics
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PUBLIC EXAMINATION RESULTS 2023/2024 SCHOOL YEAR

GCSE Results (Overall)

	Percentage
Achieved 5 or more A* - C	85.4
Achieved 5 or more A*-C with English and Maths	56.9

GCSE Results by Subject

Subject	Percentage A* - C	Percentage A* - E
Art and Design	82.3	94.1
Business Services	88.9	88.9
Business Studies	92.9	92.9
Double Award Science	87.9	100
Engineering	91.9	91.9
Engineering Services	77.3	77.3
English Language	72.3	90.8
English Literature	88.9	92.6
Environment and Society	90.9	93.2
Government & Politics	66.7	83.3
Geography	76.7	90
History	50	70.8
Patisserie & Cuisine	81.3	84.4
ICT	93.1	93.1
Learning for Life and Work	40	94
Mathematics	62.3	81.5
Mathematics (Further)	56.5	100
Moving Image Arts	90	100
Music	100	100
Digital Music	100	100
Self-Development (PAL)	89.3	89.3
Single Award Science	69.8	93
Sports Studies	56.3	56.3

Key Stage 5 (Level 3) Results (Overall)

	Percentage
Achieved 3 or more A* - C	67.8
Achieved 2 or more A* - C	84.8
Achieved 2 or more A* - E	91.5

APPLIED GCE/GCE 'A' LEVEL 2023/24 - PERCENTAGE RESULTS

Subject	Percentage A* - C	Percentage A*-E
Art and Design	100	100
Business	80	90
Engineering	66.7	100
English Language & Literature	<i>No students</i>	
Geography	50	100
L&H DA Science (<i>collab</i>)	100	100
Proof Bus Services (<i>collab</i>)	100	100
Hospitality	57.1	85.7
ICT	83.3	87.5
Mathematics	50	100
Moving Image Arts	100	100
Photography	100	100
Science (Applied)	75	100
Sports Studies	40	80
Sports Studies (Triple Ext Diploma)	89.7	89.7
Travel and Tourism	100	100

PUPILS WHO REQUIRE ADDITIONAL LEARNING SUPPORT

TEACHING STAFF

Mrs Deakin – Assistant Vice Principal, Learning Support Coordinator (SENCo)

Mrs Beattie - Nurture Coordinator

Mrs Cosgrove - Learning Support Literacy Intervention and Support Coordinator.

Mrs Harris – Assistant LSCo, ASC Coordinator

Mrs Young – Learning Support Numeracy Intervention and Support Coordinator.

Mr Laverty- ASC Teacher in charge of Pastoral care

Mr O'Neill- ASC Teacher, Teacher in Charge of ASC curriculum

Mrs Simpson – ASC Teacher

Mrs Millar– Newcomer Support Teacher

ASC

Years 8-12. Five-year groups spread over 4 classes, four teachers and 11 LSAs. All newly refurbished classrooms come with their own sensory areas.

KS3 classes follow adapted versions of the mainstream SOW. Life and social skills are incorporated into the ASC curriculum.

KS4: Boys have access to 5 core level 2 courses English, Maths, Science, PAL, and King's trust. Some have chosen one subject in mainstream varying between ICT, Environmental studies, Art, and Patisserie and Cuisine. KS4 non-mainstream pathway follow OCN personal progress award and/or certificate.

Nurture

Yr8: 11 pupils. 50% timetabled Nurture periods, students study English, Maths, History, Geography, project work and social skills. Pupils are integrated into yr8 mainstream classes for remaining subjects.

Yr9: All year 9 pupils study a bespoke timetable where they all access Nurture for breakfast periods, but the level of nurture support offered to pupils varies between pupils.

Yr10-12 All pupils have timetabled periods where students can drop in for continued Nurture support.

Years 8-10

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

Programmes including Linguistics 45 and Maths Recovery are used during interventions.

All Learning Support programmes effectiveness/value added are monitored by the Learning Support Coordinator who reports directly to the Principal, Vice principal and SLT.

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.
- 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.
- Access to a Learning Support Assistant if required.
- Outreach Support eg. AAIS, SPSS

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Careers education is a key part of the school curriculum. With the world of work constantly evolving, it is more important than ever for young people to understand the many opportunities available and to be prepared for their future careers. Our careers programme is constantly updated to reflect changes in the curriculum and the growing importance of **Careers Education, Information, Advice, and Guidance (CEIAG)** within the curriculum. It has been designed to be flexible, offering a hybrid of online and in-person guidance.

All boys in Years 10 through to Year 14 use Unifrog, an online platform that helps them explore their interests and investigate different career paths. Google classrooms and Unifrog are used for each year intake which means each pupil can track their careers progress from Year 8 to 14 within the Unifrog platform. 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. Access to online information via Unifrog, websites and the use of Wakelet has enabled the careers team to upload recent job and training opportunities to communicate these to students and parents.

Years 8 and 9

- We offer programs to help pupils understand their career choices.
- In Year 8, students take part in a **"Step Up"** course, run by Young Enterprise. This program helps them transition from primary school to secondary school.
- In Year 9, the **"9 Blast Off"** course, delivered through in-person workshops, teaches students how to set goals, prioritize tasks, and manage their study time. These are essential skills that prepare them for the challenges of examinations in the years to come.
- **Careers Education, Information, Advice, and Guidance (CEIAG)** is integrated into the Employability strand of our Learning for Life and Work (LLW) curriculum, as well as through various subject-specific provisions and additional courses.
- Access to **Unifrog**, our core platform, is developing as part of subject careers.

Years 10

- Careers timetabled classes taught during one period in every 2-week cycle with resources provided via through Unifrog and Google classroom. This is to assist with their personal career planning and awareness of the opportunities available to them.
- The use of **Unifrog** guides boys from their initial interests all the way to a completed career plan. It helps them explore various aspects of the world of work and prepare for life after school.
- Subject Information afternoon by teaching staff is held in Spring term to outline Key Stage 4 subject choices.
- Access to online support from DfE Careers Officer, with impartial guidance on choosing subjects for KS4.
- A guidance interview is held with pupil, parent/guardian(s) and senior teacher to discuss pathways for Years 11 and 12 assists with GCSE/Level 2 choices and pathways. This meeting with a Senior Teacher is in person with the pupil's data and relevant careers information to assist with subject choice.
- All documents and information for parents delivered via Wakelet, Unifrog, email and website provision.
- All participate in a course by Young Enterprise 'Project Business', investigating the opportunities is entrepreneurship in Year 10.
- Pupils with a pathway in Arts/Screen engage in a 1-day workshop with EBALC schools

Years 11

- All pupils receive one period per cycle of CEIAG time to investigate different types of careers and engage in planning a career pathway.
- Pupils will complete self-assessments, develop further their Personal Career Plans (PCP) and investigate their learning styles. This links to their subject targets and their career pathways. This is in the form of an evidence-based approach for each year group, all lessons are delivered on a hybrid with Unifrog and Google Classroom.

Years 12

- One Careers period per 2-week cycle.
- One interview per pupil with the DfE Careers Officer, depending on need and this will continue through this year where possible. Parents are encouraged to be involved, and all pupils receive a copy to their school email. All DfE careers interview notes are held on pupil profiles on SIMS.
- Year 12 pupils also receive targeted careers advice in small groups with the DfE careers officer and other providers.
- The focus in classes is on job application processes, procedures, and selection, with additional support being given in relation to their PCP and industry linked opportunities.
- Workshops on specific apprenticeships and application for further education and training providers.
- Work related learning is evolving with virtual placements available for identified school leavers and being further developed for pupils by external providers. This is managed by R Weatherall, Work Experience Coordinator.
- Subject Options afternoon with subject guidance provided within all subjects. A Guidance interview with a Senior Teacher is held to discuss pathways and future options, including A Level progression within Year 13.
- Follow-up interviews in August with same Senior Teacher to discuss results and pathways, consistent engagement with same staff.
- Information available to all parents on Wakelet guiding on next steps and options choices.
- Opportunities to engage with external training providers to sample courses in summer term for leavers.

Years 13

- One careers lesson per 2-week cycle on labour market information, university and HE courses, Higher Level Apprenticeships, detailed information on courses, developing their Career Plan.
- Careers announcements through a targeted google classroom to develop insight of opportunities available.
- Year 13 have the opportunity to engage with face-to-face work placement for 3-5 days in June, and also at agreed times throughout the school terms.
- All Year 13 complete virtual work placements through Unifrog and Speakers4Schools, in addition to direct contact with employers.
- All students complete a Careers Workshop in June, investigating university and higher education options. All register on UCAS and complete the form and draft personal statement.
- Talks throughout the year from industry, University and training providers.
- Scottish Modern University Tour, to investigate different options and supplemented with research on Unifrog.

Years 14

- Timetabled careers per cycle including UCAS applications, CAO applications, personal statements, alternatives to university, gap years, interview skills
- Complete a Mock Interview with an industry-based representative.
- Guidance interview by Careers staff in Autumn term to advise on future pathways.
- DfE Careers Officer available on request for interview.
- Parental Information Evening for students and parents to advise on steps and choices.
- Dedicated Wakelet to communicate employment opportunities in employment and courses to students and parents.
- All opportunities texted to parents and on Wakelet, Careers Google classroom.
- University Open Days, visiting talks from Universities.
- Post 18 Results Day in August, supported with a trained team of interviewers from local employers and TheCareersOffice.

From Years 9 to 14 targeted pupils are engaged with the Widening Participation Unit at QUB, Belfast. In Years 9-12 boys are part of the Junior Academy and the Sports Academy. In senior school we have students in the QUB Pathway which offers workshops, Summer School, pathway in their chosen subject, possible 2 grade drop on asking grades and £1,000 on enrolment at QUB. The Senior Academy offers 30 hours of free tuition in their 3 A level subjects and assistance with the application process for UCAS. This has been highly successful again this year with all students being placed in their chosen pathway.

All special educational needs pupils have access to the Careers Officer from Year 10 with interviews given with parents as requested. The Careers Officer also delivers online talks at key transition periods and will assist in online interview skills and online options. Pupils in ASC have access to the same careers materials on Unifrog and have a bespoke options process with full access to curriculum subjects. Careers Subject Interviews at key transition points are delivered by ASC staff with guidance from C Moore to ensure each young person makes the best curriculum decision to provide them with the best outcome.

Pupils are given access to courses related to Science Technology Engineering Art and Mathematics (STEAM) initiatives and attend events on STEAM 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 the co-ordinator, Mr D McFaul. A STEAM club is part of the school extra-curricular curriculum. Years 8 and 9 enjoyed workshops on Space with all 5 areas incorporated. 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.

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 2024/2025

Year 8 Irish Plate Winners

Year 10 Irish Cup Finalists

NI Football JD Academy/U16/17/18 Internationals

Callum Evans

Mason Ayre

Cal Weatherup

Co. Down Super Cup Representatives U14/16

Mason Ayre

Alfie Anderson

Zac Dickson

Others Sports Development

This year we have had a very successful Rugby program in partnership with Malone Rugby Club. We now have teams playing at U12-14-16 who train together twice per week.

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

Cricket

Sports Day

The boys and staff had another great day at Mary Peters Track for our annual school athletics sports day.

LMS OUTTURN STATEMENT: 2024/2025 FINANCIAL YEAR

SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

1 RESOURCES AVAILABLE

Balance brought forward from 2023/2024 - **£52,661**

Formula Funding

CFF Delegated Budget	£4,884,486
Revised Budget Allocation	£657,039

Additional Funding

Non Teaching Pay & Grading Budget	£42,307
Non Teaching NJC Budget	£35,794
Non Teaching Incremental Budget	£2,783
Provision for Period Dignity	£43
SENCO Implementation of SEND Act	£28,125
Mainstreaming shared Education	£3,354
Extended Schools	£22,583
Education Maintenance Allowance (EMA)	£1,600
Entitlement Framework	£8,151
Contingency In YearGrowth	£46,684

TOTAL RESOURCES AVAILABLE **£5,680,288**

2 EXPENDITURE

Teaching Staff Costs	£3,994,291
Non-Teaching Staff Costs	£773,603
Other Costs	£851,707

TOTAL EXPENDITURE **£5,619,601**

3 BALANCE CARRIED FORWARD TO 2025/2026 **£60,687**