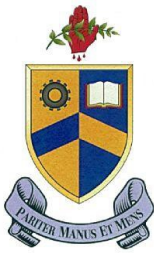




Ashfield Boys' High School

Board of Governor's Annual Report

September 2018 – June 2019



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 2018 to 2019.

It is with pleasure that the Board of Governors have to report another successful school year. There was a continuing improvement in the overall standard of academic results achieved and a sustained level of success in numerous sporting activities.

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
2018/20**
(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 4 occasions, the Appointments Committee on 6 occasions, the SDP Sub-Committee on 6 occasions and the Finance Sub-Committee on 4 occasions.

The Board's 'School Development Sub-Committee' engaged in a fully consultative, collaborative process with key staff, pupils from all Year Groups, Student Council and parents. By working together, they were able to make sure that our strategic priority targets, identified in our strategic School Development Plan 2016/19, were met. The board were delighted that, in March 2018, the Education and Training Inspectorate highlighted this work and validated that the school "demonstrates the capacity to identify and bring about improvement in the interests of all learners. (*ETI Inspection Report – March 2018*).

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), PGCE

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, PGCE

Geography Department

Head - Mrs D Hill, BA, PGCE

Mrs K L Stevens, BA(Hons), PGCE

Mrs C Woollams, BSc(Hons), PGCE

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–Mr N Forbes,BA(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

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

Travel and Tourism

Mrs L Cassidy, BEd(Hons), PGCE

Mrs K L Stevens, BA(Hons), PGCE

AUXILIARY and ANCILLARY STAFF

Senior Clerical Officer	Miss V Gaham Ms A Rutherford	Learning Support Assistants	
Library Assistant	Mss M Godden	Mr B Anderson	Ms H Brown
Science Technician	Mrs R Clements	Mrs J Dean	Mr J Dougherty
IT Technician	Mr P Pearson Mr A Sheridan	Miss J Irvine	Mr S Lecky
Technology Technician	Mr M Cinnamond	Mrs L Manley	Mrs C Moss
Home Economics Technician	Miss C Clerkin	Mrs R Milligan	Miss J Nelis
Sixth Form Supervisor	Mr P Johnston	Mrs M Nixon	Mrs W Palmer
Sports Technician	Mr J Spence	Mr C Payling	Mrs J Rainey
Student Support Technician	Mr N Beattie	Mrs M Robinson	Mrs A Rutherford
Building Supervisor	Mr I Jones	Mrs P Spence	Mrs D Steed
Facility Stewards	Mr F Shearer Mr G Rice	Mrs I Swift	Mrs J Sayer
		Mr D Tumelty	Miss R Williamson
		Miss S Wilson	
Cleaners	Mrs S Gamble Ms T Hudson Mrs L McClure Mrs A Ritchie	Ms K Girvan Mrs M Jackson Mrs L McCausland Ms N Savage	Miss E Godden Mrs K Kirkwood Miss J Ritchie
Canteen Supervisor	Mrs E Henderson		
Cook	Mrs E Ferguson		
Canteen Assistants	Miss D Stitt Ms E Godden	Ms A Brown Ms J Stewart	Ms M Cousins
Lunch Time Supervisors	Mrs A Ritchie Mr F Shearer Mrs J Dean Mrs T Hudson	Mr I Jones Ms P Spence Mrs J Sayer Mrs K Kirkwood	Mrs J McClements Miss S Wilson Mrs W Palmer Mrs L McCausland

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 syllabuses 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 syllabus 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 syllabuses 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. Information Technology is taught to all classes as well as being included in other departmental schemes of work. Those pupils who require additional support are provided with regular literacy and or numeracy.

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, G C E 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 of the middle and senior school. 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 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.

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 2019

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 2019 – Criteria will be applied in the following order:

1. A boy who, at the time of application, attends one of the following Primary Schools:

- Branial Primary School
- Brooklands Primary School
- Cairnshill Primary 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
- 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 brother / half-brother attends or has attended Ashfield Boys' High School.
4. A pupil who is the first boy in the family to transfer to a non-grammar secondary school. (This must be indicated on the transfer Form and supported by a letter from either a Primary School Principal, Solicitor or Medical Professional).
5. A boy whose parent / guardian has indicated a second preference for Ashfield Boys' High School.
6. A boy whose sister attends Ashfield Girls' High School.
7. In the event of over-subscription after the application of criteria 1-6, 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
2016/17	110	182	110
2017/18	110	179	110
2018/19	110	218	137

COURSES IN KS 3 AND KS 4

YEAR	MAIN COURSES	SUPPORT COURSES
<p style="text-align: center;">8</p> <p style="text-align: center;">9</p> <p style="text-align: center;">10</p>	<p>All pupils follow a broad General Curriculum:</p> <p>ART and DESIGN CAREERS EDUCATION ENGLISH GEOGRAPHY HISTORY HOME ECONOMICS INFORMATION and COMMUNICATION TECHNOLOGY LEARNING FOR LIFE AND WORK MATHEMATICS MUSIC PHYSICAL EDUCATION RELIGIOUS EDUCATION SCIENCE SPANISH 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 Options are made in Year 10</p>
<p style="text-align: center;">11</p> <p style="text-align: center;">&</p> <p style="text-align: center;">12</p>	<p>All pupils in Years 11 & 12 study a core examination curriculum consisting of:</p> <p>ENGLISH MATHEMATICS SCIENCE (and DOUBLE AWARD) ICT LLW</p> <p>All pupils also study non-examination classes in the following subjects:</p> <p>CAREERS EDUCATION PHYSICAL EDUCATION RELIGIOUS EDUCATION</p>	<p>Additional examination courses are selected from the following:</p> <p>ART and DESIGN OS Business Services BTEC Business Studies OS Engineering BTEC Engineering ENGLISH LITERATURE SPANISH GEOGRAPHY HISTORY HOSPITALITY OS Patisserie & Cuisine FURTHER MATHEMATICS MOVING IMAGE ARTS MUSIC OS DIGITAL MUSIC STATISTICS RELIGIOUS EDUCATION SPORTS STUDIES OS Environment & Society 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	Moving Image Arts
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	Travel and Tourism

COURSES AT ASHFIELD GIRLS' HIGH SCHOOL

GCE Level 3 AS/A2	Health and Social Care
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

Collaborative Courses –Strathearn School & Bloomfield Collegiate

GCE Level 3 AS/A2	Physics
GCE Level 3 AS/A2	Software Systems Design

PUBLIC EXAMINATION RESULTS 2017/2018 SCHOOL YEAR

GCSE Results (Overall)

	Percentage
Achieved 5 or more A* - C	82
Achieved 5 or more A*-C with English and Maths	47
Achieved 5 or more A* - E	98

GCSE Results by Subject

Subject	Percentage A* - C	Percentage A* - G
Applied Science	100	100
Art and Design	63	95
Business Services	89	100
Business Studies	94	94
Double Award Science	91	100
Engineering	100	100
Engineering Services	100	100
English Language	63	93
English Literature	100	100
Geography	77	100
Environment and Society	100	100
History	31	85
Home Economics	27	100
Practical Craft (HE)	100	100
ICT	100	100
Learning for Life and Work	45	97
Mathematics	56	99
Mathematics (Further)	100	100
Statistics	100	100
Moving Image Arts	75	88
Music	100	100
RE	0	100
Self-Development	100	100
Single Award Science	77	100
Spanish	100	100
Sports Studies	89	92

Key Stage 5 (Level 3) Results (Overall)

	Percentage
Achieved 3 or more A* - C	48
Achieved 3 or more A* - E	67
Achieved 2 or more A* - E	80

APPLIED GCE/GCE 'A' LEVEL 2017/18 - PERCENTAGE RESULTS

Subject	Percentage A* - C	Percentage A*-E
Art and Design	60	100
Business	79	79
Catering Studies	75	100
Computer Use	95	95
Engineering	83	92
English Language & Literature	100	100
Geography	60	80
Health Studies	50	100
History	50	67
Home Economics	0	100
ICT	40	80
Mathematics	25	50
Media Studies	100	100
Moving Image Arts	67	100
Music	100	100
Performing Arts	100	100
Photography	100	100
Politics	50	100
Religious Studies	50	100
Science (Applied)	80	100
Science (Single Award)	0	57
Science (Double Award)	50	80
Sports Studies	94	94
Travel and Tourism	100	100

PUPILS WHO REQUIRE ADDITIONAL LEARNING SUPPORT

STAFF

Mr Forbes - 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.

Mr Markwell - Boxall Coordinator.

Miss McClelland – Newcomer Support Teacher

Years 8-10

Progress Testing English (PTE) and Progress Testing Mathematics (PTM) along with NGRT boys 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: -

- Creation of a 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, Mrs Dundas and Mr Forbes.
- 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.
- Boxall intervention strategies delivered by Mr Markwell.
- 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)

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. 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. 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. 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. In Year 10 pupils participate in a course by Young Enterprise 'The Economics of Staying in School'. 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. 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.

Time is set aside so that each pupil is given as much individual attention as possible. Careers Officers from the Department for the Economy are in weekly attendance during all three terms and we welcome parents to use this facility by being present at these consultations. Pupils in Year 12 receive, if required, 2 or 3 interviews with the Careers Officer, depending on need. 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 2019-20 all Year 10 will also have the opportunity to attend an interview with the Careers Officer as requested. The Careers Officers also deliver talks at key transition periods and will be in attendance at the careers fair, interview skills events and options evening.

The department has access to computer facilities and utilises 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 and Mathematics (STEM) initiatives and attend events on STEM and Young Entrepreneurs. There are STEM representatives from each of the key STEM departments: Science, Technology/Engineering, Mathematics and IT. Part of the YE courses in school involve speakers from the STEM industries. This is proposed to include all those key areas and also additional curriculum subjects which link closely to the STEM subjects.

All pupils in Year 12 have the opportunity to take part in a work experience programme in October. The school is linked with the Business in the Community Charter Work Experience Programme, which provides supportive links between school and industry. Year 12 pupils also attend Careers conferences in specific industries during the year. Work experience reports are also

included in Pupil Profiles.

This, combined with an Interview Skills Programme, visits and talks from various experts, means pupils should have a basis from which to make choices in future options. This is designed to develop skills needed for the workplace. This is further supplemented with targeted careers interviews from DEL.

A Sentinus Employability Skills Programme is delivered in Year 11 to all pupils. It is an initiative which allows them to take part in activities which will help them gain the personal skills and qualities they need for employment. Part of this is Interview Skills to assist with preparation for Year 12.

A strong careers component operates in the Years 13 and 14. Students in Years 13 and 14 receive one period of Careers per timetable cycle. This develops existing career planning skills and explores further options. Students receive talks from the Careers Officers on areas relating to further study. The students are given specialist booklets on university entry and personal statements to assist with the application process. The focus in recent years has also been on the alternative ways to access tertiary education and the links with employers through Higher Level Apprenticeships. Employers offering HLA give presentations in school to selected groups to enable them to understand the application process and the opportunities which are offered.

Students wishing to further their education attend University conventions, visit Universities and attend talks by University staff and pupils. Students also have targeted tutorials on student finance from Education Authority and Careers teachers in school. A student finance booklet is available to both students and parents, and a parents evening is held on university funding. The students in Year 13 and 14 attend a course on Personal Economics and Budgeting by Young Enterprise.

The School has strong links with several universities in England and students have the opportunity to visit these during Years 13 and 14. In school, the students have visits from the Scottish Universities where they can discuss all options. Further development links with the University of Ulster Elite Athletic Scheme is available for Year 14 students.

Staying On Rates

2017/18	NI Non- Grammar Average	ABHS
<i>% of Year 12 staying on to Year 13</i>	49.5%	65.0%
<i>% of Year 13 staying on to Year 14</i>	74.2%	78.9%

Leavers Destinations

	% School	% NI
Employment	24.1%	12.2%
Institute of Further Education	44.6 %	45.0 %
Institute of Higher Education	14.3 %	21.6 %
Work-based Learning (Training)	9.8 %	15.7 %
Unemployed	5.4 %	3.7 %
Unknown	1.8 %	1.8 %

PHYSICAL EDUCATION DEPARTMENT

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

'To Actively Engage'

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 2018/2019

Soccer

Soccer continues to be the main sport within the school with over 100 pupils being involved in weekly competitions. Below are some of the highlights.

Co. Down Milk Cup Representatives

Jamie Glover
Bailey Locke
Joshua Archer
Lewis Davidson

Players with Exceptional Talent

Joshua Archer (NI Under 15)
Jamie Glover (NI Under 18)

Belfast Schools District Players

Andrew Walsh
Colby Smyth
Casey Smyth
Mason Plant
Matthew Russell
Joshua Archer
Jamie Glover

List of Sports at Ashfield Boys'

The following are a list of sports which the school offers: there is also a list of clubs that run through extended schools

Athletics

Badminton

Basketball

Cross Country

Insanity

Couch 2 5K

Outdoor Pursuits

Rugby

Football

Golf

Soccer (5-a-side, 11-a-side)

Table Tennis

Ashfield Soccer Academy (Mr. John Spence – Coach).

Events

We had our first ever cross country event with over 200 pupils taking part in Inverary Park. We also had our first ever Cross Fit challenge that was a huge success among pupils and staff. For the first time ever we also hosted our annual Sports Day at Mary Peters Track. This gave the pupils a great experience of an outstanding facility. All 3 events will now be running on a regular basis.

Education Authority – Belfast Region

LMS OUTTURN STATEMENT: 2018/2019 FINANCIAL YEAR

SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

1	RESOURCES AVAILABLE	£	£
	(a) Balance brought forward from 2017/2018		-134937
	(b) Formula Funding		
	Initial Budget Allocation	33260966	
	(c) Additional Funding		
	Extended Schools	22362	
	Special Needs Pilot	63020	
	TOTAL RESOURCES AVAILABLE		<hr/> 3211411
2	EXPENDITURE		
	(a) Teaching Staff Costs	2537015	
	(b) Non-Teaching Staff Costs	469888	
	(c) Non-Staff Costs	400007	
		<hr/>	
	(D) Less: Income	48000	
	TOTAL EXPENDITURE		3358910
			<hr/>
4	BALANCE CARRIED FORWARD TO 2017/2018		-147499
			<hr/>

SCHOOL FUND (Subject to Audit)

	£	£	£
BALANCE BROUGHT FORWARD			21865.64
INCOME		107085.40	
Business Reserve		80000.00	208951.04
OUTGOINGS			
	187826.13		
To Credit Card	4327.37		
BALANCE CARRIED FORWARD			£16797.54

BUSINESS RESERVE**Month ending**

		DEBIT	CREDIT	BALANCE
01.07.18	Opening Balance			61023.91
31.07.18	Lodgements		2995.00	64018.91
31.08.18	Lodgements		1508.75	65527.66
30.09.18	Lodgements		5621.25	
	Interest		65.30	71214.21
31.10.18	Lodgements		2098.45	73312.66
30.11.18	Lodgements		1442.50	74755.16
31.12.18	Interest		92.26	74847.42
31.01.19	Lodgements		220.00	75067.42
28.02.19	School Funds Account	60000		15067.42
31.03.19	Lodgements		3254.64	
	Interest		44.49	18366.56
28.04.19	Lodgements		5872.50	24239.06
31.05.19	Lodgements		0.00	24239.06
30.06.19	Lodgements		5,385	
	Interest		27.67	
	School Funds Account	20000		6179.23
Carried Forward				6179.23