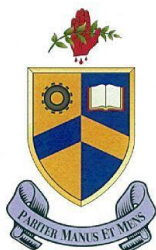




**Ashfield Boys' High School**

**Board of Governor's Annual Report**

**September 2021 – June 2022**



# 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 2021 to 2022. This academic year remained a challenge, due to Covid-19. Our pupils, their families and our staff were still greatly impacted. 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

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T Haire  
Chairman  
Board of Governors

**Hollywood Road, BELFAST BT4 2LY**

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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 2018/23

(Reconstituted 2018)

Category	Name	*Term of Office Ends
Board Representative	Mr C Buckland	2023
	Mr T Haire *	2023
	Mr J Nicholson	2023
	Mrs M Andrews	2023
Transferor Representatives	Mr G Robinson	2023
	Mr C Woods	2023
	Rev D Rankin	2023
	Mr J McQuillan	2023
	Mrs L McAllister	2023
	Mr G Hamilton	2023
Parent Representatives	Mr T Conway	2023
	Mr M Bates	2023
	Mr G Allen	2023
	Mrs J Booker	2023
Teacher Representatives	Mr C Duff	2023
	Mr A Duffield	2023
	Mr C McKnight	2023
	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 – 2023**

<b>Pastoral Care &amp; Support</b>	Mr J McQuillan	Mr M Bates
<b>Quality Assurance &amp; Data</b>	Mr J McQuillan	Mr J Nicholson
<b>Teaching &amp; Learning</b>	Mrs L McAllister	Mr G Hamilton
<b>Career Options and Pathways</b>	Mr C Buckland	Mr G Allen
<b>Capacity Building, CPD &amp; Training</b>	Rev D Rankin	T Conway
<b>Finance</b>	Mr C Buckland Mrs J Booker Mr A Duffield	Mr T Haire Mr J Nicholson
<b>Health &amp; Safety</b>	Mr C Duff	Mr M Bates
<b>Heath &amp; Wellbeing</b>	Mrs M Andrews	Mr G Allen
<b>Principal/Vice Principals PRSD</b>	Mr C Buckland	Mr T Haire
<b>Child Protection &amp; Safeguarding</b>	Mr M Bates	Mr T Haire
<b>Appointments</b>	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
<b>Disciplinary</b>	Mr T Haire Mrs L McAllister Rev D Rankin Mr G Hamilton	Mr C Buckland Mr J McQuillan Mr A Duffield
<b>Appeals</b>	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 2 occasions, the Health and Safety Sub-Committee on 1 occasion and the Finance Sub-Committee on 5 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), 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(Hons), PGCE

Miss L Cosgrove, BA(Hons), PGCE

Miss A McClelland, BA(Hons)Ma, PGCE

### Geography Department

Head - Mrs D Hill, BA, PGCE

Mrs K L Stevens, BA(Hons), PGCE

Mrs C Woollams, BSc(Hons), PGCE

Miss R Donaldson, BSc(Hons), PGCE

### History Department

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

Miss L Murray, BA(Hons), PGCE

### Home Economics

Head – Miss F Simons, BSc(Hons), PGCE

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

### 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

### Life and Work

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

Mrs A Kerrigan, BA(Hons), PGCE

Mrs C White, BEd(Hons)

### 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 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, BSc(Hons), PGCE

Mr D Proctor, BSc(Hons), PGCE

### Religious Education Department

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

Mrs S Murphy, BA(Hons), PGCE

### Science Department

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

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

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

Mrs L Johnston, BSc(Hons), PGCE

Miss R Weatherall. BSc(Hons), 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 Reid – BEd(Hons), PGCE

Miss D McDowell, BDes (Hons) DPP, PGCE

Mr J Doey, BSc(Hons), PGCE

### Travel and Tourism

Mrs L Cassidy, BEd(Hons), PGCE

Mrs K L Stevens, BA(Hons), PGCE

### Autism Specific Provision

Mr S Markwell, BSc(Hons), PGCE

Mrs J Woods, BA(Hons), PGCE

Mr S Laverty, BSc(Hons), PGCE

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

## AUXILIARY and ANCILLARY STAFF

				Learning Support Assistants	
Senior Clerical Officer		Ms V Graham	Mr B Anderson	Mrs J McKimm	
		Ms A Rutherford	Mrs K Bowers	Mrs S McLintock	
		Ms H Brown	Ms N Buchanan	Ms R Milligan	
Clerical Officer		Mrs A Smiley	Mrs R Burgess-Stewart	Mrs E Morrow	
			Mrs J Carroll	Miss E Montgomery	
Library Assistant		Miss M Godden	Mrs L Crawford	Miss M Muir	
			Mrs J Dean	Miss J Nelis	
Science Technician		Mrs R Clements	Mrs K Duncan	Mrs M Nixon	
			Mrs D Foster	Mrs M Palmer	
IT Technician		Mr A Sheridan	Mr O Getty	Mrs C Pankhurst	
			Miss L Gilpin	Mr J Quirey	
Technology Technician		Mr M Cinnamond	Mrs K Girvin	Mrs J Rainey	
			Mrs S Hackworth	Miss J Ritchie	
Home Economics Technician		Mrs C McCarron	Mrs J Harrison	Ms M Robinson	
		Ms P Spence	Mrs K Hawkins	Miss L Rutherford	
			Miss J Henderson	Mrs J Sayer	
Sixth Form Supervisor		Mr D Tumelty	Mrs T Hudson	Mr R Scott	
			Mrs H Irwin	Ms P Spence	
Sports Technician		Mr J Spence	Mrs S Larmour	Miss A Starkey	
		Mr D Lynch	Miss L Manley	Mrs A Stevenson	
			Miss S Matthews	Mrs DL Steed	
Student Support Technician		Mr N Beattie	Mrs A McCartney	Mrs I Swift	
			Mrs J McClements	Mr E Warnock	
Building Supervisor		Mr I Jones	Mrs C McConnell	Mrs L Watters	
				Miss S Wilson	
Facility Stewards		Mr F Shearer			
		Mr C Payling			
Cleaners		Mrs S Gamble	Ms N Savage	Miss E Godden	
		Ms T Hudson	Mrs V Glover	Miss K Kirkwood	
		Mrs H Armstong	Mrs L McCausland	Miss M Godden	
		Mrs A Ritchie			
Canteen Assistants		Ms E Godden	Ms J Stewart	Ms A Brown	Ms M Cousins
Lunch Time Supervisors		Mrs A Ritchie	Mr I Jones	Mr F Shearer	Ms P Spence
		Mrs J Dean	Mrs J Sayer	Miss K Kirkwood	Mrs J McClements
		Miss S Wilson	Mrs W Palmer	Mrs L McCausland	Mrs D Foster
		Mrs K Girvin	Mrs H Irwin	Mrs S Larmour	Mr D Lynch
		Mrs A McCartney	Mrs J Mckimm	Ms E Montgomery	Miss J Nelis
		Mr R Scott	Mrs D Steed	Mrs A Stevenson	



## 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 2022

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 2022 – 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/half-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
2019/20	130	223	148
2020/21	140	169	140
2021/22	140	155	140

## COURSES IN KS 3 AND KS 4

YEAR	MAIN COURSES	SUPPORT COURSES
<p><b>8</b></p> <p><b>9</b></p> <p><b>10</b></p> <p><b>KS 3</b></p>	<p><b>All pupils follow a broad General Curriculum:</b></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><b>11</b></p> <p><b>&amp;</b></p> <p><b>12</b></p> <p><b>KS 4</b></p>	<p><b>All pupils in Years 11 &amp; 12 study a core examination curriculum consisting of:</b></p> <p>ENGLISH</p> <p>MATHEMATICS</p> <p>SCIENCE (and DOUBLE AWARD)</p> <p>ICT</p> <p>LLW or PREPARATION FOR ADULT LIFE (PAL)</p> <p><b>All pupils also study non- examination classes in the following subjects:</b></p> <p>CAREERS EDUCATION</p> <p>PHYSICAL EDUCATION</p> <p>RELIGIOUS EDUCATION</p>	<p><b>Additional examination courses are selected from the following:</b></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>OS Patisserie &amp; 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 &amp; 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
GCE Level 3 AS/A2	DA L&H Science
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	Health & 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 –Bloomfield Collegiate*

GCE Level 3 AS/A2	Physics
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## PUBLIC EXAMINATION RESULTS 2020/2021 SCHOOL YEAR

### GCSE Results (Overall)

	Percentage
Achieved 5 or more A* - C	94.4
Achieved 5 or more A*-C with English and Maths	51.4
Achieved 5 or more A* - E	98.1

### GCSE Results by Subject

Subject	Percentage A* - C	Percentage A* - E
Applied Science	62.1	62.1
Art and Design	85.7	100
Business Services	94.1	100
Business Studies	94.3	94.3
Double Award Science	91.3	100
Engineering	94.9	94.9
Engineering Services	100	100
English Language	63.6	97.2
English Literature	91.7	100
Geography	77.1	97.1
Environment and Society	94.5	94.5
History	65	100
Patisserie & Cuisine	100	100
ICT	97.2	97.2
Learning for Life and Work	70.7	93.3
Mathematics	61.7	91.6
Mathematics (Further)	93.3	93.3
Moving Image Arts	88.9	100
RE	100	100
Self-Development (PAL)	100	100
Single Award Science	72.7	98.2
Spanish	80	100
Sports Studies	100	100

**Key Stage 5 (Level 3) Results (Overall)**

	Percentage
Achieved 3 or more A* - C	79.2
Achieved 2 or more A* - C	98.1
Achieved 2 or more A* - E	100

**APPLIED GCE/GCE 'A' LEVEL 2020/21 - PERCENTAGE RESULTS**

Subject	Percentage A* - C	Percentage A*-E
Art and Design	100	100
Business	94.1	100
Engineering	100	100
English Language & Literature	57.1	100
Geography	100	100
Media Studies	100	100
Hospitality	100	100
ICT	97.6	100
Mathematics	60	100
Moving Image Arts	100	100
Photography	100	100
Politics	100	100
Science (Applied)	84.6	100
Sports Studies	100	100
Travel and Tourism	100	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 2 years have changed how CEIAG is delivered in school, many of our courses delivered by providers who have transferred to online provision, or a hybrid of online and in person. 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 is adapted for online delivery also. 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 delivered predominately 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 returned to in person however the preparation for Options has remained on an online format. In Year 10 pupils participate in a course by Young Enterprise 'The Economics of Staying in School', investigating pupil options and is delivered to all class groups in the Year 10. In the past all Year 10 have participated in a course on Curriculum Mapping, delivered by Eye4Education, to assist with decision making in this critical year.

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 delayed until the 2023 academic year due to restrictions. 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. A dedicated Careers Officer 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. Due to restrictions 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 2020-21 all Year 10 will also have the opportunity to attend an interview with the Careers Officer as requested using Teams. The Careers Officers also deliver online talks at key transition periods and will assist in online interview skills and online options.

Careers has Google classrooms for each intake which means each pupil can track their careers progress from Year 8 to 14 within their classroom. 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 D McFaul/Mr L White, volunteer coordinators. 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.

All pupils in Year 12 have in the past had the opportunity to take part in a work experience programme in October, this programme should continue in 2023. The school is linked with the Business in the Community Charter Work Experience Programme, which provides supportive links between school and industry. Work experience reports are also included in Pupil Profiles from Years 12-14.

<b>Leavers Destination</b>	<b>ABHS</b>
Higher Education	19.7
Further Education	26.5
Employment	22.2
Training	28.2
Unemployment	3.4
Unknown	0

## 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 2021/2022**

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 6<sup>th</sup> providing great pathways for our pupils.

# LMS OUTTURN STATEMENT: 2021/2022 FINANCIAL YEAR

## SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

### 1 RESOURCES AVAILABLE

Balance brought forward from 2019/2020	-£94314
Formula Funding	
CFF Delegated Budget	£4382941
Additional Funding	
Covid	£167403
SENCO implementation of SEND Act (NI)	£75000
Shared Education	£4090
Engage Programme	£52821
In Year Growth Review	£270360
Extended Schools	£24369
Mental Health & Emotional Wellbeing	£930
Energy Support Allocation	£13712
Educational Maintenance Allowance	£1975
Shared Education	£827
Entitlement Frameworks	£10496
Schools of Sanctuary	£1600
Non Teaching 0.75%	£4057

**TOTAL RESOURCES AVAILABLE** **£4916267**

### 2 EXPENDITURE

Teaching Staff Costs	£3237206
Non-Teaching Staff Costs	£561693
Non-Staff Cost	£851502

**TOTAL EXPENDITURE** **£4650401**

**3 BALANCE CARRIED FORWARD TO 2020/2021** **£265866**

**SCHOOL FUND** (Subject to Audit)

	£	£	£
<b>BALANCE BROUGHT FORWARD</b>			<b>£4490.48</b>
INCOME		111836.38	
OUTGOINGS	68637.78		
<b>BALANCE CARRIED FORWARD</b>			<b>£47689.08</b>

**BUSINESS RESERVE**

<b>BALANCE BROUGHT FORWARD</b>			<b>£6412.70</b>
INCOME		36887.71	
OUTGOINGS	40376.43		
<b>BALANCE CARRIED FORWARD</b>			<b>£2923.98</b>