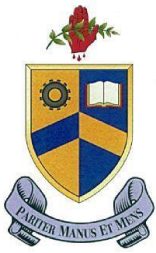




Ashfield Boys' High School

Board of Governor's Annual Report

September 2022 – June 2023



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 2022 to 2023.

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 2018/24

(Reconstituted 2018)

Category	Name	*Term of Office Ends
Board Representative	Mr C Buckland	2024
	Mr T Haire *	2024
	Mr J Nicholson	2024
	Mrs M Andrews	2024
Transferor Representatives	Mr G Robinson	2024
	Rev D Rankin **	2024
	Mr J McQuillan	2023
	Mrs L McAllister	2023
	Mr G Hamilton	2024
Parent Representatives	Mr T Conway	2024
	Mr M Bates	2024
	Mr G Allen	2024
	Mrs J Booker	2023
Teacher Representatives	Mr C Duff	2024
	Mr A Duffield	2024
	Mr C McKnight	2024
* Chairman	Mr J McColgan (Secretary)	
** 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 – 2024

Pastoral Care, Wellbeing & Support	Mr J McQuillan	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
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 Duff	Mr C Buckland Mr J Nicholson Mr J McQuillan Mr T Conway Mr G Allen Mr A Duffield
Disciplinary	Mr T Haire Mr G Hamilton Rev D Rankin	Mr C Buckland Mr J McQuillan Mr A Duffield
Appeals	Mrs M Andrews Mr G Allen Mr M Bates	Mr T Conway 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 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 4 occasions, the Appointments Committee on 5 occasions, the SDP Sub-Committee on 4 occasions, the Health and Safety Sub-Committee on 1 occasion and the Finance Sub-Committee on 4 occasions.

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

TEACHING STAFF

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

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

Vice Principal: C McKnight, BSc (Hons) PGCE

Art Department and Moving Images

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

Miss C Reid, BA(Hons) PGCE

Mrs K King, BA(Hons), PGCE

Business Studies

Head – Mrs L Cassidy, BEd(Hons)

Careers

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

English Department

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

Mrs F Duffield, BA(Hons), PGCE

Miss A McMullan, BA(Hons), PGCE

Miss A McClelland, BA(Hons)Ma, PGCE

Miss S Wilson, BA(Hons), PGCE

Mrs K Brown, BA(Hons), PGCE

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

General Studies

Mrs K L Stevens, BA(Hons), PGCE

Miss L Murray, BA(Hons), PGCE

Geography Department

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

Mrs D Hill, BA(Hons), PGCE

Mrs C Woollams, BSc(Hons), PGCE

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

History Department

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

Home Economics

Head – Miss K Jemphrey, BA(Hons) PGCE

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

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

Learning Support Department

Head–Mrs R Deakin, BSc(Hons), PGCE

Mrs L Beattie, BA, PGCE

Mrs J Young, BEd(Hons), PGCE

Miss L Cosgrove, BA(Hons), PGCE

Mr S Markwell, BSc(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)

Miss V Wilton, BA(Hons), PGCE

Mathematics Department

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

Mr C Brady, BEng (Hons), PGCE

Mr S Selhim, BSc(Hons), PGCE

Mr L Hill, MSci (Hons), PGCE

Mr B De Klerk, HDipEd

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

Mr M Irvine, BSc(Hons),MA, PGCE, NPQH

Mr M Ferguson, BSc(Hons), PCGE

Religious Education Department

Head –Mrs S Murphy, 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

Spanish Department

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

Technology and Engineering Department

Head - Mr D Waring – BSc(Hons), PGCE

Mr A Reid – BEd(Hons), PGCE

Miss D McDowell, BDes (Hons) DPP, PGCE

Autism Specific Provision

Mr S Lavery, BSc(Hons), PGCE

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

Ms L McGreevy, BA(Hons), PGCE, MA

Mrs C Harris, BEd

Miss P Gibson, BA(Hons), PGCE

AUXILIARY and ANCILLARY STAFF

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

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 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 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.

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 backwards. This allows us to identify the knowledge and skills that our boys need to develop from A-Level, through GCSE and down to KS3. 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 developed routine each day where there is a balance of learning and teaching, affection, and structure within a home like atmosphere (The Nurture Group Network). The boys attend the nurture room every day for three periods which will include literacy and numeracy and a variety of other subjects. 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, all of our boys make informed choices as to what subjects they will study in Years 11 and 12. Along with 5 compulsory subjects of English, Maths, Science, ICT and LLW/ PAL, they choose 4 others from a list comprising the subjects they studied in Key Stage 3, plus Double 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, 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, 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.

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 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. 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 2023

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 2023 – Criteria will be applied in the following order:

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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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(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 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. 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 (Hollywood 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.

• Year	Admissions No	Total Applications <i>ie. All preferences</i>	Total Admissions
2020/21	140*	169	140*
2021/22	140*	155	140*
2022/23	140	174	140

*includes Temporary Variation to admission number granted by D

COURSES IN KS 3 AND KS 4

YEAR	MAIN COURSES	SUPPORT COURSES
<p>8</p> <p>9</p> <p>10</p> <p>KS 3</p>	<p>All pupils follow a broad General Curriculum:</p> <p>ART and DESIGN</p> <p>CAREERS EDUCATION</p> <p>ENGLISH</p> <p>GEOGRAPHY</p> <p>HISTORY</p> <p>HOME ECONOMICS</p> <p>INFORMATION and COMMUNICATION TECHNOLOGY</p> <p>LEARNING FOR LIFE AND WORK</p> <p>MATHEMATICS</p> <p>MUSIC</p> <p>PHYSICAL EDUCATION</p> <p>RELIGIOUS EDUCATION</p> <p>SCIENCE</p> <p>SPANISH</p> <p>TECHNOLOGY and DESIGN</p>	<p>Pupils who require additional learning support undertake extra planned lessons.</p> <p>Reading and Numeracy Support provided in small groups or individually</p> <p>Individual pupils' needs are monitored and support given</p> <p>GCSE / BTEC / Occupational Studies L2 Options are made in Year 10</p>
<p>11</p> <p>&</p> <p>12</p> <p>KS 4</p>	<p>All pupils in Years 11 & 12 study a core examination curriculum consisting of:</p> <p>ENGLISH</p> <p>MATHEMATICS</p> <p>SCIENCE (and DOUBLE AWARD)</p> <p>ICT</p> <p>LLW or 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</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 & Cuisine</p> <p>FURTHER MATHEMATICS</p> <p>MOVING IMAGE ARTS</p> <p>MUSIC</p> <p>OS DIGITAL MUSIC</p> <p>STATISTICS</p> <p>RELIGIOUS EDUCATION</p> <p>SPORTS STUDIES</p> <p>OS Environment & Society</p> <p>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	Sport Studies
BTEC Level 3	Sport Studies extended diploma (triple)
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 2021/2022 SCHOOL YEAR

GCSE Results (Overall)

	Percentage
Achieved 5 or more A* - C	89.9
Achieved 5 or more A*-C with English and Maths	53.5

GCSE Results by Subject

Subject	Percentage A* - C	Percentage A* - E
Art and Design	58.8	82.4
Business Services	93.3	93.3
Business Studies	88.8	88.9
Double Award Science	69.0	97.6
Engineering	100	100
Engineering Services	87.9	93.9
English Language	65.7	88.9
English Literature	87.5	91.7
Geography	82.8	100
Environment and Society	87.5	93.8
History	40.9	81.8
Patisserie & Cuisine	96.6	98.3
ICT	89.7	89.7
Learning for Life and Work	64.0	98.0
Mathematics	59.6	78.8
Mathematics (Further)	60.0	70.0
Moving Image Arts	60.0	80.0
Music	100	100
Digital Music	84.6	84.6
Self-Development (PAL)	91.8	91.8
Single Award Science	69.4	89.8
Sports Studies	88.9	88.9

Key Stage 5 (Level 3) Results (Overall)

	Percentage
Achieved 3 or more A* - C	72.9
Achieved 2 or more A* - C	82.1
Achieved 2 or more A* - E	95.7

APPLIED GCE/GCE 'A' LEVEL 2021/22 - PERCENTAGE RESULTS

Subject	Percentage A* - C	Percentage A*-E
Art and Design	100	100
Business	84.0	92.0
Engineering	100	100
English Language & Literature	100	100
Geography	76.9	92.3
Gov & Politics	85.7	100
Media Studies	100	100
Health & Social Care	100	100
History	100	100
Hospitality	77.8	100
ICT	82.4	94.1
Mathematics	54.5	100
Moving Image Arts	100	100
Photography	100	100
Physics	100	100
RE	100	100
Science (Applied)	62.5	100
Sports Studies	100	100
Sports Studies (Triple Ext Diploma)	90.9	90.9
Travel and Tourism	89.9	89.9

PUPILS WHO REQUIRE ADDITIONAL LEARNING SUPPORT

TEACHING STAFF

Mrs Deakin - Learning Support Coordinator (SENCo)
Mr Markwell- Assistant Learning Support Coordinator
Mrs Beattie - Nurture Coordinator
Mrs Cosgrove - Learning Support Literacy Intervention and Support Coordinator.
Mrs Young – Learning Support Numeracy Intervention and Support Coordinator.
Mr Lavery- ASC Teacher AHOY
Mr O'Neill- ASC Teacher, Teacher in Charge of ASC curriculum
Ms Gibson – ASC Teacher
Mrs Harris – ASC Teacher
Mrs Miller– Newcomer Support Teacher

ASC

Years 8-11. Four classes, four teachers and 8 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 study 5 core level 2 courses English, Maths, Science, PAL, and Prince's trust. They have all chosen one subject in mainstream varying between Sport, Environmental studies and Patisserie and Cuisine.

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, Pastoral Care and Support Team 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)

There have been many changes in CEIAG and how it is delivered in school. Many of our courses delivered by providers who have either 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 in September called 'Big School' to help them make the transition from primary to secondary school. In Year 9 they participate in a course entitled 'Moving On', which encourages them to set goals, prioritise their work and manage their study time in preparation for the years ahead. It provides them with the skills needed to tackle examinations in later years which is delivered through in person workshops. CEIAG is delivered through the Employability strand in LLW in Years 8 & 9, through subject based provision and additional courses.

In classes from Years 10 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. All careers provision is 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 with resources provided 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 is in person with all documents and information for parents delivered via Wakelet, email and website provision. The preparation for Options is via Pupil online audits, information in Careers classes and in their curriculum subjects. In Year 10 pupils participate in a course by Young Enterprise 'The Economics of Staying in School', investigating pupil options and is delivered to class groups in the Year 10. During this past year 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 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 within Google Classroom. In Year 11 they investigate different types of careers and engage in planning a career pathway. In Year 12 the focus is on job application processes, procedures, and selection, with additional support being given in relation to their PCP and industry linked opportunities. Work related learning is evolving with virtual placements available and being further developed 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. Interviews continue to take place via Teams with pupils receiving guidance remotely from the DfE Careers Officer. 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. All Year 10 can also attend an interview with the Careers Officer if requested using Teams. The Careers Officer also delivers online talks at key transition periods and will assist in online interview skills and online options.

Google classrooms are used 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. Access to online information has mostly replaced books and other information leaflets, however some are still available from the school library and Careers Resources in the department. The use of

Wakelet has enabled the careers team to upload recent job and training opportunities to communicate these to students and parents.

Pupils are given 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. 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.

Leavers Destination	ABHS
Higher Education	29
Further Education	54
Employment	32
Training / Job skills/ Apprenticeship	24
Other	14

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 2022/2023

U18 Belfast Cup Winners

NI Football U16/17/18 Internationals

George Feeney
Lorcan Donnelly
Casey Smith
Callan Farley

Co.Down Super Cup Representatives U14

Zac Dickson
Alfie Anderson
Zac Cowan
Mason Ayre
Cameron Hayes
Noah Doak
Riley Gilmore

Ulster Rugby U17 Squad

Ben McFredris

Others Sports Development

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

We also took for the first time in 20 years teams to both the District Cross Country and track events. The boys had a great experience, and it will now be a yearly event

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		

Elite Football Scholarship

We have worked hard to develop strong links with Glentoran FC and now run the Elite Football Scholarship Programme on the school campus. There has been an intake of 75 players into 6th year providing great pathways for our pupils.

LMS OUTTURN STATEMENT: 2022/2023 FINANCIAL YEAR

SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

1 RESOURCES AVAILABLE

Balance brought forward from 2021/2022	£265866
Formula Funding	
CFF Delegated Budget	£4624825
Additional Funding	
Contingency In-Year Growth	£42591
SENCO implementation of SEND Act (NI)	£56250
Period Dignity	£50
Engage Programme	£37808
Easter Revision Scheme	£2063
Extended Schools	£24592
Qualifications Support Fund	£10585
Teaching Incremental Movement	£31490
Non Teaching Pay Award	£55224
Utilities Allocation	£38803
Educational Maintenance Allowance	£1700
Shared Education	£3638
Entitlement Framework	£13614
Schools of Sanctuary	£530
Covid Allocation	£10690
TOTAL RESOURCES AVAILABLE	£5220319

2 EXPENDITURE

Teaching Staff Costs	£4264780
Non-Teaching Staff Costs	£1117077

TOTAL EXPENDITURE **£5381857**

3 BALANCE CARRIED FORWARD TO 2022/2023 **-£161537**

SCHOOL FUND (Subject to Audit)

	£	£	£
BALANCE BROUGHT FORWARD			£47689.08
INCOME		145294.83	
OUTGOINGS	185963.93		
BALANCE CARRIED FORWARD			£7019.98

BUSINESS RESERVE

BALANCE BROUGHT FORWARD			£2923.98
INCOME		52590.10	
OUTGOINGS	28117.92		
BALANCE CARRIED FORWARD			£27396.16