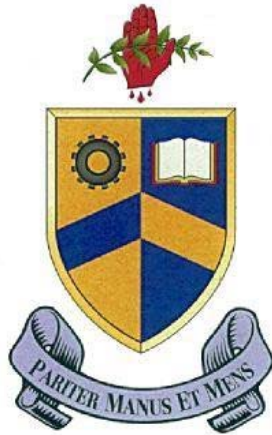


ASHFIELD BOYS' HIGH SCHOOL



BOARD OF GOVERNORS' ANNUAL REPORT

September 2017 – June 2018



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 2017 to 2018.

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 STATEMENT

“We strive to create a safe, secure school community based on good conduct and respect for all, which recognises the worth of the individual.

We will aim to provide a balanced academic and extended curriculum so that each pupil will have the opportunity to achieve his full potential and enable him to make informed career choices.

We will aim to encourage pupils to develop their physical, aesthetic and social skills to enable them to have a positive impact on their own lives and the lives of everyone they encounter”.

Ashfield Boys' High School is committed in its aim to provide a secure, stimulating, safe and caring learning community where everyone is valued as an individual, an equal, is highly valued and treated with dignity and respect.

The overarching aims of Ashfield Boys' High School are:

- to provide a broad and balanced curriculum with varied learning experiences for our pupils, suited to their abilities, previous experiences and ambitions
- to develop in our students, the intellectual, physical, aesthetic and social skills necessary to take their place in the world of work, further education, leisure, home and community
- to provide a teaching programme with learning opportunities that promote research, reasoning, decision making and inquiring minds
- to foster a sense of community within the school, through a well ordered, safe, secure learning environment that develops the boys' confidence and self-esteem, encouraging team work with an awareness of and respect for the rights of all others
- to develop a system of continued professional development in order to facilitate the further progress of the school, the boys and all staff

Membership of the Board of Governors of Ashfield Boys' High School 2014/18
 (Reconstituted 2014)

Category	Name	*Term of Office Ends
Board Representatives	Mr C Buckland	2018
	Mr T Haire *	2018
	Mr P Dickson	2018
	Mrs M Andrews	2018
Transferor Representatives	Mr G Robinson	2018
	Mr C Woods	2018
	Rev D Rankin **	2018
	Mr J McQuillan	2018
Parent Representatives	Mr D Wray	2018
	Mrs L McAllister	2018
	Mr G Patterson	2018
	Mr W Neill	2018
Teacher Representatives	Mr C Duff	2018
	Mr A Duffield	2018
	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
2014 - 2018**

COMMITTEES

EDUCATION

Mr Colin Woods	Mrs Liz McAllister
Mr Alistair Duffield	

FINANCE/SALARY

Mr Chris Buckland	Mr James McQuillan
Mr Paul Dickson	Mr Darren Wray
Mr Tom Haire	

COMMUNITY

Mrs Maggie Andrews	Mr Gavin Robinson
Mr William Neill	Mr Gary Patterson
Rev Danny Rankin	

APPOINTMENTS at least 2 of whom are Transferor representatives

Mr Chris Buckland	Mr Alistair Duffield
Mr Cliff Duff	Mr James McQuillan
Mrs Maggie Andrews	Mr Tom Haire
Mr Gary Patterson	Rev Danny Rankin

APPEALS

Mr Darren Wray	Mr Colin Woods
Rev Adrian Dorrian	Mr William Neill
Mrs Liz McAlister	Mr Paul Dickson
Mr Gavin 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.

EDUCATIONAL OBJECTIVES

1. To develop each pupil's potential by: -
 - (a) establishing standards of literacy, numeracy and oracy,
 - (b) encouraging the use of language across the curriculum,
 - (c) establishing the basis of scientific and technological understanding,
 - (d) developing understanding of the world in terms of time and place, cultural and aesthetic values,
 - (e) the acquisition of knowledge, skills and attitudes appropriate to pupil needs and abilities,
 - (f) providing appropriate means of assessment and evaluation through which we can identify and cater for those needs,
 - (g) providing the conditions to allow all pupils to experience as high a degree of achievement as possible.

2. To prepare pupils for the experience of life through: -
 - (a) the development of the personal qualities of tolerance, self-discipline, consideration towards others and good manners,
 - (b) the acquisition of confidence, self-esteem and the ability to project themselves positively,
 - (c) the development of political and economic awareness, an understanding of the role of the individual in society and the appreciation of religious, cultural and moral values,
 - (d) the development of money management and personal budgeting skills.

3. To prepare pupils for the adult world of work by: -
 - (a) the provision of appropriate vocational guidance for all pupils,
 - (b) developing in pupils a capacity for self-evaluation, so that they can consider careers which are appropriate to their abilities, personality and potential,
 - (c) creating work experience opportunities for all pupils,
 - (d) establishing links between school, parents and industry/business to enhance mutual understanding,
 - (e) the provision of a year 13/14 Vocational Course.
 - (f) providing the delivery of the Employability Model in KS3 and KS4.

4. To make pupils aware of the complexity and interdependence of the modern world through: -
 - (a) the appreciation of, and concern for, the environment at immediate, local, national and global levels,
 - (b) an understanding of human achievement in creating that world.

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

Miss L Dunn, BA, PGCE

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

Mrs E Roche, BA(Hons), PGCE

Miss A McMullan, BA, PGCE

Mrs J McNally, BEd(Hons), HND

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

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 - Mr C Graham, BEng (Hons), PGCE

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)

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

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

Mr S Markwell, BSc(Hons,), PGCE

Mr D McFaul. BSc(Hons), MSc, 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

Travel and Tourism

Mrs L Cassidy, BEd(Hons), PGCE

Mrs K L Stevens, BA(Hons), PGCE

AUXILIARY and ANCILLARY STAFF

Secretary to Principal	Mrs L Foreman	Learning Support Assistants	
Secretary to Vice Principal	Mrs K McCready	Mr B Anderson	
Senior Clerical Officer	Miss V Graham	Ms H Brown	
Library Assistant	Miss M Godden	Mrs K Chettleburgh	
Science Technician	Mr C Mills	Mrs R Clements	
IT Technician	Mr P Pearson	Miss C Clerkin	
Technology Technician	Mr M Cinnamond	Mrs J Dean	
Home Economics Technician	Mrs A Dunlop	Mrs S Hayes	
Sixth Form Supervisor	Mrs J McClements	Miss J Irvine	
Sports Technician	Mr J Spence	Miss E Johnston	
Student Support Technician	Mr N Beattie	Mrs L Manley	
Building Supervisor	Mr I Jones	Mrs R Milligan	
Facility Stewards	Mr F Shearer	Miss J Nelis	
	Mr G Rice	Mrs M Nixon	
		Mrs W Palmer	
		Mrs J Rainey	
		Mrs M Robinson	
		Mrs A Rutherford	
		Mrs P Spence	
		Mrs D Steed	
		Mrs I Swift	
		Mrs J Sayer	
		Mr D Tumelty	
		Miss R Williamson	
		Miss S Wilson	
Cleaners	Mrs S Gamble	Ms K Girvan	Miss E Godden
	Ms T Hudson	Mrs M Jackson	Mrs K Kirkwood
	Miss S McCaughey	Mrs L McCausland	Mr K Rigby
	Mrs A Ritchie	Ms N Savage	
Canteen Supervisor	Mrs E Henderson		
Cook	Mrs E Ferguson		
Canteen Assistants	Mrs J Bingham	Ms A Brown	Ms M Cousins
	Ms E Godden	Mrs K Keenan	Ms J Stewart
Lunch Time Supervisors	Mrs A Ritchie	Mr I Jones	Miss S McCaughey
	Mr F Shearer	Ms P Spence	Miss S Wilson
	Mr K Rigby	Ms C Clerkin	Mrs W Palmer
	Mrs T Hudson	Mrs K Kirkwood	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 and 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, Travel and Tourism, Hospitality / Patisserie, Moving Image Art and Sport; these subjects will be 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 up, and (c) all pupils are extended 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 aims of the school.

ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2018

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 - Criteria will be applied in the following order:

1. A boy whose parent / guardian has indicated a first preference for Ashfield Boys' High School.
2. A boy whose parent / guardian has indicated a second preference for Ashfield Boys' High School.
3. A boy whose brother / half-brother attends Ashfield Boys' High School.
4. A pupil who is the first boy in the family to transfer to a non-grammar secondary school.
5. A boy whose sister / half-sister attends Ashfield Girls' High School.
6. A boy whose brother / half-brother and/or father attended Ashfield Boys' High School.
7. A boy whose sister / half-sister and/or mother attended Ashfield Girls' High School
8. In the event of over-subscription after the application of criteria 1-7, then the final places will be selected on the basis of who lives closest to the school. This will be determined by measuring from the boy's house to the main entrance of the school (Holywood Road). The measurement will be calculated by using the 'Ordinance Survey Digital Distance and Area Measurement Tool (Map Console)'.

Half-brother/sisters 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 proposed admission.

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 Form.

Applications, Admissions and School Enrolment 2015 - 18

	<i>2015/16</i>	<i>2016/2017</i>	<i>2017/2018</i>	<i>2018/2019</i>
No. of Applications	158	196	179	208
Year 8 Intake	122	124	126	137
Total Enrolment	744	723	740	766

COURSES IN KS 3 AND KS 4

YEAR	MAIN COURSES	SUPPORT COURSES
<p>8</p> <p>9</p> <p>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>11</p> <p>&</p> <p>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 Studies BTEC Business Studies OS Engineering BTEC Engineering ENGLISH LITERATURE SPANISH GEOGRAPHY HISTORY HOME ECONOMICS OS Patisserie & Cuisine FURTHER MATHEMATICS MOVING IMAGE ARTS MUSIC STATISTICS RELIGIOUS EDUCATION SPORTS STUDIES OS Environment & Society PREPARATION FOR ADULT LIFE</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
GCE Level 3 AS/A2	Travel and Tourism
BTEC Level 3	Performing Arts

Collaborative Courses –Strathearn School & Bloomfield Collegiate

GCE Level 3 AS/A2	Physics
GCE Level 3 AS/A2	Music
GCE Level 3 AS/A2	Food and Nutrition

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 was appointed as Learning Support Coordinator (SENCO) within the School.

Mrs Beattie was appointed to the new role of Assistant Learning Support Coordinator (SENCO), and is also responsible for the delivery of 'Newcomer' support within the school.

Mrs Dundas was appointed Learning Support Literacy intervention and support Coordinator.

Mrs Young was appointed Numeracy Support intervention and support Coordinator.

Mr Markwell was appointed Boxall Coordinator.

Mrs McNally was appointed PASS Coordinator

FORMS 8-10

Progress Testing English (PTE) and Progress Testing Mathematics (PTM) along with NGRT boys are selected bottom up for Literacy and Numeracy intervention.

Better Reading Partnership and reciprocal reading used as main intervention strategies.

6 LSAs and SENCO to be trained in Better Reading Partnership

The Learning Support programme is monitored by the Learning Support Coordinator (SENCO) who reports directly to the Principal, Vice Principal 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, Claire Dundas and Neal Forbes.
- An educational psychologist from the Education Authority (Belfast Region), who tests pupils to diagnose areas of learning difficulty and helps form individual learning programmes.
- A programme of diagnostic testing (CAT4, PTE, PTM, NGRT) is in use to determine areas of difficulty and to monitor progress.
- Boxall intervention through Mr Markwell.

- Pass intervention through Mrs McNally.
- Additional support is available from the Secondary Pupil Support Service.

- A lunchtime club and a homework club.
- Access to a Learning Support Assistant.
- An EAL tutor through extended schools.
- Outreach support e.g. 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. This is part of a carousel of subjects with LLW. The bespoke Careers period is further supplemented with one interview with their Careers teacher/Senior Teacher during this transition year. 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.

Two 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 2018-19 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.

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 2017/2018

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
Ross Weatherup
Joshua Archer
Lewis Davidson

Players with Exceptional Talent

Jordan Jenkins Glenavon FC First Team
Joshua Archer (NI Under 15)
Bailey Locke (NI Under 15)

Northern Ireland Representatives U18 SEN Squad

Willard Mangwandi
Dylan Galloway
Cameron Crawford

USA Representatives – Mr. Tumelty went for a week to see USA University options with these pupils. They attended a 3-day soccer open trail camp.

Bradley Reid
Dylan Galloway
Cameron Moss
Mitchell Lamont

Belfast Schools District Players

Mason Plant
Darren McCabe
Dylan Currie
Jack Holland
Bradley Reid
Dylan Galloway
Mason Finn
Matthew Russell
Rossi Dobson

Rugby

The school has worked hard to grow the interest of rugby throughout the school. Credit must be given to Mr. McFaul for leading this charge. We also receive help from Ulster Rugby and Malone Rugby Club with support, equipment and coaching. We now have a rugby teams in in years 8-12. The teams enter cups each year and play in blitz days organised by other schools. This is a development area and we now have pupils joining local clubs such as Civil Service and Malone.

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)	Boxing
Weight Training (Fitness Suite)		

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

Education Authority – Belfast Region

LMS OUTTURN STATEMENT: 2017/2018 FINANCIAL YEAR

SCHOOLS RESOURCE ALLOCATIONS AND SPENDING

1	RESOURCES AVAILABLE	£	£
	(a) Balance brought forward from 2016/2017		4196
	(b) Formula Funding		
	Initial Budget Allocation	3210453	
	Entitlement Framework	3895	
	(c) Additional Funding		
	Extended Schools	26026	
	Special Needs Pilot	70000	
	TOTAL RESOURCES AVAILABLE		3314570
2	EXPENDITURE		
	(a) Teaching Staff Costs	2584110	
	(b) Non-Teaching Staff Costs	476903	
	(c) Non-Staff Costs	432472	
		<hr/>	
	(D) Less: Income	40000	
	TOTAL EXPENDITURE		3533485
			<hr/>
3	STOCKTAKE ADJUSTMENT		83978
4	BALANCE CARRIED FORWARD TO 2018/2019		-134937
			<hr/>

SCHOOL FUND (Subject to Audit)

	£	£	£
BALANCE BROUGHT FORWARD			34,346.38
INCOME		126,756.06	
Business Reserve		9380.00	170,482.44
OUTGOINGS	148,366.96		
To Credit Card	7,039.07		
BALANCE CARRIED FORWARD			£15,076.41

BUSINESS RESERVE		DEBIT	CREDIT	BALANCE
Month ending				
01.07.17	Opening Balance			71,786.90
31.07.17	Lodgements		1,060.00	72,846.90
31.08.17	Lodgements		1,082.50	73,929.40
30.09.17	To School Fund Interest	35,420.97	45.15	38,553.58
31.10.17	Lodgements		549.00	39,102.58
30.11.17	Lodgements		360.00	39,462.58
31.12.17	Lodgements		6266.60	45,729.18
31.01.18	Lodgements Bank Interest To School Fund	9,380	1197.50 29.08	37,575.76
28.2.18	Lodgements		5,650.00	43,225.76
31.03.18	Lodgements Interest		3,717.50 36.68	46,979.94
28.04.18	Lodgements		680.00	47,659.94
31.05.18	Lodgements		7,934.60	55,594.54
30.06.18	Lodgements Interest		5,385 44.37	
Carried Forward				61,023.91

Income Categories		Expense Categories	
Astro pitch	1,446.00	Art Dept out	53.99
Bank (Refund cheque)	25.00	Bank Charges	1,288.34
Books	18.30	Books	947.00
Bus Hire	562.00	Bus Hire	580.00
Catering	3,321.75	Catering Out	8,205.71
Charity	2,057.05	Charitable Donations	5,291.85
Donation	314.80	Drama Dept	1,056.50
English Dept	509.00	English Rewards	150.00
Exam Fees	409.40	English Theatre	342.25
Formal	2,053.00	Events	2,314.34
Lawlor Foundation	4,000.00	Examination Fees	130.00
LLW Dept	815.00	Formal out	3,494.98
Misc	80.00	Gifts	661.87
Music CD	356.00	Home Economics	12.36
Music Dept		I T Dept	558.60
for Bagpipe tuition	900.00	Lawlor Foundation out	3,170.79
Petty Cash repaid	530.50	Learning Support Department	30.46
Photograph commission	177.35	Maths Dept	474.00
Premises hire	13,380.00	Minibus	2,505.73
Premises (work)	35,420.97	Miscellaneous	962.97
School Fund	9,707.80	Music Dept	1,698.00
Sub Teachers	635.00	Music peripetic teacher	1,626.50
Training Courses grant	485.00	Pe Dept	522.00
Trips Income	45,835.18	Petty Cash Out	456.85
UCAS in	24.00	Premises	28,802.38
Uniforms	3,568.74	Prizes	14.93
Unassigned	124.22	Rewards Scheme	6,801.10
		Science Dept	23.48
		Sport	8,576.28
		Suicide Prevention	9,600.00
		Technology Department o	59.28
		Training Courses	250.00
		Trips	51,749.12
		UCAS	578.00
		Uniforms	2,875.00
		Write down our Street	1,002.30
		Zodiak for Kids	1,500.00
Total Income Categories	126,756.06	Total Expense Categories	148,366.96

