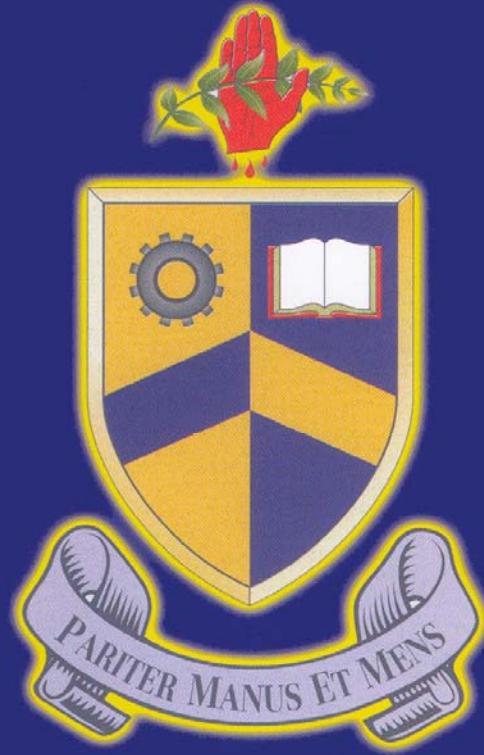


Ashfield Boys' High School



Prospectus
2009-2010

A NEW START

Ashfield Boys' High School is an 11-18 school of 630 boys, situated in East Belfast. The school seeks to create a school community which recognises the worth of the individual by encouraging self discipline and providing good personal relationships. The school believes that everyone should be encouraged to develop fully, intellectually and socially, in order to take his place in society as a responsible citizen.

Boys leaving Primary School have a unique opportunity of starting afresh.

No paths are closed to any boy coming to Ashfield Boys' High School.

With parental support and interest, the new subjects, new equipment, new organisations, new teachers, and new friends should present a new, challenging, enjoyable and rewarding experience.

The information in this prospectus is accurate as of **1 December 2008**.

Changes occurring after this date are communicated to parents in news letters, by letter or at parents' evenings.

The prospectus is revised and reissued each December.
School holiday dates are notified to parents in June and October each year.

TEACHING STAFF

Principal: A McMORRAN, BSc(Hons) DipEd DASE MEd

Vice Principal: D RUSSELL, BEd, CertEd

Art Department

Head - Mrs L Wilson, BS(Hons), PGCE
Miss V Sands, BA(Hons), PGCE

Business Studies

Head – Mrs C Moore , BEd (Hons), PGCE
(Marketing MSSSc,MA,)
Mrs L Cassidy, BEd(Hons)

English Department

Head - Mrs F Duffield, BA(Hons),PGCE
Mrs J McNally, BEd(Hons), HND
Mrs M Pryce, BA, PGCE
Miss R Fisher, LLB, BA(Hons), PGCE

Geography Department

Head - Mrs D Hill, BA, PGCE

History Department

Head – Mrs D MacIntyre, BA(Hons), PGCE,
MSSc, MA
Mrs T Houston, BEd , DASE

Information Technology

Head - J Reaney, BSc, PGCE, PGDip,
MSc(Dist) Mrs C Crawford, BEd(Hons)
Miss L Brimley, BEd (Hons)
Miss R Curragh, MEng, PGCE

Home Economics

Mrs N Simpson, BD(Hons) PGCE

Life and Work

Head – Mr C Duff, BA(Hons), PGdip, TEFL,
PGCE
Mrs J Woods, BA(Hons), PGCE
Miss A Maguire, BA(Hons), PGCE

Mathematics Department

Head - B S Boyd, BA CertEd
Mrs J Ashenurst, BEd (Com)
C McKnight, BSc(Hons) PGCE
Mrs J Wilson, BEd (Hons)
Miss L Taylor, BA, PGCE

Media Studies

Mr D Russell, BEd, CertEd

Modern Languages Department

Head - Miss N Porter BA (Hons), PGCE, MA
Mrs K L Stevens, BA(Hons), PGCE,MA

Music

Head – Mr T Howe, MMus, PGCE, LCTL

Physical Education Department

Head – Mr R P Leathem, BSc(Hons) DipEd DASE
Mr K Millar, BA(Hons), PGCE
Mr S Irvine, BSc(Hons), PGCE
Mr B Reid, BSc, PGCE

Religious Education Department

Head – Mrs N Simpson, BD(Hons) PGCE
Mr N McConnell, BSc, PGCE

Science Department

Head - Mrs E I C Dowler, BEd
Mr McCann, BSc(Hons), PGCE
Ms C Welch, BSc(Hons) PGCE, MEd
Mr S Markwell, BSc(Hons), PGCE
Miss R McCormick, BSc(Hons) DIS, PGCE

Special Needs Department

Head - Mrs J Ashenurst, BEd (Com)
Mrs S McMinn Dip Ed

Technology Department

Head - A S Duffield, BSc(Hons) PGCE
Mr D Waring – BSc(Hons), PGCE

Counsellor

T Finn, BSc(Hons), M.S.W., C.Q.S.W., PGCE

YEAR TEACHERS:

Head of Key Stage 3 **Mr P Leathem**

Teacher in charge Year 8 - Mrs N Simpson
 Year 9 – Ms Welch
 Year 10 - Mr Millar

Head of Key Stages 4 and 5 **Mr McCann**

Teacher in charge Year 11 – Mr A Duffield
 Year 12 – Mr C McKnight
 Year 13/14 - Mr M McCann

Counsellor Mr T Finn BSc(Hons), M.S.W., C.Q.S.W., PGCE

VISITING THE SCHOOL

The school is accommodated on a large open site in a magnificent modern building, situated between the Hollywood Road and the Circular Road. The school is on the main Ulsterbus, Citybus and rail routes (Sydenham halt). Easy access is therefore afforded to pupils travelling from Bangor, Hollywood and Dundonald, as well as the whole of East Belfast and Castlereagh districts.

A "school special" bus now runs from the Ulster Hospital to the school.

The School will be open for visits by Primary School parents and pupils on Tuesday 27 January 2009 at 7.00 pm.

The facilities offered by Ashfield Boys' High School are admired by all who come to visit.

Parents of prospective pupils are strongly recommended to visit the school on the Open Night or by appointment.

Parents of all year 8 pupils are invited to personal interviews by appointment in October each year. This interview is designed to ensure a smooth transition from primary to secondary school. Parents are given the opportunity to discuss aspirations, hopes or fears. Pupils are present at these interviews hence emphasising the three-way partnership in the education of pupils at Ashfield Boys' High School.



**ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8
IN SEPTEMBER 2009**

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.

Parents are asked to read all of the criteria before deciding.

The Board of Governors delegate to the Principal, or his nominee, those functions relating to the admission of pupils.

ADMISSIONS CRITERIA - Criteria will be applied in the following order:

- 1 A boy whose brother attends or has attended Ashfield Boys' High School (This must be indicated on the Transfer Report Form noting name of brother and dates of attendance).
- 2 A boy whose sister attends or has attended Ashfield Girls' High School (This must be indicated on the Transfer Report Form noting name of sister and dates of attendance).
- 3 A boy whose father has attended Ashfield Boys' High School (This must be indicated on the Transfer Report Form noting name of father and dates of attendance).
- 4 A boy whose mother has attended Ashfield Girls' High School. (This must be indicated on the Transfer Report Form noting name of mother and dates of attendance).
- 5 A boy who has a parent, guardian, sister or brother permanently employed by either school. (The name of the employee must be indicated on the Transfer Report Form).
- 6 A boy who is the first in the family to transfer to a secondary .
- 7 In the event of us still not reaching our quota after the application of criteria 1-5 then the final places(s) will be offered to those applicants(s) who live closest to the main entrance to the school (Holywood Road), as determined by a straight line measurement on an Ordnance Survey Map.

Please note: 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 proposed admission.

This criterion will also be used to rank applicants if the school is oversubscribed at an earlier stage in the selection process.

196 pupils applied and 110 were admitted to the school in September 2008 giving a total enrolment of 630.

AIMS

At Ashfield Boys' we seek to create a school community which recognises the worth of the individual. We encourage self-discipline and expect, and take pride in, good personal relationships.

We provide a broad, general curriculum for the first three years which enables all pupils to develop skills which allow them to make informed career choices. Throughout the school we provide balanced and relevant courses which encompass and enhance the National Curriculum.

We believe that everyone should be encouraged to develop fully, intellectually and socially, in order to take his place in society as a responsible citizen.

We recognise the School as an integral part of the community and seek to encourage ways in which the School as a whole can foster links within that community.

We aim:-

- 1 to provide a wide and varied set of learning experiences for pupils suited to their abilities, previous experiences and ambitions, including offering wider horizons to those whose experience and ambitions may be limited,
- 2 to develop those physical, intellectual, aesthetic and social skills necessary to playing a full part in the world of work, further education, leisure, home and community,
- 3 to develop the ability to research, make decisions, and evaluate, by exposure to different forms of knowledge through working in a wide range of subjects,
- 4 to build up a sense of community within the school, increase pupils' self esteem and develop the ability to work in groups with an awareness of, and respect for the rights of others.

SCHOOL SITE AND FACILITIES

Administration Block Offices

Maths/English/Social Studies Block

(Ground Floor) 1 RE Room
1 Geography, 2 History Rooms
4 Maths Rooms
1 Careers Suite

(First Floor) 1 French Rooms
5 English Rooms
1 Library/Study Area
1 Computer Studies Rooms
1 French Room
1 Life and Work Room

Science Block
(Ground Floor) 5 Science laboratories
Greenhouse and Garden
2 IT Suites

(First Floor) 1 Lecture Theatre

Music Block
(Ground Floor) Cloakroom, Toilets, Tuck Shop
1 Language Room
1 Counselling Room

First Floor) 1 Music Classroom
1 Music Recording Studio
1 Practice Room
1 Maths Room

Physical Education Block Assembly Hall and Stage Area
Sports Hall and Changing facilities
Fitness Suite

Craft and Art block 3 Technology and Design Rooms
2 Business Studies Rooms
2 Planning Areas, 1 Plastics ARea
2 Art rooms
1 Life and Work Room
1 Media Studies Suite

*A new Home Economics block is planned for September 2009
The Administration Block and Games Hall were refurbished in October
2008.*

EDUCATIONAL OBJECTIVES

1. To develop each pupil's potential by:-

- (a) attempting to establish 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,
 - (d) 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,
 - (a) an understanding of human achievement in creating that world.

PERFORMANCE IN PUBLIC EXAMINATIONS 2004/05 – 2006/07

**FOR BOYS SECONDARY
(NON GRAMMAR) SCHOOLS**

Performance Indicator	2004/05		2005/06		2006/07	
	ABHS	NI Average	ABHS	NI Average	ABHS	NI Average
%Achieving 5+ GCSEs at Grades A*-C (or equivalent)	43	26	56	32	57	37
% Achieving 2+ A levels at Grades A-E (or equivalent)	91	89	100	86	100	81

PUBLIC EXAMINATION RESULTS 2007/2008 SCHOOL YEAR**YEAR 12 PUPILS**

Number of pupils in Year 12 - 97

GCSE Results (Overall)

	Number	Percentage
Achieved 5 or more A* - C	71	73
Achieved 5 or more A* - E	81	84
Achieved 5 or more A* - G	81	84
Achieved 1 or more A* - E	93	96
Total entered 5 or more	82	85

GCSE Results by Subject

Subject	Number Entered	Number A* - C	Percentage A* - C
Art and Design	25	20	80
Business Studies	23	14	61
Business/Communication Systems	13	6	46
Double Award Science	40	40	100
English	75	53	71
French	15	10	67
Geography	24	21	88
History	17	13	76
Learning for Life and Work	63	54	86
Mathematics	96	45	47
Media Studies	48	43	90
Music	8	8	100
Physical Education	33	22	67
Single Award Science	62	58	94
Technology	38	22	58

APPLIED GCE/GCE 'A' LEVEL 2008 - PERCENTAGE RESULTS**APPLIED GCE/GCE 'A' LEVEL**

	A	B	C	D	E	U	A-E
Business	0%	10%	20%	60%	10%	0%	100%
ICT	0%	0%	12.5%	62.5%	25%	0%	100%
Media Studies	0%	27%	33%	40%	0%	0%	100%
Engineering	0%	0%	0%	71%	29%	0%	100%
Double Award Science	9%	36%	36%	14%	5%	0%	100%
English Literature	0%	100%	0%	0%	0%	0%	100%

DIDA – PERCENTAGE RESULTS

PASS	71%
MERIT	5%
CREDIT	24%
U	0%
PASS RATE	100%

CIDA – PERCENTAGE RESULTS

PASS	28%
MERIT	17%
CREDIT	55%
U	0%
PASS RATE	100%

AIDA – PERCENTAGE RESULTS (Level 2)

PASS	14%
MERIT	36%
CREDIT	29%
U	21%
PASS RATE	79%

AIDA – PERCENTAGE RESULTS (Level 1)

PASS	7%
MERIT	60%
CREDIT	13%
DISTINCTION	20%
U	0%
PASS RATE	100%

HOMEWORK We believe that all boys should do regular homework. A homework timetable and a homework record book is issued to each pupil in September.

As a general rule classes have an average of 10 homeworks per week.

When homework is set, the pupil notes it in his homework record book. If the homework is not done or is unsatisfactory the subject teacher will make a note to this effect in the record book. Parents are asked to monitor their son's homework and sign the book each Friday. This is checked rigidly.

Class teachers hold a special 20 minute session each Friday morning to review homework and general progress. Subject teachers keep a record of all homework set.

Parents have a key role to play in implementing this policy, and are asked to contact the school if there is any difficulty relating to homework. **All teachers are required to provide the Vice Principal with a record of homework set by them each week.**

READING The school has an Intensive Reading Programme as we value highly the role of reading across the whole curriculum. During registration classes most mornings, pupils select from class libraries and read during their first 15 minutes. The school employs two teachers who specialise in Reading. All pupils in years 8 and 9 are enrolled in the reading programme at certain times throughout the year.

LITERACY AND ORACY Literacy and Oracy are involved in all aspects of the Curriculum. Emphasis is put on spelling, punctuation and presentation of work. Regular 'Consistency and Expectation' reviews are undertaken within and among departments. Pupils are encouraged to improve their communicational skills in talking and listening. This assists their social, educational and employment opportunities.

All books are evaluated by the Principal in Years 8, 9 and 10 based on consistency, expectation, presentation, marking, homeworks, quantity of work and quality of work. Three days are set aside to evaluate each year. All staff receive a written report.

CURRICULUM STATEMENT

YEAR	MAIN COURSES	ENTRY LEVEL
<p>8</p> <p>9</p> <p>10</p>	<p>All pupils follow a general course which includes:</p> <p>ENGLISH</p> <p>FRENCH</p> <p>HOME ECONOMICS</p> <p>MATHEMATICS</p> <p>GEOGRAPHY</p> <p>HISTORY</p> <p>SCIENCE</p> <p>TECHNOLOGY and DESIGN</p> <p>INFORMATION SYSTEMS</p> <p>LIFE and WORK</p> <p>RELIGIOUS EDUCATION</p> <p>ART and DESIGN</p> <p>MUSIC</p> <p>PHYSICAL EDUCATION</p> <p>CAREERS EDUCATION</p>	<p>Pupils with special needs undertake planned courses.</p> <p>All pupils receive Reading Support in small groups.</p> <p>Year 8 pupils receive Literacy, Oracy and Numeracy Support.</p> <p>Individual pupils' needs are monitored and support given.</p>

Pupils select GCSE subjects at the end of year 10.

<p>11</p>	<p>All pupils follow a general course.</p> <p>ENGLISH LANGUAGE MATHEMATICS plus OCCUPATIONAL STUDIES which include</p>	<p>Additional subject options are available at Ashfield Girls' School.</p>
<p>12</p>	<p>ENGLISH LITERATURE GEOGRAPHY HISTORY FRENCH BUSINESS STUDIES SCIENCE (and DOUBLE AWARD) TECHNOLOGY and DESIGN D.I.D.A. LIFE and WORK RELIGIOUS EDUCATION ART and DESIGN MEDIA STUDIES MUSIC PHYSICAL EDUCATION PERSONAL and SOCIAL EDUCATION BUSINESS AND COMMUNICATION SYSTEMS</p>	<p>Two year course at Castlereagh College subjects include:- Plumbing Carpentry and Joinery Brickwork Digital Music Vehicle Maintenance Sport Leadership</p> <p>A two-year careers programme results in several work experience placements.</p>

Enter year 13 to begin 'A' Level (2 year course), or leave school to follow training or employment.

YEAR 13 PROVISION

Since its inception 11 years ago Ashfield Boys' High School has been at the forefront of developments in GNVQ and its successors. This has resulted in a very strong emphasis on vocational qualifications in years 13 and 14. Results over this period have been exceptional and we are looking forward to the further development in the number of subjects offered at 'A' Level.

The 'A' level subjects presently offered are:-

Applied GCE in Business, ICT, Engineering and Double Award Science also 'A' Level Media Studies, Art and PE.

We also offer other 'A' Levels at Ashfield Girls' High School. These are:-

History, PE, English, Literature and Geography

Other 'A' Levels may also be offered both here and at Ashfield Girls' High School depending on timetable and staffing constraints.

ICT/Digital Media

At Ashfield Boys' High School we use ICT to enhance and add a new dimension to the learning process. ICT is increasingly becoming part of our daily lives, in the way that radio and television did fifty years ago. This is amply illustrated by the use of mobile communications, games consoles, digital cameras and other technologies in the home, school and workplace.

ICT plays a significant role in education at Ashfield Boys' High School. It can act as a major catalyst in transforming education, stand alone as a discrete subject and support other subjects as a cross-curricular theme.

Pupils at Ashfield Boys' High School have the confidence and competence in the use of ICT to enhance all aspects of their learning experience. Teachers are competent in the use of ICT so that they are able to use it in all aspects of their daily work.

The dynamic and cutting edge world of creative interactive digital media is fast-moving. It requires teachers who are up-to-date with new technologies and who can respond quickly to change, growth and innovation. These teachers are skilled in new multimedia technologies such as Graphics, Web Design, Digital Video Editing and Multimedia Authoring. The formation of a new Digital Media Department will endeavour to follow a vocational path for its students preparing them to work as web designers, graphic artists, multimedia producers, animators, sound designers and storyboarders.

Developments in ICT education run parallel with increasing investment in computer hardware, software and communication equipment all of which is similar to equipment used in industry, commercial and further/higher education. This includes;

- A new wireless network which covers the whole school with the necessary 'hotspots' to enable internet and network access from anywhere within the building. This includes 3 Mobile Wireless Laptops Suites each consisting of 16 laptops that can be used within any room in the school.
- Over 240 modern multimedia computers throughout the School (including 120 C2K workstations). The majority of these computers are able to access the Internet through our state of the art 8mb (very fast!) connection. This allows pupils to have immediate safe access to a vast and rich source of materials available on the World Wide Web.
- Each wing of the school has access to at least one ICT suite, these include:
 - One Digital Media PC suite capable of digital video editing.
 - Three ICT C2K suites for full class access.
 - Five C2K clusters of PCs for use by smaller groups.
 - One Apple IMac Media Studies lab.
 - An Apple IBook Mobile Wireless Laptop Suite.
 - Six other suites of PCs.
- The use of Adobe Creative Suite 3 software, a complete creative solution for education, with design tools for print, web, interactive, mobile, and video content. These industry standard packages help our students develop and validate digital communication skills in web, rich media, and visual communication.

Our stated whole school aim is to ensure that all pupils leave with at least one ICT related qualification and our innovative department's growth continues with the introduction and development of various pioneering ICT/Digital Media courses;

- A Key Stage 3 curriculum that is mainly skills based giving the pupils the necessary proficiency in using the core digital applications needed for them to progress. This course uses e-assessment where the pupil's skills are assessed using online based examinations.
- The introduction of the Diploma in Digital Applications (DiDA) suite of qualifications at Key Stage 4 and Post 16.
 - A revolutionary ICT qualification, unique in its scope, philosophy and delivery methods. It is designed to connect students more closely with their goals, in further education or employment, as well as with other areas of the curriculum.
 - The qualification is paperless, making students' evidence searchable, dynamic and interactive. It promotes creative use of applications, and its real-life, goal orientated emphasis is involving and stimulating.
 - Up to date content – meeting the needs of 21st century learners and utilizing innovative interactive e-learning resources.
 - As a suite of qualifications, it progresses from Award (AiDA) through Certificate (CiDA) to Diploma (DiDA) (equivalent to four GCSEs) at Level 1 (F/G to C) and Level 2 (C to A*), providing a truly future proof path for ICT learning.
- GCE Applied ICT awards are part of a new suite of vocationally-focused GCEs and replace VCE ICT. These new awards incorporate an extremely wide range of AS and A2 Level units. These are flexibly structured to give pupils plenty of choice to form qualifications which reflect their personal skills, interests and ambitions. The award is designed to provide a progressive route to higher education and further training for future employment.

- Level 3 iMedia Diploma, this vocational qualification has been developed in consultation with partners in industry, further education and schools. It has been designed to provide a route into, or further development of skills in, a wide range of job roles within the dynamic interactive media industry. These include web design, graphic art, multimedia production, flash animation, 3D animation, sound design and editing, special effects, video production, logo/titles design, desktop publishing, games design and storyboarding.

Are we successful?

- Since 2002 we have enjoyed a 100% pass rate every year at AVCE level, with many of the pupils going on to study ICT related qualifications at university.
- In the first two years of the new DiDA course we achieved a 100% pass rate with over 60% of the students achieving a Merit (equivalent to 4 B's at GCSE level).

The dramatic growth in the need for ICT is being taken seriously by our senior management team and the school's vision for ICT is driven by the potential to improve teaching, learning and achievement. Research evidence shows that ICT can stimulate, motivate and spark pupils' appetites for learning and helps to create a culture of success.

As digital media now plays an increasingly important part in our everyday lives and in the world of work it is vital to ensure these 'screenagers' are going to be active participants, not just passive recipients. At ABHS we feel confident that the ICT team is capable of delivering a relevant, practical and wide-ranging subject in these ever changing times. By pursuing this vision, we are creating an e-confident school.

CAREERS EDUCATION

All classes from year 8 upwards have timetabled Life and Work and from Year 10 onwards pupils have a timetabled class in Careers Education. 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 department has access to computer networks and the Internet. The Pathfinder package is available in school for Year 10 onwards and also other packages available through C2K. The department also uses the various Internet sites for all year groups but in particular with Years 13 and 14 to investigate University courses.

A wide range of books, magazines, videos, prospectuses, information leaflets and video tapes are available these resources assist the careers advisors and with COIU careers notes enable pupils to develop personal career plans and investigations for future study.

Careers officer Jill Lemon is in weekly attendance during the year. They provide individual interviews, class talks and are involved in careers days in school specifically targeting different career areas. A copy of the Service Level Agreement is available from the Principal. All groups are targeted, pupils receiving, on average 2-3 interviews yearly.

In Year 9 pupils participate in a careers course targeting 'The Economics of Staying in School'. In Year 10 focused materials guide pupils in this transition year.

In Year 11 pupils develop career planning through courses and materials, which is further developed in Year 12. Pupils in Year 11 also receive talks and attend careers events with the RAF, Army and Business Organisations. In year 12 pupils are involved in Revision Planning and Interview Skills days.

Year 12 have targeted talks in specific vocational areas and also attend open days by different public and private sector organisations. Pupils attend job fairs, industry exhibitions etc.

Year 12 also provides pupils with the opportunity to participate in work experience.

This combined with careers conventions, visits and talks from various experts, means pupils should have a basis from which to make choices in future options.

Realising that the route from school to work is now through further training initiatives, the school has established close links with local grammar schools, Colleges of Further Education and various training providers.

A strong careers component operates in Years 13 and 14 in Applied A Level courses. Students receive talks from Universities and also attend Open Days and Careers Conventions held by UCAS. All students have assistance from Careers Officers as required.

DEPARTMENT OF LEARNING FOR LIFE AND WORK
Incorporating **Citizenship, Employability and Personal, Social and Health Education**

Continuing to develop the already well-established PSHE programme, Life and Work brings this aspect of the curriculum together with the issues of local and global citizenship and employability.

The overriding ethos of the subject is to help the pupils to develop as contributors to society, the economy and the environment, as they develop as individuals who have the skills and confidence to both question and participate actively in society.

- All Year 8, 9 and 10 pupils study the new subject of **Local and Global Citizenship**, in which they examine their place and identity both in a local context and in terms of the world as a whole. The subject operates hand-in-hand with **Personal, Social and Health Education**, the shared purpose being to develop the pupils in terms of being able to deal with issues encountered in and outside of school as well as getting them to consider their rights and responsibilities, locally and globally. The CCEA Employability pilot scheme, that Year 8 pupils began two years ago, has now progressed to Year 10. This is a scheme in which the pupils investigate certain skills and qualities that they possess and also relate these skills and qualities to the world-of-work.
- Year 11 and 12 pupils now study the new **Learning for Life and Work GCSE** or **Entry Level Qualification**. These two year courses consist of three modules:

Local and Global Citizenship
Personal, Social and Health
Education
Learning for Work

The purpose of this subject at GCSE is to develop the pupils' abilities and skills in relation to their responsibilities as they get older and preparing them for the constantly changing workplace, both locally and internationally.

Through the study of real life situations and scenarios the pupils will be provided with the opportunities to explore and express their own values and attitudes concerning human rights, social and economic responsibilities and develop an appreciation of the needs and perspectives of others.

SPECIAL CURRICULUM ARRANGEMENTS

Special Needs

Years 8 – 10

On entry, boys are streamed using:-

- (1) Transfer Reports
- (2) Liaison Teacher's interviews with the primary schools.
- (3) Standardised Test in English and Maths

The 'S' classes (less than 16 pupils) are for pupils with a variety of Special Needs. This applies from year 8 to year 12.

These classes are taken by three qualified teachers of Special Needs for English, Maths and Science. For the remainder of the timetable the pupils go to the other staff.

We feel that it is essential for good progress that the majority of our pupils get extra help in English, Maths and Science. Consequently we usually combine the A and B classes, divide and them into 3 groups. Thus the size of the teaching groups are reduced to approximately **twenty**, affording more time for individual attention.

All pupils receive Reading, Literacy and Numeracy Support during the important first year at Ashfield.

All classes follow the requirements of the Northern Ireland Curriculum.

Years 11 and 12

All pupils follow a GCSE course in years 11 and 12. In the subjects where this is considered inappropriate a small number of pupils follow a restricted external examination entry certificate course.

A link course with Belfast Metropolitan College entitled the Vocational Enhancement Programme has also been introduced for these pupils.

The criteria for this course are that it should:-

- 1 be academically demanding in terms of the ability of these pupils,
- 2 offer them the opportunity of success and develop their self-esteem,
- 3 be presented in as interesting a manner as possible,
- 4 be closely related to skills the pupils can be guided to see as important in future life,
- 5 have some tangible record of achievement which pupils feel represents them and their progress in full and meaningful way,
- 6 gives the pupils the chance to attain an external qualification equivalent to two GCSE's at 'C' grade or above.

Their record of achievement includes reports on all courses followed in school, work experience, employers, out of school projects and residential and shorter outings. It will also include any certificates gained from outside bodies.

SPECIAL NEEDS PROVISION

- (i) smaller S classes
- (ii) special needs classes (S)
- (iii) additional support in English and Maths
- (iv) a peripatetic teacher from the Park School works five times per week in Ashfield
- (v) an educational psychologist from the BELB, tests pupils to diagnose areas of learning difficulties and helps formulate education plans.
- (vi) a reading support teacher who works with all year 8 pupils over the year, in groups of three or four.
- (vii) a literacy support teacher working with pupils selected according to their needs in groups of 3 or 4.
- (viii) a dyslexia support teacher working with dyslexia pupils individually or in pairs.
- (ix) a linguistic phonics teacher working with a select number of pupils in groups of 3 or 4.

The following special needs provision is also to be provided:

Pupils with dyslexia will:

- be provided with teacher notes where possible
- be required to learn only four spellings at a time
- receive extra time for assessments and examinations if indicated by the psychologists report
- be given assistance with organisational skills and
- where necessary be provided with technological equipment such as alpha smarts or spellcheckers to make learning easier.

Pupils with aspergers will:

- be given a colour coded timetable
- be given extra time in assessments and examinations
- be supervised individually in examinations and
- be encouraged to develop social skills through the extra curricular programme.

Pupils with behavioural problems will:

- be given clear instructions about acceptable behaviour
- receive counselling to modify unacceptable behaviour and
- be subject to the usual disciplinary sanctions in keeping with the school disciplinary policy.

Pupils with medical conditions will:

- receive the appropriate assistance to enable them to access the curriculum

The Special Needs Programme and Register is monitored by the Vice Principal and the Special Needs Co-ordinator.

Literacy and Oracy Programme

One in five people in the UK struggle to read and write. Research shows that people with good literacy and oracy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills. They are more able to take advantage of the opportunities that life may offer them.

It is widely documented that boys' attitudes towards, and performance in, the areas of reading and writing fall below those of girls. Ashfield Boys' High School recognises the importance of being actively involved in developing and furthering our pupils' literacy skills.

Our whole school literacy policy incorporates a wide range of strategies specifically aimed at targeting our boys' literacy development, such as:

- All Year 8 pupils participate in the school's **Reading Programme** involving small groups of pupils and a specifically trained reading support and recovery teacher.
- Identified pupils in all years receive literacy support both from our own Special Educational Needs department and a range of outside agencies.
- All pupils in Years 8 – 11 are involved in the **ERIC (Everyone Reading In Class) Reading Scheme** during registration each morning.
- Year 8 and 9 pupils receive copies of **First News** an award-winning weekly newspaper for children. The newspaper features a blend of stories about world and home affairs, the environment, sports, entertainment and puzzles, all selected to engage young minds.
- **Subject Dictionaries** are issued to all Year 8 and 9 pupils, they contain the words and definitions that each of our subject areas want the boys to understand and/or be able to use.

- **Communication skills** are promoted throughout the school via a wide range of subject specific and extra-curricular activities aimed at encouraging our pupils to be more confident in communicating with their peers and adults.
- **Common marking procedures** are employed across the curriculum.

SCHOOL REWARDS SYSTEM

The school believes that its present high standards of:

- 1 Behaviour**
- 2 Attendance**
- 3 External Examination Results**

deserve to be rewarded.

An Academic Reward System operates in all years based on school trips, certificates, medals and mentions in a pupils Record of Achievement (Progress Files).

In years 9 and 10 a one year project involving success in all subjects, out of school clubs and activities and sponsored by "Awards For All" through the National Lottery, £8,000, rewards pupils accordingly. This scheme involves trips to :- Ice Bowl, Odyssey, Paint Balling and Blackpool.

In years 9 – 11 £2,500 is provided for each year through the Extended Schools Programme for trips and residential.

In Year 12 this is based on:-

- 1 Attendance**
- 2 General Behaviour**

Various Year 12 outings are planned ie go-karting and paint balling.

A general reward system operates for all years including Strand Movie Awards, Achiever of the Month, Musician of the Month and for general attendance and behaviour.

The Year 13/14 Reward System is referred to in the section for 'trips' which this year involves New York and Barcelona.

A group of Year 13 also go grape picking to Bordeaux on an all expenses paid trip.

SCHOOL POLICY IN RELATION TO DRUGS

The school recognises that there is an increase in drug abuse in present day society. We fully appreciate our duties in law and our responsibilities to pupils and parents in this regard. We see the school as having a major role to play in Drugs Awareness. This sensitive issue is dealt with through a distinct policy.

The issue is directly tackled in the schemes of work for Personal and Social Education which is taught in every class in years 8-12. Drug Abuse is introduced in year 8 and revisited in years 9 and 10. It is thereafter developed further in years 11 and 12, using also the subject areas of PE, RE, Science and English. The use of visiting speakers combined with use of assemblies in year 13 and 14 completes the plan of action.

The staff continue, at appropriate intervals, to be briefed by the RUC Drugs Squad on special training days purely for up-to-date information. Other organisations and institutions are used, where available, for a similar purpose. A copy of the Handbook on Illegal Drugs is made available for staff consultation and, where considered necessary, sections are highlighted and photocopied for information.

Drug possession on school premises will be dealt with as a serious disciplinary offence resulting in immediate suspension or expulsion depending on the circumstances. Possession of drugs will be reported to the police, to parents and to other appropriate authorities.

ASSEMBLIES and RELIGIOUS EDUCATION

The school holds assemblies and provides Religious Education which we hope is acceptable to all faiths. If parents are concerned about their son's involvement in such activities they should contact the Principal.

Religious Education will include information on religious traditions, beliefs and practices, first within the pupil's immediate experience and secondly to acquaint the pupil with traditions, beliefs and practices as experienced and held by others.

Teaching will develop from this base of knowledge to include areas of morality and the understanding of the effect of belief in everyday living.

SCHOOL ORGANISATION, PASTORAL CARE ARRANGEMENTS

Class teachers

Each morning at 8.50 am when the school bell rings, boys report to their room. The class teacher will call the class roll, collect any absence or lateness notes and will arrange for dinner tickets. **This is also used as a reading period.**

In secondary schools pupils have different teachers for various subjects and so the class teacher's role is very important. They are their first source of information and help and take a particular interest in the welfare of their classes.

On Friday mornings pupils stay with their class teacher when he/she will check their homework record sheet and performance for the previous week. **This is also used as a reading period.**

Year Teachers

They take an overall interest in their year and check behaviour, attendance, punctuality, dress, class reports and academic progress on a regular basis. They are pleased to speak to parents concerning their son's progress if an appointment is made.

Heads of School

There are three Heads of School, one each for the Induction (year 8), Junior (years 9 and 10) Middle (years 11 and 12, Senior (years 13 and 14). They have overall co-ordinating responsibilities for these sections of the school.

Counsellor

Boys sometimes have problems which they need to discuss with someone. Ashfield Boys' has a full time counsellor on site who is available for confidential consultation by any pupil.

Staff may also suggest that the Counsellor sees a particular pupil.

CHILD PROTECTION

The school's policy complies with those of DENI and BELB, which are founded on:

The United Nations convention on the Rights of the Child article 19 which provides "that children have the right to be protected from all forms of physical or mental abuse by those looking after them" and

The Children (Northern Ireland) Order 1995 which states "the welfare of the child must be the paramount consideration".

The policy sets out the procedures to be followed in cases of suspected abuse.

Mr Russell (Vice Principal) and Mr Finn (School Counsellor) are the teachers designated as having responsibility for co-ordinating action on child protection matters and liaising with other relevant statutory agencies.

If parents have concerns about their child's safety or welfare they should speak to the designated teachers. Such information will be treated in strict confidence and with sensitivity and discretion.

BREAKFAST CLUB

There is a supervised breakfast club where breakfast is served each day from 8.15 am - 8.45 am.

A NORMAL SCHOOL DAY

Registration with Class Teacher		8.50 - 9.00 am
Assembly (except Monday and Friday)		9.05 - 9.10 am
Period	1	9.10 - 9.50 am
"	2	9.50 - 10.30 am
"	3	10.20 - 11.10 am
"	4	11.10 - 11.50 am
"	5	11.50 - 12.30 am
	L U N C H	12.30 - 1.05 pm
"	6	1.15 - 1.55 pm
"	7	1.55 - 2.35 pm
"	8	2.35 - 3.15 pm

Registration Period on Monday is from 8.50-9.15 am and on Friday from 8.50-9.25 am to enable class teachers to monitor pupils' homework and general progress.

On **Thursdays** and **Fridays** there will only be **seven** periods and school will **close at 2.35 pm**.

Pupils are expected to be punctual and arrive not later than 8.50 am for the morning session and 1.05 pm for the afternoon session. A bell rings at these times. All boys are required to be punctual. A school detention for latecomers operates every day.

DISCIPLINE

We believe that:-

- boys need, and like, to work in a well-ordered atmosphere that is both firm and compassionate
- it is most important that they should know what they are allowed to do and what is expected of them
- it is vital that they should know that there are people in school who will take time to listen to their problems and who will want to help them
- it is crucial that the boys understand that they have a responsibility to help maintain the high standards that we set.

Equally we recognise that in a community of around 600 adolescent boys there will be times when a boy might behave in a way that is unacceptable; the system of sanctions is designed to help boys to come to terms with their responsibilities.

Minor problems are dealt with by the subject teacher who may issue a reprimand, set extra work or keep a boy in after school. As the need arises the difficulties are referred to the appropriate Head of Department, Year Teacher, Head of School, the Vice Principal or to the Principal who will usually want to liaise very closely with the parents in deciding how best to deal with an individual boy.

Although sanctions are described in detail it is important to emphasise that we attach great importance to reinforcing good work and behaviour and we seek to encourage boys to make a positive contribution to the school and to the wider community.

ATTENDANCE

We feel that boys cannot make good progress at school unless they have a high attendance record. All absences must be verified by a letter from parents. Poor attenders will be referred to the Educational Welfare Officer.

To encourage good attenders we present full attendance certificates in assembly each term, and give special prizes on Prize Day.

A target of 95% attendance is set for all pupils to allow for genuine sickness. All pupils reaching this target are rewarded. The education of pupils not achieving this target is bound to be affected by their poor attendance. The school will take steps to maximise the attendance of all pupils. We depend on the support of parents to achieve these targets and enable us to achieve our overall aim of giving your son the best education possible.

PE DEPARTMENT

Physical Education in School is seen as the most important context for promoting healthy lifestyles in pupils. Health Related Physical Education (HRPE) in Northern Ireland has been shown to positively influence children's knowledge of and attitudes towards physical activity.

The Northern Ireland Curriculum gives a high profile to Physical Education's role in:

- Providing pupils with regular, frequent and appropriate physical activity opportunities, information and guidance;
- Encouraging and empowering pupils to make informed and responsible choices about the role of physical activity in their lives.

Time allocation to sport in the curriculum.

YEARS (KEY STAGE)	TIME ALLOCATION
Years 8-10 Key Stage 3	2 Hours 30 minutes
Years 11-12 Key Stage 4	1 Hour 30 minutes
Years 11-12 G.C.S.E.	2 Hours 30 minutes

The Sports facilities available to pupils at the school are:-

Fully refurbished Sports Hall
Gymnasium
Fitness Suite - Fully Equipped
One Soccer Pitch
A state of the art Floodlit Field Turf Arena
Tarmac Marked Hockey Pitch (Rear)
Tarmac Area (Front)

CLUBS AND EXTRA CURRICULAR ACTIVITIES

CLUBS include

Fitness, Chess, Art, Badminton, Fishing, Computers, Scripture Union, Photography, Science, Library, Crafts/Model Making, Army Cadets, Drama, Video, Newspaper, Eco, Games, Formula 1 Racing, Homework and Euro.

The school has a very active and successful St. John Ambulance group. The school has a first class band which plays at assemblies and other functions. There is also a Duke of Edinburgh Award Scheme.

The Ashfield Soccer School meets every Tuesday from 3.15 pm – 4.15 pm.

If a group of boys express a desire to create a new interest group they are given every encouragement and help to do so.

TRIPS

Week and day long trips take place to various locations including the Delamont Centre. Optional overseas trips in the last few years have included trips to Paris, Belgium, USA and skiing in Italy.

Overseas trips have included trips to Paris, Belgium and the annual ski trip to France, Bulgaria or USA. This year a senior group are going to New York.

This year there is also a European Championship Soccer trip and a trip to Las Palmas to watch Northern Ireland.

UNIFORM

ALL PUPILS MUST WEAR FULL SCHOOL UNIFORM

Parents may check with the Belfast Education & Library Board, 40 Academy Street, to see if they are eligible for a uniform grant. The school office staff are available at most times during the summer holidays to process the forms.

The **school uniform** is:

- Black blazer with school badge (Years 8-12 inclusive)
- Dark grey flannels
- School tie or senior school tie
- Shirt - white or grey only
- Grey pullover (if worn) (No hooded tops allowed)
- Black shoes (track shoes are not acceptable)
- Sixth form students wear a special tie and school sweatshirt

Games and Physical Education are an essential part of a boy's development. All boys are expected to take part unless excused by a medical certificate.

Mr P Leathem, Head of Physical Education, will be pleased to discuss with parents any difficulties concerning physical activities.

Physical Education equipment required:

- gym shoes
- PE kit to worn by all pupils in Junior School
(available in school at a cost of £25.00)
- a towel
- swimming trunks
- football boots and shirt

It is essential that all clothing has the name of the pupil clearly marked on it.

Valuables

No valuables of any sort should be brought to school eg jewellery, mobile phones, gameboys etc.

CHARGES and REMISSIONS POLICY

Article 128 paragraph 2 of The Education Reform (N.I.) order 1989 states that all activities provided for pupils within school hours must be free of charge. Article 128 paragraph 4 of the Order states that all activities relating to preparation for approved examinations for which the pupil is being prepared by the school must be free of charge.

It further states that any activity directly relating to the provision of the Northern Ireland Curriculum or Religious Education must be free of charge.

Charges will not be made for books, practice materials, tuition, transport or examinations which are part of the school curriculum.

Parents will be expected to provide pupils with pens, pencils, bags and school uniform and to cover the cost of any damage to or loss of equipment, books, materials, where this is caused by the pupil.

1. MUSIC

- (i) Class activities in music which are part of the school curriculum will be provided free of charge at all times.
- (ii) Pupils receiving individual instrumental tuition provided by the school of music.
 - (a) During school hours such tuition will be provided free of charge under the auspices of, and within the financial resources available to, the Board's School of Music. There will, however, be a charge in respect of insurance for instruments on loan from The School of Music and, also, for instruments on loan from Ashfield Boys' High School.
 - (b) Outside of school hours charges will be made in respect of individual and group tuition in playing any musical instrument. The charges will include a contributory element towards the cost of the tutor and students will bear the cost of insuring musical instruments on loan from The School of Music. These charges will not be remitted.

2. PUBLIC EXAMINATION ENTRIES

- (i) Where parent(s) or guardian(s) wish to enter a pupil for an examination for which tuition has **not** been provided by the school or under a special arrangement made by the Board then the full cost of such examination entries will be charged to the parents.
- (ii) Only one fee per subject will be paid by the Board regardless of the examining authorities for which pupils are entered. Fees will only be paid once for any subject before the end of the pupil's fifth year of secondary education and once in the sixth form. Parent(s) or guardian(s) will be charged the full cost of any entries additional to the arrangements set out above.
- (iii) Where parent(s) or guardian(s) wish a pupil to resit an examination for which the school has not provided further tuition, then the full cost of such examination entries must be met by the parents.
- (iv) Parent(s) or guardian(s) who wish to have a pupil's examination results scrutinised must meet the full cost of this exercise.

3. PRACTICAL SUBJECTS

Charges will be made for: ingredients, materials or components needed for courses in practical subjects where parents indicate in advance a wish to receive the finished product. The full cost of the above materials etc. will be levied and there will be no remission of charges in any circumstances.

4. TRANSPORT

Where transport is used in relation to an activity which falls outside school hours and must not be provided free under article 128 paragraphs 2 and 4, then the full cost of such transport will be met by the parent(s) or guardian(s) of the pupils involved. Charges in relation to transport for such activities will not be remitted.

5. TRIPS/ACTIVITIES

Where such activities take place wholly or mainly outside of school hours and are not subject to the provisions of Article 128 paragraphs 2 and 4 of the Order and the child's participation has been agreed in advance by the parent(s) or guardian(s), then all expenses associated with the activity will be met by the parent(s) or guardian(s).

The charge made in respect of individual pupils will not exceed the actual cost of providing the activity divided equally by the number of participating pupils. There will be no remission of these charges.

6. BOARD AND LODGINGS ON A RESIDENTIAL TRIP

- (i) Where a trip takes place wholly or mainly during school hours a charge shall be made for board and lodgings. However, these charges will be remitted (not charged) for those pupils whose parents are in receipt of Income Support or Family Credit.
- (ii) Where a trip takes place outside of school hours but involves activities which must be provided free of charge under Article 128 paragraphs 2 and 4 of the Order - a charge will be made for board and lodgings but these also will be remitted for pupils whose parents are in receipt of Income Support or Family Credit.
The school will inform all parents of this remissions policy in respect of board and lodgings so that they may declare their circumstances if they so wish.
- (iii) Where a trip takes place outside of school hours and does not involve activities which must be provided free of charge under Article 128 paragraphs 2 and 4 of the Order a charge will be made in respect of board and lodgings. There will be no remission of these charges in any circumstances.

7. VOLUNTARY CONTRIBUTIONS

The school minibus, additional pupil insurance's, costs in respect of games and societies etc. have traditionally been met from a school fund provided by parents.

These have a valuable influence on the life of the school and parents will continue to be encouraged to make a contribution to the school fund.

This policy operated from 1 April 1993 and will be subject to monitoring and review.

COMPLAINTS

Parents with complaints concerning any aspect of the school should in the first instance contact the school office. Your son's year teacher, Head of School, or the Vice Principal will be happy to advise you regarding the matter. In serious cases you should discuss it with the Headmaster. If you are not satisfied the matter should be referred to the Chairman of the Board of Governors who will, if necessary, seek the assistance of the Belfast Education & Library Board in trying to resolve the matter. Copies of all school policies are available from the school Headmaster.



ASHFIELD BOYS' HIGH SCHOOL

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