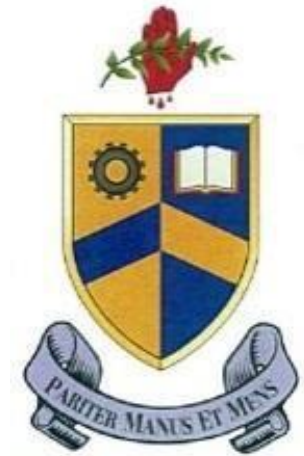




Ashfield Boys' High School
Strategic School Development Plan
2025-28



Introduction School Development Plan 2025-28

Vision:

Ashfield Boys' strives to create an inclusive learning community that provides a safe nurturing child centred environment with an atmosphere of high expectation, where strong supportive relationships are developed and valued.

We actively encourage the development of all of our pupils to become adults with the qualifications, skills, and capabilities to thrive in, and contribute to, the world in which they live.

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.

(1) Our Ethos:	Evaluative Comments
Ashfield Boys' High School is a school at the heart of its community with 96% of the boys living within a three-mile radius of the school. We have a well-deserved reputation for high standards and success. We passionately believe in 'Child Centred' education: ensuring that every boy is at the heart of all that we do. Every decision that we make is based upon what is best for our students. We believe that it is our duty to help our boys, not just gain the relevant qualifications to progress to 'Higher / Further Education, but also develop the skills that are necessary for them to take their place in the world in which they live and their chosen career. Vision: Ashfield Boys' strives to create an inclusive learning community that provides a safe nurturing child centred environment with an atmosphere of high expectation, where strong supportive relationships are developed and valued. We actively encourage the development of all of our pupils to become adults with the qualifications, skills, and capabilities to thrive in, and contribute to, the world in which they live. 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.	Prior to our previous SDP our 5A*-C GCSE including English & Maths, 3-year average was 54.1%. Over the duration of our previous SDP, this 3-year average increased to 57.0%. The 2024-25 result of 59.1% is the best in the school's history and significantly above the DE Non-Grammar average for 40-49% FSME of 51.0% (2024 average which is the latest available). Over the duration of our previous SDP, our 3-year average for 5A*-C GCSE stands at 87.1%, significantly above the DE Non-Grammar average for 40-49% FSME of 81.7% (2024). At Sixth Form, our 3A*-C 3-year average is 66.5%, significantly above the DE Non-Grammar average of 57.3% (2024). Our school vision has been updated to make reference to being an 'inclusive' learning community to overtly recognise our increasingly diverse school population. It also now references the development of strong supportive relationships, something that our school is regularly recognised for by visitors, stakeholders, and in winning the 2025 Derrytrasna Award for exceptional Pastoral Care. 96% of teaching staff recognise that the school provides a broad, balanced and flexible curriculum which is tailored to meet the needs of

- 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.

the all the pupils, up from 79.2% recorded in 2022.

95% of our boys state that they would recommend the school to a P7 boy, up from 94.5% in 2022, and 93.0% in 2019. 79.0% of our boys state that they enjoy being taught by our teachers, up from 72.6% in 2022, and 69.0% in 2019, with 89.9% of our boys stating that their teachers are kind and positive with them.

92% of the school's support staff enjoy working in the school, with 94.7% of them stating that they have access to relevant staff development opportunities, up from 88.2% in 2022.

100% of teaching staff state that the school has a caring ethos which shows a commitment to the welfare of pupils, up from 96.2% in 2022.

97.9% of parents state that the school is well thought of in the local community with 94.8% of teaching staff stating that it has effective links with parents, partner schools, outside agencies, employers, and the wider community., up from 88.7% in 2022.

92.1% of parents state that the school recognises and values their son's contribution to school life, with 95.4% of them stating that they would recommend the school to another parent.

2a.) Learning, teaching and assessment and promoting the raising of standards of attainment among all pupils in particular in Communication, Using Mathematics and Using ICT.	Evidence Base	Evaluative Comments
ABHS has invested a large amount of time and staff training on enhancing pupil engagement and enjoyment through effective pedagogy. The main elements of this were: • Training, developing and embedding 'Relational Learning' principles in relation to research and evidence carried out by 'Taking Boys Seriously' (University of Ulster) and 'When Adults Change Everything Changes' (Paul Dix). • Improving literacy standards across the school with all subject areas contributing to interdisciplinary literacy. • Training and supporting all teaching staff on the effective use of Smartboard technology & introduction to Google Gemini. • Development of a ABHS Numeracy hub providing an engaging supportive tool for all pupils and effective collaborative STEAM days.	• Pupil qualitative reviews across each Key Stage to measure the impact of actions taken. • Staff qualitative reviews to assess the impact of each strategy. • Learning Walks: term one departmental, term 2 SLT and term 3 the Teaching & Learning Showcase • Department minutes • Assessment outcomes	Evidence demonstrates an improvement of 20% in pupils' engagement and enjoyment in lessons. 100% of pupils stated that staff Meet & Greet them at the start of every lesson. Pupil survey also highlighted that they enjoyed 'bitesize' chunks of work & 'pit stops' to review their learning. Learning Walks highlight an extremely positive relational approach in lessons, 90% of pupils feel teachers are positive & openly help them in class. T&L Showcase is extremely successful every year and demonstrates best practice & strategies including Literacy & ICT which is shared by colleagues. Tracking data and improvements in assessments and external exams are evidence of increasingly effective teaching and learning and support from all staff. 100% of staff found Interdisciplinary Literacy training & the breakdown of 'decoding', 'comprehension', 'summary & application' useful & informative. Showcase demonstrated the success of the paired reading programme with year 8 and 9 classes. Effective literacy-based competitions & challenges held throughout each year. Effective Smartboard training to all teaching staff, 100% pupils found it engaging when teachers use their Smartboards in lessons. Showcase demonstrated the use of Google Gemini to support teachers & reduce workload e.g. Schemes of Work, quizzes, exams, reporting and the use of 'prompts' to create useful resources. Numeracy Hub was created (using staff voice) to improve numeracy skills across the curriculum in an interactive format. Evidence showed an increase in usage prior to assessment periods. Collaborate STEAM days within Years 8 and 9 have increased the excitement and interest in STEAM fields when involving real world problems.

(2b.) Providing for the special, additional or other individual educational needs of our pupils	Evidence Base	Evaluative Comments
Ashfield boys' HS has a Learning support department designed to meet the needs of all the boys in the community. The LSD supports the boys in mainstream and our ASC. LSD encompasses: • Literacy Support: ABHS supports our mainstream boys with the lowest reading ages and the boys with a statement of educational need for a literacy need. • Numeracy Support: As with literacy we have a dedicated teacher and team of LSAs that support our boys with the weakest numeracy skills. • Nurture Provision: Nurture is a 2-year provision (Year 8&9) that helps boys integrate into mainstream ABHS that would struggle with the transition from Primary to secondary school. • ASC: A specialist provision which aims to support 9 boys per class with SCID as a result of their ASD diagnosis. • General: The statemented boys are supported through the management of LSAs, PLPs, Behaviour support, Interventions, access arrangements etc	• RAG analysis of LSD action plans • Board of Governor feedback • Parental and pupil voice contribution to PLPs • Qualitative and quantitative analysis of literacy and numeracy intervention data • Pupil voice and feedback of Nurture provision • Level 2/3 results for pupils with a statement of educational need.	The learning support • Literacy: Boys with the lowest reading age receive literacy support and they graduate when they become a functional reader ○ 53 boys received small group support 24/25 and a further 20 boys received Dyslexia specific support. ○ Of the boys that were tested 87.5% reading age increased by over 2 Years. • Numeracy: Boys follow a 12-week cycle of intense numeracy support. ○ 84 pupils received support 24/25 ○ 24/25: 88% of boys improving by at least 6 months, averaging 13.2 months ○ 96.8 % said that they felt numeracy intervention was a benefit to them. • Nurture: 100% of pupils have said they have enjoyed their time in nurture this year and 100% have said they would like nurture time next year • ASC: ASC is made up of 4 classes 2KS3 classes and 2KS4 classes. All the ASC Yr12 boys have left the ASC and are pursuing further education or workplaces. 2 boys are returning to 6th form. • General: 24/25: 145 boys in ABHS that are supported by a team of over 60 LSAs • All boys have moved from IEPs to PLPs. • 25/26 14 boys are returning to 6th form after successful GCSE results, the highest number to date.

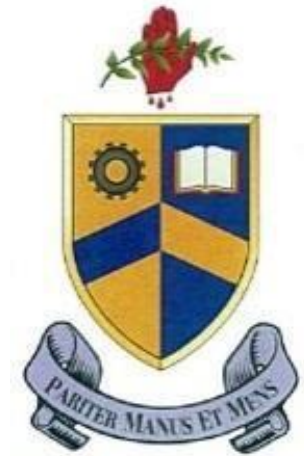
(2c.) Promoting the health and well-being, child-protection, attendance, good behaviour and discipline of pupils	Evidence Base	Evaluative Comments
Post covid the school has invested heavily in multiple initiatives to promote the health and wellbeing of pupils and encourage high expectations and promote positive behaviour among the whole school community. These include: • Staff SSD Days focused on the Recovery Curriculum – initial SWAN concept and training, Mental Health Awareness Training – Our Generation (AMH), Focus on Relational Learning, de-escalation and diffusion training – EA Post Primary Behaviour Support and Provisions and restorative practice, transactional analysis and coaching circles through East Belfast Alternatives. • The school also developed a whole school approach to emotional wellbeing and positive mental health promotion, development of early intervention and enhanced intervention supports to support those pupils identified in need. • Development of the Student Support Centre • Development of an Inclusion Team • Development of Pastoral Principles at ABHS	• Pupil voice surveys and focus groups per year group. • Pupil quantitative surveys through Google Forms • Parental quantitative surveys through Google Forms • Staff quantitative surveys through Google Forms • RAG analysis of pastoral action plans • Awarded AWARE Gold Award for Investors in Mental Health • Department of Education and Public Health Agency Derrystrasna Award for Excellence in Pastoral Care	• It is evident that throughout the school there has been a culture developed that creates an environment where pupils can feel safe, valued and listened to. 99% of pupils said they enjoyed school either all or some of the time and 94% feel safe all of the time in school. 95% stated that they are treated with kindness most or all of the time. 85% say that they are praised and rewarded for having good attitude to school. 94% of parents rate the school either good/very good. • In regard to restorative practice 94% of staff have utilised restorative strategies post training with 90% saying that it was beneficial in repairing harm. • Development of the student Support Centre and Inclusion Team - 89% of pupils who were placed in SSC found it inclusive and welcoming. 89% of staff who use Inclusion support found it beneficial in behaviour management. • Staff verbal feedback that 98% of staff regularly use the school's Positive Behaviour policy following its core values. 100% of staff say the school has a caring ethos which shows a commitment to the welfare of the pupils.

(2d.) Staff Development																																																																			
What we have been doing:	Evidence	Evaluation																																																																	
The school has invested considerable time in staff development over the last 3 years, including 5 x SDDs and 5 x INSET days per year. The central focus of the last SDP was to build capacity of leadership at all levels to develop high quality teaching and pupils' learning. The main characteristics of this were: • Training and development in The Principals of Relational Learning for boys. (University of Ulster). • Building capacity of Middle Leaders using external providers such as LearnSpark and existing expertise through our East Belfast Learning Community. • Building capacity of Senior Leaders through participation in the EA Senior Pathways programme. • PRSD. 3 targets focusing on individual, department and whole school.	• Teaching (58 responses) and non-teaching staff (38 responses) surveys. • Student voice. School carries out a term 1 feedback survey with a student sample in each year group and a full survey at the end of the SDP cycle. • Assessment outcomes including GCSE/L2 and A-Level/L3. • EA behaviour Management training (Colin Douglas) • Literacy/ICT/Numeracy training sessions during Tuesday afternoon session time – yearly. • LearnSpark training for Middle Leaders 22/23 – 10 staff. • EBALC Middle leader training 24/25 – 5 staff. • Successful completion of EA Senior Pathways programme 24/25 – 4 staff. • Sharing best practice showcase each June – all staff.	Evidence demonstrates significant support for staff development with both Teaching and Non-teaching staff. Teaching staff feedback: 89.6% (strongly) agree that the school provides opportunities for staff to share their views on policies and vision. 98.2% always/mostly use the school's Teaching & Learning Policy, embedding strategies to motivate and engage the boys purposefully. Non-Teaching staff feedback: 88.2% always/mostly have access to Staff development and EA opportunities. 11.8% sometimes 81.6% (strongly) agree that they are included in whole staff training and engagement events. Assessment outcomes L2: <table><tr><th></th><th>% 5 A*-C</th><th>% 5 A*-C E&M</th><th>% 5 A*-C FSME</th><th>% 5 A*-C E&M FSME</th><th></th></tr><tr><td>ABHS 2022 (PI cohort 99)</td><td>89.9%</td><td>53.5%</td><td>85.7% (36/42)</td><td>45.2% (19/42)</td><td></td></tr><tr><td>ABHS 2023 (PI cohort 120)</td><td>85.0%</td><td>55.0%</td><td>74.5% (38/51)</td><td>39.2% (20/51)</td><td>% 7 A*-C E&M</td></tr><tr><td>ABHS 2024 (PI cohort 130)</td><td>85.4%</td><td>56.9%</td><td>84.1% (53/63)</td><td>42.9% (27/63)</td><td>50.0%</td></tr><tr><td>ABHS 2025 (PI cohort 123)</td><td>91.0%</td><td>59.0%</td><td></td><td></td><td>54.0%</td></tr></table> Assessment outcomes L3: <table><tr><th></th><th>% 3 A*-C school 50+ FSM Male-NG</th><th>% 3 A*-C school 50+ FSM Male-NG</th><th>% 2 A*-E school 50+ FSM Male-NG</th><th>% 3 A*-C FSME MALE</th><th>% 2 A*-C FSME MALE</th><th>% 2 A*-E FSME MALE</th></tr><tr><td>ABHS 2022 (PI cohort 70)</td><td>72.9%</td><td>87.1%</td><td>95.7%</td><td>91.3% (21/23)</td><td>91.3% (21/23)</td><td>95.7% (22/23)</td></tr><tr><td>ABHS 2023 (PI cohort 70)</td><td>65.7%</td><td>85.7%</td><td>94.3%</td><td>81.0% (17/21)</td><td>95.2% (20/21)</td><td>100% (21/21)</td></tr><tr><td>ABHS 2024 (PI cohort 59)</td><td>67.8%</td><td>84.8%</td><td>91.5%</td><td>56.3% (3/16)</td><td>75.0% (12/16)</td><td>100% (16/16)</td></tr><tr><td>ABHS 2025 (PI cohort 86)</td><td>66.3%</td><td>87.2%</td><td>93.0%</td><td></td><td></td><td></td></tr></table>		% 5 A*-C	% 5 A*-C E&M	% 5 A*-C FSME	% 5 A*-C E&M FSME		ABHS 2022 (PI cohort 99)	89.9%	53.5%	85.7% (36/42)	45.2% (19/42)		ABHS 2023 (PI cohort 120)	85.0%	55.0%	74.5% (38/51)	39.2% (20/51)	% 7 A*-C E&M	ABHS 2024 (PI cohort 130)	85.4%	56.9%	84.1% (53/63)	42.9% (27/63)	50.0%	ABHS 2025 (PI cohort 123)	91.0%	59.0%			54.0%		% 3 A*-C school 50+ FSM Male-NG	% 3 A*-C school 50+ FSM Male-NG	% 2 A*-E school 50+ FSM Male-NG	% 3 A*-C FSME MALE	% 2 A*-C FSME MALE	% 2 A*-E FSME MALE	ABHS 2022 (PI cohort 70)	72.9%	87.1%	95.7%	91.3% (21/23)	91.3% (21/23)	95.7% (22/23)	ABHS 2023 (PI cohort 70)	65.7%	85.7%	94.3%	81.0% (17/21)	95.2% (20/21)	100% (21/21)	ABHS 2024 (PI cohort 59)	67.8%	84.8%	91.5%	56.3% (3/16)	75.0% (12/16)	100% (16/16)	ABHS 2025 (PI cohort 86)	66.3%	87.2%	93.0%			
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(2e.) Managing attendance and promoting the health and well-being of staff		
What we have been doing:	Evidence	Evaluation
The school has invested considerable time in staff wellbeing over the last 3 years. The central focus of the last SDP was to introduce a Well-being Policy and engage fully with all staff to create a positive working environment. The main characteristics of this were: • Utilise all relevant DE Policies including 'Staff Workload, Conditions and Managing Attendance'. • Continue to agree Teachers Terms and Conditions at a local level, working alongside our Union Representatives. • Investigate how we can have equitable discretionary domestic leave for teaching and non-teaching staff.	• Teaching (58 responses) and non-teaching staff (38 responses) surveys. • A Staff Well-being Policy was introduced and ratified. VP attended EA training in conjunction with the EP Service. • A staff well-being team of 10 members, reflecting a cross-section of all staff, meets 4 times a year...2022-25. It manages a budget agreed by our BOG, reports yearly to a BOG meeting and produces a yearly Action Plan. • Teachers' Terms and Conditions are locally agreed yearly. • Maximum teaching allocation, for a teacher in a secondary school is 23.5 hours per week. For 2025-26, including 1 period of cover per week ABHS has a maximum 22.9hours. • TNC agreed that 10% of Teachers' Directed Time budget will be allowed for PPA. For 2025-26, the minimum PPA for a teacher is 11.4%. • In 2023, the Equitable Discretionary domestic leave proposal from the WBT was unanimously accepted by the staff.	Evidence demonstrates significant support from staff with both Teaching and Non-teaching staff. Teaching staff feedback: 87.9% (strongly) agree that the school has a caring ethos which shows a commitment to the welfare of the staff. 86% agree that the school WBT have provided opportunities to access valuable supports sand events that improve our working environment. Non-Teaching staff feedback: 78.9% (strongly) agree that the school has a caring ethos which shows a commitment to the welfare of the staff. 76.3% agree that the school Well-being Team have provided opportunities to access valuable supports sand events that improve our working environment.

(2f.) Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies	Evidence Base	Evaluative Comments
• The school has invested in pupil voice with the appointment of a Student Council Co-Ordinator and engagement with the Student Council has been enhanced. • Over the last 3 years there has been a concerted effort to ensure that the Extended Schools clubs offered reflect the student voice and choice. • Our Shared Education partnership delivers educational benefits and promotes good relations and respect for identity, diversity, and community cohesion through a range of activities that meet the needs of our unique partnership. It is embedded in our SDP and departments are encouraged explore opportunities. • School Events and charitable endeavours reflect the ethos and vision of our school.	• Pupil voice surveys, minutes of meetings recorded and regular meetings with Senior Leadership Team and Board of Governors. • Regular posts on social media highlighting the work of the Student Council. • Pupils are surveyed yearly, and their feedback is used to shape future provision and clubs. Attendance at clubs is monitored by Club leaders and club leaders' complete evaluations. In May 2025, AVP and Co-ordinator had a monitoring visit from EA with quantitative and qualitative data shared. Social media is effectively utilised. • Action plans, evaluations and auditing forms are complete yearly and submitted to EA. Minutes of meetings between partnership co-ordinators are taken and information is shared with SLT in each partner school. In April 2025, we had a successful monitoring visit from EA Shared Education Team. Pupil voice through qualitative reviews. • Self-evaluation and planning for improvement, through target setting and action planning. Pupil, parent and staff surveys and qualitative reviews.	There is a change to the culture and pupil voice is being acknowledged with pupils seeing tangible improvements coming about because of their suggestions – e.g. stools in art, uniform changes etc. Attendance at the Student Council meetings is over 80%, 83% of pupils rate the school good/very good and 92.1% of parents feel that the school recognises and values their son's contributions to school life. Attendance at Extended Schools Clubs has increased with clubs on every day. 65% of Year 8 pupils attend clubs each week and 31% attend on more than 1 day, with 72% attending at least one 92% Year 8 pupils (109/119) and 90% (72/80) Year 9 pupils surveyed in May 2024 rated the clubs fair – excellent, with 98% of Year 8 pupils and 80% of Year 9 surveyed reporting that they felt very safe & welcome/safe and welcome at the clubs. Suggestions voiced by pupils have been acted upon – Lego, Chess, Darts etc. 72% of pupils believe that the school offers a good range of clubs and activities. In the last 3 years Shared Education programmes have increased and in 2025, 49.3% of pupils took part in a project, with 78.7% endorsing the value and importance of these opportunities and evidence suggests that this results in education benefits and contributes to raising standards. Events are well attended by our school community with 94% parents rating our school good/very good and 97.9% stating that the school is well thought of in the local community and 95.4% would recommend the school.

(2g.) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management	Evidence Base	Evaluative Comments
The main focus of promoting the effective use of ICT across the school included the following key areas: 1. All teachers engaged in training and received support on the effective use of the Smart Board technology in the classroom. 2. Teachers (including middle management and senior leaders) gained confidence and understanding on how to effectively use the Smart Board technology to enhance teaching & learning. 3. All teachers engaged in training and received support on the efficient & effective use of IT applications to enhance teaching & learning. 4. Whole School ICT Co-ordinator engaged and participated in pilot group (PoC) with Google and C2K on how Google Gemini can help support teacher workload and enhance T&L. 5. Middle (HODs) and senior leaders engaged in training on the effective use of Gemini. 6. Teachers actively promote, recognise, and encourage a whole school approach to the use of digital technology in our school and share in best practice.	Survey/audit conducted to gauge teaching staff Smart Board levels: • Teacher voice surveys/audit to conduct baseline and starting position on teacher levels in using Smart Board technology and IT applications – ranging from beginner, intermediate and advanced. • Range of key features / areas identified in survey where teachers would like Smart Board training – such as – using whiteboard, linking devices, and playing sound etc. • Further teaching staff surveys distributed to gauge interest and understanding on IT applications, including Google Workspace and Gemini. • Teacher feedback on future IT training needs. • PRSD targets which relate to ICT at whole school level, such as digital homeworks and development of Google Workspace resources for T&L. • Self-evaluation of whole school ICT approach to digital technology; School Improvement Project based on this area.	• Evidence shows (via feedback) following Smart Board training that 100% of teachers now feel more confident in using the Smart Board technology in the classroom to enhance T&L. • 100% of teachers learned at least two key features of the Smart Board technology that they can use with their classes. • Teacher voice following the training included an overall improved confidence and understanding on how to actively use their Smart Board to engage pupils across KS3-5. • More teachers are embedding IT applications into their schemes of work. This is also evident through our sharing of best practice (showcases) in term 3 where teachers are showing how they are using applications such as Google Workspace, Gemini, NotebookLM, Canva and Kahoot. • Some teachers are continuing their professional development by attending IT related courses and gaining certification in Google Educator L1/2. • East Belfast Area Learning Community (EBALC) to collaborate with IT leaders in best practices.



Challenges and Opportunities Facing Our School/ Overarching Targets 2025-28

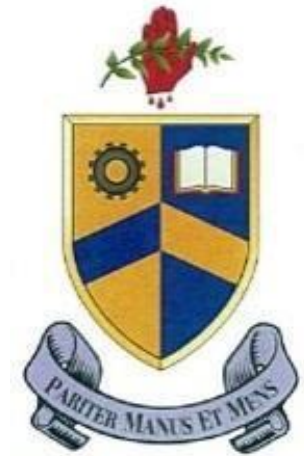
(5) Challenges and Opportunities facing our school:

An assessment of the challenges and opportunities facing the school	
Challenges & Opportunities	Proposal / Strategies
Raising attainment 5A*-C: 5A*-C with English and Maths: 3A*-C : 2A*-C and 2A*-E at 'A' Level: Monitor and Report on specific discernible groups e.g. FSM and SEN	On-going development of Teaching & Learning strategies, schemes of work, effective use of data, target setting, monitoring, working collaboratively with parents and pupils, intervention strategies etc Continue to review and develop our curriculum so that it is tailored to the needs, abilities, and aspirations of our pupils in order to sustain, or raise further, the standards attained by the pupils in public examinations.
Implementation of TransformedED – a knowledge-based curriculum. Evidence from England suggests that whilst a knowledge-based curriculum is successful for many pupils, those with additional needs and those from low socio-economic backgrounds can underperform.	Exploration, adaptation, and the implementation of appropriate strategies to ensure that our diverse range of pupils can continue to thrive in their studies. Particular focus on the 'Science of Learning', and 'Retrieval Practice'.
Improving Literacy and Numeracy Whole School.	Further development of literacy strategy for whole school to raise literacy levels from 'functional readers' (8 years) to levels allowing all pupils to access Level 2 syllabus (12-15 years). Further development of the numeracy hub and strategy for increased pupil engagement with it.
Learning Support – increasing number of Statemented pupils being 'named' into school: Literacy: Numeracy: ASD: Behaviour support.	Expansion of the school's literacy intervention programme to provide reciprocal reading sessions for those boys that have graduated as 'functional readers'. Behaviour support provision to be developed and expanded utilising appropriate restorative practice.
ICT – the emergence of AI	Participation in Project Albus where all Year 9 boys are supplied with a Chromebook and the impact assessed. Extensive staff training on the utilisation of AI included in the package with the aim to reduce staff workload and increase pupil engagement in their learning.
Entitlement Framework – 21/21	On-going review of Curriculum Plan and provision – ensure Level 2 provision responds to DE qualification review to meet the abilities, interests, and needs of our pupils. Ensure provision responds to Large-Size Qualification review to meet the interests and needs of Level 3 pupils. Further develop collaborative links with EBALC partners.

An assessment of the challenges and opportunities facing the school	
Challenges & Opportunities	Proposal / Strategies
Raising self-esteem, confidence, resilience, and aspirations of our boys	Continued development and implementation of the schools SWAN programme to ensure that all pupils feel safe, welcomed, acknowledged, and nurtured. Utilisation of external agency programmes and bespoke school supports, interventions and programmes to improve mental health and build resilience.
Embedded in our Community	Further develop and establish communication with all relevant community partners and initiatives– e.g. EBALC, RAISE, Alternatives, Phoenix Education, Youth Justice, Primary Schools, Voluntary / Statutory bodies etc.
Modern up to date Buildings, Resources and Facilities – equality of entitlement	Lobby DE – Education Minister, Local Politicians, EA re: equality of resources for Ashfield Boys’ – delivery of the school’s SEP to enhance T&D, Library, Business Studies, and sports facilities. Engage with EA to deliver MUGA pitch facility at the front of the school.
On-site safety – the school is not a ‘secure site’ with open access to playgrounds.	Engage with EA to develop a scheme to secure the school site including an effective traffic management solution at the front of the school.

Targets 2025-28

- To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.
- To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.
- To review and develop the school's curriculum offer to meet the demands of TransformEd.
- To further develop the supports that the school provides to meet the needs of our increasingly diverse school community with a particular focus on literary levels.
- To strengthen links and engagement with community partners to enhance the provision and opportunities for our pupils.



Arrangements for Consultation

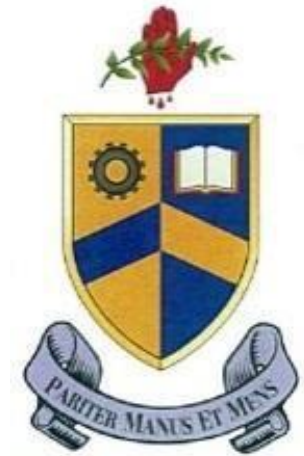
(6) Arrangements for Consultation:

A range of consultations took place with relevant stakeholders in order to produce our collaboratively agreed new School Development Plan. Our Board of Governor's School Development sub-group, along with our Strategic Leadership Team who are responsible for key areas within our SDP, initially developed the framework for our evaluations, evidence base and evaluative comments using the latest DE guidance re School Development Planning and Target Setting, and the five core questions and contributory area indicators as laid out in ETI's Empowering Improvement: New Framework for Inspection.

The team of governors, and members of our Strategic Leadership Team, and Core Leadership Team, led a series of staff sessions focusing on the evaluation of our key strategic areas of:

- Pastoral Care
- Teaching & Learning
- Curriculum, Careers & Pathways
- Community
- Learning Support

Each of these sessions involved discussion groups, focusing initially on the review and development of the school's vision. The second whole staff discussion session focused on the data from our online questionnaires and how that, along with our evaluations, and evidence base should impact on our key targets in our new Strategic School Development Plan.



New Strategic School Development Plan/ Improvement Agenda 2025-26



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Pastoral Care	To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
99% of pupils said they enjoyed school either all or some of the time 94% feel safe all of the time in school. 95% stated that they are treated with kindness most or all of the time. 95% said that they were treated well in school 94% of parents rate the school good-very good.	Develop an inclusive culture within school where respect for all is paramount	Staff Session on key pastoral ethos and values and on key PCT targets for 25-26 Focused assemblies	Staff embed and follow the core values and principles in promoting positive behaviour policy Pupils and staff understand and use the key protocols and procedures consistently	Positive pupil qualitative and quantitative review responses to the pastoral care within ABHS Aspire for 100% Pupils to feel safe, welcomed, included and listened to valued Positive feedback on taught pastoral programmes	Pastoral Care Team meetings Pastoral Care Whole staff Session Assemblies	August & Sept 2025 August 2025 Ongoing Ongoing



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Pastoral Care	To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.	

School attendance figures 1% above the NI Average for schools in the 40-49.99% FSM bracket Established values and principles in Pastoral Care - Core values & Principles - HEART SWAN TEAM AWARE Gold Award Investors in Mental Health Derrytransa Award for Outstanding Pastoral Care		Development of a key Pastoral Six Point Plan	Staff utilise the proactive strategies to ensure their interactions are inclusive and mitigate against potential poor behaviour	facilitated by external agencies		Ongoing 2025
		Updated key PCT policies	Consulted and ratified key PCT policies	Updated policies in line with latest DENI & EA advice ratified by BOG	Survey distribution and access to computers	Termly feedback
		Develop a strategy in form class time to promote an understanding the meaning of inclusivity	Pupils will have an understanding of the term inclusivity and be able to demonstrate their understanding to their form teacher.	Pupil Feedback on Inclusive atmosphere and culture	Time to complete and BOG meeting to ratify	Sept/October 2025
					Form Class time Survey	Ongoing Termly



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Pastoral Care	To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.	

		Develop a strategy within PCT and relevant subjects that promotes positive masculinity with the assistance of key external providers	Pupils have an understanding of positive masculinity and demonstrate this within the school culture and ethos	Feedback on workshops	Time to liaise and set up programmes with external providers	Ongoing
		Promotion of best practice through EBALC schools	Best practice is disseminated through key staff at EBALC meetings		HOD/PCT time to organise specific topics in specific subjects EBALC Schedule	Termly
89% of staff who use BIT support said that it was beneficial to managing behaviour	Sub Target: Develop a proactive ethos across the school to mitigate against potential behavioural issues	Staff session on outcome, immediate response and positive consequences in addressing negative behaviours	Staff to think and act on de escalation of incident and any follow up consequence is positive in	Pupil and staff feedback Behaviour data	Staff session	August 2025



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Pastoral Care	To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.	

94% of staff said that they have implemented restorative strategies this year when addressing behaviours. 90% found it useful	and a develop a system that employs positive consequences were the desired outcome is to peace repair and peace build	Assemblies and form time on expectations, protocols, values and principles that underpin all aspects of school life	addressing the issue with focus on peace repair and peace build			Sept 2025
89% of staff who used detentions have changed their method to a more positive strategy. 84% said that it helped build a relationship with all or most of the pupils		Consultation and review of the terms used for consequences	Review and implementation of positive terms for certain consequences within the Promoting Positive Behaviour Policy	Policy review and implementation of new terms	PCT Consultation Time	Sept/October 2025
29% of staff have had a formal restorative session. 80% of these said that it was beneficial in addressing the issue		Enhancement of Inclusion Team and development of recording processes of coaching circles and restorative sessions	Review of detentions	RP Data, staff and pupil survey	Admin time and time for RP sessions	Ongoing
		Design and implement a RESET Hub for pupils on suspension	Pilot programme of the RESET Hub when pupils are suspended to focus on restoration and reintegration with a view to reduce	Reduction in pupils resuspension rate data and staff/pupil feedback		Nov 2025 – March 2026



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Pastoral Care	To continue to foster our school community where everyone feels safe, welcomed, acknowledged, and nurtured.	

89% said that it was beneficial in repairing the relationship with the pupil			recurring incidents and suspensions			
82% of pupils who had a formal restorative session said that it helped resolve issues						
86% of pupils said that it helped build a positive relationship with the school						



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
A large amount of time has been utilised in building Positive Relationships within all classrooms & embedding our Teaching & Learning Policy. With TransformEd designing a knowledge rich curriculum we would aim to develop our pedagogy so our boys will enjoy and thrive within their classroom lessons.	To effectively integrate retrieval practices into classroom routines to enhance boys' memory, retention and understanding of key concepts	Scheduled CPD training session on the Science of Learning & benefits of Retrieval practice Every department will have a bank of examples of retrieval practices e.g, Retrieval Grids, Brain Dumps, Low Stake Quizzes, Flash cards, Revision clocks etc.	All teachers understand the theory/evidence behind retrieval practice. Every department will have a bank of examples. Retrieval practices are integrated within lessons Retrieval practice becomes a visible	Qualitative staff survey Staff voice Departmental minutes Learning Walks (departmental & SLT)	Training Presentation Retrieval examples Learning Walk feedback forms The Teacher CPD Academy Inner Drive including Teaching Unpacked videos and Playlists.	August training 2025 Departmental Learning Walks Term 1 SLT Learning Walks Term 2



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

		Departments discuss strategies which would be effectively implemented within classroom practice Provide staff with a library of resources All departments complete 'The Teacher Academy CPD training on Cold Calling and Effective Questioning' HODs to choose one other area of focus to review	and valued part of classroom routine. Boys are more confident in using retrieval practices to aid their revision outside of school. All teachers to engage within the training. Increase confidence for boys in asking and answering questions within lessons. Increased teacher confidence in asking questions	Engagement and completion of staff training on Inner Drive Pupil feedback Learning Walks Staff feedback: Google Form	The Teacher CPD Academy Inner Drive including Teaching Unpacked videos and Playlists.	Scheduled Tuesday's 2:20-3:45 and Thursday Week B's
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Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

			and delivering effective feedback			
			HOD meetings utilised as a forum for discussion of best practice and feedback on effectiveness of training, resources and next steps.	HOD/Department minutes		



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning – LITERACY	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
<u>Disciplinary Literacy</u> Literacy across the curriculum remains an area for ongoing improvement. A more consistent, explicit and tailored approach to advancing literacy in all subjects is required.	To improve literacy standards across the curriculum with all subject areas actively contributing to the development of skills. To empower subject specialists to use literacy as a tool to advance pupil learning in their discipline.	<u>Staff Training</u> AJM to deliver staff training to empower subject specialists to utilise <i>oracy strategies</i> to enhance their teaching and accelerate pupils' learning.	All staff, across all disciplines, recognise their responsibility to raise literacy standards. All staff explicitly model and develop <i>oracy skills</i> in their subject lessons.	Termly learning walks and Term 3 showcase. Department and HOD minutes. Pupil voice (Surveys carried out with KS3 & KS4 pupils)	Training materials developed and shared by AJM Google Forms surveys created by AJM	Bi-annual whole staff training. Termly 'Staff Literacy Champions' meetings October '25 and June '26



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan					2025-2026
Teaching & Learning – LITERACY	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.					
Driving up Reading Ages Promotion of reading across the school remains an area for on-going development. However, significant improvement in R.As of lowest ability pupils recorded in 24/25 year demonstrate notable advances in this area.	-To aim for 100% of pupils being functional readers by Year 11. -To aim for 100% of 'B' band pupils achieving a R.A. of 12 by Year 11. (studying mostly BTECs at KS4) -To aim for 100% of 'A' band pupils achieving a R.A. of 14 by Year 11 (studying mostly CCEA GCSEs at KS4) To further develop a culture of reading for pleasure.	Paired Reading programme to be delivered in English for 8LAK and 9AJM. ARC to train LJR as new project lead. LJR to collaborate with KBN. Continued use of '<i>Cracking the Code</i>' and '<i>Literacy Toolkit</i>' in 'B' band KS3 English classes. AJM and ARC to develop "Belfast Anthology" of stories for teacher use. Collaborations AJM to collaborate with Eastside Partnership, AGHS and local primary schools in "Countdown" event. AJM to collaborate with Mitchell House in two KS3 literacy projects.	R.A. of pupils in 8LAK and 9AJM to increase by 2+ years by November '26. Notable increase in pupils' confidence regarding their ability to decode, spell, understand and apply subject-specific vocabulary and concepts. Increased enthusiasm for reading and writing.	NGRT data (tested Sept/ Nov '26) PTE data. Pupil voice – Google Forms survey. Winter and Summer Assessment data Pupil voice	Library access Reading logs 'Cracking the Code' booklets 'Literacy Toolkit' booklets "Belfast Anthology" booklets AJM and ARC to create resources and liaise with AK and Mitchell House	Programme to run from 8th September '25. Initiatives monitored, evaluated and reviewed throughout 25/26 by LJR and ARC. 'Countdown event' TBA December '25 and June '26



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning - STEAM	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
Currently not involved with the Royal Institution (RI).	Organise an RI in-school day. To include a community science show, two pupil science shows, and a CPD session.	1. Contact the RI to book the event. 2. Liaise with SLT to secure funding and a suitable date. 3. Organise logistics (timetabling, rooming, invites). 4. Promote the event within the school and to the community.	School community and wider community engaging with the day and the show.	• Pupil and staff feedback surveys • Attendance numbers for the community show. • Observations of pupil engagement during the shows. • Review of CPD feedback forms.	• Funding for the RI visit. • School hall/theatre space. • Timetable allocation. • Communication channels (e.g., newsletter, website).	Booking completed by Autumn half-term. Event to take place in the Spring Term.
Currently no form time activity for numeracy.	Use the successful model established by literacy co-	1. Meet with Literacy Co-ordinators to understand their model.	• Regular numeracy practice is embedded into the	• Learning walks during form time to observe engagement.	• Allocated time in the form time schedule.	Resource development in the Autumn



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning - STEAM	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

	ordinators to create numeracy form time activities.	2. Develop and collate a bank of engaging numeracy resources/puzzles. 3. Create a schedule and delivery plan. 4. Launch with form tutors, providing resources and guidance.	weekly school routine. • Improved pupil numeracy skills and confidence. • Increased visibility of numeracy across the school. • Positive feedback from pupils and tutors.	• Feedback from tutors via meetings/surveys. • Analysis of performance on low-stakes quizzes or activities.	• Online resources (e.g., Corbettmaths 5-a-day). • Photocopying budget. • Co-ordinator time for resource development.	Term. Launch in the Spring Term.
Currently run Y8 and Y9 STEAM days.	Extend the STEAM day provision to include Year 10 this year.	1. Consult with HOY 10 and relevant subject leaders to plan a theme and activities. 2. Design a series of engaging, curriculum-linked workshops. 3. Organise logistics: date, timetable collapse,	• A successful and engaging STEAM day is delivered for all Y10 pupils. • Pupils develop key skills (problem-solving, creativity, teamwork). • Increased pupil interest in STEAM	• Observation of pupil engagement and collaboration during workshops. • Review of outcomes/products created by pupils. • Post-event surveys for pupils and staff.	• An allocated day in the school calendar. • Budget for materials/external providers. • Staffing from across STEAM departments.	Planning to be completed by the end of the Spring Term. Event to run in the Summer Term.



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning - STEAM	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

		staffing, and external providers. 4. Source and prepare all necessary materials.	subjects and careers. • Positive feedback from pupils and staff.		• Suitable workshop spaces.	
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Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning – ICT	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
3 staff trained L1 (ready for L2) 8 staff interested in completed L1 Google Certificate Education	Empowerment of staff - To establish digital leaders	Share link with staff to access Level 1 training for free (with education authority) https://ni-cert.workspace.training/	Aiming for a minimum of 5 staff trained with L1 by end of June 2026	Qualitative: Focus on support & checking in regularly with staff completing it – how are they getting on?	Free	June 2026
Staff baseline survey completed to assess current training needs	Whole school CPD with a focus on Gemini AI & Notebook LM	Training session with 2 staff leading this	Teachers already with L1 training moving onto L2 All staff to create: A retrieval practice activity or a set of	Request a copy of certificate to evidence <u>Quantitative:</u> Staff will upload what they've created to a shared	Staff can use CPD time/ could they ask for free time 2 rooms & 2 staff to run training session All teachers to attend with laptops	Completed during next whole school ICT training



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan				2025-2026	
Teaching & Learning – ICT	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.					
Staff are definitely interested in this training		One group Gemini, one group Notebook LM then swapping over.	multiple-choice questions generated with Gemini (ready for a Google Form) A study guide/podcast generated by uploading source material to Notebook LM	drive during CPD training <u>Quantitative:</u> Complete a survey to see how confidence in these two areas has improved since baseline survey completed. <u>Qualitative:</u> Following up HOD meetings & minutes		
Presurvey will be completed with students & staff taking part Looking at confidence using google workspace and impact on teacher workload	Engagement & efficiency - To develop Project Albus with Year 9	Working with stakeholders to ensure any future training is relevant to all staff. Group of 8 staff already confident with Google education - happy to take part in research to meet and discuss	More assignments set and marked on Google Classroom e.g. Google self-marking forms and Rubric grids Project based learning - grouping boys and getting them to work	<u>Qualitative:</u> Sharing good practice in HOD meetings <u>Quantitative:</u> Post-Pilot Surveys with both staff & pupils at the end of the project to see improvements from Baseline	Student Chromebooks	



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Teaching & Learning – ICT	To review and develop our pedagogy to enable our boys to thrive and succeed in a knowledge-based curriculum.	

		projects/assignments to try with year 9.	together on tasks. E.g. Writing an extended piece for English and having responsibility for one paragraph each E.g. Creating a Google Site in ICT to showcase work completed in each subject during Project Albus	<u>Qualitative:</u> Discussions with staff and year 9 students about their experiences of digital learning and using this more fully across the curriculum		
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Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Curriculum, Careers & Pathways	To review and develop the school's curriculum offer to meet the needs of TransformEd	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Options process: 100% of pupil interviews with pre-prepared data, 100% pupils in Yr 12 DfE careers interviews, data included to parents & SLT options interviews. 100% of HODs found Options booklets very useful/useful.	To review the curriculum offer and opportunities in Key Stage 4 & 5 as part of TransformEd	Research of curriculum syllabi for all examination boards available to HODs for discussion. (CAM, CMK, CL) Research TransformEd related courses. Analysis of data.	Researched overview of all curriculum subjects with evaluations for HODs to assist with T&L and pathways	Reports to SLT, BoG Link	Time to research, development of AI to assist with administration	Sept-Dec 2025
Intake for Year 13 - 96 % of pupils achieved all initial choices given. Intake for Year 11 in 2025 - 97% of pupils achieved all 4 choices & reserve. 3% of pupils received 1 alternative choice on initial choices.		Research good practice and development of digital careers data profile for inclusion in options for Year 10 cohort.	Improvements in curriculum for 10-15% of Year 11- in 2026 using baseline data & syllabi. Development of additional subjects in Yr 10 options to meet new reqr.	Qualitative evaluations from SLT, Teachers, HODs, parents and pupils	Meetings with Exam boards, external provision	Jan – June 2026
		Whole school curriculum review for Year 11 & 12 – academic, vocational and skills for 2026-28 Yr 11 intakes.	Meaningful data driven options discussions with parents and pupils.	Regular meetings with teams	Meetings – data analysis	
		Research with external providers including Bryson, King’s Trust, other providers to develop supplemented curriculum provision for additional skills with accreditation on DE QAN.	Development of additional courses for			



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Curriculum, Careers & Pathways	To review and develop the school's curriculum offer to meet the needs of TransformEd	

Leavers return to ABHS in Year 13 is 59 % (based on PI cohort)			lower achievement groups			
Unifrog used with Year 10-14 as part of careers provision, 100% participation with Virtual work experience in Year 13. Wakelet used with leavers and parents to assist with employment/HLA, 94% usage by Year 14 (2024-5)	To develop careers provision in experiences of work and employer engagement to meet requirements based on Careers Action Plan (DENI, 18/6/25)	Integrate virtual and in-person work experience into Year 11-14 cohort. (CAM, RW, RMcK) Link with Legal team EA to develop Pilot for digital WE forms. Continuously monitor pupils progress in WE. Use of external provider to develop interview skills for Years 12 &14 and entrepreneurial skills in small workshops throughout Terms 1 & 2. (CAM, TM) Reinstatement of CareersOffice Career Mentoring for 20 Year 13 students with link to work placement in June 2026 Develop further the use of Unifrog in Careers Years 10-14	Develop with EA Pilot on digital work experience for 2025-6 Year 11 & 12 have 1 virtual work experience in 2025-6 careers. All Year 13 to complete 1 in-person work placement - 2025-6. Improvements (data driven) in quality of engagement of work in their lead subject with mentor. Full integration of Unifrog, use of data to inform career pathways	Monitoring in Unifrog by RW, RMcK & CAM Reports from employers, providers: monitor by RW & CAM SLT links, Link Board Governor Meetings with EA, legal team on WE digital process – review, linked to Unifrog admin Monitoring and review of programmes with RW, RMcK and Careers teaching team Monitored by RMcK, CAM, meetings, team	Meeting time with team Virtual meetings – Unifrog and EA Administration time Cost – teacher cover T Madden	Sept 2025 – June 2025 Yr 11 Virtual WE – June 2026 Yr 12 – Dec 2025 – Virtual External – Sept 2025 – Mar 2026



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Community	To strengthen links and engagement with community partners to enhance the provision and opportunities for our pupils.	

Baseline Where are we now?	Target Where do we want to be?	Actions to be taken What do we have to do to bring about improvement? Who has responsibility?	Outcomes / Success Criteria What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	Monitoring & Evaluating How will we quality assure our work - both quantitatively and qualitatively?	Resources What do we need to make it happen?	Time scale When will it be completed?
ABHS has contributed to the RAISE East Belfast Strategic Area Plan working in collaboration with structures within the locality e.g. Eastside Learning, Inner East Neighbourhood Renewal Partnership, East Belfast Family Support Hubs etc	RAISE & Community Connections - By the end of the year one, we want to have a strengthened the community links to raise achievement and address educational disadvantage, as	To attend RAISE meetings and contribute to the open call for projects. Deadline is September 2025, and the Locality-Led Projects will be finalised for Term 2 2025/26. A School Connectors role will be appointed to strengthen community and school connections with children, young	To support more effective educational transitions, e.g. transition to post-primary school through a Key Stage 2 and 3 transition programmes to minimise those targeted groups	Qualitative: Sharing good practice with SLT/CLT Quantitative: Pre and post-surveys with pupils, parents and staff involved in Locality Led projects Qualitative: Discussions with Locality partners	Time to attend meetings – Eastside etc. Use of the school during summer for Summer Transitions Camp	Throughout 2025/26 August 2026



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Community	To strengthen links and engagement with community partners to enhance the provision and opportunities for our pupils.	

	well as raising aspirations through a whole community approach to education targeting four key areas: 1. Transition and Engagement Support 2. Speech, Language and Communication 3. Literacy and Numeracy 4. Parent and Family Support	people, and families through enhancing parental support within the local community.	who are at risk of disengaging from education. (Summer Scheme) To strengthen links with community partners	about their experiences and using this to inform planning that meets the needs of our school context. Minutes of meetings		
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Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Community	To strengthen links and engagement with community partners to enhance the provision and opportunities for our pupils.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
The school HEART values are well established, and work has been completed with pupils and staff on updating the school vision statement.	School Vision & Values - For our school community to be able to articulate the school vision and for it to permeate through everything we do.	A visual/graphic to be shared with staff and pupils and our wider school community to raise awareness of the school vision and maintain a clarity of purpose.	Our school community has a 'unifying vision' and our school community can confidently articulate our school vision and values.	Qualitative and Quantitative: pupil and staff voice	Posters of the graphic to be shared. Time with pupils to discuss the vision	Throughout 2025/26



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Community	To strengthen links and engagement with community partners to enhance the provision and opportunities for our pupils.	

Baseline Where are we now?	Target Where do we want to be?	Actions to be taken What do we have to do to bring about improvement? Who has responsibility?	Outcomes / Success Criteria What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	Monitoring & Evaluating How will we quality assure our work - both quantitatively and qualitatively?	Resources What do we need to make it happen?	Time scale When will it be completed?
To date we have had several parental programmes – Multiply in 2025 (numeracy programme), Fish & Fun (Extended Schools)	Increase Parental Engagement - To offer a Parenting Pitstop Programme with ACET and increase parental engagement	Work with ACET to organise sessions. Recruit parents, working with EWO and using social media/SIMS In Touch	To increase parental engagement and empower parents.	Qualitative: feedback from participants Quantitative: attendance figures and post-surveys Qualitative: Discussions with ACET	Use of the school for sessions/time Advertising materials. Tea/coffee for sessions	Term 1/2



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Learning Support	To further develop the supports that the school provides to meet the needs of our increasingly diverse school community with a particular focus on literary levels.	

Baseline	Target	Actions to be taken	Outcomes / Success Criteria	Monitoring & Evaluating	Resources	Time scale
Where are we now?	Where do we want to be?	What do we have to do to bring about improvement? Who has responsibility?	What will your planned outcomes look like? How will they improve teaching & learning and standards attained by pupils?	How will we quality assure our work - both quantitatively and qualitatively?	What do we need to make it happen?	When will it be completed?
24/25 data Literacy: Boys with the lowest reading age receive literacy support and they graduate when they become a functional reader 53 boys received small group support 24/25 and a further 20 boys received Dyslexia specific support. Of the boys that were tested 87.5% reading age increased by over 2 Years.	At least 90% boys in ABHS to become at le a functional reader and most in line with their chronological age with the ability to access KS4 materials.	L Cosgrove literacy intervention coordinator and teacher will identify and support the weakest readers. All stage 3 boys with a literacy need on their statement have access to literacy support, either linguistics 45, reciprocal	Data showing increase in reading age. All pupils become functional readers and most able to access KS4 courses. Behaviour points decrease for some pupils due to being	RAG evaluation of action plan. NGRT, PTE data Pupil questionnaire for qualitative data	NGRT Data collection from R McConnell Time to collate data ICT resources for data collection	Ongoing. L Cosgrove will test boys that she feels are ready to graduate Lingsuitic 45 periodically. All other testing to completed June



Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Learning Support	To further develop the supports that the school provides to meet the needs of our increasingly diverse school community with a particular focus on literary levels.	

24/25 37 Yr8s had a RA below 9. 25/26 49 Yr 8 RA below 9 8 Yr 9 RA below 9 22 Yr 10 RA below 9 (pre-adapted Linguistics 45)		reading or dyslexia support check in. Boys identified using NGRT and then data is confirmed using the Salford reading test where needed. Boys are removed from class for 2 periods a week, 4 a cycle, in small group sessions. L Cosgrove has adapted the Linguistic 45 scheme and has produced booklets that are engaging to ABHS boys. These are used to support the boys who are not functional readers. L McGreevy and D Macintryre will be supporting boys through	able to access the curriculum. Increased engagement in class hopefully relieving pressure on teacher time. Better KS4 results Boys to express more positive attitudes towards reading, increased confidence.	BOG report L Cosgrove to monitor engagement for L McGreevy and D MacIntrye Reciprocal reading booklets and Linguistic 45 booklets contain evaluations for pupils. Linguistic 45 booklets also contain vocabulary tests.	Time for L Cosgrove to meet with reciprocal reading teachers, identify	All met Aug/ Sept to discuss pupils and ongoing for
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Ashfield Boys' High School

Action Plan 2025-2026

Key Area	Action Plan	2025-2026
Learning Support	To further develop the supports that the school provides to meet the needs of our increasingly diverse school community with a particular focus on literary levels.	

		reciprocal reading, boys have been identified by L Cosgrove, boys that are above functional readers but still behind significantly in their chronological age. Materials to support the teachers have been produced by L Cosgrove.			pupils and monitor engagement	engagement feedback
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