



Bloomfield Collegiate School
excellence in a caring community

GOVERNORS' ANNUAL REPORT
SCHOOL YEAR
2018 / 2019



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Please note, due to industrial action, Key Stage 3 levels of attainment are not available for 2018/19.

MESSAGE FROM THE CHAIR

It is my great honour and privilege to report on another very busy and successful year for Bloomfield Collegiate School.

This year has witnessed significant change in leadership and governance within our school. In January, the Board of Governors appointed a new Principal, whilst the end of the school year marked the reconstitution of the Board of Governors itself. Irrespective of these changes in personnel, the Governors will continue to work closely with the school's Senior Leadership Team to ensure the best educational experience is available for all our pupils.

In public examinations, the pupils continue to work hard and achieved very pleasing results. The pass rate at A Level (A*-E) was 98.4%, with 81.6% of those passes at C or above. Similarly, at GCSE level, there were many excellent performances from our Year 12 pupils.

Outside the classroom, there were also successful achievements in sport from our hockey, badminton, football and netball teams. The dance teams continued to excel and the musical talents of our pupils was evident at every public performance. The Combined Cadet Force and Duke of Edinburgh's Award Scheme have also both grown in membership and participation.

The Governors would like to thank staff members, both teaching and non-teaching, for providing such a wide variety of opportunity for the girls, and the pupils themselves for their impressive achievements both within and outside the classroom. In particular, the Governors wish to pay tribute to those members of staff who have left Bloomfield, through retirement, alternative employment or other reasons.

As always, the Board of Governors acknowledges the involvement of our parents and guardians and expresses its gratitude for their support and generosity during the year. A strong and vibrant home/school partnership is essential in the achieving "excellence in a caring community" and, thereby, providing the best environment for our pupils to thrive and succeed to the best of their ability.

I would encourage you to take the time to read the following pages, which I trust will provide a useful insight into the workings of our school and the foundations for continuing and sustained improvement.



Nicky McBride

BOARD OF GOVERNORS

Department of Education Representatives

Mrs S. Boyce
Ms K. Collins
Mrs S. Croft

Education Authority Representatives

Miss C. Compston
Mrs B. Conaghan
Professor E. Douglas-Cowie
Mr J. Keith
Mr N. McBride
Dr L. McMullan

Parents' Representatives

Professor C. Adair
Mr P. Dickson
Mr S. Mackenzie
Mrs S. Rogan

Teachers' Representatives

Dr E. Hudson
Mrs J. Wharry

Principal (non-voting)

Mr G. Greer (Secretary to the Board)

The Governors elected serve for a period of four years and their term of office will end on 30 June 2022. The election for Parent Governors to take up office will be held in the Autumn Term 2022.

CURRICULUM POLICY

Principles

Bloomfield Collegiate School is committed to maintaining exceptionally high educational standards by aspiring to excellence in every aspect of school life in a caring learning environment. The curriculum is the formal means by which the school translates this vision into practice. It includes all planned activities and experiences provided to help pupils learn.

Purposes

The aim of the Bloomfield Collegiate School Curriculum is to develop the whole learner by:

- providing a relevant, modern curriculum and learning strategies which maintain interest and enjoyment and promote self-esteem;
- fostering a learning environment in which all pupils are stimulated and encouraged to achieve their academic potential;
- offering a broad and balanced entitlement to all pupils regardless of aptitude or background;
- promoting the spiritual, moral, cultural, intellectual and physical development of all pupils;
- encouraging independence, self-discipline, responsibility, and respect for others and the environment;
- developing critical thinking and lifelong learning through innovative educational practice;
- ensuring continuity and progression from admission to leaving school by building on individual strengths, interests and experiences;
- affording pupils opportunities to develop and apply their ICT, Literacy and Numeracy capabilities across the curriculum;
- preparing pupils for further study, the world of work and to contribute to society and the economy;
- embedding skills development through practical, theoretical and creative learning opportunities;
- providing opportunities for cross-curricular and collaborative learning;
- offering a wide range of enriching co-curricular and extra-curricular activities; and
- nurturing a positive relationship with parents and the wider community.

Procedures

Curriculum Time

The School week is divided into 45 periods of 35 minutes.

Table 1 – The School Day

Registration	08.45 - 08.50
Assembly	08.50 - 09.00
Period 1	09.00 - 09.35
Period 2	09.35 -10.10
Period 3	10.10 - 10.45
Period 4	10.45 – 11.20
Break	11.20 - 11.40
Period 5	11.40 - 12.15
Period 6	12.15 - 12.50
Lunch	12.50 - 13.35
Period 7	13.35 - 14.10
Period 8	14.10 - 14.45
Period 9	14.45 - 15.20

Key Stage 3 (Year 8, 9 & 10)

The Northern Ireland Curriculum at Key Stage 3 has been fully implemented. It is set out in Areas of Learning comprising subject strands defined by a minimum statutory entitlement for learners. This entitlement ensures the development of subject specific knowledge, understanding and skills and outlines the requirement to develop pupils as individuals and as contributors to society. Key Elements of learning are identified and include; Personal Health, Media Awareness, Moral Character, Education for Sustainable Development, Cultural Understanding, Economic Awareness, Ethical Awareness, Spiritual Awareness and Mutual Understanding.

The curriculum facilitates and promotes opportunities for learners to see the relevance of their learning and to make connections across the curriculum. Learning for Life and Work includes the contributory strands of Home Economics, Personal Development, Citizenship and Employability and develops the fundamental skills, qualities and dispositions that are a pre-requisite for life and work.

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning. These whole curriculum skills consist of the Cross-curricular Skills of Communication, Using Mathematics and Using ICT, and the Thinking Skills and Personal Capabilities of Managing Information, Working with Others, Creativity, Problem Solving and Self-Management.

On entering Year 8, pupils are placed in four form classes of 25 for all non-practical subjects and Physical Education. For all practical subjects (Science, Music, Technology, Home Economics and Art) classes have 20 pupils.

At the end of Year 8, pupils choose a second Modern Language to study in Year 9 from German and Spanish. There is one class of each second language in each band. If a German or Spanish class is oversubscribed, the results of the Year 8 Summer Examination in French will be used to rank order the pupils and the pupils with the highest marks will be allocated places in the classes first. This second language is carried through to Year 10.

Pupils will be banded and streamed on entering Year 10. Pupils are banded in Year 10 for all non-practical subjects. The results of Year 8 & 9 assessments in Mathematics are used to allocate pupils into the appropriate band. The general band will be randomly distributed into two classes. The higher faster-moving band will be streamed, again using Year 8 & 9 Mathematics assessment results.

Pupils are assessed on the Cross-curricular Skills of Communication, Using Mathematics and Using ICT and awarded a level of attainment at the end of Key Stage 3. This will be reported to parents in the Year 10 Annual Report.

Table 2. KS3 Curriculum Diagram

Subject	Year 8	Year 9	Year 10
	NUMBER OF PERIODS PER WEEK		
English	5	6	5
Mathematics	6	5	5
Biology	2	2	2
Careers	1		1
Chemistry	2	2	2
Physics	2	2	2
French	4	4	4
Latin	2	-	-
German/Spanish	-	3	3
Music	1	1	2*
Information Technology	1	1	2*
Religious Studies	2	2	3
Art	2	2	2
Home Economics	2	2	2
Technology & Design	2	2	2
Geography	3	3	3
History	3	3	3
Physical Education	2	2	1
Games	2	2	2
Form Period	1	1	1
TOTAL	45	45	45

*Year 10 Pupils either study Music or ICT

Key Stage 4 (Year 11 & 12)

Pupils will study the core GCSE subjects of English Language, Mathematics, and Religious Studies (Full-course), and take non-examination classes in Physical Education. Most pupils will study English Literature in their English Language class. All elements of Learning for Life and Work will be addressed during the Form Period.

Mathematics classes will be streamed into four classes on entering Year 11, using the results of Year 10 assessments in Mathematics. Pupils with greater mathematical ability will be placed in the top class and prepare for GCSE Further Mathematics in addition to the more demanding units in GCSE Mathematics. The second class will be prepared for the top tier in GCSE Mathematics and the other two classes will be prepared for tiers appropriate to their progression. Pupils will take their first GCSE Mathematics unit in January of Year 12, unless they are studying GCSE Further Mathematics as they will be entered for a GCSE Mathematics unit in the summer of Year 11.

In addition to the core subjects, pupils choose five additional subjects from option blocks. Pupils are advised to choose at least one Modern Foreign Language and are required to choose at least one Science subject. Some pupils will be prepared for ten GCSE subjects, with the majority prepared for nine GCSE subjects. A small number of pupils will follow an alternative academic path tailored to their needs resulting in the study of a reduced number of GCSE subjects. Pupils and parents will be supported by staff in their choice of academic pathways.

Every effort is made to accommodate pupils with their choices but classes will only be available where there is sufficient uptake. In the event of a subject being oversubscribed, places will be assigned using a rank order of Year 10 assessment outcomes for that subject or related subject.

Table 3. Year 11 KS4 Curriculum Diagram

	Subject	Year 11
		NUMBER OF PERIODS PER WEEK
Core	English Language and Literature	7
	Mathematics	7
	Religious Studies	3
	Games	2
	Form Period	1
Option Block A	Art & Design	5
	Biology	
	Business Studies	
	French	
	Geography	
	Technology & Design	
Option Block B	Chemistry	5
	Child Development	
	German	
	History	
	Journalism	
	Spanish	
Option Block C	Biology	5
	Double Award Science	
	Geography	
	Physics	
	Single Award Science	
	Technology & Design	
Option Block D	Art & Design	5
	Business Studies	
	Chemistry	
	Double Award Science	
	Home Economics	
	History	
Option Block E	History	5
	ICT	
	Learning for Life and Work	
	Music	
	Physical Education	
	Physics	
TOTAL		45

Sixth Form (Year 13 & 14)

To gain entry to the Sixth Form, pupils must gain a total of at least ten points in their GCSE examinations. To calculate the total points accumulated, Grade A* = 4 points, Grade A = 3 points, Grade B = 2 points, Grade C = 1 point and short course GCSEs count as half points. If the number of applications for Year 13 exceeds the number of available places then the Admission Criteria to Sixth Form will be applied.

Pupils study a minimum of 3 AS subjects. Pupils who achieve fewer than 17 points will study 3 AS subjects, pupils who achieve 17 to 20 points are strongly advised to study 3 AS subjects and pupils who achieve 21 or more points can choose to study 4 AS subjects. Only one collaboration subject, offered in partnership with neighbouring schools, is recommended. A pupil will normally be expected to have achieved at least a Grade B in Higher Tier papers at GCSE in any subject chosen for AS Level, except where there is no GCSE equivalent award. Pupils make their final 3 or 4 AS choices from five Option Blocks. Every effort is made to accommodate pupils with their choices but classes will only be available where there is sufficient uptake. In the event of a subject being oversubscribed, places will be assigned using a rank order of GCSE total points, calculated as per the entrance criteria.

In Year 14, pupils must continue with three or four A2 subjects. There is an opportunity for pupils to repeat AS modules in Year 14. Continuation to Year 14 is subject to a pupil obtaining AS Level grades in Year 13 equivalent to at least a minimum score of 70 points. (Points Tariff: A = 60, B = 50, C = 40, D = 30, E = 20).

Bloomfield Collegiate offers a suite of subjects at Advanced Level.

Subjects with a class size of 8 or more pupils will be allocated 8 taught periods. Subjects with a class size of 7 pupils will be allocated seven taught periods. Subjects with a class size of 6 pupils or fewer will be allocated 6 taught periods. However, students will be timetabled for eight periods and be directed in their studies for the additional periods.

Modern Foreign Language pupils will be allocated Conversation Classes with a Language Assistant.

Sixth Form pupils have provision for independent study which includes the use of the supervised Private Study, the Library and the Learning Centre.

Table 4. Sixth Form Year 13 Curriculum Diagram

	* denotes Collaboration Subjects. Subject	Year 13
		NUMBER OF PERIODS PER WEEK
Option Block V	Biology	8
	Media Studies	
	Music	
	Psychology	
	Religious Studies	
	Spanish	
Option Block W	Business Studies	8
	Geography	
	Mathematics	
	Sociology	
	German*	
Option Block X	Chemistry	8
	English Literature	
	Government & Politics	
	Technology & Design	
Option Block Y	English Literature	8
	French	
	Health & Social Care	
	Physical Education	
	Physics	
Option Block Z	Art	8
	Biology	
	Food & Nutrition	
	History	
	Software Systems Development	

* Collaboration subjects – offered with schools in the East Belfast Area Learning Community

Schemes of Learning

A Scheme of Learning for each subject translates the School Curriculum into the everyday procedures and practices in the classroom. Schemes plan teaching and learning within and across subjects, as well as documenting curricular activities, learning intentions and core assessments. Subject departments will produce a Scheme of Learning for each year group under the direction of the Vice-Principal and will review and update as necessary each academic year.

Differentiation

Pupils are facilitated to work at a level and a pace appropriate to their potential. Pupils are taught in classes grouped by their ability, prior attainment or in groups of mixed ability, if appropriate. Whatever the grouping, a differentiated approach is utilised to ensure that all abilities and interests are taken into account, so enabling all pupils to experience progression and success.

Religious Education

The school holds a non-denominational, but Christian act of worship each day. At Key Stage 3, pupils have timetabled Religious Studies classes. At Key Stage 4, all pupils are entered for GCSE Full-course Religious Studies and pupils may choose to progress to Advanced Level Religious Studies.

Careers Education

A planned, coherent programme of careers guidance is delivered from Year 8 through to Year 14 and across the curriculum. At Key Stage 3 and Key Stage 4, the Employability element of Learning for Life & Work is a conduit for careers education. In addition, dedicated Careers classes at Key Stage 3 and Key Stage 5 provide rich and relevant experiences and activities to ensure that CEIAG, Careers Education Information Advice and Guidance, is delivered in a comprehensive and focused way. This is enhanced with individual interviews and direction from the Careers Department specifically preparing pupils for decision making points in their educational careers. In the Sixth Form, a detailed programme of preparation for university and college application is followed. A period of Work Experience is a key element in the careers programme in Year 11 and Year 13. In addition, Employability and Careers Education is a core element of Schemes of Learning in all subject areas.

Homework

Regular and appropriate home preparation is used to support the effective delivery of the curriculum for all pupils. Homework tasks are set to enable pupils to consolidate and extend school work, to carry out private study and research, and to develop good study habits and independence.

Entitlement Framework

Bloomfield Collegiate School is committed to meeting the requirements of the Entitlement Framework. The Entitlement Framework ensures that schools provide pupils with access to a broad, balanced and relevant curriculum. It provides pupils with access to a range of courses which are linked to relevant learning and career pathways. Bloomfield Collegiate in collaboration with the other schools in the East Belfast Area Learning Community is proactive in the pursuit of shared education at Advanced Level for the benefit of all pupils. Hence, Bloomfield Collegiate Sixth Form pupils access some courses by attending neighbouring schools for part of the school day, and pupils from other schools attend Bloomfield Collegiate for some courses. To meet the requirements of the Entitlement Framework, schools must enable their pupils to access 21 courses at Key Stage 4 and at Advanced Level. One third of these courses, in both key stages, must be designated as general and one third applied. In addition, there must be at least one course to cover each Area of Learning and at least one course in an official language of the European Union. A general qualification is one where knowledge, understanding and skills are developed within a subject context. Assessment will mainly be through written tasks. An applied qualification is one where knowledge, understanding and skills can be developed through practical demonstration and/or within a context related to employability. Appendix 1 outlines the subjects on offer at Bloomfield Collegiate School in the Curriculum Overview.

Leadership, Monitoring and Evaluation of the Curriculum

Overall responsibility for the curriculum rests with the Board of Governors in consultation with the Principal and Vice-Principals. The curriculum will be evaluated in its provision to:

- adhere to the statutory requirements of the Northern Ireland Curriculum;
- meet the requirements of the Entitlement Framework
- meet the needs of all learners:
- ensure inclusive practices;
- maximise pupil achievement; and
- respond to queries from parents concerning the curriculum.

Connections with other policies

- Teaching & Learning Policy
- Homework Policy
- Assessment Policy
- Literacy Policy
- Numeracy Policy
- Careers Education Advice Information & Guidance Policy
- Special Educational Needs & Inclusion Policy.
- Pastoral Policy

OUT OF THE CLASSROOM

The School continues to expand the opportunities on offer to the pupils outside of the classroom. The Combined Cadet Force, in collaboration with Campbell College, offers the girls a multitude of activities and experiences from drill to field work. The Duke of Edinburgh's Award is successfully operating at all 3 levels and caters for a large number of girls. Local and national trips feature heavily in the School calendar and include regular ski trips to Europe and beyond, the racquets trip to London in November, foreign language trips to Spain, France or Germany and a combined hockey and netball foreign tour. There are other regular trips to destinations closer to home.

Music is a key part of the life of Bloomfield Collegiate School and this year we celebrated Christmas with the wonderful talent of the choirs and instrumental groups at the Carol Service in St Columba's Church in late December. In the spring term we enjoyed a brilliant performance of "Joseph".

The Dance Teams continue to perform to a very high standard and have competed very successfully for yet another year at the national competitions, culminating in an inaugural performance for parents and friends in June.

Sport continues to provide a variety of outlets for the pupils with competitive opportunities in tennis, badminton, athletics, hockey, football, netball and swimming.

STAFF DEVELOPMENT

Staff Development Days were held on 23 November, 3 December 2018, 17 January, 22 February and 18 March 2019 together with five Baker Days throughout the year. Staff focused on teaching and learning, tracking pupil progress, child protection, use of data for improvement, departmental action planning and vision.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Bloomfield Collegiate School aims to meet the needs of pupils with a variety of special educational needs. These arrangements are overseen by the Special Educational Needs Co-ordinator. A team of teachers, known as the Learning Support Team, act as mentors towards such pupils.

The Special Educational Needs Co-ordinator meets with pupils who have been identified as having difficulties to discuss relevant arrangements and to devise the targets for the pupil's Personal Learning Plan. Thereafter, subject teachers work to

implement strategies to assist the pupil to reach her academic potential. In some subjects, peer mentoring is available. Where a particular need is identified, in consultation with parents, an appropriate adjustment to the curriculum of the individual pupil may be considered. Parents are encouraged to make contact with the school, should concerns arise.

The school's Nurse is available to assist pupils with specific medical difficulties. In addition, a number of staff hold First Aid qualifications. Elevators have been installed in the four main buildings to assist pupils with mobility problems.

Bloomfield Collegiate School's Special Educational Needs Policy is available on the School website. A paper copy is available to parents upon request to the Principal's PA.

COMMUNITY INVOLVEMENT AND EDUCATION FOR MUTUAL UNDERSTANDING

Senior pupils in Bloomfield Collegiate School regularly participate in the well-established community outreach projects. The link with Tor Bank School which stretches back over many years is continuing to provide excellent opportunities for pupils from both schools to engage with each other. Pupils also act as mentors at events in Tor Bank. Year 13 pupils participate in Community Service through volunteer work in local charity shops and care homes.

The School also participates in citizenship projects such as the Auschwitz Project and the Youth and Philanthropy Initiative which allows the Year 10 pupils to engage with local charities. There is a long established link with St. Gerard's School in Bray which involves sport and friendship. The staff and pupils of Bloomfield also raised large sums of money throughout the year for local charities including relay teams in the Belfast City Marathon, non-uniform days, Christmas Fair, sponsored walks and ReadOn. Sums in excess of £10,000 were raised in 2018-19.

SCHOOL FUND INCOME AND EXPENDITURE TO 31/3/19

Income

Expenditure

Opening Main account bank bal	63,875.74
Opening Tour account bank bal	44,234.14
Opening Business Invest. Bank acct bal	86,904.04
Opening Fundraising account	15,829.55

School fund income in year

School fund expenditure in year

Other income 32,780.78

Other expenditure 17,095.82

Subject

Subject

Art	7,793.49
Biology	400.00
Chemistry	835.00
English	1,077.07
Geography	1,751.45
History	125.00
Home Economics	2,960.00
ICT	9.20
Maths	1,520.00
Modern Languages	44.52
Music	475.26
Physics	2,903.00
Politics	27.60
Reprographics	1,374.00
Technology	3,028.99

Art	7,839.16
Biology	309.13
Chemistry	212.71
English	1,406.70
Geography	976.99
History	134.51
Home Economics	2,102.47
ICT	0.00
Maths	475.26
Modern Languages	236.72
Music	770.10
Physics	1,253.65
Politics	0.00
Reprographics	2,000.00
Technology	1,220.97

Trips and projects

Trips and projects

Ardnabannon	605.00
Cadets	0.00
Duke of Edinburgh	12,632.00
Ganaway	8,525.60
London	9,295.00
Berlin trip	8,945.50

Ardnabannon	256.00
Cadets	3,486.59
Duke of Edinburgh	13,865.67
Ganaway	8,067.50
London	9,587.61
Berlin trip	7,274.15

Social activities

Social activities

Dance	2,336.51
Eco School	0.00
Games	2,319.51
Hospitality	99.22
Prize day	55.00
Musical productions	2,660.00
Fundraising	256.06

Dance	2,268.55
Eco School	265.19
Games	2,418.72
Hospitality	0.00
Prize day	854.41
Musical productions	2,548.75
Fundraising	700.46

Young Enterprise 0.00

Young Enterprise 0.00

Young Enterprise B 0.00

Young Enterprise B 0.00

Income (Continued)

Expenditure (Continued)

Careers	879.00
Exam Remarks/Resits	6,705.25
Scripture Union	1,962.00
Fairtrade	175.56
Charities	3,111.56
Health & Social Care	0.00
Learning aids/workshops	
Library	1,707.61
Love for Life	294.60
Rocket Challenge	0.00

Other income

Healthy Eating	0.00
Funds for EA	920.71
Teachers Lunch	0.00
Sub Cover	2,744.01
Staff gifts	-77.38
Misc	14,633.23
Collaboration	3,608.00
Curriculum	1,073.00
PTA	3,872.67
Bank Fees	452.40

Tour account income in period

Ski 2019	52,735.00
Hockey 2019	3,889.18
Interest	25.74

Business account income in period

Parental contributions	93,390.00
Transfer From Main Bank Account	0.00
Interest	131.07

Community account income in period

Income Raised from fundraising	2,387.58
Interest	
Transfer to main account	

Total 510,299.02

Careers	146.16
Exam Remarks/Resits	5,619.95
Scripture Union	1,732.30
Fairtrade	80.00
Charities	2,711.00
Health & Social Care	0.00
Learning aids/workshops	
Library	857.09
Love for Life	1,123.00
Rocket Challenge	1,233.67

Other expenditure

Healthy Eating	295.10
Funds for EA	0.00
Teachers Lunch	0.00
Sub Cover	0.00
Staff gifts	0.00
Misc	7,913.77
Collaboration	33,608.00
Curriculum	1,769.09
PTA	582.92
Bank Fees	508.94

Tour account expenditure in period

Ski 2019	56,007.48
Hockey 2019	33,498.03

Business account expenditure in period

Transfer to Main Account	115,832.73
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Community account expenditure in period

Jackets, notice board, P.E kits,	
Signature Works	4,265.53
Bank Charges	9.54
Sundry	0

Closing Main account bank balance	64,963.94
Closing Tour account bank balance	11,378.55
Closing Business Invest. account bank bal.	64,592.38
Closing Community account bank bal.	13,942.06

Total 510,299.02

SCHOOL FUND SUMMARY OF INCOME AND EXPENDITURE

	Year end March 2019 £	Year end March 2018 £
Income	299,455.55	265,019.48
Expenditure	355,422.09	181,155.19
Deficit/surplus for the year	<u>-55,966.54</u>	<u>83,864.29</u>
Being : closing bank balances	154,876.73	210,843.47
less opening bank balances	210,843.47	126,979.18
	<u>-55,966.74</u>	<u>83,864.29</u>

STAFF MATTERS

We welcomed:

Mrs K. Annett	-	Teacher of Geography
Mrs J. Crawford McMorran	-	Teacher of Biology (Temporary)
Mrs P. Cummings	-	Teacher of Mathematics
Mrs J.A. Girvan	-	Teacher of Home Economics
Mr G. Greer	-	Principal
Mr N. Hawthorne	-	Teacher of Technology & Design (Temporary)
Miss R. Hesketh	-	Teacher of Mathematics (Temporary)
Ms L. Lane	-	Teacher of French and Spanish (Temporary)
Mrs Z. McCloskey	-	Teacher of French and German
Mrs S. Wilson	-	Teacher of Geography (Temporary)

We said goodbye to:

Dr D. Barr	-	Principal
Dr L. Finch	-	Vice-Principal
Mr D. Kupczynski	-	ICT Technician
Ms G. Panczyk	-	Classroom Assistant
Miss R. Murray	-	Teacher of History

SCHOOL SECURITY POLICY

Perimeter fences are regularly inspected and repaired or replaced as required. Good relations are fostered with neighbours whose properties adjoin the school. Front and rear gates are locked when the school is not open. These are the only two points of access to the school site. Parents are discouraged from parking or turning cars in the school grounds. All visitors are directed to report to Reception and the main entrance is clearly indicated. CCTV cameras are strategically placed to record vehicles entering the grounds and personnel in the vicinity of the buildings. Unescorted strangers will be approached to ascertain their reason for being on site. A Biometric entry system is active on the external doors.

ATTENDANCE 2018/2019

Average whole school attendance - 94%

Attendance by Year

8	-	97%
9	-	95%
10	-	95%
11	-	92%
12	-	94%
13	-	91%
14	-	92%

SCHOOL LEAVERS

	<u>YEAR 12</u>	<u>YEAR 13</u>	<u>YEAR 14</u>
Number	27	7	84
Higher Education	0	14%	76%
Further Education	63%	29%	15%
Employment	0	29%	4%
Entered Jobskills	0	0	1%
Entered a Modern Apprenticeship	4%	0	0
Transferred to another school	18%	0	0
Not known	15%	14%	4%
Seeking employment	0	0	0
Long term sick	0	14%	0
Emigrated	0	0	0

PUBLIC EXAMINATION RESULTS

GCSE RESULTS - YEAR 12 PUPILS

Number of pupils in Year 12	104
Number with a statement of special education needs	1
Entered for 7 or more subjects	98
Entered for 5 or more subjects	103
Entered for 1-4 subjects	1
% achieving 7 or more grades A*- C	86.5
% achieving 5 or more grades A*- C	93.3
% achieving 1-4 grades A*- C	5.8
% achieving 5 or more grades A*- G	99.0
% achieving 1-4 grades A*- G	1.0
% achieving no grades A*- G	0.0

ADVANCED LEVEL RESULTS - YEAR 13 AND YEAR 14 PUPILS

Number of pupils in Years 13 & 14	168
Number with a statement of special education needs	0

AS EXAMINATIONS

Number of pupils in final year of AS course	92
% of those pupils achieving 1 or more at grades A - E	100

ADVANCED EXAMINATIONS

	2018/19	2017/18	2016/17
Number of pupils in final year of A Level course	84	78	75
% of those pupils achieving 3 or more passes at grades A*- C	61.9	66.7	81.3
% of those pupils achieving 2 or more passes at grades A*- E	91.7	100.0	100.0
% of those pupils achieving 1 or more passes at grades A*- E	100.0	100.0	100.0

PERFORMANCE IN PUBLIC EXAMINATIONS GRAMMAR SCHOOLS

Performance Indicator	2016/17	2017/18	2018/19	2017/18
	BCS	BCS	BCS	N.I. Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96.2	90.6	93.3	97.4
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	86.5	81.1	86.5	92.0
% Achieving 3+ A-levels at Grades A-C (or equivalent)	81.3	66.7	61.9	78.8
% Achieving 2+ A-levels at Grades A-E (or equivalent)	100	100	98.8	99.7

BCS - Pupils from Bloomfield Collegiate School

2018/19 N.I. Average not yet available

ADVANCED LEVEL EXAMINATIONS 2018/19

Subject	Entries	% Grade A*	% Grade A	% Grade B	% Grade C	% Grade D	% Grade E	% Grade U
Art & Design	10	50.0	30.0	10.0	10.0	0	0	0
Biology	24	0	12.5	33.3	25.0	16.7	8.3	4.2
Business Studies	21	0	19.0	23.8	28.6	23.8	4.8	0
Chemistry	17	0	5.9	29.4	23.5	17.6	23.5	0
Computing	9	0	0	11.1	55.6	33.3	0	0
Design and Technology	6	0	0	33.3	66.7	0	0	0
English Literature	23	8.7	21.7	34.8	30.4	4.3	0	0
French	1	0	100.0	0	0	0	0	0
Geography	15	6.7	6.7	60.0	6.7	13.3	6.7	0
Health & Social Care	18	0	5.6	38.9	44.4	11.1	0	0
History	13	23.1	7.7	23.1	23.1	0	0	0
Home Economics	5	0	0	40.0	40.0	0	0	20.0
Mathematics	15	0	13.3	46.7	13.3	6.7	13.3	6.7
Media Film and TV Studies	12	0	16.7	50.0	33.3	0	0	0
Music	2	0	0	50.0	50.0	0	0	0
Physics	5	0	20.0	20.0	40.0	0	0	20.0
Politics	12	8.3	50.0	25.0	8.3	8.3	0	0
Psychology	8	0	0	12.5	37.5	37.5	0	12.5
Religious Studies	11	0	36.4	54.5	9.1	0	0	0
Sociology	17	5.9	11.8	35.3	35.3	11.8	0	0
Spanish	2	0	50.0	50.0	0	0	0	0
Sport/PE Studies	4	0	0	25.0	50.0	25.0	0	0
Number	250	13	38	84	69	31	10	5
2018/19 Total %		5.2	15.2	33.6	27.6	12.4	4	2
2017/18 Total %		3.0	24.8	33.3	20.5	11.5	5.1	1.7
2016/17 Total %		12.8	22.1	34.8	22.1	5.7	2.6	0.0

YEAR 13 ADVANCED SUBSIDIARY MODULE EXAMINATIONS 2018/19

Subject	Entries	% Grade A	% Grade B	% Grade C	% Grade D	% Grade E	% Ungraded
Art & Design	8	75.0	25.0	0	0	0	0
Biology	20	15.0	20.0	40.0	20.0	0	0
Business Studies	14	0	21.4	28.6	21.4	21.4	7.1
Chemistry	12	16.7	25.0	16.7	25.0	16.7	0
Computer Studies	8	0	12.5	12.5	37.5	12.5	25.0
Design and Technology	7	0	57.1	28.6	14.3	0	0
English Literature	24	20.8	37.5	37.5	4.2	0	0
French	6	66.7	33.2	0	0	0	0
Geography	8	37.5	12.5	37.5	12.5	0	0
Health & Social Care	20	10	40	40	10	0	0
History	23	30.4	30.4	21.7	13.0	4.3	0
Home Economics	10	0	20.0	20.0	0	20.0	40.0
Mathematics	19	31.6	10.5	26.3	15.8	15.8	0
Media Film and TV Studies	9	0	11.1	33.3	33.3	0	22.2
Music	4	0	75.0	25.0	0	0	0
Physics	7	14.3	28.6	0	14.3	0	42.9
Politics	14	21.4	28.6	14.3	28.6	7.1	0
Psychology	3	0	0	0	33.3	33.3	33.3
Religious Studies	9	0	77.8	11.1	11.1	0	0
Sociology	13	0	46.2	38.5	0	0	15.4
Spanish	4	50.0	50.0	0	0	0	0
Sport/PE Studies	6	50.0	0	0	16.7	16.7	16.7
Number	248	46	76	59	37	15	15
2018/19 Total %		18.6	30.6	23.8	14.9	6.0	6.0
2017/18 Total %		19.9	27.0	25.0	16.6	7.1	4.4
2016/17 Total %		29.2	30.8	21.4	11.2	3.4	4.1

GCSE EXAMINATIONS

2018/19

Subject	Entries	% Grade A*	% Grade A	% Grade B	% Grade C*	% Grade C	% Grade D	% Grade E	% Grade F	% Grade G	% Grade U	% Grade X
Art & Design	24	41.6	37.6	20.8	0	0	0	0	0	0	0	0
Biology	60	8.3	30.0	23.4	30.0	8.3	0	0	0	0	0	0
Business Studies	45	0	20.0	17.8	17.8	17.8	5.0	5.0	5.0	0	0	0
Chemistry	38	10.5	47.4	26.3	13.2	0	2.3	0	0	0	0	0
Design and Technology	22	0	9.1	36.4	31.8	13.6	4.5	4.5	0	0	0	0
English Language	106	4.7	36.8	33	17	6.6	1.0	0	0	0	0	0
English Literature	80	7.5	30.0	28.8	18.8	15	0	0	0	0	0	0
French	9	11.1	55.5	22.2	11.1	0	0	0	0	0	0	0
Geography	34	8.9	29.4	26.5	17.6	14.7	2.9	0	0	0	0	0
German	11	9.1	45.5	18.2	0	9.1	18.2	0	0	0	0	0
History	73	6.8	27.4	34.2	19.8	8.2	1.4	4.1	0	0	0	0
H.E. Child Development	11	3.5	24.1	31	20.7	17.2	3.5	0	0	0	0	0
Information Technology	4	0	25	25	25	25	0	0	0	0	0	0
Journalism	9	22.3	0	0	55.5	11.1	11.1	0	0	0	0	0
Mathematics Further	20	0	15	20	35	25	0	0	0	0	0	0
Mathematics	106	2.8	25.6	49.1	11.3	6.6	2.8	1.9	0	0	0	0
Music	10	0	30	20	0	40	10	0	0	0	0	0
Personal & Social Education	10	0	30	20	40	10	0	0	0	0	0	0
Physics	38	0	21.1	39.5	13.2	18.4	5.3	0	0	2.5	0	0
Religious Studies	102	13.8	27.8	19.7	9.9	7.9	10.9	6	3	1	1	0
Science Single Award	31	0	12.9	29	41.9	9.8	3.2	0	3.2	0	0	0
Spanish	10	10	70	10	0	10	0	0	0	0	0	0
Sport/PE Studies	14	7.1	21.4	21.4	28.6	14.3	7.2	0	0	0	0	0
Number	878	63	254	261	164	93	33	17	7	3	2	0
2018/19 Total %		7.18	28.9	29.7	18.7	10.6	3.76	1.94	0.8	0.34	0.23	0
2017/18 Total %		12.9	27.9	33.2	0	18.3	5.77	1.22	0.11	0.22	0.33	0.11
2016/17 Total %		13.3	29.8	33.5	0	17.8	4.0	1.0	0.4	0	0.11	0.1



Bloomfield Collegiate School
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**Astoria Gardens
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