



Bloomfield Collegiate School

excellence in a caring community

GOVERNORS' ANNUAL REPORT

SCHOOL YEAR

2021 / 2022



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Key Stage 3 levels of attainment are not available for 2020/21.	

MESSAGE FROM THE CHAIR

As Chair of the Board of Governors, it is once more both my responsibility and great pleasure to introduce the Governors' Annual report for the academic year September 2021 – August 2022.

As we look forward to a resumption of a “new normal” form of school life, in this report we look back at a year of restart, recovery, and in many ways, rejuvenation. Despite all that has been written about the impact of Covid-19 on the physical and mental well-being of our pupils, as a school community we can look back on and celebrate much success whether it be academic, creative, sporting or other diligence within school. In doing so, it would be remiss of us not to acknowledge the contribution of parents and carers, for their encouragement, support and nurture, often in demanding and unprecedented situations.

Also, I wish to pay tribute, on behalf of Governors, to our wonderful staff in Bloomfield. Their dedication to teaching, support of learning, maintenance of premises and resources, management of finances, provision of sustenance at lunch-time and general commitment to preserving a pupil-focused school has been immense, and we look forward to the school going from strength to strength.

This year has seen a huge rise in first preference applications for our new Year 8 intake. This is indicative of the regard in which the school is held within the community, and is an affirmation of our deeply pastoral ethos, particularly last year and during Covid.

The key priority for us now, as a governing body, is to ensure that the opportunities presented by changing IT, new curricular pathways and increased collaboration in East Belfast, alongside the challenges of financial and societal issues, are carefully managed to ensure the best experiences and outcomes for all who attend Bloomfield. I look forward with renewed optimism to continuing excellence in a caring community in the forthcoming academic year.



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 2023. The election for Parent Governors to take up office will be held in the Autumn Term 2023.

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 up to 30 for all non-practical subjects and Physical Education. For all practical subjects (Science, Music, Technology, Home Economics and Art) classes have no more than 24 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 are normally 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. Due to disruptions in pupil learning in the academic year 2020-2021 it was inappropriate to band and stream classes in Year 10. Hence, in the 2021-2022 academic year, all linear classes are delivered in form classes.

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.

*Dependant on direction from the Department of Education in the academic year 2021/2022

Table 2. KS3 Curriculum Diagram

Subject	Year 8	Year 9	Year 10
	NUMBER OF PERIODS PER WEEK		
English	6	5	5
Mathematics	6	5	5
Biology	2	2	2
Careers	1	0	1
Chemistry	2	2	2
Physics	2	2	2
French	4	4	4
German/Spanish	-	3	3
Music	1	1	2*
Information Technology	2	2	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 Key Stage 3 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.

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 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. In most subjects, pupils take unit examinations at the end of Year 11.

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 (and Further Mathematics)	7
	Religious Studies	3
	Games	2
	Form Period	1
Option Block A	Art & Design	5
	Biology	
	Business Studies	
	French	
	Geography	
	Physical Education	
	Spanish	
Option Block B	Art & Design	5
	Business Studies	
	Child Development	
	French	
	Geography	
	History	
	Technology	
Option Block C	Biology	5
	Chemistry	
	Double Award Science	
	Physics	
	Single Award Science	
Option Block D	Chemistry	5
	Double Award Science	
	Drama	
	History	
	Technology & Design	
Option Block E	HE: Food & Nutrition	5
	German	
	History	
	ICT	
	Learning for Life and Work	
	Music	
	Physics	
TOTAL		45

Sixth Form (Year 13 & 14)

To gain entry to the Sixth Form, pupils must normally 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* = 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.

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 and the Library.

Table 4. Sixth Form Year 13 Curriculum Diagram

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

* Collaboration subject – 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 focussed 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-Principal. 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

Curriculum Subjects Overview

KEY STAGE 3	KEY STAGE 4	KEY STAGE 5
Art & Design	Art & Design*	Art & Design *
Biology	Biology	Biology
Careers	Business Studies	Business Studies
Chemistry	Chemistry	Chemistry
English	Child Development*	English Literature
French	Dance*	French
Geography	Double Award Science	Geography
German	Drama*	German
History	English Language	Government & Politics
Home Economics	English Literature	Health & Social Care*
ICT	Food & Nutrition*	History
LLW	French	Mathematics
Music	Further Mathematics	Media Studies*
Physical Education	Geography	Music*
Physics	German	Physics
Mathematics	History	Psychology
Religious Studies	ICT – Digital Technology Programming*	Religious Studies
Spanish	ICT – Digital Technology Multimedia*	Sociology
Technology & Design	Journalism* (Yr12 only)	Spanish
	Leisure Travel Tourism	BTEC Sport*
	Learning for Life and Work*	BTEC ICT*
	Music*	Technology & Design*
	Physical Education*	
	Physics	
	Mathematics	
	Religious Studies	
	Single Award Science	
	Spanish	
	Technology & Design*	
KS3 Total 19	KS4=17 General/12 Applied* Total 29	KS5=15 General/7 Applied * Total 22
	EF Met 2021/2022	EF Met 2021/2022

OUT OF THE CLASSROOM

The start of the school year in September saw a resumption of many school activities. Sport made a welcome return, with pupils gaining competitive opportunities in tennis, badminton, athletics, hockey, football, netball and swimming.

The first Sports Day for three years was held in May at Mary Peters' Track, with all pupils in Years 8-11 attending. Trips recommenced, albeit on a reduced and safe manner. The Combined Cadet Force restarted to an increased number of recruits, swelling numbers to over 70 girls and offers the girls a multitude of activities and experiences from drill to field work. Music is a key part of the life of Bloomfield Collegiate School but, unfortunately, the participants were again restricted in their performances by Covid to an online Carol for Charity. The dancers continue to perform to a very high standard and have competed very successfully this year in online championships.

STAFF DEVELOPMENT

Staff Development Days were held on 12 & 29 November, 13 January, 2 February and 4 March 2021 together with five Baker Days throughout the year. Due to industrial action, some of this time was used for Parental Consultations, with a focus on remote and blended learning, child protection and departmental action planning. A number of members of staff were involved in individual Continuing Professional Development courses, including study for MEd, Senior Pathways and Steps into Middle Leadership.

COMMUNITY INVOLVEMENT AND EDUCATION FOR MUTUAL UNDERSTANDING

Senior pupils in Bloomfield Collegiate School regularly participate in the well-established community outreach projects. The impact of Covid-19 meant that this year our normal participation in events with Tor Bank School and a range of other old people's homes and charities could not restart as hoped. However, the staff and pupils of Bloomfield were able to raise large sums of money throughout the year for local charities including ReadOn for The NI Cancer Fund for Children, non-uniform days and the Young Philanthropist Initiative.

Ms Amanda Kinsley-Smith has been appointed Shared Education Co-ordinator with a view to facilitating a new partnership with Dominican College, St. Genevieve's College and Victoria College. We have been able to open our doors for increased community use, with regular users including the Titanic Tigers Special Olympics team, Kirkpatrick Memorial Presbyterian Church Sunday School and Civil Service Ladies' Hockey Club.

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 Learning Support Co-ordinator.

The Learning Support 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.

An Assistant Learning Support Co-ordinator was appointed in November and Learning Support hubs have been created to allow for a more relaxed and appropriate environment for some of our pupils.

The school's Pupil Welfare Officer 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 three 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.

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. All members of staff and visitors wear clearly labelled name badges. The Biometric entry system on the external doors is active outside of school hours.

SCHOOL FUND INCOME AND EXPENDITURE TO 31/3/22

Income

Opening Main account bank bal	48,802.18
Opening Tour account bank bal	7,391.57
Opening Business Invest. acc bank bal	74,407.78
Opening Fundraising acc bank bal	-

School fund income in year

Sundry income	47,721.92
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Subject

Art	5,126.92
Biology	
Chemistry	10.00
English	
Geography	8.87
History	
Home Economics	4,602.65
ICT	
Maths	4,021.31
Modern Languages	117.67
Music	
Physics	1,461.36
Politics	
Religious Studies	
Reprographics	452.73
Technology	3,000.00
Stem Enthuse P'ship	6,030.00

Trips and projects

Ardnabannon	
Ballykinder	
Cadets	7,150.26
Cadets No 2	6,280.00
Duke of Edinburgh	
London	
Modern Language trips	
Tours	

Social activities

Dance	1,078.00
Eco School	
Games	2,931.89
Hospitality	
Prize day	30.00
Musical productions	
Fundraising	

Expenditure

School fund expenditure in year

Sundry expenditure	36,517.43
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Subject

Art	2,963.59
Biology	69.58
Chemistry	164.99
English	351.54
Geography	
History	526.65
Home Economics	7,005.42
ICT	
Maths	207.75
Modern Languages	62.88
Music	194.84
Physics	881.32
Politics	
Religious Studies	
Reprographics	
Technology	1,740.38
Stem Enthuse P'ship	645.00

Trips and projects

Ardnabannon	
Ballykinder	868.83
Cadets	7,700.18
Cadets No 2	5,000.00
Duke of Edinburgh	
London	
Modern Language trips	
Tours	

Social activities

Dance	1,078.00
Eco School	
Games	5,850.86
Hospitality	
Prize day	2,543.36
Musical productions	
Fundraising	4,850.00

Income continued

Careers	494.96
Exam Remarks/Resits	363.35
Scripture Union	400.00
Fairtrade	
Charities	2,234.46
Health & Social Care	
Learning aids/workshops	
Library	721.50
Love for Life	
Rocket Challenge	

Other income

Funds for EA	4,850.00
Teachers Lunch	
Sub Cover	
Staff gifts	
Misc	10,121.78
Collaboration	
Curriculum	
PTA	850.00
Bank Fees	

Tour account income

Ski	3,078.00
Hockey	250.00
Interest	0.32

Business account

Parental contributions less fees	57,188.23
Interest	9.52

Community account income

Income Raised from fundraising	1,231.48
Interest	

Expenditure continued

Careers	78.42
Exam Remarks/Resits	18.00
Scripture Union	
Fairtrade	
Charities	2,711.07
Health & Social Care	
Learning aids/workshops	
Library	721.50
Love for Life	
Rocket Challenge	

Other expenditure

Funds for EA	10,000.00
Teachers Lunch	
Sub Cover	
Staff gifts	
Misc	12,567.49
Collaboration	4,236.00
Curriculum	
PTA	1,818.76
Bank Fees	132.40

Tour account expenditure

Ski	4,350.00
Hockey	365.00

Business account expenditure

Transfer to Main Account	44,000.00
bank charges	

Community account expenditure

Class fundraising expenditure	
Bank Charges	25.50
Transfer to main account	1,205.98

Closing Main account bank bal	47,355.57
Closing Tour account bank bal	6,004.89
Closing Business Invest. acc bank bal	87,605.53
Closing Community account bank bal	-

Total	302,418.71	302,418.71
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SCHOOL FUND SUMMARY OF INCOME AND EXPENDITURE

	Year end March 2022 £	Year end March 2021 £
Income	171,817.18	180,108.32
Expenditure	<u>161,452.72</u>	<u>207,059.81</u>
Deficit/surplus for the year	<u>10,364.46</u>	<u>-26,951.49</u>
Being : closing bank balances	140,965.99	130,601.53
less opening bank balances	<u>130,601.53</u>	<u>157,553.02</u>
	<u>10,364.46</u>	<u>-26,951.49</u>

STAFF MATTERS

We welcomed:

Mrs H. Currie	-	Teacher of English (Temporary)
Mrs M. Finlay	-	Teacher of Geography (Temporary)
Mrs R. Browne	-	Teacher of Mathematics (Temporary)
Mr S. Roberts	-	Teacher of Art (Temporary)
Ms A. Taylor	-	Teacher of French and German (Temporary)
Mrs J. Walls	-	Teacher of Religious Studies (Temporary)
Miss R. Murray	-	Teacher of History
Miss S. Wright	-	Teacher of Geography (Temporary)
Mrs S. Nogueira-Darroch	-	Classroom Assistant (Temporary)
Mrs H. Semple	-	Classroom Assistant (Temporary)
Mrs P. Edwards	-	Classroom Assistant (Temporary)

We said goodbye to:

Mrs K. Annett	-	Teacher of Geography/Acting HoD
Mrs D. McBriar	-	Chemistry Technician
Mr J. McEvoy	-	Head of Careers, Teacher of Physics and ICT Coordinator

ATTENDANCE 2021/2022

Average whole school attendance - 90%

Attendance by Year

8	-	93%
9	-	90%
10	-	89%
11	-	87%
12	-	93%
13	-	91%
14	-	84%

SCHOOL LEAVERS

	<u>YEAR 12</u>	<u>YEAR 13</u>	<u>YEAR 14</u>
Number	19	5	85%
Higher Education	0	0	70%
Further Education	79%	0	14%
Employment	0	0	9%
Entered Jobskills	0	0	0
Entered a Modern Apprenticeship	0	0	2%
Transferred to another school	21%	100%	0
Not known	0	0	4%
Seeking employment	0	0	0
Long term sick	0	0	0
Emigrated	0	0	1%

PUBLIC EXAMINATION RESULTS

GCSE RESULTS - YEAR 12 PUPILS			
Number of Candidates	106		
Number with a statement of special education needs	1		
Entered for 7+ GCSEs or equivalent	106		
Entered for 5+ GCSEs or equivalent	106		
Entered for 1 – 4 subjects	0		
% Achieving 7+ A*-C	96.2		
% Achieving 5+ A*-C	97.1		
% Achieving 1-4 A*-C	2.8		
Achieving 5+ A*-G	100		
Achieving 1-4 A*-G	100		
% Achieving no grades A* - G	0.0		
ADVANCED LEVEL RESULTS – YEAR 13 AND YEAR 14 PUPILS			
Number of pupils in Years 13 & 14	169		
Number with a statement of special education needs	3		
AS EXAMINATIONS			
Number of pupils in final year of AS course	86		
% of those pupils achieving 1 or more grades A – E	100		
ADVANCED EXAMINATIONS			
	2021/22	2020/21	2019/20
Number of Candidates in final year of A Level Course	83	93	66
% of those pupils Achieving 3+ A*-C	60.2	66.7	86.9
% of those pupils Achieving 3+ A*-E	95.2	86.0	100
% of those pupils Achieving 1+ A*-E	100	100	100

PERFORMANCE IN PUBLIC EXAMINATIONS GRAMMAR SCHOOLS

Performance in Public Examinations | Grammar Schools

Performance Indicator	2021/22	2020/21	2019/20	2018/19
	BCS	BCS	BCS	N.I. Average
% Achieving 5+ GCSEs A*-C (or equivalent)	97.1	93.5	95.2	96.1
% Achieving 7+ GCSEs A*-C (or equivalent)	96.2	83.2	91.3	90.5
% Achieving 3+ A Levels A*-C (or equivalent)	60.2	66.7	86.9	79.7
% Achieving 2+ A Levels A*-E (or equivalent)	97.6	98.9	100	99.6

BCS – Pupils from Bloomfield Collegiate School

2021/22 N.I. Average not available

ADVANCED LEVEL EXAMINATIONS

2021/2022

Subject	Entries	A*	A	B	C	D	E	U	X
Art & Design	11	36.4	81.8	100	100	100	100	100	100
Biology	19	5.3	57.9	84.2	89.5	100	100	100	100
Business Studies	33	0	27.3	45.5	63.6	84.8	90.9	97	100
Chemistry	8	50	100	100	100	100	100	100	100
Design and Technology	5	0	40	40	80	100	100	100	100
English Literature	11	0	27.3	54.5	72.7	90.9	100	100	100
French	2	0	0	50	100	100	100	100	100
Geography	11	0	27.3	72.7	90.9	100	100	100	100
German	2	50	50	100	100	100	100	100	100
Health & Social Care	18	0	5.6	66.7	83.3	94.4	94.4	94.4	100
History	20	0	30	75	90	95	95	95	100
Home Economics	8	0	25	50	62.5	87.5	100	100	100
Information Technology	8	62.5	87.5		87.5			100	100
Mathematics	17	23.5	52.9	58.8	82.4	94.1	100	100	100
Media Studies	16	6.3	18.8	62.5	87.5	100	100	100	100
Music	4	0	0	50	75	75	100	100	100
Physics	14	0	21.4	57.1	78.6	92.9	100	100	100
Politics	9	11.1	22.2	66.7	77.8	100	100	100	100
Psychology	14	0	7.1	7.1	7.1	14.3	78.6	85.7	100
Religious Studies	4	0	50	50	75	100	100	100	100
Sociology	15	13.3	60	86.7	100	100	100	100	100
Sport	7	85.7	100		100			100	100
Total Number	256	29	69	68	37	28	16	4	5
2021 / 22 Total %		11.3	27.0	26.6	14.5	10.9	6.3	1.6	2.0
2020 / 21 Total %		7.1	24.6	28.7	26.5	8.2	3.7	1.1	0
2019 / 20 Total %		14.6	27.3	37.4	18.7	2.5	0	0	0

YEAR 13 ADVANCED SUBSIDIARY MODULE EXAMINATIONS

2021/22

Subject	Entries	A	B	C	D	E	U
Art & Design	12	66.7	100	100	100	100	100
Biology	7	42.9	71.4	100	100	100	100
Business Studies	25	12	60	88	100	100	100
Chemistry	4	75	100	100	100	100	100
Design and Technology	6	50	83.3	100	100	100	100
English Literature	22	50	90.9	90.9	95.5	100	100
French	5	60	80	100	100	100	100
Geography	11	27.3	90.9	90.9	100	100	100
German	3	0	66.7	66.7	100	100	100
Health & Social Care	32	12.5	65.6	93.8	96.9	96.9	100
History	22	45.5	77.3	95.5	100	100	100
Home Economics	2	0	0	100	100	100	100
Mathematics	14	35.7	64.3	78.6	85.7	92.9	100
Music	5	20	20	80	100	100	100
Physics	8	12.5	37.5	75	87.5	87.5	100
Politics	12	16.7	50	75	91.7	100	100
Psychology	16	12.5	25	37.5	68.8	87.5	100
Religious Studies	6	50	66.7	83.3	100	100	100
Sociology	20	25	65	90	100	100	100
Total Number	232	70	85	45	21	6	5
2021 / 22 Total %		30.2	36.6	19.4	9.1	2.6	2.2
2020 / 21 Total %		35.7	26.2	22.1	11	3.8	1.1
2019 / 20 Total %		33.2	31.8	28.2	6.5	0.03	0

GCSE EXAMINATIONS 2021/22

Subject	Entries	A*	A	B	C*	C	D	E	F	G	U	X
Art & Design	18	50	83.3	100	100	100	100	100	100	100	100	100
Biology	25	20	80	96	100	100	100	100	100	100	100	100
Business Studies	34	0	23.5	50	67.6	91.2	97.1	100	100	100	100	100
Chemistry	27	25.9	70.4	92.6	92.6	100	100	100	100	100	100	100
Design and Technology	13	15.4	30.8	61.5	76.9	100	100	100	100	100	100	100
Drama	8	25	62.5	75	100	100	100	100	100	100	100	100
English Language	107	11.2	39.3	74.8	95.3	100	100	100	100	100	100	100
English Literature	83	6	37.3	81.9	98.8	100	100	100	100	100	100	100
French	20	45	75	85	100	100	100	100	100	100	100	100
Geography	35	14.3	51.4	77.1	94.3	94.3	97.1	97.1	97.1	97.1	97.1	100
German	20	25	50	65	95	100	100	100	100	100	100	100
History	51	17.6	54.9	66.7	90.2	94.1	100	100	100	100	100	100
Home Economics	19	5.3	5.3	21.1	78.9	84.2	89.5	94.7	100	100	100	100
Home Economics: Child Devt	29	3.4	17.2	55.2	69	93.1	93.1	96.6	96.6	96.6	100	100
Information Technology	13	0	30.8	69.2	100	100	100	100	100	100	100	100
Journalism	10	30	40	60	70	90	100	100	100	100	100	100
Leisure & Tourism	16	0	12.5	31.3	62.5	81.3	100	100	100	100	100	100
Mathematics Further	28	2.8	45.4	88.0	96.3	100.0	100	100	100	100	100	100
Mathematics	108	0	31.3	83.8	95	100	100	100	100	100	100	100
Music	15	6.7	53.3	66.7	86.7	93.3	93.3	100	100	100	100	100
Personal and Social Education	19	5.3	21.1	63.2	73.7	94.7	100	100	100	100	100	100
Physics	33	12.1	66.7	87.9	100	100	100	100	100	100	100	100
Religious Studies	105	16.2	44.8	66.7	85.7	96.2	99	100	100	100	100	100
Science Single Award	42	7.1	26.2	71.4	90.5	100	100	100	100	100	100	100
Science Double Award	46	8.7	41.3	78.3	91.3	97.8	100.0	100	100	100	100	100
Spanish	13	15.4	69.2	76.9	100	100	100	100	100	100	100	100
Sport	16	0	6.3	18.8	87.5	100	100	100	100	100	100	100
Total Number	955	113	299	281	171	64	17	5	1	0	1	1
2021 / 22 Total %		11.9	31.4	29.5	17.9	6.7	1.8	0.5	0.1	0.0	0.1	0.1
2019 / 20 Total %		17.6	31.8	28.4	10.9	7.9	2.7	0.7	0	0	0	0
2018 / 19 Total %		7.18	28.9	29.7	18.7	10.6	3.8	1.9	0.8	0.3	0.2	0



Bloomfield Collegiate School

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