



Bloomfield Collegiate School
excellence in a caring community

GOVERNORS' ANNUAL REPORT
SCHOOL YEAR

2023 / 2024



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MESSAGE FROM THE CHAIR

It is my great pleasure to again introduce the Governors' Annual report for the academic year September 2023 – August 2024 in Bloomfield Collegiate School.

The School has continued to live up to its ethos, with excellence in a caring community evident in public examinations, sporting and extra-curricular activities, volunteering and pastoral care. We again acknowledge the contribution of teaching and support staff, parents and carers for their encouragement, support and nurture which enables Bloomfield students to thrive.

The commitment of all involved in the School community builds and preserves its strong reputation as a pupil-focused school has been enormous, and long may that continue under the current leadership.

As a governing body, we have carried out our delegated responsibility and supported the school through the work of the committees. The commitment of Governors to service on the Board is not taken lightly, and I would like to pay tribute to them for their expertise, their dedication and their unwavering support gifted to the school.



Nicky McBride

BOARD OF GOVERNORS

*Department of Education
Representatives*

Ms K. Collins
Mrs S. Croft

*Education Authority
Representatives*

Mrs B. Conaghan
Mr J. Keith (Vice-Chair)
Mr N. McBride (Chair)
Dr L. McMullan
Mrs C. Newell

Parents' Representatives

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

Teachers' Representatives

Mrs N. Mark
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 in 2024. The election for Parent Governors to take up office will be held in the Autumn Term 2024.

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.

Curriculum Time

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

Table 1 – The School Day

Registration/Assembly	08.45 - 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 Physical Education. For all practical subjects (Science, Music, Technology, Home Economics Physical Education 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. This second language is carried through to Year 10.

Pupils are normally banded and streamed in Mathematics on entering Year 10. 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.

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

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
Learning for Life & Work	1	1	1
Chemistry	2	2	2
Physics	2	2	2
French	4	4	4
German/Spanish	-	3	3
Music	1	1	2*
Information Technology	2	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 and this is determined by the results of Key Stage 3 assessments in English. 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	Business Studies	5
	Drama	
	German	
	Physical Education	
	Physics	
	Spanish	
Option Block B	Art & Design	5
	Biology	
	Chemistry	
	French	
	History	
	Leisure, Travel & Tourism	
Option Block C	Double Award Science	5
	HE: Food & Nutrition	
	Physics	
	Single Award Science	
	Technology & Design	
Option Block D	Double Award Science	5
	Art & Design	
	Business Studies	
	Geography	
	History	
	Learning for Life and Work	
Option Block E	Biology	5
	Child Development	
	Chemistry	
	Geography	
	History	
	Digital Technology	
	Music	
TOTAL		45

Sixth Form (Year 13 & 14)

To gain entry to the Sixth Form, pupils must normally gain a total of at least eleven 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 normally study 3 AS subjects; 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. Subject	Year 13
		NUMBER OF PERIODS PER WEEK
Option Block V	Art & Design	8
	German*	
	Psychology	
	Physics	
	Nutrition & Food Science*	
	Spanish	
Option Block W	French	8
	Media Studies	
	Mathematics	
	Music	
	BTEC Sport	
	Religious Studies	
Option Block X	Chemistry	8
	History	
	Sociology	
	Technology & Design	
Option Block Y	Business Studies	8
	English Literature	
	Geography	
	Health & Social Care	
	Digital Technology	
Option Block Z	English Literature	8
	Biology	
	Government & Politics	
	Business Studies	

* 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 Form Time. In addition, dedicated Learning for Life & Work classes at Key Stage 3 and Careers classes at 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. 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

Appendix 1

Curriculum Subjects Overview

KEY STAGE 3	KEY STAGE 4	KEY STAGE 5
Art & Design	Art & Design*	Art & Design *
Biology	Biology	Biology
Chemistry	Business Studies	Business Studies
English	Chemistry	Chemistry
French	Child Development*	Digital Technology*
Geography	Dance*	English Literature
German	Double Award Science	French
History	Drama*	Geography
Home Economics	English Language	German
ICT	English Literature	Government & Politics
LLW	Food & Nutrition*	Health & Social Care*
Music	French	History
Physical Education	Further Mathematics	Mathematics
Physics	Geography	Media Studies*
Mathematics	German	Music*
Religious Studies	History	Physics
Spanish	ICT – Digital Technology Programming*	Psychology
Technology & Design	ICT – Digital Technology Multimedia*	Religious Studies
	Leisure Travel Tourism	Sociology
	Learning for Life and Work*	Spanish
	Music*	BTEC Sport*
	Physical Education*	Technology & Design*
	Physics	
	Mathematics	
	Religious Studies	
	Single Award Science	
	Spanish	
	Technology & Design*	
KS3 Total 18	KS4=17 General/11 Applied* Total 28	KS5=15 General/7 Applied * Total 22
	EF Met 2023/2024	EF Met 2023/2024

OUT OF THE CLASSROOM

The school places a strong emphasis on the value of extracurricular activities as a contribution to the education of its pupils, particularly in developing social skills, self-esteem, initiative and the ability to work as part of a team.

Games provided include: athletics, badminton, cross-country running, football, golf, hockey, netball, rugby, table-tennis and tennis. A Junior Sports Day is held annually. Pupils selected for teams are expected to make participation a priority, and parents are welcome to attend matches.

Clubs and Societies operate largely at lunch-time and after school and pupils (under staff guidance) are encouraged to take a leading part in their management. These include: Charity Committee; Choirs (Junior and Senior); Combined Cadet Force, Debating; Drama clubs; Library; Orchestra; Scripture Union (Junior and Senior). Educational visits and exchanges are an important part of extracurricular activities. Trips to France, Germany and Spain are organised. Numerous other field trips and educational visits are arranged. There is an annual ski trip to a European resort.

A school magazine is produced annually and the Music Department arranges public performances each year.

COMMUNITY INVOLVEMENT AND EDUCATION FOR MUTUAL UNDERSTANDING

All senior-school pupils in Bloomfield Collegiate School are expected to regularly participate in the well-established community outreach projects in school, or volunteer in their own time. Our pupils regularly participate in events with Tor Bank School, Dundonald Primary School and a range of old people's homes and charities.

We raise large sums of money throughout the year for local charities including The NI Cancer Fund for Children, Aware and Women's Aid through non-uniform days and charitable events. All pupils in Year 10 participate in the Young Philanthropist Initiative.

We have been able to continue to open our doors for community use, with regular users including the Titanic Tigers Special Olympics team, Kirkpatrick Memorial Presbyterian Church Sunday School, Ballyhackamore Rock Choir and NI Netball.

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.

Learning Support hubs are available 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 31/3/24

Income

Expenditure

Opening Main account bank bal	36,073.79
Opening Tour account bank bal	5,512.49
Opening Business Invest. acc bank bal	92,699.13
Opening Fundraising acc bank bal	-

School fund income in year

School fund expenditure in year

Sundry income	44,708.66	Sundry expenditure	44,376.18
Subject		Subject	
Art	6,486.15	Art	9,137.67
Biology	492.35	Biology	685.61
Chemistry	7.03	Chemistry	7.51
English	172.38	English	
Geography	998.06	Geography	565.00
History	14.79	History	198.00
Home Economics	6,478.69	Home Economics	7,471.56
ICT		ICT	
Maths	5,325.47	Maths	5,277.86
Modern Languages	120.16	Modern Languages	188.35
Music	3,021.87	Music	1,814.40
Physics	1,100.39	Physics	1,750.16
Politics		Politics	
Religious Studies	901.02	Religious Studies	850.00
Reprographics	115.25	Reprographics	
Technology	818.17	Technology	1,284.37
Stem Enthuse P'ship	900.00	Stem Enthuse P'ship	
Drama	2,272.83	Drama	1,809.59
Trips and projects		Trips and projects	
Rome Trip	925.02	Rome Trip	38.76
Ballykinler		Ballykinler	
Cadets	9,194.36	Cadets	8,031.49
Cadets No 2	1,595.25	Cadets No 2	765.00
Duke of Edinburgh		Duke of Edinburgh	486.71
London		London	
Modern Language trips	7,877.60	Modern Language trips	6,000.00
Tours		Tours	
Yr 8 Outing	3,308.61	Yr 8 Outing	2,898.00
Social activities		Social activities	
Dance		Dance	
Eco School		Eco School	
Games	12,327.89	Games	12,327.89
Hospitality		Hospitality	
Prize day	2,717.69	Prize day	2,717.69

Income continued

Musical productions	
Fundraising	
Careers	1,361.46
Exam Remarks/Resits	3,616.92
Scripture Union	
Fairtrade	
Charities	6,042.48
Health & Social Care	
Learning aids/workshops	
Library	
Love for Life	
Rocket Challenge	

Other income

Funds for EA	3,768.70
Teachers Lunch	
Sub Cover	2,412.50
Staff gifts	166.20
Misc	12,624.08
Collaboration	
Curriculum	
PTA	8,778.87
Bank Fees	116.56
Transport	885.95

Tour account income

Ski	8,240.24
Hockey	-
Interest	59.61

Business account

Parental contributions less fees	54,299.12
Interest	1,643.92
Transfer in from Main Account	15,000.00

Community account income

Income Raised from fundraising	
Interest	

Expenditure Continued

Musical productions	
Fundraising	
Careers	762.28
Exam Remarks/Resits	6,000.00
Scripture Union	
Fairtrade	
Charities	3,514.47
Health & Social Care	
Learning aids/workshops	
Library	
Love for Life	
Rocket Challenge	

Other expenditure

Funds for EA	4,000.00
Teachers Lunch	
Sub Cover	
Staff gifts	20.00
Misc	12,318.46
Collaboration	
Curriculum	562.61
PTA	9,423.93
Bank Fees	116.56
Transport	885.95

Tour account expenditure

Ski	10,616.00
Hockey	0.00

Business account expenditure

Transfer to Main Account	55,844.62
To CCF 22/23	4,000.00

Community account expenditure

Class fundraising expenditure	
Bank Charges	
Transfer to main account	

Closing Main account bank bal	41,441.14
Closing Tour account bank bal	3,196.34
Closing Business Invest. acc bank bal	103,797.55
Closing Community account bank bal	0.00

Total 365,181.71

365,181.71

SCHOOL FUND SUMMARY OF INCOME AND EXPENDITURE YEAR ENDED 31 MARCH 2024

	Year end March 2024 £	Year end March 2023 £
Income	230,896.30	206,822.56
Expenditure	216,746.68	213,503.14
Deficit/surplus for the year	14,149.62	-6,680.58
Being :		
closing bank balances	148,435.03	134,285.41
less opening bank balances	134,285.41	140,965.99
	14,149.62	-6,680.58

STAFF 2023/2024

PRINCIPAL VICE PRINCIPAL

Mr G. Greer, MA BEd PQH
Mrs A. Thomson, BA PGCE PQH

Mrs S. Barrett, MEng PGCE
Ms S. Blaney, BA MA PGCE
Mrs G. Calvert, BSc PGCE M.Ed
Mr J. Campbell, BA PGCE
Mrs J. Crawford-McMorran, BSc PGCE
Mrs P. Cummings, MSci PGCE
Mr N. Dillon, BSc PGCE
Mr J. Driscoll, BEng PGCE
Miss G. Esler, BA PGCE
Mrs J-A. Girvan, BA PGCE
Mrs L.M. Greer, BA PGCE
Ms L. Haggan, BEd
Mrs K. Hannah, BA PGCE
Mrs B. Henderson, BSc PGCE DipLCM
Dr E. Hudson, BSc PhD PGCE
Mrs A. Hutchinson, BA PGCE
Mr S. Irvine, BEd
Ms C. Johnston, BSc PGCE
Ms A. Kinsley-Smith, BA PGCE
Mrs N. Lester, BSc PGCE
Mrs E.J. Luke, BSc PGCE PQH
Mrs N. Mark, BMus PGCE
Mrs A. Martin, BA PGCE

Dr G. McBride, BSc PhD PGCE
Mrs Z. McCloskey, BA PgDip PGCE
Mrs E. McFerran, MA PGCE
Mr K. McManus, MA PGCE
Mrs J. McManus, BSc PGCE
Mrs J. McWilliams, BA PGCE
Mrs C. Mills, BA PGCE
Mr C. Montgomery, BSc PGCE
Mr J. Mulholland, BA PGCE
Mrs A.A. Polley, BA PGCE
Mrs T. Rea, BA PGCE
Miss A. Ritchie, BSc PGCE
Miss E. Spiers, BA, PGCE
Mrs E. Stevenson, MA PGCE
Mr M. Stevenson, BSc MSc PGCE
Dr S. Swann, BSc PhD PGCE
Mr C. Thompson, BEd
Mr C. Turner, BEd, PGDip
Ms L. Wallace, MPhys PGCE
Mr J. Waterworth, BA PGCE
Mrs J. Waterworth, BA PGCE
Mrs J. Wharry, BSc PGCE PGQH
Mrs H. Wright, MA PGCE

SUPPORT STAFF

Mrs L. Allen	Miss N. Martin, BA
Ms A.M. Andersen, SRNRMOND	Ms P. McCarthy
Mrs R. Atkinson	Miss A. McCoy
Ms C. Bartlett	Miss S. McLintock
Ms R. Blair	Mrs E. McVea
Ms J. Brady	Mrs B. Morrison
Mrs L. Brown	Mrs C. Morrow
Mrs J. Burgess	Mr D. Morrow
Mrs H. Carson	Mrs M. Mullaly, BA PGCE DipLCM
Mrs A. Craig	Mrs T. O'Dornan
Ms G. Craig	Mr W. Parker
Mrs H. Dickson	Mr J. Rea
Ms D. Furphy, MA PGCE	Mr D. Scott
Mrs H. Irwin	Mrs C. Sergeant
Mrs S.J. Johnston	Mrs G. Stanex
Mrs C. Keenan. BEd Ad Cert Ed	Ms S. Stephenson
Mr F. Keenan	Mrs J. Watson
Miss C. Magill, BSc MSc	Mrs F. Yarr
Mrs G. Martin, HND BSc	

STAFF DEVELOPMENT

Five Staff Development Days together with five Baker Days were used for Staff training throughout the academic year. With a focus on use of IT, pedagogy, child protection and school development planning. A number of members of staff were involved in individual Continuing Professional Development courses, including study Senior Pathways and Steps into Middle Leadership.

ATTENDANCE 2023/2024

Average whole school attendance - 92%

Attendance by Year

8	-	94%
9	-	93%
10	-	92%
11	-	91%
12	-	93%
13	-	90%
14	-	91%

SCHOOL LEAVERS

	<u>YEAR 12</u>	<u>YEAR 13</u>	<u>YEAR 14</u>
Number	25	5	88
Higher Education			77%
Further Education	20%	40%	6%
Employment		20%	11%
Apprenticeship	4%		1%
Transferred School	72%		
Not known	4%	40%	5%
Gap Year			

PUBLIC EXAMINATION RESULTS

GCSE RESULTS - YEAR 12 PUPILS			
Number of Candidates	98		
Number with a statement of special education needs	5		
Entered for 7+ GCSEs or equivalent	95		
Entered for 5+ GCSEs or equivalent	97		
Entered for 1 – 4 subjects	1		
% Achieving 7+ A*-C	96.0		
% Achieving 5+ A*-C	98.0		
% Achieving 1-4 A*-C	2.0		
% Achieving 5+ A*-G	99.0		
% Achieving 1-4 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	172		
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	98.8		
ADVANCED EXAMINATIONS			
	2023/24	2022/23	2021/22
Number of Candidates in final year of A Level Course	86	80	83
% of those pupils Achieving 3+ A*-C	58.1	70	60.2
% of those pupils Achieving 3+ A*-E	90.7	93.8	95.2
% of those pupils Achieving 1+ A*-E	100	100	100

PERFORMANCE IN PUBLIC EXAMINATIONS GRAMMAR SCHOOLS

Performance Indicator	2023/24	2022/23	2021/22	2023/24
	BCS	BCS	BCS	N.I. Average
% Achieving 5+ GCSEs A*-C (or equivalent)	98.0	96.1	97.1	96.6
% Achieving 7+ GCSEs A*-C (or equivalent)	96.0	88.2	96.2	91.4
% Achieving 3+ A Levels A*-C (or equivalent)	58.1	70.0	60.2	79.9
% Achieving 2+ A Levels A*-E (or equivalent)	97.7	98.8	97.6	99.6

BCS – Pupils from Bloomfield Collegiate School N.I. Grammar Schools Average

Key Stage 3 levels of attainment are not available for 2023/24.

ADVANCED LEVEL EXAMINATIONS

2023/2024

Subject	Entries	A*	A	B	C	D	E	U	X
Art & Design	13	30.8	30.8	76.9	100	100	100	100	100
Biology	13	23.1	30.8	61.5	92.3	92.3	100	100	100
Business Studies	36	5.6	22.2	38.9	77.8	88.9	94.4	100	100
Chemistry	5	0	20	60	80	100	100	100	100
Design and Technology	4	25	50	100	100	100	100	100	100
Drama	2	0	0	50	100	100	100	100	100
English Literature	25	12	28	48	88	96	100	100	100
French	3	33.3	66.7	66.7	100	100	100	100	100
Geography	10	10	50	100	100	100	100	100	100
German	3	66.7	66.7	66.7	100	100	100	100	100
Information Technology	9	0	0	11.1	44.4	77.8	100	100	100
Health & Social Care	17	0	5.9	35.3	82.4	100	100	100	100
History	16	6.3	18.8	50	87.5	93.8	100	100	100
Home Economics	1	0	0	0	0	100	100	100	100
Mathematics	12	16.7	33.3	58.3	91.7	91.7	100	100	100
Media Studies	13	0	7.7	69.2	92.3	100	100	100	100
Music	3	0	0	0	33.3	66.7	100	100	100
Physics	11	0	9.1	36.4	45.5	81.8	81.8	100	100
Politics	8	12.5	25	50	62.5	87.5	100	100	100
Psychology	13	0	7.7	7.7	23.1	46.2	84.6	100	100
Religious Studies	9	11.1	33.3	66.7	77.8	88.9	100	100	100
Sociology	17	11.8	17.6	29.4	47.1	58.8	88.2	100	100
Spanish	3	0	33.3	100	100	100	100	100	100
Sport	14	42.9	92.9		100		100		
Total Number	260	30	38	65	69	29	21	2	0
2023 / 24 Total %		11.5	14.6	25.0	26.5	11.2	8.1	0.8	0.0
2022 / 23 Total %		7.9	21.2	33.6	22.4	9.5	2.9	2.5	0.0
2021 / 22 Total %		11.3	27-.0	22.6	14.5	10.9	6.3	1.6	2.0

YEAR 13 ADVANCED SUBSIDIARY MODULE EXAMINATIONS 2023/24

Subject	Entries	A	B	C	D	E	U
Art & Design	16	43.8	81.3	100.0	100.0	100.0	100.0
Biology	23	43.5	52.2	73.9	87.0	95.7	100.0
Business Studies	12	8.3	41.7	83.3	91.7	100.0	100.0
Chemistry	12	41.7	58.3	66.7	100.0	100.0	100.0
English Literature	16	50.0	75.0	93.8	100.0	100.0	100.0
French	1	100.0	100.0	100.0	100.0	100.0	100.0
Geography	24	37.5	66.7	87.5	95.8	95.8	100.0
German	2	50.0	50.0	100.0	100.0	100.0	100.0
Health & Social Care	16	6.3	68.8	87.5	93.8	100.0	100.0
History	20	30.0	55.0	90.0	90.0	100.0	100.0
Information Technology	4	0.0	25.0	50.0	100.0	100.0	100.0
Mathematics	19	10.5	36.8	63.2	68.4	84.2	100.0
Music	6	0.0	0.0	33.3	83.3	100.0	100.0
Performing Arts	6	33.3	66.7	100.0	100.0	100.0	100.0
Physics	12	16.7	25	41.7	58.3	75	100
Politics	6	33.3	66.7	100.0	100.0	100.0	100.0
Religious Studies	6	16.7	50.0	50.0	66.7	83.3	100.0
Sociology	4	0.0	25.0	25.0	75.0	75.0	100.0
Total Number	203	56	53	48	25	11	10
2023 / 24 Total %		27.6	26.1	23.6	12.3	5.4	4.9
2022 / 23 Total %		27.6	23.0	24.3	14.8	7.9	3.3
2021 / 22 Total %		30.2	36.6	19.4	9.1	2.6	2.2

GCSE EXAMINATIONS 2023/24

Subject	Entries	A*	A	B	C*	C	D	E	F	G	U
Art & Design	27	14.8	44.4	74.1	92.6	96.3	96.3	96.3	96.3	96.3	96.3
Biology	45	8.9	48.9	86.7	95.6	100.0	100.0	100.0	100.0	100.0	100.0
Business Studies	40	12.5	40.0	65.0	87.5	97.5	100.0	100.0	100.0	100.0	100.0
Chemistry	37	10.8	54.1	81.1	86.5	94.6	100.0	100.0	100.0	100.0	100.0
Child Development	17	0.0	41.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Design and Technology	7	28.6	57.1	85.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Drama	6	0.0	33.3	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
English Language	101	5.0	42.6	79.2	96.0	100.0	100.0	100.0	100.0	100.0	100.0
English Literature	97	6.2	44.3	78.4	90.7	96.9	100.0	100.0	100.0	100.0	100.0
Food and Nutrition	20	0.0	45.0	85.0	95.0	100.0	100.0	100.0	100.0	100.0	100.0
French	19	21.1	57.9	78.9	89.5	100.0	100.0	100.0	100.0	100.0	100.0
Geography	35	2.9	60.0	88.6	94.3	100.0	100.0	100.0	100.0	100.0	100.0
German	26	23.1	76.9	92.3	96.2	100.0	100.0	100.0	100.0	100.0	100.0
History	48	31.3	81.3	91.7	97.9	97.9	97.9	97.9	97.9	100.0	100.0
Information Technology	8	0.0	37.5	87.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Learning for Life and Work	14	0.0	21.4	78.6	92.9	100.0	100.0	100.0	100.0	100.0	100.0
Leisure and Tourism	9	0.0	22.2	66.7	66.7	100.0	100.0	100.0	100.0	100.0	100.0
Mathematics Further	26	7.7	38.5	65.4	80.8	84.6	96.2	96.2	100.0	100.0	100.0
Mathematics	102	1.9	37.3	91.2	96.1	100.0	100.0	100.0	100.0	100.0	100.0
Music	6	0.0	50.0	66.7	83.3	100.0	100.0	100.0	100.0	100.0	100.0
Physics	42	7.1	33.3	73.8	90.5	92.9	100.0	100.0	100.0	100.0	100.0
Religious Studies	97	25.8	66.0	81.4	94.8	99.0	100.0	100.0	100.0	100.0	100.0
Science Double Award	46	33.1	37.0	80.4	95.7	100.0	100.0	100.0	100.0	100.0	100.0
Science Single Award	17	0.0	41.2	82.4	94.1	94.1	94.1	100.0	100.0	100.0	100.0
Spanish	14	28.6	71.4	85.7	85.7	100.0	100.0	100.0	100.0	100.0	100.0
Sports Studies	14	7.1	21.4	64.3	85.7	100.0	100.0	100.0	100.0	100.0	100.0
Statistics	1	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	921	100	343	305	109	47	13	1	1	1	0
2023 / 24 %		10.9	37.2	33.1	11.8	5.1	1.4	0.1	0.1	0.1	0
2022 / 23 %		12.6	38.3	26.9	14.9	4.8	1.4	0.8	0	0.45	0
2021 / 22 %		11.9	31.4	29.5	17.9	6.7	1.8	0.5	0.1	0	0.1



Bloomfield Collegiate School
excellence in a caring community

**Astoria Gardens
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