



**Ashfield Girls'
High School**

ASHFIELD GIRLS' HIGH SCHOOL

PROSPECTUS

2026

“Each different. Each talented. All valued.”



Welcome to Ashfield Girls' H



Challenging girls today; creating women



High School



of value in the future.



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Principal's Welcome

It is my privilege to welcome you to Ashfield Girls' High School. Founded in 1948, our school has served the local community for over seventy five years. The state of the art facilities have helped secure our school's reputation as a centre of excellence for learning.

Ashfield's greatest resource is its professional and highly skilled staff. They are fully committed to further developing our pupils' individual curiosity, creativity and love of learning. As a learning community built by learning leaders, staff focus on providing a broad and balanced curriculum that builds the knowledge and skills essential for success in a continuously changing and technologically advancing global economy. Our commitment to mastery learning, through the development of a positive mindset, is a core principle that reinforces our belief that with effort and persistence, every pupil's learning can be limitless.

As an all ability learning community, we challenge and support our pupils to excel in their academic studies; to develop sector prescribed standards through vocational qualifications; to participate in the varied cross-curricular and extra-curricular opportunities through the extended schools programme and to fully embrace a wealth of pupil leadership roles. Our GCSE and A-Level examination results are a continued source of great pride, which reflect positively on the challenging and supportive learning environment. One of the strengths underpinning our excellent results is our pastoral care provision. All form tutors and class teachers work diligently with our pupils to support their individual aspirations and expectations. The established House System, School Council and Peer Mentoring Programme support our caring ethos.

In Ashfield we value the strong partnership we have established with parents and carers. Our sustained engagement in the East Belfast Area Learning Community enables us to work collaboratively with all schools in the learning community to maximise opportunities for all of our pupils.

Our vision is to Challenge girls today; creating women of value in the future.

Our school motto is "Each different. Each talented. All valued". We are proud to see our pupils leave Ashfield Girls' High School as independent, confident and articulate young women, ready to embark on their chosen career pathway.

Mrs Hanvey, Principal



Head Girl and Deputy Head Girls' Welcome

Head Girl

Hello, my name is Ruby. The position of Head Girl has been something that I have aspired to since I was in junior school. It has allowed me to develop my leadership skills, which I will continue to grow as I take my next steps towards university, where I will hopefully be studying Politics or Journalism.

I am a Year 8 mentor, which allows me to support classes and get to know pupils just starting their Ashfield journey.

I have also been part of the Maths Mates programme, a Senior Librarian, involved in the Well-being committee, a House Captain and a member of the Eco Club. I have taken part in the SistersIN Programme and received mentoring from my inspirational female leader in industry.

Ashfield Girls' is a school I am proud to attend. The school community has helped me grow into the person I am today by providing me with numerous opportunities, life-long friendships, and the most supportive and encouraging teachers and support staff. As my final year at Ashfield reaches an end, I am saddened to be closing this chapter in my life. However, I will forever be grateful for my time at Ashfield and will always be an Ashfield Girl.



Ruby

Deputy Head Girls



Gracie

As Deputy Head Girl, I have taken on leadership roles that have shaped my character and ambitions, including serving as Chair of the Year 8 Link and supporting younger students through the Year 8 Reading Buddy Scheme. I am also involved in the Sisters IN Mentoring Programme and the Wellbeing Committee; helping to promote a positive school ethos through events such as World Mental Health Day. Ashfield Girls' has helped me grow in independence and strengthened my passion for supporting others.



Anna

As Deputy Head Girl, I have been given many opportunities to get involved in school life and develop my confidence and leadership skills, that reflects our school motto: "Each different. Each talented. All valued". I had the opportunity of completing my Bronze Duke of Edinburgh Award. I am a member of the SistersIN programme where I have been working with a female leader in industry to find my suited career path. As Chairperson for International Events Committee, I have helped to celebrate the different cultures within our school.

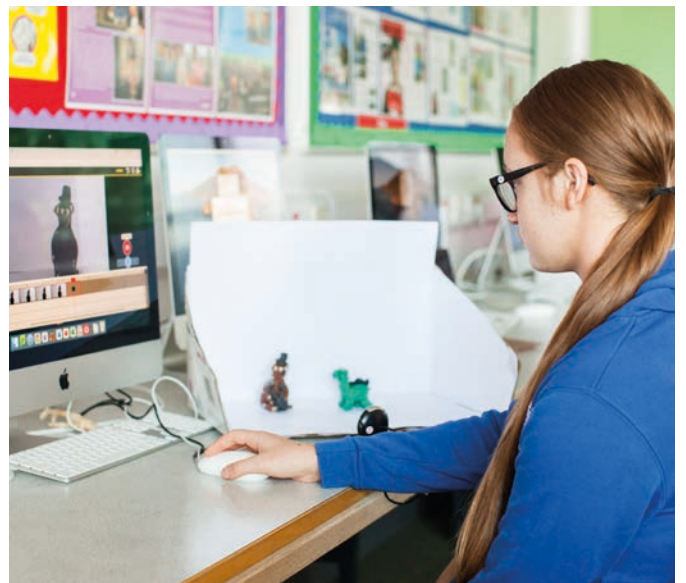


Madison

As Deputy Head Girl, one of the things I enjoy most about Ashfield is the strong sense of community. I have made everlasting friendships and have grown my confidence by always saying "Yes" to new experiences and taking on leadership roles. I enjoy learning and have always felt supported by my teachers. I am Chairperson of the Charity Committee and have enjoyed organising events and giving back to my school and local community.

Outstanding Facilities





A Curriculum of Breadth and Balance

Key Stage 3

At Key Stage 3 we aim to develop academic resilience and a positive mindset towards the process of learning. Improving literacy and numeracy across the learning areas is critical to improving pupils' access to the wider curriculum. We also aim to develop each pupil's thinking skills and personal capabilities through challenging and engaging learning opportunities. Key Stage 3 is fundamental for laying the foundations necessary for success at Key Stages 4 and 5, including the development of effective study skills and an increased ability to learn more independently.

Key Stage 4

At the end of Year 10, after consultation involving pupils, parents, subject teachers and careers advisers, pupils are offered a choice of three Pathways reflective of their ability, strengths and interests, whilst still maintaining breadth and balance for their future career aspirations.

Key Stage 5

Pupils choose a minimum of three subjects to study at AS Level in Year 13.

Key Stage 3

Art & Design
Business Studies
Drama
English
French
Geography
History
Home Economics
Information Technology
Learning for Life and Work
Mathematics
Music
Personal Development
Physical Education
Religious Education
Science
Technology & Design

Key Stage 4

Art & Design
Skills for Business
Business Studies
Child Development
Digital Technology
English Language
English Literature
French
Geography
Government & Politics
History
Information Technology
Learning for Life and Work
Mathematics
Media Studies
Moving Image Arts
Music
Occupational Studies
(Business & Services)
Occupational Studies
(Design & Creativity)
Occupational Studies
(Technology & Innovation)
BTEC Performing Arts
Personal Development &
Employability
Religious Studies
Double Award Science
Single Award Science
Applied Science
Sport
Technology & Design
BTEC Travel & Tourism

Key Stage 5

Art & Design
BTEC Business*
BTEC Engineering*
English Literature
English Language &
Literature*
Environmental Technology
Geography*
Government & Politics
BTEC Health & Social Care
History
BTEC Hospitality*
BTEC ICT
Life & Health Sciences
(Double Award)
Life & Health Sciences
(Single Award)
Mathematics*
Media Studies
Moving Image Arts*
Music
BTEC Performing Arts
Photography*
Professional Business
Services
Psychology
BTEC Uniformed Protective
Services
Religious Studies
BTEC Applied Science*
BTEC Sport
BTEC Travel & Tourism

* Delivered by Ashfield
Boys' High School

Outstanding Results

Summer 2025 GCSE Results

Achieving 5+ GCSE grades at A* - C **75.2%**

Achieving 5+ GCSE grades at A* - C (inc English & Maths) **54.5%**

Summer 2025 A Level Results

Achieving 3+ A Levels at grades A* - C **47.6%**

Achieving 2+ A Levels at grades A* - E **97.6%**

Leading Learning

Learning is our core business at Ashfield Girls' High School. Subject departments curate a curriculum that selects the very best subject content so that each pupil can expand on their prior knowledge and develop their subject related skills. Each curriculum subject plans for opportunities to strengthen and develop literacy and numeracy skills, while relating content to the real world as part of the cross-curricular development of education for employability and careers. The comprehensive study skills programme promotes metacognition and each pupil's ability to self-reflect and self-direct her own learning. We focus on learning and aim to develop a love for lifelong learning at Ashfield Girls' High School.





Curriculum Support

Our team of dedicated staff work to support our pupils with their learning across all areas of the curriculum.



Mr P McClintock
Vice-Principal for Curriculum

Ms T Rossborough
Assistant Vice-Principal
Learning Support Co-ordinator



Mrs P Doak
Assistant Vice-Principal
Study Skills and Target Setting

Mr C Moore
Literacy Co-ordinator



Mr J Clements
Numeracy Co-ordinator

Mrs E Craig
Librarian



Ms C Stephan
English as an Additional
Language, (EAL) Teacher

Mrs N May
Literacy and Numeracy Learning
Support Teacher



Effective Study Skills Programme

The development of effective study skills enhances academic performance, time management, critical thinking, confidence, and wellbeing. These are skills which are essential in allowing pupils to fulfil their potential in post-primary education and beyond as they become lifelong learners. To enhance and support these key skills the school provides both an internal and external study skills framework.

At the outset of each academic year, all Key Stage 3 pupils are provided with a learning outline (The Year Ahead) giving both parents and pupils a clear overview of the academic content covered each year, key assessment dates and links to resources parents can use to support learning at home. Study skills are taught in all subject areas and pupils are supported in planning their revision programme ahead of each assessment. This internal programme is supported by our external education partners Inspire Education, who provide bespoke study skills seminars and resources for each year group.



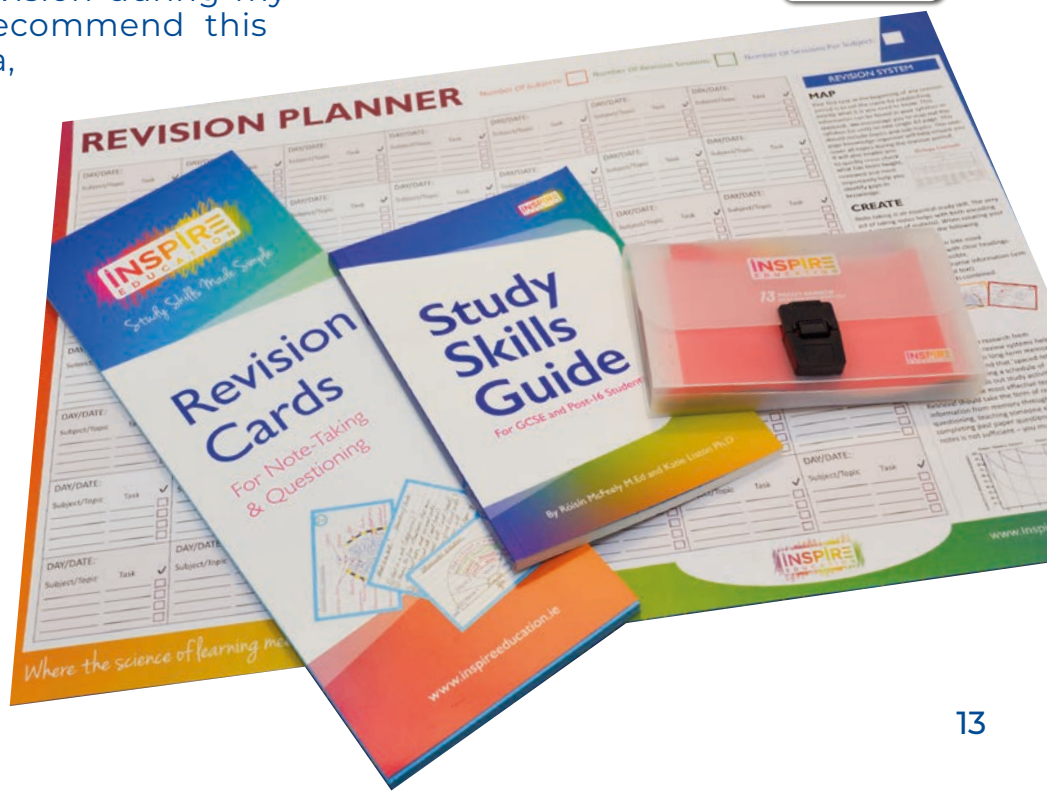
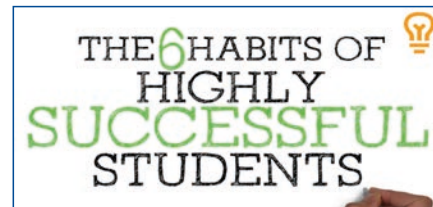
Inspire Education's evidence based, interactive programme begins with Ignite in Year 8. The Ignite seminar is designed to captivate, motivate, and educate students about the brain and the process of learning. It seeks to create a success-oriented mindset, boost academic performance, and foster a positive and lifelong attitude to learning. In the first year of post primary education, it enables students to develop the mindset and study habits to be successful, ensuring the journey through post primary education is not only smoother but also more rewarding, personally and educationally.

Pupil Experience

My experience of the study skills workshop was amazing! It was an interesting session and it helped me with revision during my winter exams. I would recommend this study skills workshop. Zara, Year 13.

The study programme helped me to find the best way to revise. Ellie, Year 8.

I found the session helped me to find strategies that worked for my revision. It also helped me not to feel under pressure. Jodie, Year 8.



Extending Learning Beyond the Classroom



Magilligan Field Trip

Year 12 went to Magilligan Field Centre to carry out a river study to provide them with field data for their GCSE Geography controlled assessment. Pupils enjoyed measuring the width, depth, velocity and cross-sectional profile of the river.



Entwined Futures

Year 10 History pupils enjoyed working with Bush Post-Primary School in County Louth, to explore the topics of citizenship and identity. After a series of workshops which included film-making training from the Nerve Centre and an overnight residential at Greenhill YMCA, the groups produced short movies on their chosen themes for a digital showcase.



Into Film NI

Media and Moving Image Arts students and senior Film Club pupils were privileged guests at the premiere of the Oscar nominated film, 'Belfast' where the director himself, Sir Kenneth Branagh, and actor Jude Hill joined the girls for the screening. The girls had been invited because of Ashfield Girls' long standing involvement with Into Film.



Ada Lovelace Day

Ada Lovelace Day is an IT event to celebrate the achievements of Ada Lovelace, a famous female IT engineer. Pupils learn about the journey of Ada through her career and the many challenges that she faced. Pupils also engage with new and emerging technologies as they interact with the roadshow event and finally the competition winners received fabulous IT prizes.



Creative Schools Programme

Working alongside professional actors, musicians and authors, pupils have enjoyed a vast range of quality arts experiences through the Creative Schools Partnership over the past five years. Exciting activities have included learning the ukulele, visits to various theatre productions and W5, journaling, crafting, beach art, song and story writing, public performance and even paddle boarding.



Ski Trip



New York



Berlin



London



Iceland



Careers Education, Information, Advice and Guidance (CEIAG)

Key Stage 3

Careers education is delivered as part of the Education for Employability strand of Learning for Life and Work (LLW). Pupils receive one timetabled lesson a fortnight and lessons cover the statutory themes:

- Work in the Local and Global Economy
- Career Management
- Enterprise and Entrepreneurship

The Careers Department provides careers Information, advice and guidance, to enable the pupils to make informed subject choices in Year 10.

Key Stage 4

Pupils in Years 11 and 12 continue to build on the statutory careers themes introduced at Key Stage 3. Since 2022, Ashfield Girls' High School has been working in partnership with Unifrog, a comprehensive and user-friendly online careers platform. All pupils have access to Unifrog both in school and at home. The platform has also been extended to parents and carers of pupils in Years 11-14 through a unique access code provided by the school.

In addition to timetabled careers lessons, pupils will take part in a wide range of careers-related activities, including:

- One-to-one career guidance interviews with a Department for the Economy (DfE) Careers Adviser
- A four-day work placement in June for Year 11 pupils
- Careers-focused workshops and talks delivered by external providers throughout the academic year, including Belfast Metropolitan College, SERC, CAFRE, and Apprenticeships Work+
- Opportunities to enrol in the Queen's Pathway Programme
- A dedicated Careers Fair for Year 12 pupils

Key Stage 5

Our Year 13 and 14 pupils receive a comprehensive biweekly Careers Programme and will be able to continue to access the Unifrog platform within allocated class time and at home when pursuing further and higher education courses. In addition to timetabled careers classes, pupils will participate in:

- Mock Interviews for Year 13 pupils delivered by Pinsent Masons Law Firm
- Opportunities to sign up to online work experience and careers talks
- Special guest talks - Apprenticeships Work+, Belfast Metropolitan College, Cafre, Health and Social Care talks
- Opportunity to enrol in the Queen's Pathways Programme
- Preparation guidance for applying to university and colleges using the UCAS system
- Visits to UCAS exhibitions, Queen's University Belfast and Ulster University Open Days.



Mr F Cuttle
Head of Careers



Mrs E McKenna
Assistant Head of Careers
Post Year 14 Destinations



Mr C Burns
Assistant Head of Careers
Curriculum Provision



Miss M Lee
Assistant Head of Careers
Work Related Learning

Whole School Provision

The EA Graduated Response framework has been implemented in Ashfield Girls' High School. The Graduated Response ensures appropriate provision at a whole school level to meet the needs of all learners through reasonable adjustments. High quality teaching and learning in all classrooms and appropriate pastoral care support is underpinned by the following strategies;

- A wide range of statutory and non-statutory policies to outline provision e.g. Curriculum, Teaching, Learning, Assessment and Reporting Policy, Literacy Policy, Numeracy Policy, Effective use of Assessment Data Policy, Marking for Improvement Policy, CEIAG Policy, Quality Assurance Policy, Internal/External Examinations Policy, Behaviour for Learning Policy, Addressing Bullying in Schools Policy and RSE Policy.
- Teaching, Learning and Assessment prioritised in the School Development Plan.
- The collegial work of the Teaching, Learning and Assessment Team in leading the curriculum review in KS3 and school improvement initiatives.
- Appropriate and effective reasonable adjustments put in place, as necessary, to support learners access to curriculum at a whole school level.
- Supporting pupil's with diagnosis; such as Dyslexia, Dyscalculia, Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) to access the curriculum at a whole school level, through reasonable adjustments.
- Supporting effective professional learning for all staff through the TransformED Programme, INSET and Staff Development Days (SDD).



Mr P McClintock
Vice-Principal for Curriculum



Mrs C Hoey
Vice-Principal for Pastoral Care



Ms T Rossborough
Learning Support
Co-ordinator



Mr G Patterson
Deputy Learning Support
Co-ordinator



Mrs E McLees
Deputy Learning Support
Co-ordinator



Mrs R Watson
Assistant Learning Support
Co-ordinator

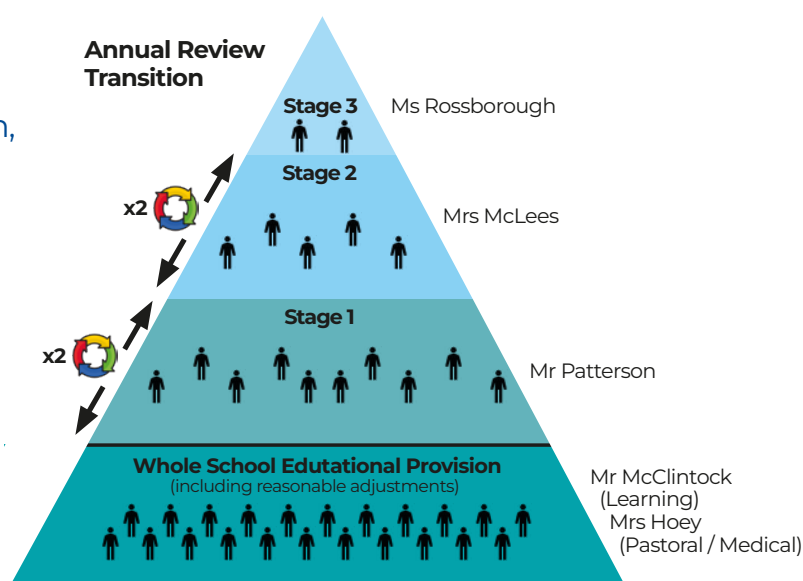
SEND (Code of Practice) Provision

Despite reasonable adjustments being put in place at a whole school provision level; there are circumstances when additional support is necessary to support individual pupils to access the curriculum. Accessing this support is through the following pathways:

- Record of Concern
- Screening Data and/or standardised Assessment Data
- Lack of progress

When accessing this support in addition to whole school provision, the learner will be placed on the Special Educational Needs Register, at Stage 1 on the Code of Practice.

If after two 'phases' at Stage 1 on the Code of Practice progress has not been made, following sustained engagement at Stage 1 the SEND Department are likely to seek additional support from an external agency and move the learner to Stage 2 on the Code of Practice. Learners may require further support at Stage 3 of the Code of Practice (statementing process).



Supporting Learning



Numeracy Hub

The Numeracy Hub provides one to one and small group numeracy support, especially in Year 8. The work within the hub builds confidence and encourages a positive mindset towards mathematical concepts. The learning support teacher delivers the Numeracy 'Core' Programme.



Accelerated Reading

The Accelerated Reading Programme develops a love for reading and independence in self-assessing individual literacy levels. The newly refurbished library provides a calm environment for all pupils. The teacher within the English Department schedules classes for library lessons and monitor progress through the Accelerated Reading Programme.



Literacy Hub

The Literacy Hub provides one to one and small group literacy support, especially in Year 8. The learning support teacher delivers the Literacy 'Core' programme. The Literacy Hub also provides individual support for pupils with English as an additional language.



Learning Zone

The Learning Zone provides a supportive environment for pupils to work with staff on a one to one basis. The Learning Zone is also home to Project Lunch Club, a space where pupils can develop their social skills, teamwork and creative skills.



Thrive

Thrive offers both morning transition support to pupils and small group workshops to support the development of interpersonal skills. The newly furnished 'Thrive' room was co-designed with pupils to ensure a homely feel.

Sixth Form



Why choose Sixth Form?

Ashfield Girls' High School provides a vibrant and exciting learning environment for post 16 study which is fundamental in equipping our students with the qualifications they require for entry into competitive job markets, apprenticeships and further and higher education. Our strong academic track record is however just the starting point. Within Ashfield Girls' it is our aim to provide a rich variety of new experiences for students which will allow them to develop as resourceful, resilient, and creative women. Sixth Form study at Ashfield Girls' is built on individual choice, independent learning, and personal responsibility.

Sixth Form students enjoy a holistic personal development journey as they progress through Year 13 beginning as always with our Induction Programme incorporating First Aid, Safe Motoring, Team Building with Pathways Adventure Activities, Wellbeing and much more. This is further developed through online courses in Personal Finance and Positive Mental Health provided by Nebula Learning and University Preparation provided by the University of Ulster, while Inspire Education provides an evidence based, interactive, bespoke effective study skills programme and resources.

As a school we feel it is important to support our students in all aspects of life and are lucky to be supported by a wide range of organisations who provide guidance to our students, including Love For Life, Nexus, Inspire, Learn Spark and the Secondary Students' Union of Northern Ireland.

Collaboration is key to providing a wide range of opportunities for our students and we are proud to work closely with the SistersIN female leadership initiative, which provides female mentorship from a wide range of local and global industries and the Queen's University Pathway Opportunity Programme.

We encourage our pupils to participate in all aspects of school life and place a key emphasis on creating a family atmosphere as our Sixth Form students help and support our Year 8 pupils within form classes, on our 'walk and talk' sessions and through in school programmes as librarians, ICT prefects, paired reading buddies, science club coordinators and through a variety of committees. These opportunities allow our pupils to develop the skills necessary to take up positions of leadership and become advocates of pupil voice within the Sixth Form Leadership Team and other areas of responsibility as they move into Year 14 and beyond.

If you would like to join us, please don't hesitate to contact Mrs Doak (Head of Sixth Form).

Head Girl



Ruby

Deputy Head Girls



Gracie



Anna



Madison

Senior Prefects



Olivia



Eve



Georgia



Ella



Katie



Madison



Aimee



Olivia



Rebecca



Gracie



Brooke



Kayla



Sixth Form



Mrs P Doak
Head of Sixth Form and
Assistant Vice-Principal

Induction - We have an extensive induction programme at the start of the school year for Year 13 and Year 14. Year 13 get to know their new classes and form friendships with new students and Year 14 reconnect with their peers and continue building those

relationships. Along with their form teachers the pupils take part in a variety of activities such as.

first aid skills, survival cookery, step fitness classes, teambuilding activities and an inflatable assault course, to name a few.



SistersIN - Our Sixth Form Leadership Team take part in the SistersIN programme in Year 14. This programme enables students to become leaders of tomorrow with the mentorship of female business leaders. Students learn a wide range of skills such as interpersonal skills and confidence to help them discover their full potential and open new possibilities for their career journey.



Common Room Refurbishment - The Student Senior Leadership Team designed the common room refurbishment project in 2024/25.





At Ashfield Girls' High School we understand the importance of wellbeing. Having positive wellbeing enables young people to cope with challenging life situations, achieve their full potential and contribute to society.

A whole school approach to promoting wellbeing allows our pupils to become more resilient, successful and to obtain support early. We do this by ensuring that pupils have opportunities to develop their knowledge and skills, feel safe and secure, build relationships and be connected to our school community. Pupil voice plays a significant role in our wellbeing support.

Ways that we identify pupils who may struggle with their wellbeing include:

- monitoring attendance
- analysing Pupil Attitude to School Survey (PASS) data
- staff identifying pupils needing additional support
- regular parent / carer contact
- contact with support groups in our community
- monitoring progress
- evaluating the transition process

Pupils learn about wellbeing in a number of ways including through the taught Personal Development Curriculum, opportunities to develop social and emotional skills embedded in a range of subjects, assemblies and other events delivered by external agencies.

Ways that we support wellbeing include:

- availability of school counselling services
- liaising with external services
- peer mentors
- therapeutic activities including art, relaxation, and mindfulness techniques
- activities such as games (indoor and outdoor) at lunchtime
- resources in the pupil planner
- having clear policies on key pastoral issues, such as wellbeing, promoting positive Behaviour and pupil voice.



Pastoral Care

Caring is at the heart of all that we do in Ashfield Girls' High School. Our pastoral team and team of teachers and non-teaching staff care about our pupils. We aim to support all pupils in their learning. Over recent years we have prioritised wellbeing, pupil leadership and pupil voice. The main point of contact in the pastoral care system is the Form Tutor. The pastoral care system is also enhanced by the preventative curriculum, the Extended Schools Programme and the House System. We are delighted to have received a number of awards over the past two years in recognition of our work to support wellbeing. The awards include, Schools of Sanctuary, Gold Mental Health Award, Pieta Amber Flag Award for mental health provision and the Aware Award for Wellbeing.

A young woman with dark, curly hair is smiling warmly at the camera. She is wearing a dark blue V-neck sweater over a light blue and white checkered collared shirt. She is sitting at a desk, with her hands resting on a book or paper in front of her. The background is slightly blurred, showing what appears to be a classroom setting with bookshelves.



Pastoral Support

Our Pastoral Care team in Year 8 is made up of experienced and committed staff who place the wellbeing of each pupil at the centre of their pastoral role.

Mrs C Hoey

Vice-Principal for Pastoral Care
Designated Teacher for Child Protection

As a past pupil, former Head of Department and Senior Leader; I am committed to the vision of the school to 'challenge girls today to create women of value in the future'.



Mrs J Donaldson

Head of Progress (Year 8 2026)

As Head of Progress, I am responsible for the pastoral progress of all pupils in the year group. The Assistant Head of Progress and Form Teachers work as a team to support your daughter.



Mr C Burns

Assistant Head of Progress (Year 8 2026)

I am delighted to be the Assistant Head of Progress for Year 8. My role is to assist pupils to settle into Year 8 and support learners if attendance becomes a concern.



Form Tutors

The Form Tutor is the main point of contact for pastoral care and any queries you have regarding your daughter's progress.



Pupil Welfare Auxiliary

The role of the Pupil Welfare Auxiliary is to manage the Medical Room, update medical plans and communicate to parents/carers when a pupil is unwell.



House System

Heads of House



Mr C Burns

House Captains

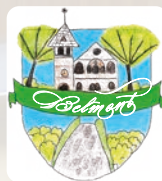


Hannah



Lexi

Houses



Belmont

Events



Mrs S Parks



Ruby



Eve



Stormont



Miss M Lee



Savannah



Nour



Harland



Mrs Z Hewitt



Anna



Alia



Victoria



Mrs G McClintock



Kelsey



Molly-Jane



Titanic



Extended Schools' Activity Programme



Art Club Junior
Art Club Senior
Badminton
Band
Business Studies Club
Chamber Choir
Cook-e-Club
Dance Club
Drone Academy
Duke of Edinburgh
Eco-club
Film Club
Fitness Club
Football Club
Homework Club
Junior Book Club
Lego Club
Netball Club
Paired Reading
Project Lunch Club
Science Club
Singing Club
Soroptimists
SU Junior
SU Senior
The Math Club
Ukuladies

Pupil Leadership

Senior Leadership Team



ICT Prefects



Charity Committee



Librarians



A Partnership with Parents

Communication between home and school

Communication between home and school is very important. The main ways to communicate with school are outlined below;

Reception - Mrs Stevenson is our school receptionist. She is very happy to assist with any general queries.

Form Tutor - the Form Tutor is the first point of contact for parents / carers and supports each pupil in her form class.

Home School Liaison Officer - Mrs McGuigan supports pupils with improving attendance by working directly with parents / carers and school pastoral staff.

School Gateway

The logo for Schoolgateway, featuring the word "Schoolgateway" in white text on a teal rectangular background.

Schoolgateway is the main application that school uses to communicate with parents and carers. The main forms of communication are notifications, e-mails, text messages, absence text messages (for the parent to respond to instead of providing written notes for absence), letters and interim and annual reports.

Parent Pay



Parent Pay is an online payment scheme that allows parents to make payment to school e.g. cashless canteen account, school funds, HE / Art contributions and school trip payments.

School Cloud



School Cloud is the very popular application that is used to schedule, manage and facilitate online parent consultations. The majority of parents prefer the online option; however we still have face-to-face parent consultations in Year 8 and Year 10.

MS Teams

Microsoft Teams is the online platform which is used for online learning. A wide range of learning resources and assessments may be posted on MS Teams.





Admissions Criteria

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE SCHOOL

The Board of Governors delegate, to the Principal, the responsibility of applying the criteria in the selection of Year 8 pupils, such selection to be approved by the Board of Governors.

ADMISSIONS POLICY

ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2026

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 27 January 2026 at 12 noon (GMT) and an application submitted by the closing date of 19 February 2026 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 19 February 2026 and up to 4pm on 24 February 2026 will be treated as a late application.

Where the number of applications for admission to the school exceeds the admission number, the following criteria shall apply in the order set down.

1. A girl who has a sister / *child of the family enrolled at Ashfield Girls' High School at the time of application. **(This information must be indicated on the Transfer Application, noting the name of the sister/*child of the family).**
2. A girl who places Ashfield Girls' High School as first or second preference.
3. A girl who attends one of the school's traditional feeder primary schools. (see table below).
4. A girl whose brother / *child of the family currently attends Ashfield Boys' High School. **(This information must be indicated on the Transfer Application, noting the name of the brother/*child of the family).**
5. A girl who lives closest to the main entrance of the school (Holywood Road), as determined by a straight-line measurement on an Ordnance Survey Map.

* The criterion "child of the family" will be, defined in relation to the parties to a marriage or parties living together in the same household, interpreted in accordance with Annex 2 paragraphs 3-5 of The Procedure for Transfer from Primary to Post-Primary Education: "Child of the family" means a child of both of them, and any other child who has been treated by both of those parties as a "child of their family". The Department of Education has been advised that this definition of a child of the family covers:

- a child born to a married couple or to a couple in a civil partnership;
- a child born to a co-habiting couple;
- a child of either / any of those people by a previous marriage, civil partnership or relationship;
- a child living with a couple / individual who has been treated as a 'child of the family' whether there is a marriage or a civil partnership or not;
- an adopted or fostered child.

Traditional Feeder Primary Schools (alphabetical order)

Braniel Primary School	Harding Memorial Primary School	Rosetta Primary School
Brooklands Primary School	Holywood Primary School	St Joseph's Primary School (Ballyhackamore)
Cregagh Primary School	Knockbreda Primary School	St Patrick's Primary School (Holywood)
Dundonald Primary School	Knocknagoney Primary School	Strandtown Primary School
Elmgrove Primary School	Leadhill Primary School	Strathearn Preparatory
Euston Street Primary School	Lisnasharragh Primary School	Victoria Park Primary School
Forge Integrated Primary School	Nettlefield Primary School	
Gilnahirk Primary School	Orangefield Primary School	

Tie-Breaker

In the event that there is a tie and that more than one applicant resides the same distance from the main entrance of the school (Holywood Road), as determined by a straight-line measurement on an Ordnance Survey Map the following tie breaker will be used (Method B followed by Method A – if required).

Method B - Random Selection of Letters

Applicants will be selected for admission on the basis of the initial letter/s of their surname (as entered on their Birth Certificate) in the order set out below:

O D Z M c L W E C A M a c Q G K I F H M B P N X Y T S J R U V

of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the forenames will be used (to include all letters).



Method A - Age

Applicants who remain tied after Method B, will be selected for admission based on their age (eldest being admitted first) as established by date of birth as entered on their Birth Certificate.

Please note:

- Priority will be given to children resident in Northern Ireland, at the time of application.
- When considering which children should be selected for admission, the Board of Governors will take into account only information which is detailed on or uploaded with the Transfer Application. Parents should ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Application or uploaded with it.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer Application.

Evidence requested;

- Name and date of birth of the sister who attends Ashfield Girls' High School and is a *child of the family (included in application).
- Name of the feeder primary school (included in application).
- Name and date of birth of the brother who attends Ashfield Boys' High School and who is a *child of the family (included in application).
- Two utility bills containing the address of the child applying (uploaded on EA site with application).

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Should a vacancy arise after Saturday 09 May 2026, all applications for admission to Year 8 that were initially refused, new applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2027. The school will contact you if your child gains a place in the school by this process.

Your child's name will be automatically added to the list. Please contact the school if you wish your child's name to be removed from the list.

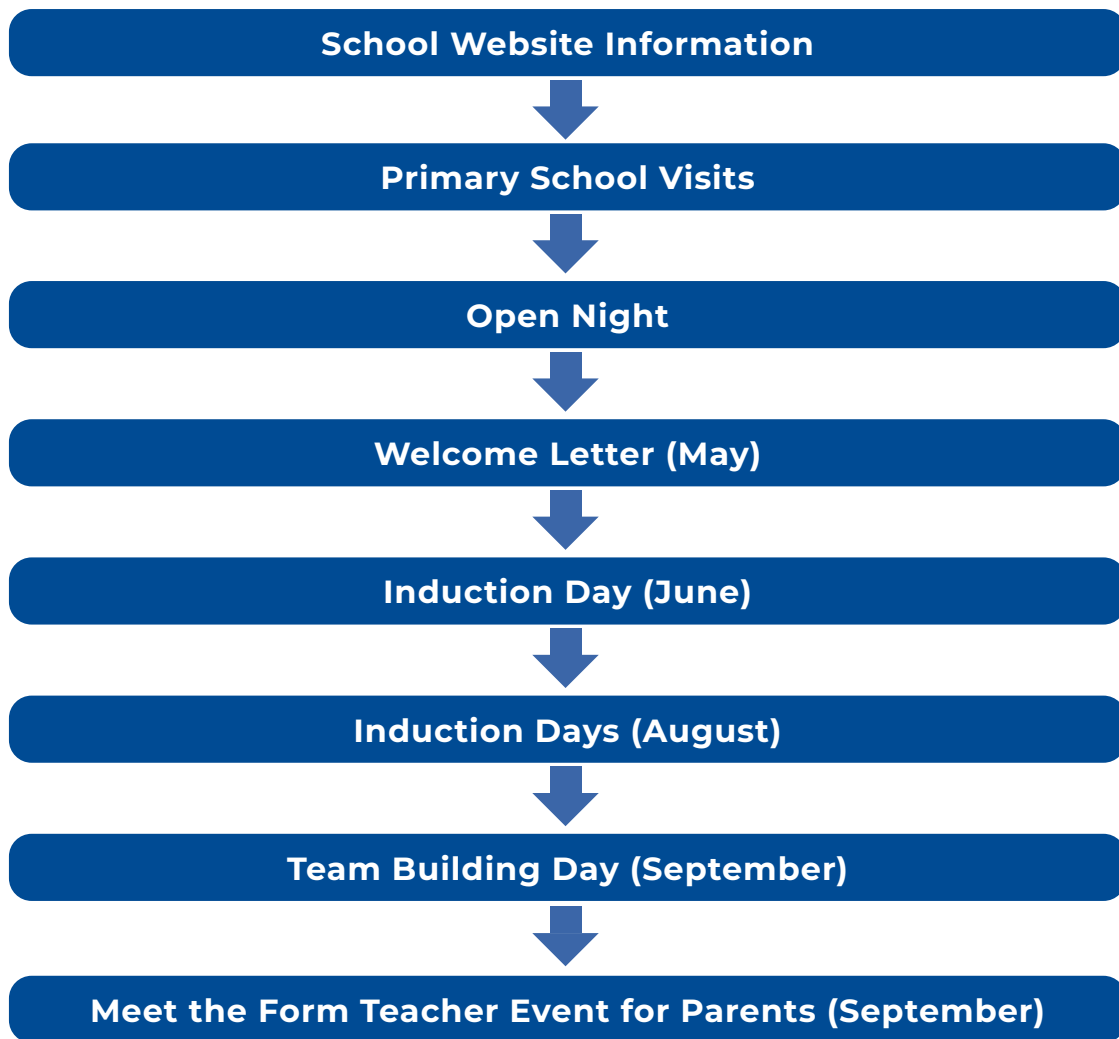
APPLICATIONS AND ADMISSIONS			
Year	Admissions Number	Total Applications ie All Preferences	Total Admissions
2023/24	130	190	134
2024/25	130	162	136
2025/26*	130	169	134

*The Total Admissions for year 2025/2026 includes all Year 8 children admitted to the school including those who have a statement of special educational needs.

ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO FORM 2 (YEAR 9) IN SEPTEMBER 2026

Similar criteria will be used for entry into Year 9 onwards. Please see the school website for details of the criteria and an application form.

Transition Support from Primary 7 to Year 8



Curriculum Support

- Engaging curriculum taught by subject specialists
- High quality teaching
- Additional timetabled time for English and Mathematics
- Individual literacy and numeracy support
- Accelerated Reading and Bedrock Learning Programmes
- Newcomer support
- Study skills programme

Pastoral Support

- Form teacher as a point of contact
- Year 8 canteen, playground and toilet areas
- Early lunch access
- Sixth Form mentor
- Walk and Talk programme
- Celebrating Success Assemblies
- Lunchtime activities
- Support from outside agencies



School Uniform

The Ashfield School Uniform consists of:

- Blazer:** Ashfield blue (woollen cloth) with school badge on pocket.
- Skirt:** Regulation pleated, **below the knee** skirt in mid-blue material as available from official stockists.
- Jumper:** Fine v-neck in dark blue, with school colours in neck-band as supplied by stockists.
- Blouses:** Blue gingham open-necked blouse. Pupils in Years 8-12 must wear the blue gingham blouse. Sixth form pupils wear a white shirt and Sixth Form tie available from school.
- Tie:** Regulation school colours as supplied by stockists.
- Coats:** Plain navy waterproof jacket or anorak suitable for wearing over blazer is acceptable. Plain navy waterproof jacket with school logo is on sale at the school office.
- Scarf:** Regulation fine scarf for Years 8-10.
- Hair:** Hair accessories should be plain blue or black. Hair must be of a **natural colour**. **No extreme styles** are permitted.
- Piercing:** No facial / nose piercings are permitted as this is a health and safety issue.
- Shoes:** Plain black flat-heeled leather school shoes.
- Tights** Plain black tights or navy regulation.
- Socks:** Knee high socks are worn throughout the year.
- Disclaimer:** Please note that the uniform information provided reflect the School's current regulations. However, these are subject to change following consultation and in line with changes required by the Department of Education (Northern Ireland). Any changes to the requirements for uniform items will be effective from September 2027.



C A GOWDY LTD
121 Woodstock Road
Belfast
BT6 8AB
Tel: 028 9045 9052
www.gowdys.net

WARNOCKS LTD
791/793 Lisburn Road
Belfast
BT9 7CX
Tel: 028 9038 1828
www.warnocks.co.uk

SCHOOLDAYS NI
434 Newtownards Road
Belfast
BT4 1HJ
Tel: 028 9543 3725
www.schooldaysltd.co.uk

SCHOOL WEAR
D CRAWFORD
21 Frances Street
Newtownards, BT23 7DW
Tel: 07801 343 505
www.uniformstoreni.co.uk

Uniforms should be obtained from the following official stockists

Community Connections



Trussell Trust Foodbank Appeal

The Charity and Fundraising programme, led by Mrs Donaldson, continues to be a central focus at Ashfield. Each Harvest the whole school comes together to donate food, hygiene and cleaning products to Dundonald Foodbank to support local families in need. This Harvest, we donated a fantastic 197.90 kgs of food items to the foodbank.



Carol Service - St Mark's Dundela

The Chair of the Board of Governors was pleased to be able to hold the Carol Service at St Mark's Church, Dundela. The Music Department along with the Religious Studies Department put together a heart warming programme. The pupil and staff choir was a particular highlight of the event. Canon Steed led the opening welcome and closing prayer and both staff and pupils were thankful for the opportunity to use the magnificent church building.



Cancer Fund for Children – ReadOn

At Ashfield we have built up a number of strong relationships with local charities to support families in Northern Ireland facing adversity. For over 20 years we have been working alongside Cancer Fund for Children through their Junior School ReadOn campaign, encouraging a love of reading through their sponsored read whilst supporting families dealing with children's cancer. We are always delighted to welcome Rebecca into school and this year we had the privilege of being asked to help launch their ReadOn.

School Communication



We are once again delighted to be part of the Sistersin initiative and began this year's programme with an opportunity for our Sixth Form Leadership team to meet their mentors. The Sistersin programme seeks to develop leadership skills in girls, raise aspirations and provide mentorship from women at the highest levels in our local community. This year we are supported by A&P Siemens, Fujitsu, the Departmental Solicitor's Office, the Department of Agriculture, Environment and Rural Affairs, Adamson Rice, Display Note Technologies and Queens University Belfast. Our pupils have been inspired and motivated by both the knowledge and experience shared by their mentors and through gaining opportunities to support the Year 8 students within our own school.



"Each different. Each talented. All valued"

Berlin 2024



FOCUS ON LEARNING

BERLIN
In October, 33 students from this year's GCSE and A Level History classes spent 4 days in Berlin - an unforgettable experience for all those involved. The trip provided a unique opportunity to connect classroom learning with real life history. The students were particularly excited to see iconic landmarks like the Brandenburg Gate, the Reichstag and Checkpoint Charlie, all of which provided insights into key moments in twentieth century history.

One of the standout highlights was the visit to the Olympic Stadium and learning about the 1936 Olympics and its significance in Nazi propaganda. The students also enjoyed exploring modern Berlin, shopping at Alexanderplatz and the Mall of Berlin. The students also enjoyed numerous coffee stops, where they could relax and recharge, for the most of Berlin's café culture. For everyone involved, the trip was a brilliant opportunity to walk through history and experience the sights, sounds and stories of Berlin. As Vera Lynn said, "we should always remember. We should never forget".



London 2024



On 15th October, Year 11/12 students embarked on an unforgettable trip to London, a city rich in history, culture, and education. Over four days, students explored some of the UK's most iconic landmarks, learned about history, and even stepped into the magical world of Harry Potter!

Many of the landmarks visited with the House of Westminster, home to Parliament. Students were given a guided tour of the grand buildings and where important decisions are made, including the House of Commons and the House of Lords. The tour gave students a fascinating insight into the British government operations and the history behind each room. The group also had an opportunity to visit Westminster Abbey, one of the most famous religious buildings in the world. The Abbey's stunning architecture and centuries of history left students in awe. One of the student highlights was the magic and adventure of Warner Bros. Studio Tour: The Making of Harry Potter. Students had the chance to walk through the magical sets and see the Harry Potter films. From the iconic Great Hall to Diagon Alley, the magic truly brought the world of wizardry to life.

Many days of touring, the students were treated to an evening at the theatre, watching the fantastic performance of Mrs. Doubtfire in the West End. The students also had the chance to see the musical, which was a hit with students, who enjoyed the story, catchy tunes, and impressive performances.

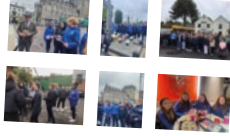
Against the trip, students exhibited fantastic teamwork, enthusiasm, and energy. Whether it was learning about British history at Westminster Abbey or watching the magic of Harry Potter, they embraced every part of the experience with excitement and interest.

Trips



FOCUS ON LEARNING

ENTWINED FUTURES



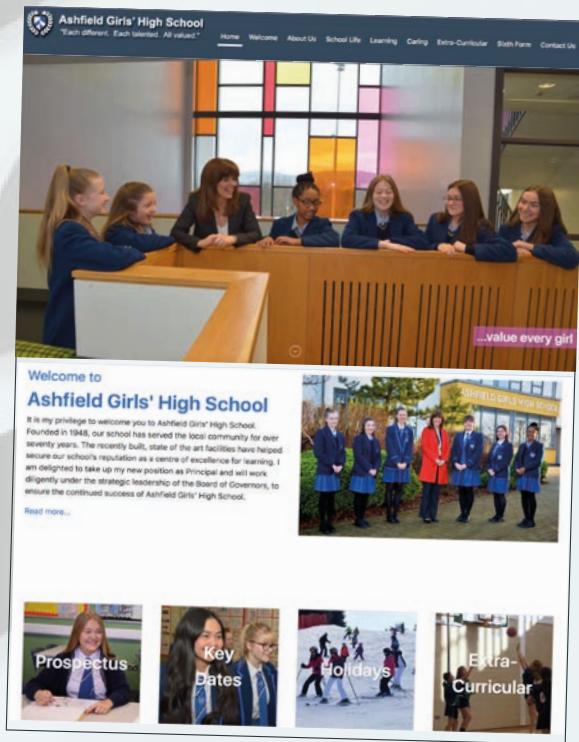
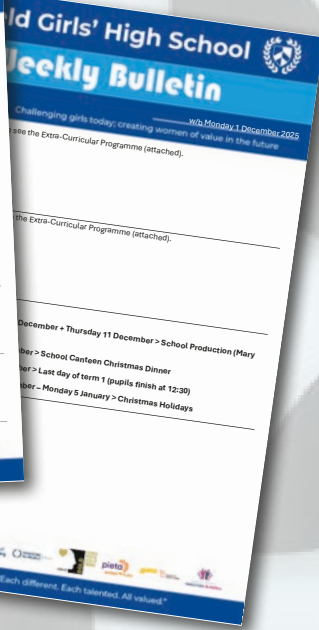
MAGILLIAN



GCSE and A Level Geography students had a wonderful day completing their river study field work along the Curly Burn river in Limavady. As part of the fieldwork the groups had to measure river depth, width, velocity and sediment composition. Exact mensuration skills were drawn upon to hold a river cross section profile, to assist with controlled assessment preparation.

Parents weekly Bulletin

Check out our website
www.ashfieldgirls.org



Follow us on Twitter, Instagram, TikTok and facebook
[@ashfield_girls](https://www.instagram.com/ashfield_girls)





Transport to School

Pupils can use Translink's 'mLink' app, which can be downloaded to any smart phone, to find a variety of ticketing options which can be stored on the phone and presented to the driver whilst boarding. Tickets can be purchased on board or at any ticket vending machine along the Glider routes. A Translink weekly ticket costs £7.50 and there are no limits on the number of journeys it can be used for throughout the week, it can also be used at weekends.

Translink School Service

Morning service to school (Monday – Friday)

- 8.16am school service from Hollywood Arches to Ashfield Girls' High School
- 8.31am school service from Hollywood Arches to Ashfield Girls' High School

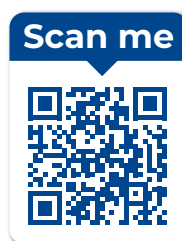
Afternoon service from school (Monday to Thursday)

- 3.30pm school service from Ashfield Girls' High School to the Hollywood Arches

Afternoon service from school (Friday)

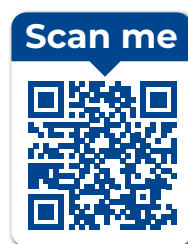
- 1.30pm school service from Ashfield Girls' High School to the Hollywood Arches

The normal public bus service can be accessed by pupils and details of routes and times can be found on the Translink website.



School Policies

Our policies can be found on the school website and are regularly updated in line with new legislation, guidance and good practice.



School Development Plan (2023- 2026)

Key Priorities



Priority 5 – Self-evaluation and Action Planning

- Embed the new self-evaluation and action planning processes
- Prepare for the new ETI Self-evaluation Framework

Priority 4 – Wellbeing

- Obtain the Investors in Pupils Award
- Obtain the Investors in People Award (Silver)

Priority 3 – Leading Learning (Effective Use of Assessment Data)

- Use PTE /PTM data to impact learning and outcomes
- Use PASS data to impact learning and outcomes

Priority 3 – Leading Learning (Teaching and Learning)

- Expand Curriculum Provision at Key Stage 4/5
- Embed the Teaching, Learning and Assessment Cycle
- Finalise the Key Stage 3 Curriculum Review
- Embed Target Setting in KS3
- CEIAG Review (Careers)

Priority 3 – Leading Learning (Remove Barriers to Learning)

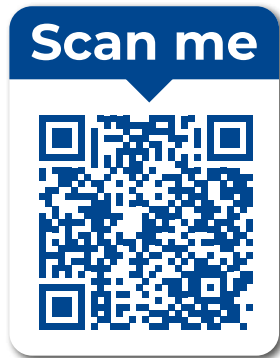
- Improve Attendance
- Embed Individual Literacy and Numeracy Support
- Embed the Study Skills Programme
- Embed the new SEND legislation
- Pupil Wellbeing

Priority 2 – Effective Teacher Professional Learning

- Embed the Teacher Professional Learning Policy
- Embed the key priorities identified by the School Improvement Teams
- Build leadership capacity through professional coaching

Priority 1 – A Sustainable School Connected to its Community

- Manage the resulting growth from the approved Development Proposal to expand enrolment from 660 to 790 pupils.
- Expand on the @HOME events for parents / carers
- Develop cross phase literacy and numeracy programmes to enhance transition



Online
Prospectus

Challenging girls today; creating women of value in the future

www.ashfieldgirls.org

CONTACT US

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