

# Belfast Boys' Model School and Belfast Model School for Girls Full Service Extended Schools

## Annual Report 2020/21



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## Principals' Review of Progress 2020/21

The Full Service Extended Schools (FSES) programme allows both the Belfast Boys' Model School (BBMS) and Belfast Model School for Girls (BMSG) to provide needs led support to students and their families, many of whom come from some of the most deprived areas of the region. The additional resources have ensured that there is early identification of need, as well as tailored, effective and timely support for those most at risk of underachievement, as a result of barriers to learning. For both schools, FSES provision has galvanised the work done to strengthen partnerships with parents and the wider community and assisted both schools in maintaining accessibility to additional supports and allowing both to be champions for the community they serve.

2021 continued to present challenges to schools and communities in Northern Ireland on a scale previously unimaginable. Unfortunately, the school closure and the subsequent ongoing disruption to school life since August 2020 has further 'disadvantaged the already disadvantaged', accelerating inequality.

Those young people most at risk of underachievement find themselves facing particular difficulties with remote learning, social isolation and inaccessibility of much needed sources of support.

Staff in both schools worked tirelessly in providing remote learning and pastoral care and support throughout the lockdown and period of school closures. Pastoral and academic staff, including the FSES team in both schools, maintained links with vulnerable students and their families.

Existing FSES networks with parents, community organisations and specialist counselling services meant that support was readily accessible and signposting undertaken with immediate effect.

During periods of schools being open; Covid restrictions and protections greatly challenged the FSES teams. However, they were agile and remained responsive to the needs of the students.

On return to school, FSES support has been deployed in assisting young people to engage with learning, to support those continuing to isolate and to begin to address the many mental health challenges emerging as a result of the impact of the pandemic.

As leaders, we are hugely grateful for access to the much needed support, available to us as part of the Full Service Extended School programme of funding.

Both schools are committed to providing the best for our young people, ensuring they are supported to achieve academically, while also being able to navigate the social and emotional challenges of these unprecedented times.

*Mary Montgomery*  
*Principal, Belfast Boys' Model School*

*Paula Stuart*  
*Principal, Belfast Model School for Girls*

## Introduction

The Full Service Extended Schools (FSES) programme, which has been operating within the Belfast Boys' Model School (BBMS) and Belfast Model School for Girls (BMSG) in North Belfast since 2006, fulfils the key priorities of the Department of Education (DE), namely tackling disadvantage by addressing barriers to learning, putting young people's emotional wellbeing at the centre of education and transforming communities (Education and Training Inspectorate Evaluation Report 2013 p6).

The programme is currently funded at £385k per annum, with each school receiving an equal share (i.e. £192.5k) in 2020/21 to put in place a range of additional support measures for those young people facing challenges to educational achievement, working with parents, families and the wider community to ensure that each can reach their full potential.

This is a joint FSES report for the two schools which identifies **targets** set, **actions** taken and **outcomes** which have been achieved during 2020/21. The programmes delivered and the support given to students in each school is needs led and recognises the differences in gender. It is worth noting that the five pillars on which Full Service provision is based (Student Engagement, Parental Engagement, Community Engagement, Health and Well Being and Transition) are identified throughout this report as they are integral parts of all programmes offered.

## Context

According to the latest Northern Ireland Multiple Deprivation Measure (NIMDM) Statistics, five of the Super Output Areas (Woodvale 1, 2 and 3 and Shankill 1 and 2) with the highest number of students attending the Model schools, are ranked amongst the twelve most deprived SOAs in the country (using the Education Domain). In addition, the same five SOAs are ranked among the 56 areas (top 6%) with the greatest health deprivation (**Northern Ireland Statistics & Research Agency, NIMDM 2017**).

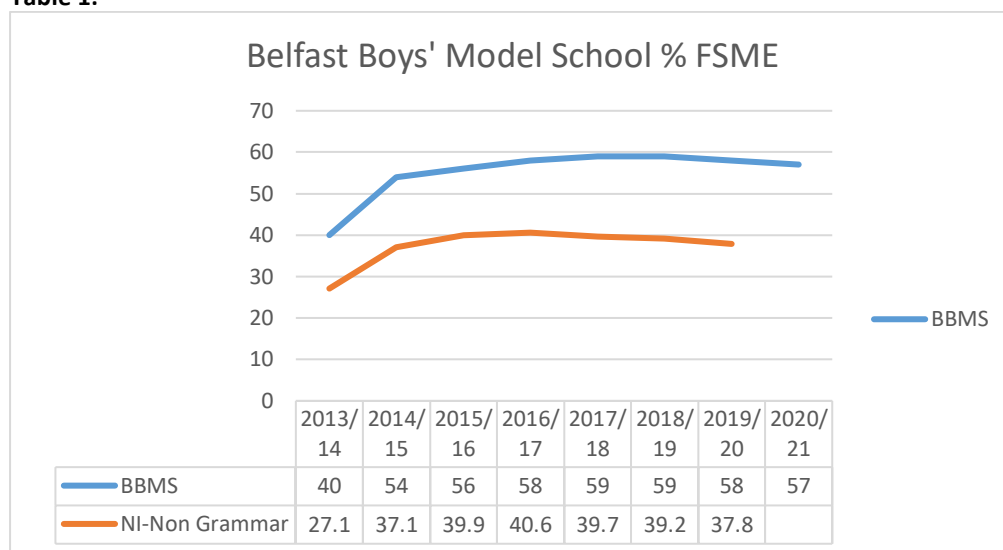
North Belfast has also suffered disproportionately during the years of violence in Northern Ireland. Over 34% of all deaths during the 'troubles' occurred in North and West Belfast (**wesleyjohnston.com**). This has left a legacy of trauma and cross-generational mental health issues, resulting in high levels of substance misuse. This has also resulted in North and West Belfast accounting for 20% of all suicides in 2015 and 2016 in Northern Ireland (**UK National Statistics Agency**).

The rise in Free School Meal Entitlement (FSME) data since the implementation of Full Service Schools in 2006 also shows the growing economic needs of the students, and their families, attending both schools. The percentage of students entitled to FSM in both Model schools is outlined in Table 1 (page 5). This shows that relative disadvantage of students, as measured by FSME, is significantly higher (20%+) than the average across all non-grammar schools in NI.

The recent Covid-19 pandemic has contributed significantly to barriers to learning amongst the students in both schools. A survey carried out by BBMS at the beginning of the 2020/21 academic year found that 21% of students did not have access to ICT provision, making remote learning difficult for many students. In BMSG 300+ devices were loaned out to students to support remote learning. The academic year 2020-21 was significantly disrupted by Covid-19. As well as the three-month lockdown, there was also significant disruption throughout the year due to students being ill with Covid or having to self-isolate due to having been deemed a close contact. Both factors had a serious impact on student attendance throughout the year.

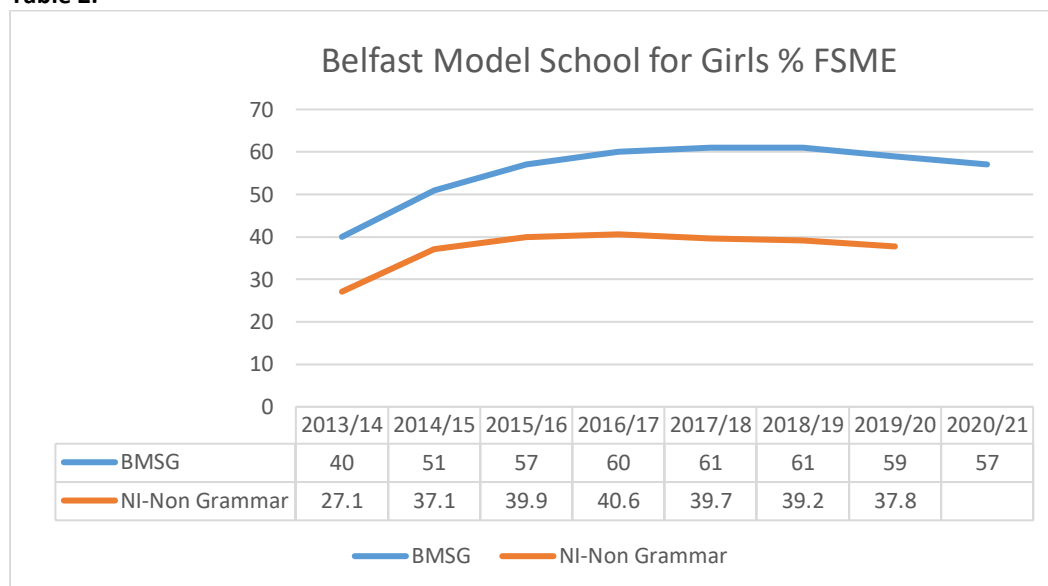
### Free School Meal Entitlement

**Table 1:**



Source: Annual School Census Returns.

**Table 2:**



Source: Annual School Census Returns.

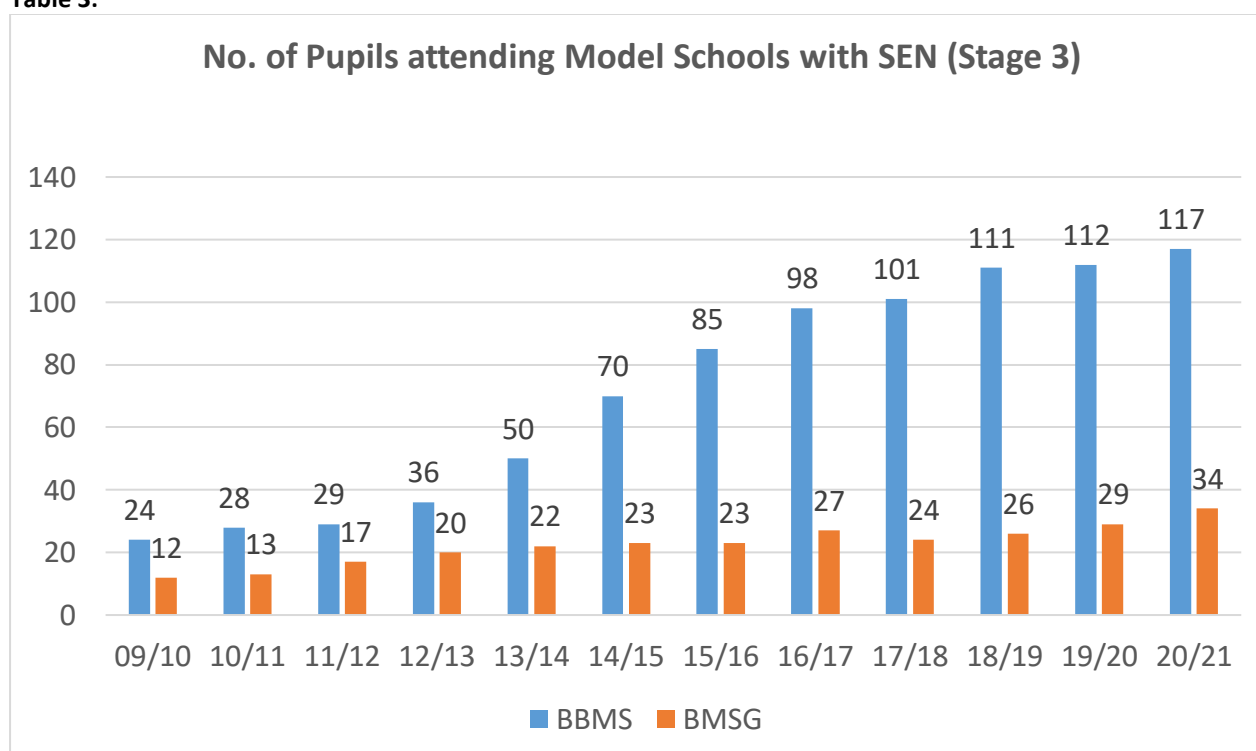
## Special Educational Needs

Both schools have seen a rise in the number of students with Special Educational Needs (SEN) over the past few years. Many of these students have complex learning and social needs.

FSES provision has allowed students to benefit from lunchtime and after school activities and the access to behavioural support within each school.

Table 3 below show the number of students at SEN Stage 3 in both.

**Table 3:**

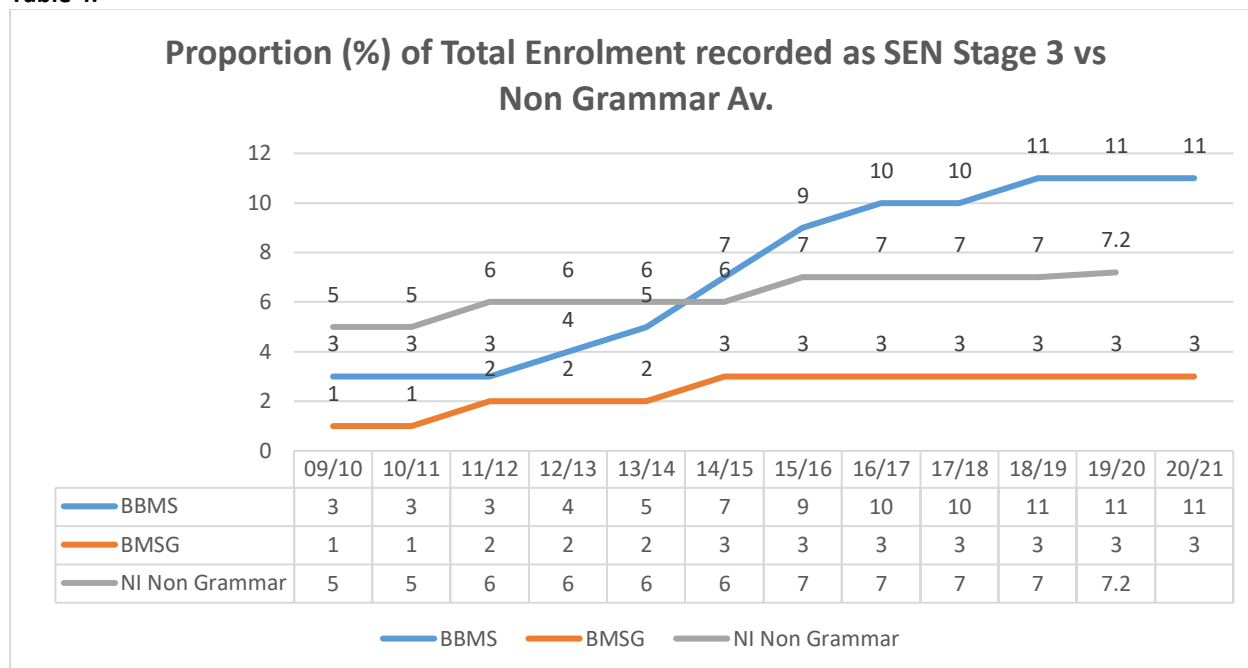


Source: School Census Data

The above table also highlights a marked difference in the number of boys at Stage 3 on the SEN register in comparison to the number of girls at the same stage. There is some evidence to suggest that additional needs in girls is found to become more apparent as they mature, whereas in boys the needs are displayed earlier in life. Boys also tend to display SEN through their extrovert behaviours, leading to earlier diagnosis. Hence, boys often receive Stage 3 support at an earlier point in their educational journey.

Table 4 shows the disproportionately high percentage of Stage 3 students in BBMS, against NI Non-Grammar average

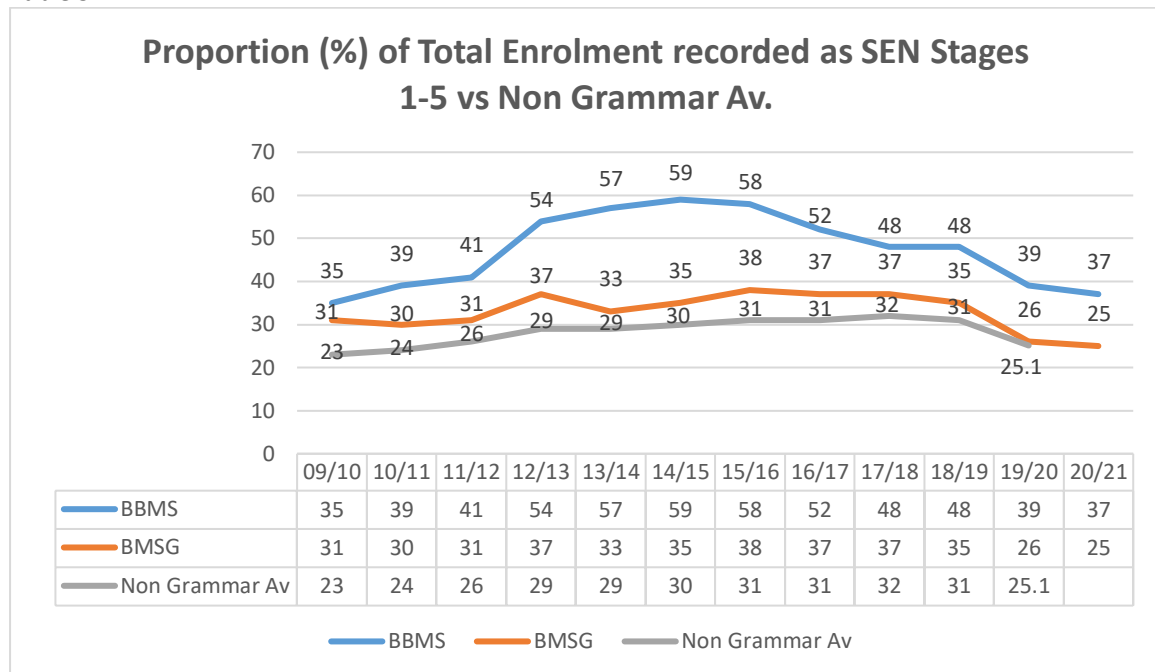
**Table 4:**



Source: School Census Data

Table 5 shows the percentage of students on the SEN register Stage 1 - 3 in both schools compared with NI Non-Grammar average.

**Table 5:**



Source: School Census Data

This, together with FSME data, demonstrates the extent of social and emotional need which exists within the schools. In addition, there are many young people who come from 'working poor' families or who have complex undiagnosed SEN or other needs resulting from their Adverse Childhood Experiences.



## Attendance

One of the key challenges for any school, especially for those operating in socially disadvantaged areas, is to ensure good student attendance. Attendance levels can also be used to indicate the quality of school provision and effectiveness of the engagement activities and the support being offered.

### **Target**

Overall school attendance will be above 91% in both schools in 2020/21.  
BMSG target for 20/21 was 93%.

### **Actions**

#### **Attendance Officer**

In BBMS the Attendance Officer works with Key Stages 3, 4 and 5 students to promote good attendance and punctuality across the school. In addition, students are referred by the Head of Year/counsellor to the FSES Attendance Officer when their attendance falls below 90%.

In BMSG the Attendance Officer ensures that attendance records are accurate, that parents receive early notification of their child's absence from school and that attendance traffic lights are disseminated to Form tutors, Leaders of Learning Year Group and senior staff at the end of each month. Students whose attendance is below 85% is referred to the Education Welfare Service.

Both schools, as part of core school business, employ a plethora of strategies to address poor student attendance and to promote greater awareness of the need to maintain excellent attendance in school.

Poor attendance may occur for many reasons, e.g. ongoing medical issues, family break up, poor relationships in school with peers and/or staff, inability to complete work, low self-esteem, poor mental health. Students and parents are supported to remove the barriers that are preventing good attendance at school. Both schools use Sims data to monitor attendance.

In BMSG, specific cohorts are identified through the traffic light system, which is based on the attendance data from SIMS, to better target intervention and support, and to highlight and promote excellent attendance. Often, students with attendance issues will be referred to additional services, for example to work with the Student Support Team (BBMS only) to remove these barriers, or signposted to specialist support services to integrate the young person back into school. Depending on the need, parents will work with the Parenting Worker in BBMS or be referred to community or statutory agencies through BMSG. A multidisciplinary approach is used to ensure the young person and family receive the correct support.

#### **Attendance Incentives**

Both schools have invested in attendance rewards and celebrations to encourage good attendance. In BMSG, targeted data-based intervention with particular classes, student clusters, has also taken place to ensure students are maximising their potential.

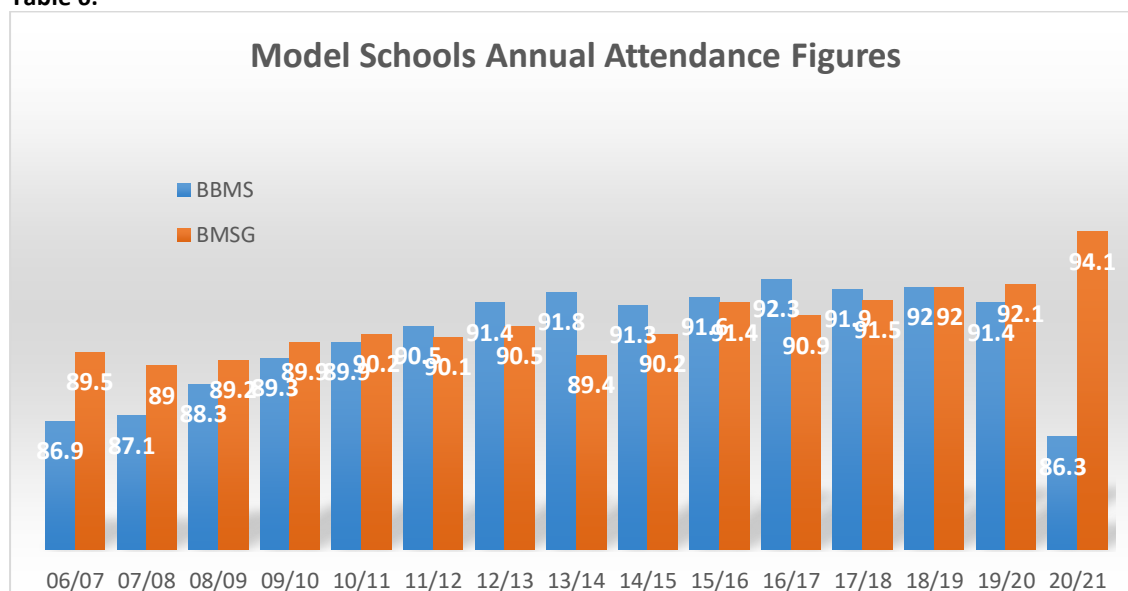
## Outcomes

Whole school attendance in both schools for 20/21 was 86.3% for BBMS and 94.1% for BMSG. The fall in attendance at BBMS, while disappointing, reflects the change in how student attendance was recorded over the 3-month period of Remote Learning. Student engagement with Remote Learning, whether actively involved in online lessons or by returning work packs was the factor in students being marked present. On average 80% of students at BBMS engaged in Remote Learning every week. In addition, there was an average of over 100 students attending school under the key worker or vulnerable student criteria. In BMSG 182 students attended school during the period of remote learning under the key worker or vulnerable student criteria.

Overall school population attendance figures in each year since the beginning of the FSES programme in 2006/07 is set out in Table 6 with a comparison against all NI non-grammar schools following at Table 7.

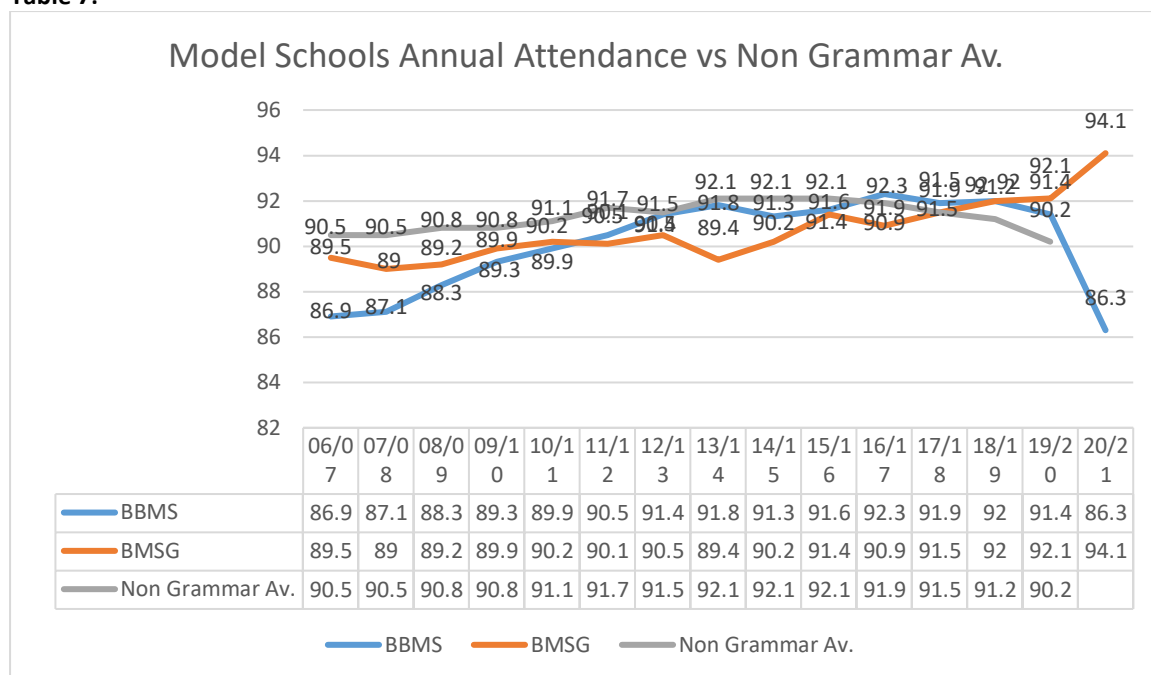
There has been consistent improvement in whole school attendance in both the schools since 2006.

Table 6:



Source: Annual School Census Data. Note that figures include Y8-14 and therefore differs from official DE published statistics (2006/07 to 2017/18) which refer only to compulsory school age i.e. Y8-12.

**Table 7:**



Source: Annual School Census Data. Note that figures include Y8-14 and therefore differs from official DE published statistics (2006/07 – 2017/18) which refer only to compulsory school age i.e. Y8-12. Official attendance statistics have not been published by DE for the years 2018/19 to 2020-21; the Non Grammar average (whole school) attendance figures for those two years 18/19 and 19/20 in the above table have been derived from Tackling Educational Disadvantage Team data from monthly data drops from schools.

In BMSG, statistics for persistent absence also show significant improvement:

Year	% Persistent absence
2017-18	18.9
2018-19	13.0
2019-20	11.7
2020-21	5.7

## Transition

### Targets

**To facilitate the ease of movement from primary to post primary education**

**To enable the sharing of good practice between primary and post primary staff**

### Actions

#### **Transition teachers**

Transition teachers have been employed through the FSES programme across both schools. Their role is to ease the movement from primary to post primary school. An audit of need was completed with the primary schools and from this, programmes were devised and delivered. This gave welcome support to partner primary schools and enabled the Model Schools to identify the learning and emotional needs of the young people at an earlier stage.

The transition teachers have worked across 26 partner primary schools, in addition to teaching Year 8 students. This has resulted in continued improved attendance in Year 8 since the introduction of the FSES programme. In 2021-22, Primary schools have returned to attending BBMS Transition lessons in Home Economics, Media Studies and Music.

In BMSG transition support is extended across Key Stage 3 for the students who are in need of additional transitional support. Specialist transition teachers teach in both Year 8 and Year 9. Nurturing groups were established to ease the transition for the most vulnerable students for whom the transfer process would be the most psychologically damaging. This is a hybrid Primary to Post Primary model. The table below shows the number of students who benefit from these arrangements and the percentage of their timetable which is spent within a nurturing environment in BMSG.

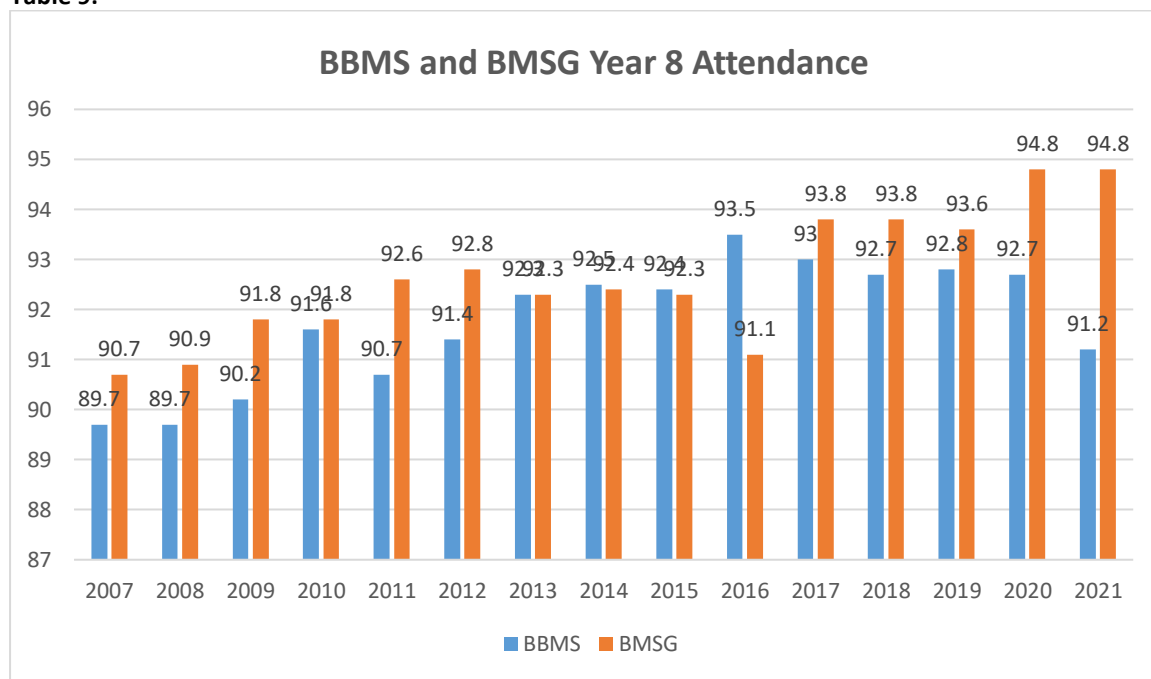
**Table 8: BMSG**

2016 - 2017			2017 - 2018			2018 - 2019			2019-2020			2020-2021		
	Students	% time		Students	% time		Students	% time		Students	% time		Students	% time
Yr 8	13	65%	Yr 8	16	57%	Yr 8	16	53%	Yr 8	18	54%	Yr 8	16	53%
			Yr 9	13	41%	Yr 9	16	45%	Yr 9	16	48%	Yr 9	17	41%
						Yr10	13	38%	Yr10	16	33%	Yr 10	15	41%

Source: Schools Own Data

## Year 8 Attendance Outcomes

**Table 9:**



Source: Schools Own Data.

Year 8 attendance has steadily improved in both schools over the time of the FSES programme. This reflects the work done on transition by the FSES team and the schools. Year 8 students have many positive and welcoming experiences of both Model schools through contacts with primary schools and the Greater Shankill Partnership Transition Programme.

This programme was able to run for five days in August 2021. There were a total of 80 students who attended the programme, 62 of whom were girls. Incoming Year 8 students were able to participate in teambuilding exercises, make a visit to each of the Model schools, go on a fun activity day to BAC and meet key pastoral staff from both schools.

## Attainment

### Student Engagement Support Strategies

#### Targets

**To develop a 'readiness to learn' with those engaging in support strategies in 2020-21 in both schools**

**At least 60% of Year 12 students will attend Easter Revision in BBMS in 2020-21.** It is anticipated that 95%+ of Year 12 students in BMSG will attend Easter School in March 2021. *Postscript - Easter schools were unable to take place in both schools at Easter 2021, due to the Covid19 pandemic.*

**Percentage of students achieving 5 GCSES at A\* - C and percentage achieving that benchmark including Maths and English will increase**

#### Actions

A range of support for students is employed in both schools to reduce student barriers to learning. This support ranges from counselling, individual mentoring through to extra, after school tuition. Some key examples of provision are highlighted below.

#### **Student Support Team – (Student Hub) BBMS**

Two members of staff are employed in the Student Support Team. Students are referred by their Head of Year or parents due to difficulties in school or in the local community. Work with the young people focuses on self-worth, organisational skills and medium and long-term target setting. A key element of this work is to try and re-engage young people who are showing signs of dis-engagement with education. This is done through community and school based projects. In addition, lunchtime activities take place in the Hub and a Connect Club, for students with social anxiety or ASD, runs in the library.

#### **Personal Development Mentor**

A personal development mentor is employed in BMSG. Her role is to mentor the young person with particular reference to emotional and behavioural issues, to liaise with FSES support services, link with parents and to track progress in relation to attendance and attainment.

During the Year 2020-21, the Personal Development Mentor worked 18.5 hours per week and offered mentoring service and intervention support to 62 students throughout the year.

#### **Student Support Hub – BMSG**

The Student Hub in BMSG continues to provide a valuable support to both students and staff. Students are aware this is where they can receive support for health, personal and

emotional issues. The student presents to their Year Leader and a referral is made to the Hub for support. Community counsellors from Streetbeat and Family Works, school mentors and other support services to include Integrated Services, TAMHI, Alternatives, Barnardos, DAISY and Youth Justice, have been centralised in the Hub and all co-ordination and recording is done here. Regular feedback is given to the Pastoral Team. The FSES co-ordinator leads this area as part of their role.

### **Counselling Services**

Additional counselling is employed in both schools. One to one appointments are established and issues identified included – self-harm, suicidal thoughts, domestic violence, self-esteem, gender issues. Strategies for resilience were developed with these young people. FSES also works in partnership with counselling services in the local community – Family Works, Streetbeat and Extern - to meet the needs of the young people and their families. This enables the counselling service to be fast-tracked, to avoid waiting lists. During the Year 2020-21, counselling services were provided to 119 students in BMSG, with students support available on site 5 days per week. Counselling continued remotely during the period of school closure from January-April 2021. Streetbeat and Family Works offered remote counselling services for students and their families.

BBMS has counselling provision in school five days per week. Community counselling groups Streetbeat and Achieve NI work across all year groups on a needs led basis. In 2020/21, 133 students received counselling in BBMS for a variety of different issues. Counselling continued remotely during the period of school closure from January-April 2021. Achieve NI counsellors also worked with several students and their families in their offices in the local community. Achieve NI operated a telephone Counselling Service for students and their families over the period of school closures in 2021.

### **Student Activities**

BBMS has invested in playground equipment and resources for different areas of the school due to students having to be in “bubbles”. This has enabled all students to engage in sporting or fun activities at lunchtimes.

### **Easter revision classes**

Easter revision classes were unable to run in 2021 due to the Covid 19 pandemic. These classes are usually held over 2 days in BBMS and BMSG. Students receive intensive study support and have the opportunity to avail of small group teaching.

## GMS Nightclub

GMS Nightclub was held 3 days per week specifically for Year 12 students to encourage private study in a quiet environment, support was available from specialist staff, if required and transport home was provided. Due to the Covid 19 pandemic, only one cycle of the GMS Nightclub was able to run

**Table 10:**

GMS NIGHTCLUB CYCLE 1 ATTENDANCE	
Number of students attending 1 or more GMS Nightclub session	25
Number of students attending 2 or more GMS Nightclub session	14
Number of students attending 3 or more GMS Nightclub session	6

**Source: Schools own data (BMSG).**

Cycle 1: Time period –April-May 2021

## Outcomes

There has been a pleasing improvement in overall GCSE performance in BBMS since last year – in terms of those achieving 5 GCSEs A\*-C, and then 5 GCSEs A\*-C including English and Maths, BBMS saw a rise of 6.4% and 4.3% on the previous year to 90% and 59% respectively, and is significantly above the average performance of boys attending similar schools (see Tables 10+12).

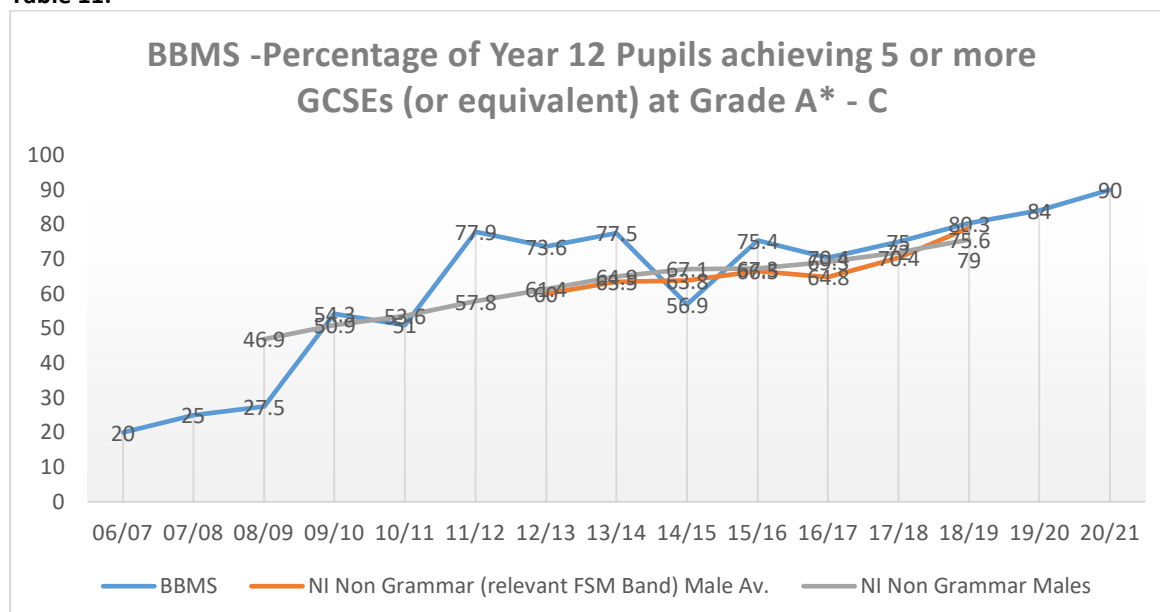
BMSG saw a notable rise of 11.1% on the previous year to 88% of students achieving 5A\*-C in 2020/1. There was an increase in 5 A\*-C including English and Maths of 7.7% to 59%

Longer term trends in GCSE performance for both schools are set out in the next six tables (11-16).

It is important to note that public examinations were not held in 2021 due to the Covid-19 pandemic. The GCSE and A level performance data reflected within this report for both schools has been based on Centre Determined Grades (CDG).

## BBMS 5+ GCSEs (A\*-C) inc equivalents - 2006/07 to 2019/20

Table 11:

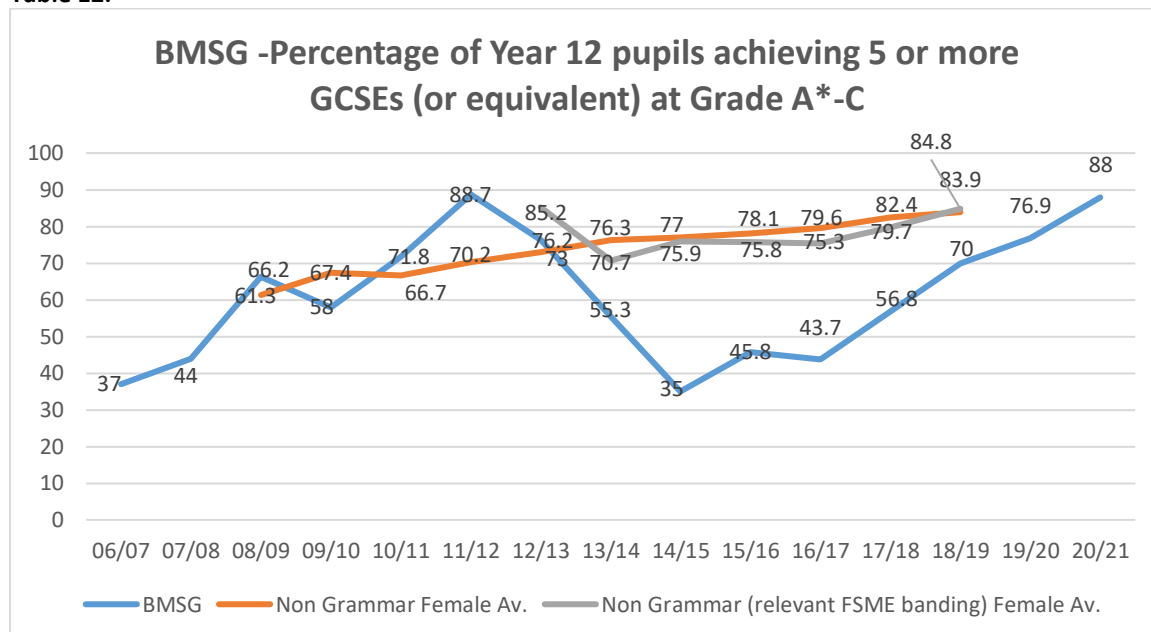


Source: Summary of Annual Examination Results (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSME banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

The data above in Table 10 provides evidence of significant improvement (33% rise) in BBMS students achieving 5 GCSEs A\*-C since a drop in 2014/15 and 70% overall since the beginning of the FSES programme in 2006/07. It also shows that the school has consistently performed above the average for NI Non Grammar Males and relevant NI Non Grammar FSME Banding Male Av. achieving the same benchmark for 7 out of the last 8 years.

## BMSG 5+ GCSEs (A\*-C) inc equivalents - 2006/07 to 2020/2021

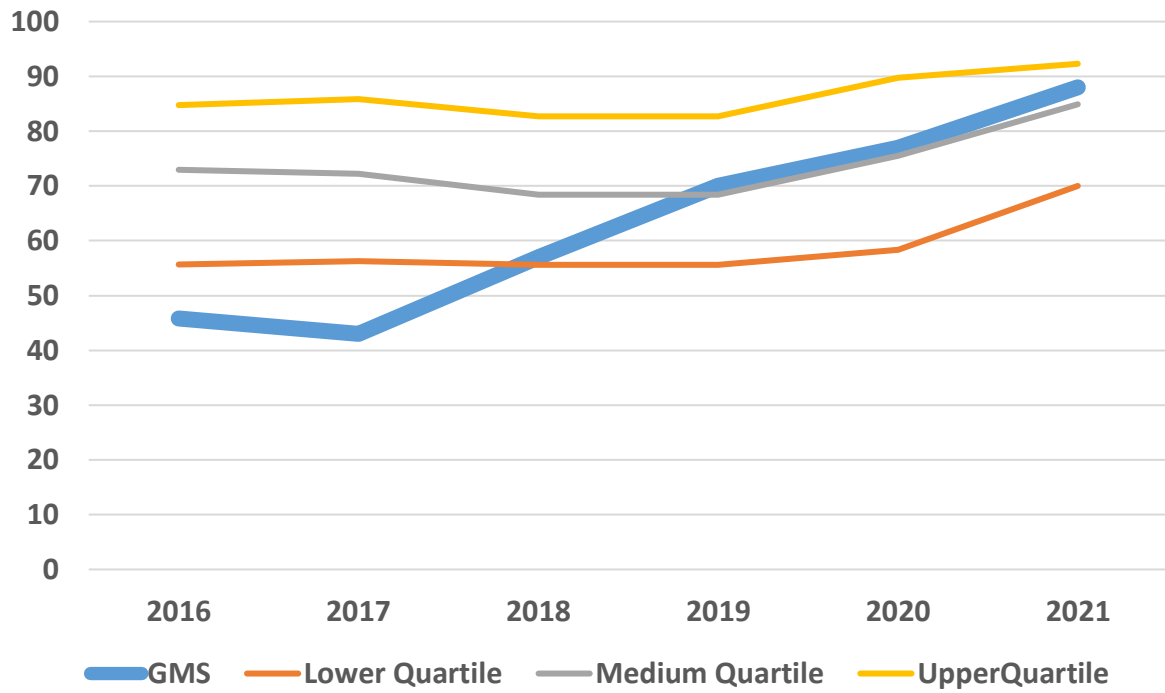
Table 12:



Source: Summary of Annual Examination Results (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Females as well as this cohort attending schools in the same FSME banding as BMSG (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).



## Benchmarking Non Grammar Schools by FSM Quartiles BMSG 5 A\* - C GCSE 2016-2021

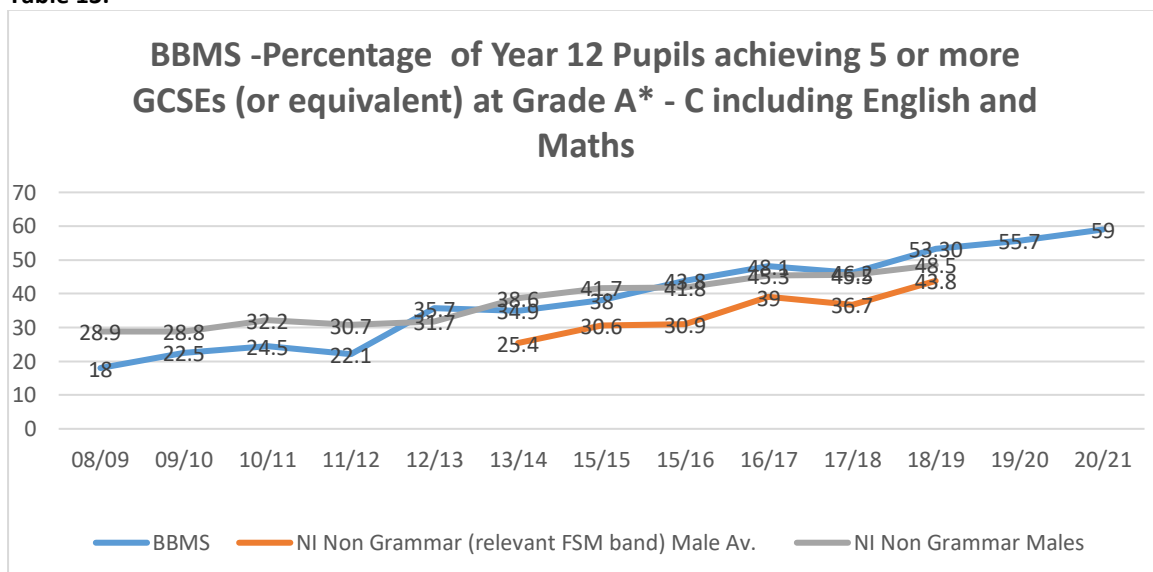


Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020

The data above in Table 11 shows that GCSE performance (5 A\*-C Measure) has improved significantly for BMSG over the last 7 years (53%) since a low point of 35% in 2014/15 and 51% throughout the lifetime of the FSES programme in 2006, including a notable 32% rise in the last 3 years alone. BMSG has undergone a period of change in the last 5 years including two changes in Principal.

### BBMS 5+ GCSEs (A\*-C) inc equivalents inc English and maths – 2008/09 to 2019/20

Table 13:

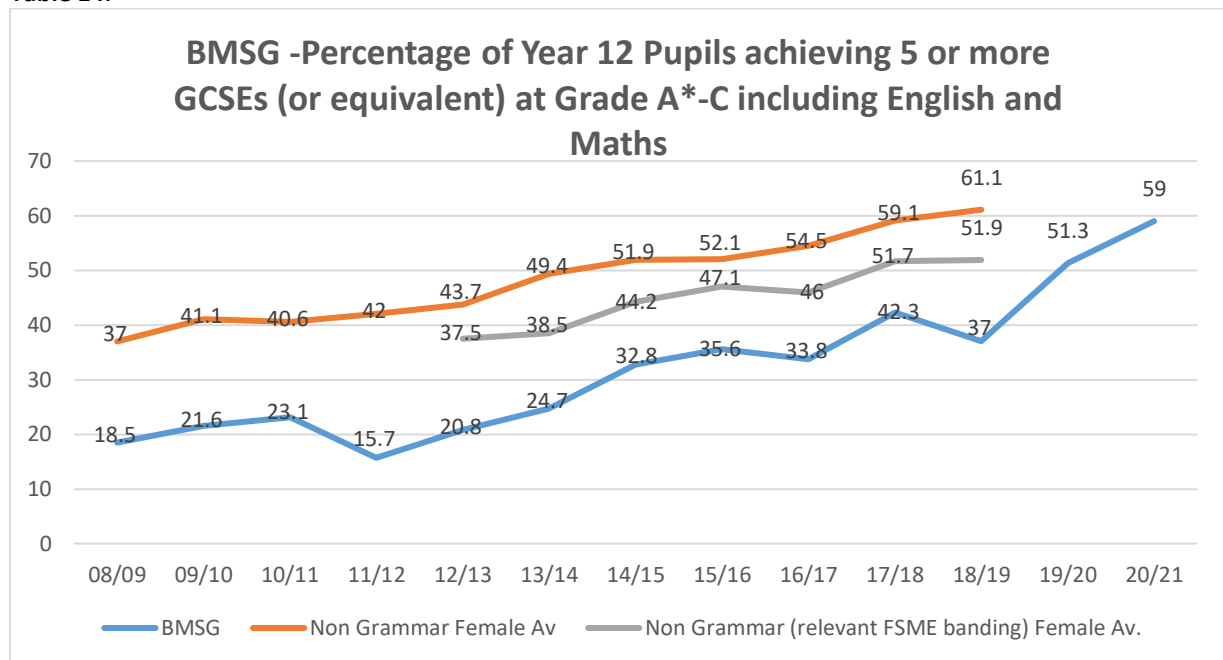


Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSM banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

The results above in Table 13 show a sustained improvement in GCSE results (including Maths and English) since the beginning of the FSES programme. These results are broadly above the results for comparable schools.

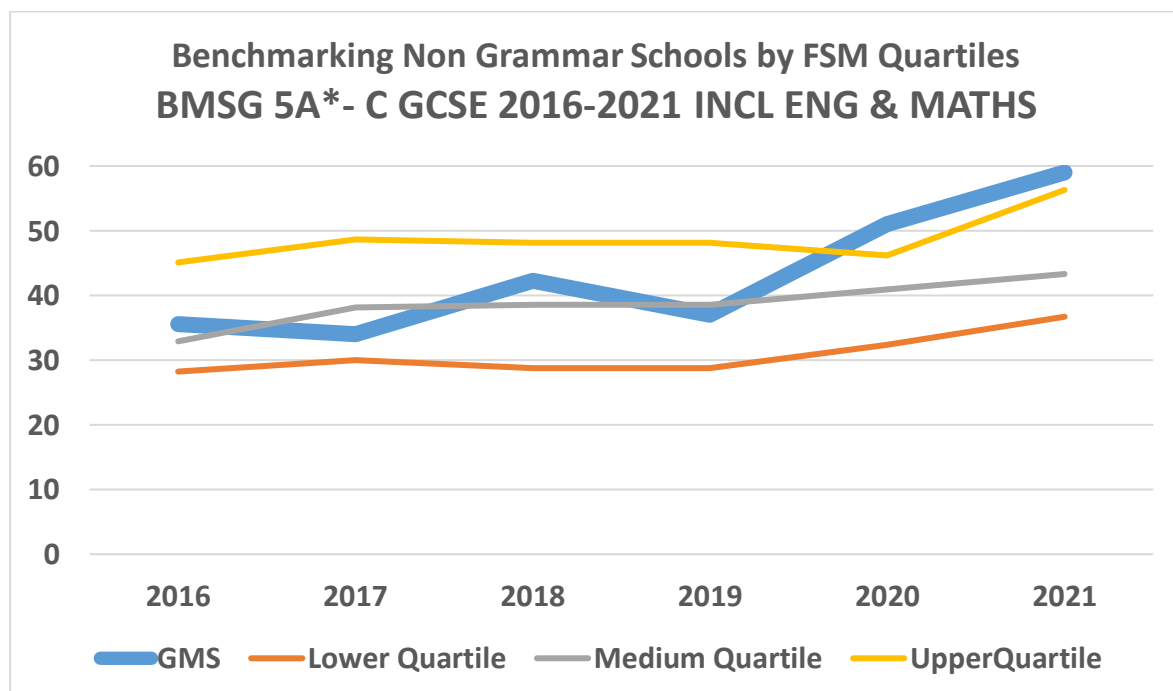
**BMSG 5+ GCSEs (A\*-C) inc equivalents inc English and Maths - 2008/09 to 2020/21**

**Table 14:**



Source: School Annual Examination Returns (SAER) up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Females as well as this cohort attending schools in the same FSME banding as BMSG (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

As reflected in Table 14, there has been an overall upward trend in BMSG from 2008/09 in students achieving 5 A\*-C inc. English and Maths (improvement of 40.5% during that time).



Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020

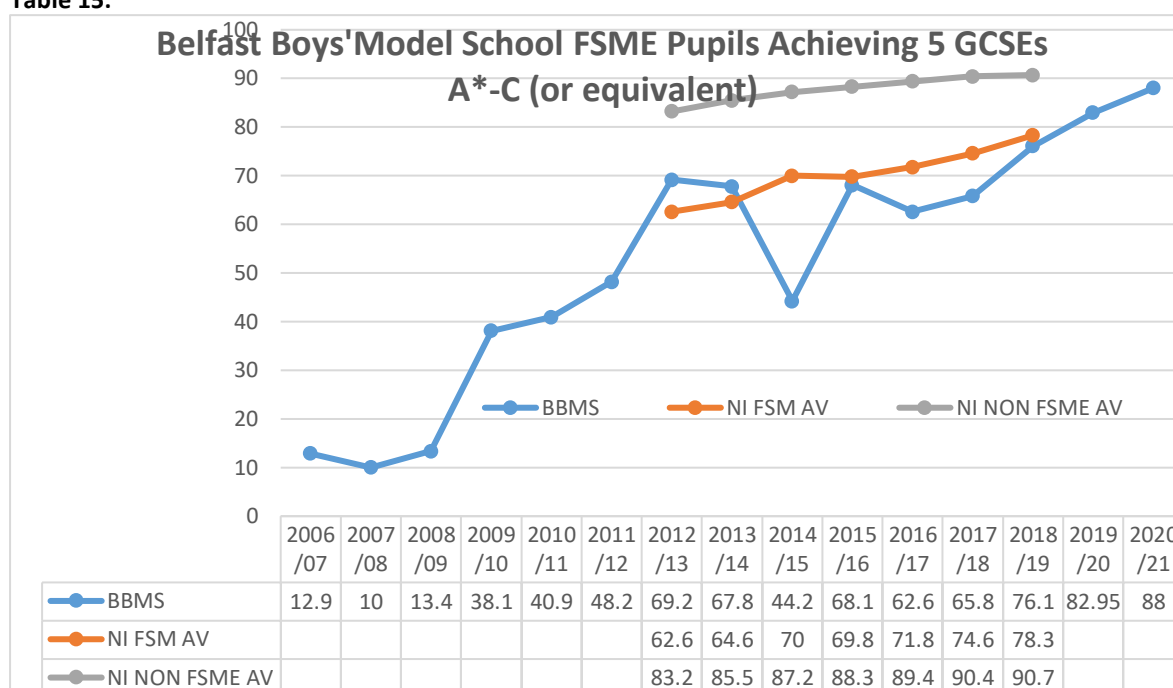
## FSME student GCSE performance vs non FSME

Students who are entitled to FSM traditionally do less well than non FSME students in external exams. A clear priority for both schools is to “close the gap” between the two groups.

Since the beginning of the FSES programme, FSME attainment at GCSE level (5 A\*-C) in BBMS has improved by 76% and is performing above the latest available average for all FSME students in NI. The gap on performance in BBMS on non-FSME students in NI (5 GCSE A\*-C) has narrowed to 8% (on the last available data). The available data for BMSG also shows marked improvement over the last 5 years in the percentage of FSME students attaining 5 GCSEs A\*-C.

See Table 15-19

Table 15:



Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic.

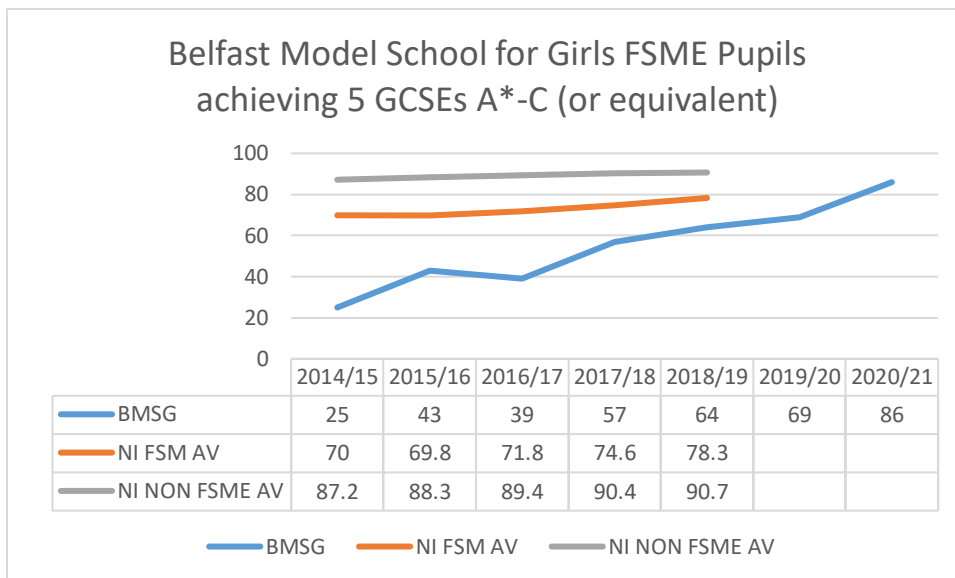
Table 15a – Belfast Model School for Girls – Attainment of FSME versus non-FSME pupils

	2018/19	2019/20	2020/21
BMSG FSME 5+ GCSEs (A*-C)			
BMSG Non-FSME 5+ GCSEs (A*-C)			
Gap			
BMSG FSME 5+ GCSEs (A*-C) inc English and maths			
BMSG Non-FSME 5+ GCSEs (A*-C) inc English and maths			

Table 15b – Belfast Boys’ Model School – Attainment of FSME versus non-FSME pupils

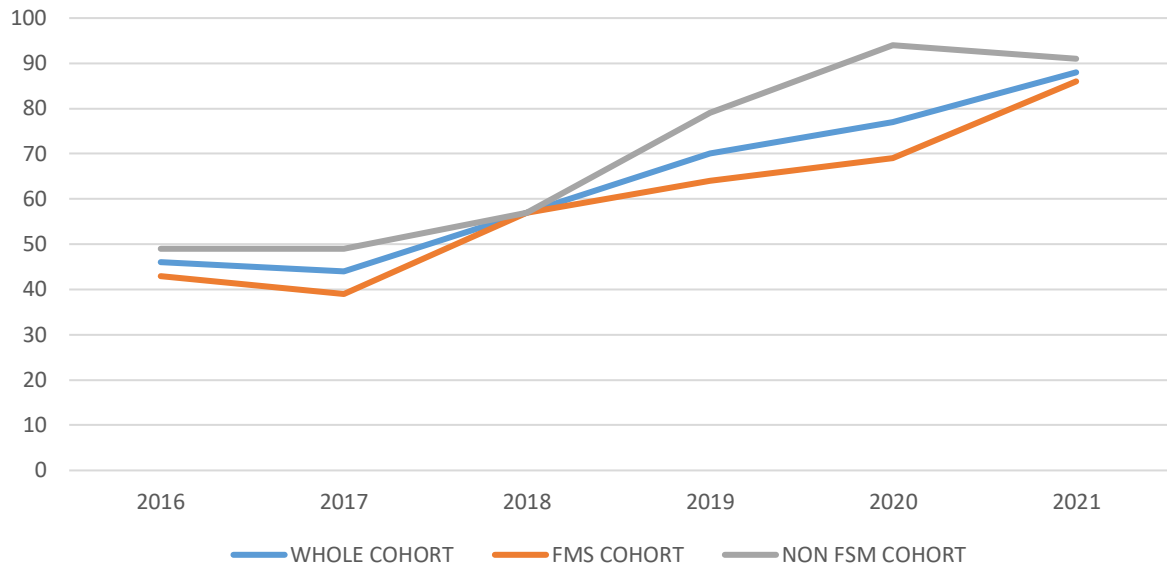
	2018/19	2019/20	2020/21
BBMS FSME 5+ GCSEs (A*-C)	76.1%	82.95%	88%
BBMS Non-FSME 5+ GCSEs (A*-C)	84%	85%	93%
Gap	8%	2%	5%
BBMS FSME 5+ GCSEs (A*-C) inc English and maths	44.4%	54.5%	51%
BBMS Non-FSME 5+ GCSEs (A*-C) inc English and maths	62%	57%	71%
Gap	17.6%	2.5%	20%

Table 16

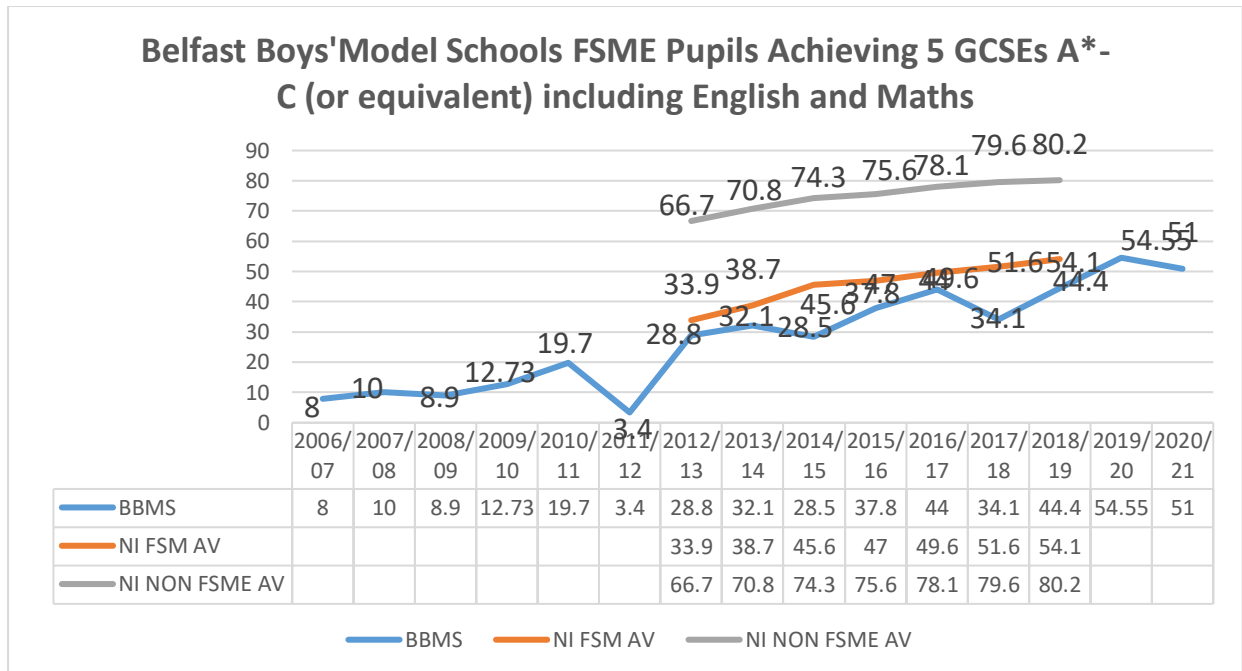


Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic.

## BMSG GCSE 5A\*-C COMPARISON OF FSM TO NON FSM COHORT



**Table 17:**



Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic.

**Table 18**

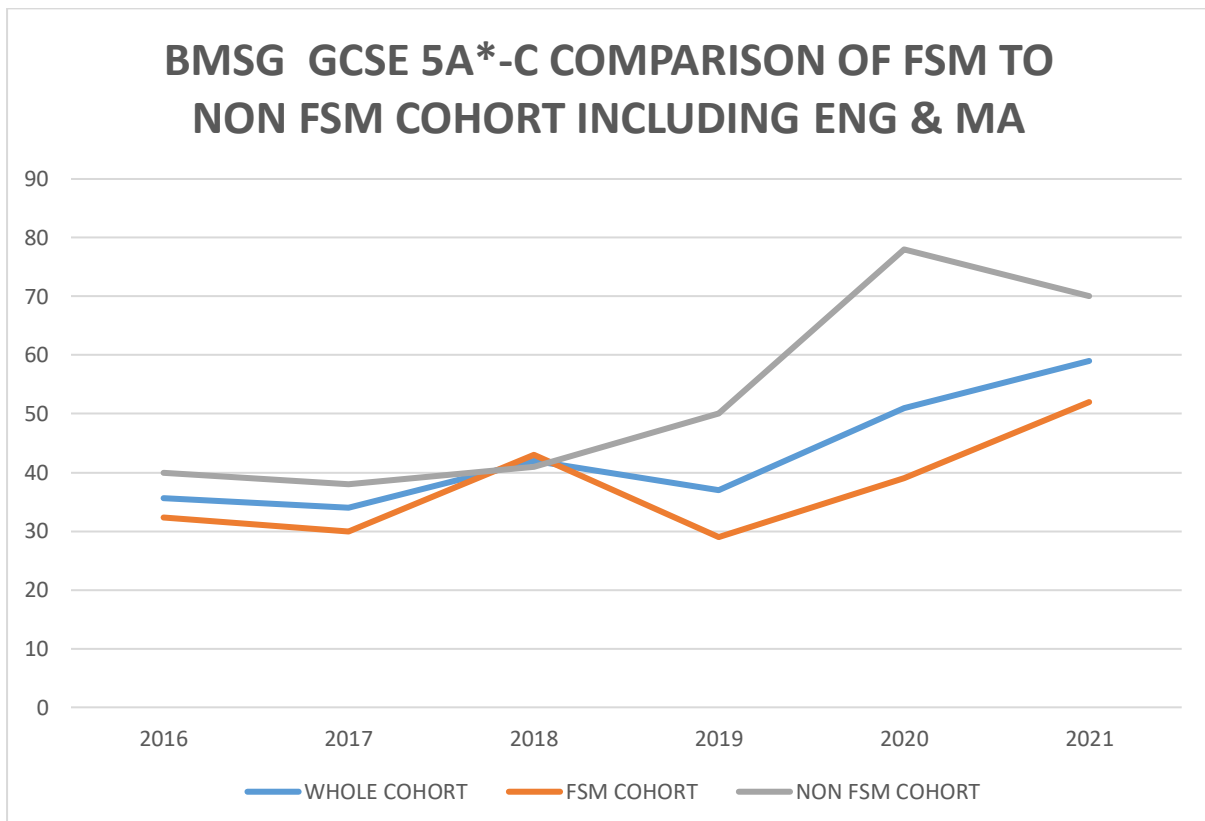
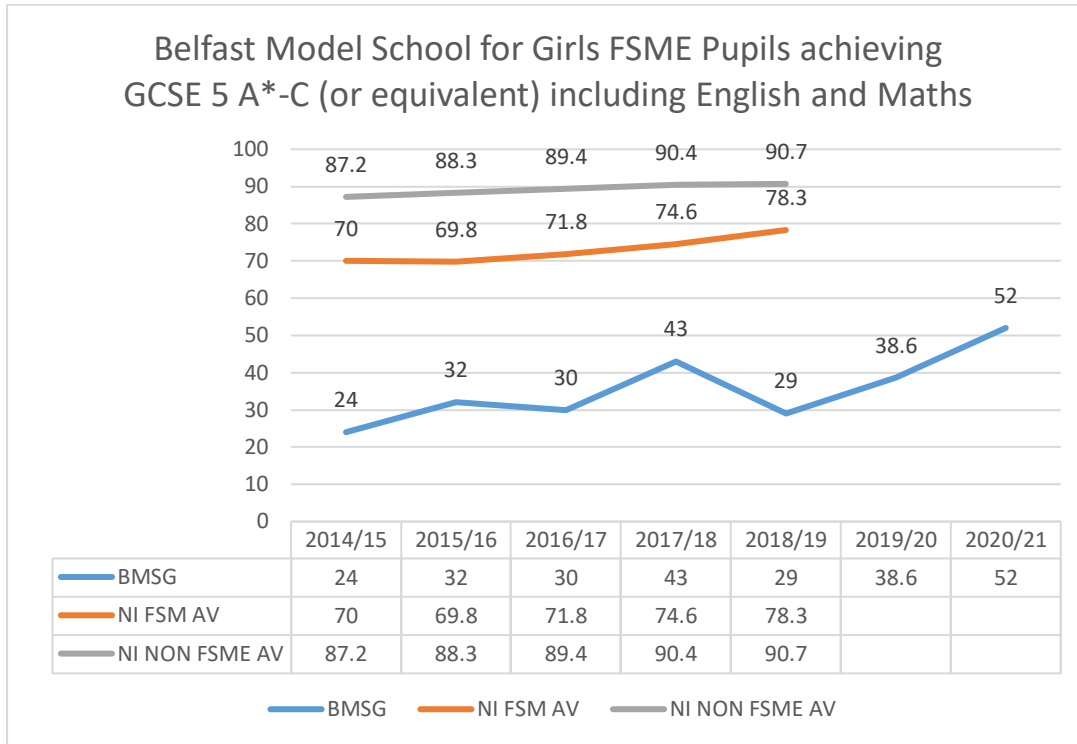


Table 15 demonstrates that since the beginning of the FSES programme there has been a steady rise (2011/12 being the exception) in the percentage of FSME students in BBMS attaining 5 GCSEs A\*-C including English and Maths. For BMSG, there has been overall improvement in FSME students attaining 5 A\*-C including English and Maths over the last 5 years - there was a dip in 2018-19 but this has risen by 9% in 2019-20. Likewise, there has been an upward trend in FSME students at BMSG achieving 5 A\*-C including English and Maths.

Tables 16 and 18 show that there has been a steady increase in the percentage of FMSE students in BMSG attaining 5 GCSEs A\*- C and similarly a steady increase in said students achieving 5 GCSEs A\*-C including English and Maths. There was a slight dip in 2018-19 for those achieving 5 A\*-C including English and Maths, however there has been a positive upward trend in 2019-20 and 2020-21.

### Number of students withdrawn from SAER Return 2020/21

#### BBMS GCSE Withdrawal from GCSE exam entry 2020/21

Table 19:

Number of Students withdrawn from GCSE exams 2020/21	Welfare Issue	Statemented Student	Education Other Than At Schools (EOTAS)	Health Issue	Number of students FSME	Number of students with FSES interventions
11	0	0	11 (100%)	0	7 (63%)	8 (72%)

Source: Schools Own Data

#### BMSG GCSE Withdrawal from GCSE exam entry 2020/21

Table 20:

Number of Students withdrawn from	Welfare Issue	Statemented Student	EOTAS	Health Issue	School Aged	Number of	Number of students with FSES
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GCSE exams 2020/21					Mothers (SAMS)	students FSME	inter-ventions
10	1 (10%)	0	9 (90%)	0	0	6 (60%)	10 (100%)

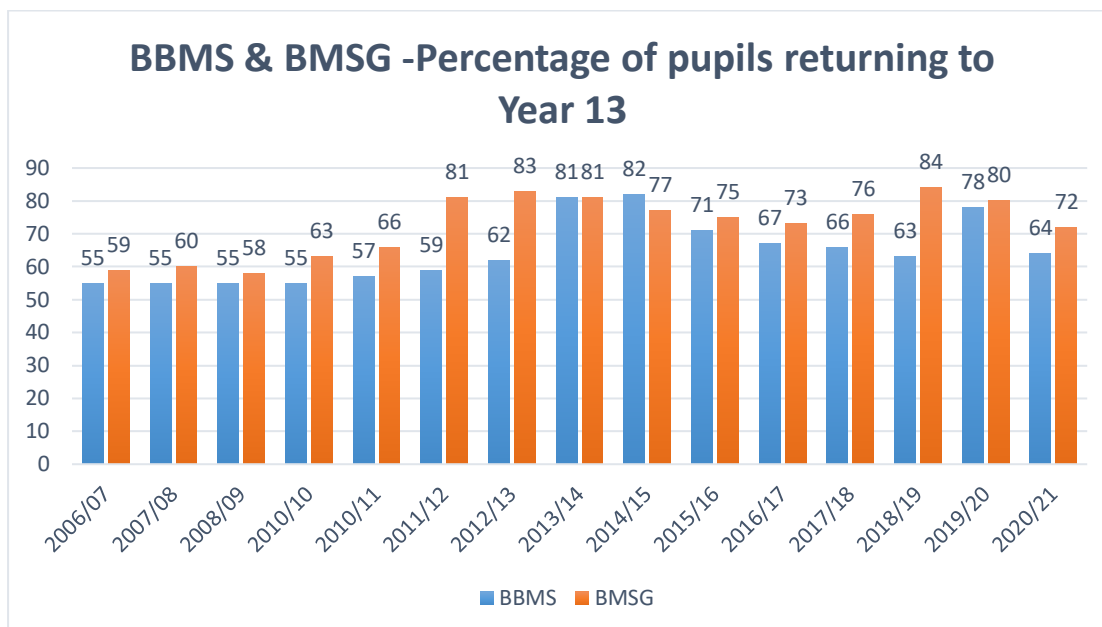
Source: Schools Own Data

### Percentage of students returning to School in Year 13

One of the key objectives of the FSES programme is to raise the aspirations of the students within each school. A key indicator of this is the number of students who return to Year 13 each year. Over the duration of the FSES programme, there has been an overall improvement in the number of students returning to Senior School.

**Table 21:**





Source: Schools own data

The following tables 22+23 provide a breakdown of what Year 13 students were returning to study in 2021/22.

**Table 22: BBMS**

Year	No. of students on 1 Year course	% FSME	No. of students on 2 Year course	% FSME	% 3 A Levels	% 2 A Levels/1 BTEC	% of 1 A Level/2 BTEC	% 3 BTECs
2021/22	9	55%	86	36%	3%	27%	33%	38%

Source: Schools own data

**Table 23: BMSG**

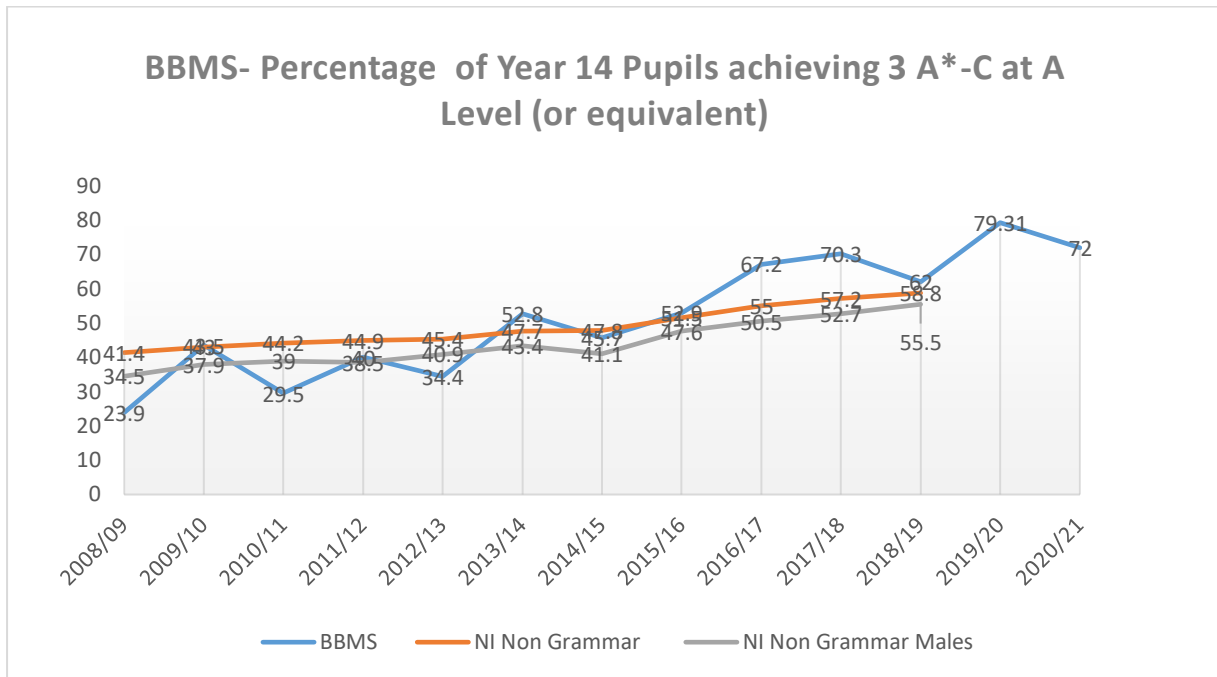
Year	No. of students on 1 Year course	% FSME	No. of students on 2 Year course	% FSME	% 3 A Levels	% 2 A Levels/1 BTEC/CTEC	% 3 BTEC/CTEC	% of 1 A Level/1 BTEC/CTEC
2020/21	0	0	103	47	33%	36%	15%	11%

Source: Schools own data

### A Levels (or level 3 equivalency)

Over the period of the FSES programme, examination performance in Year 14 has continued to improve. A Level results compare favourably with other similar schools. The comparison below, outlined in the following two tables, is against all Non-Grammar Schools in Northern Ireland as well as Non Grammar school performance by gender.

**Table 24:**



Source: Summary of Annual Examination Results (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic.

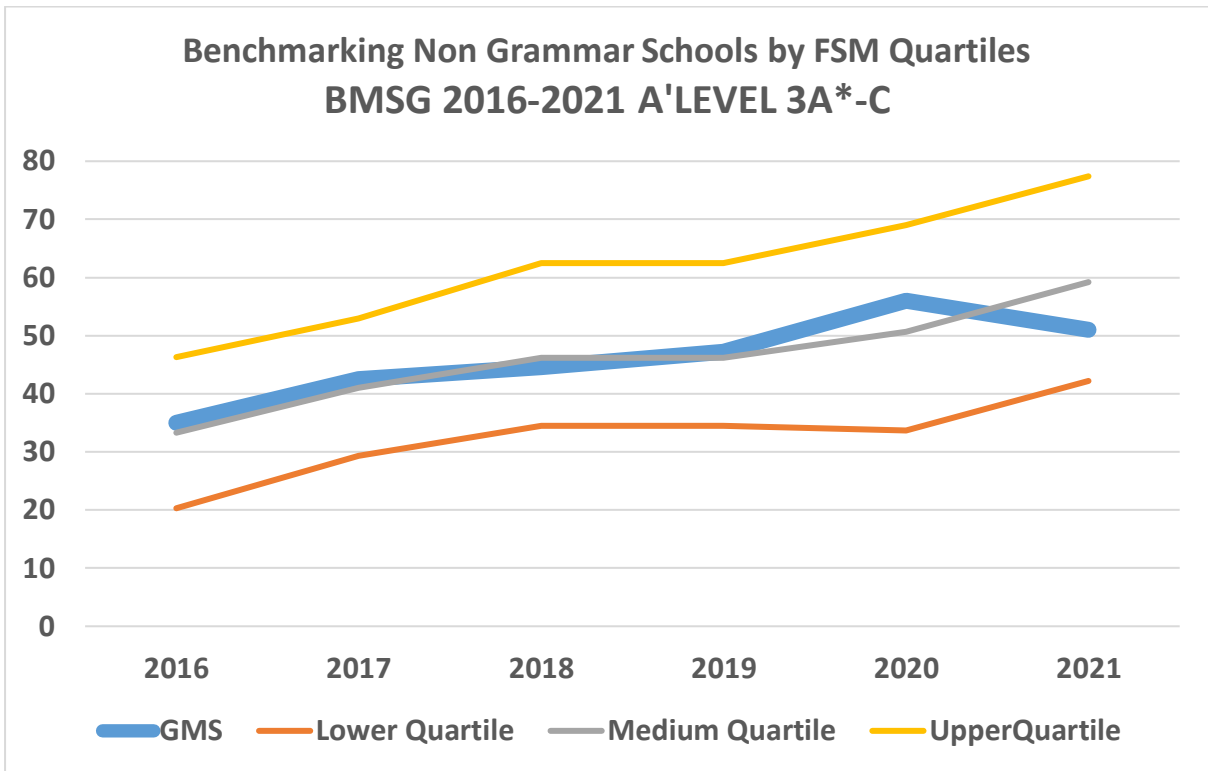
#### BBMS Comparative Data 2021

#### A Level Benchmarks

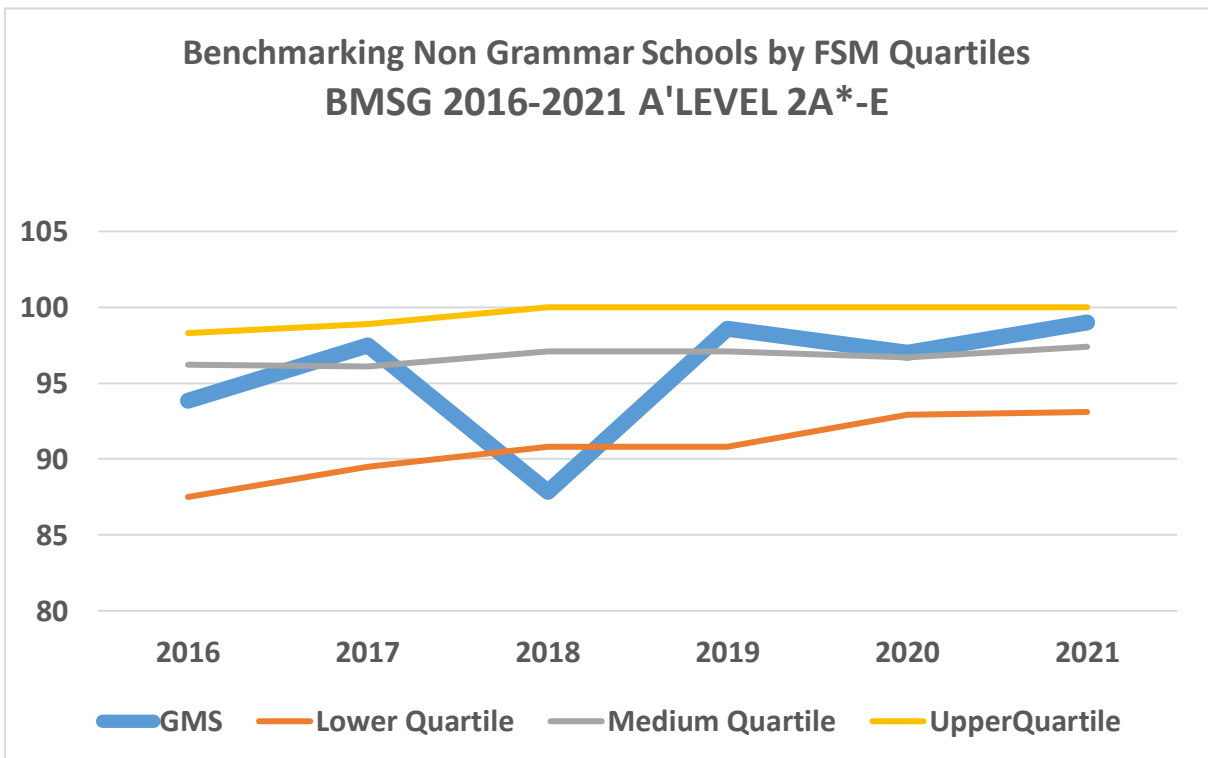
Table 25:

	BBMS Whole Cohort (50)	Boys Non Grammar	Protestant Boys
<b>3A* - C</b>	<b>72%</b>	<b>22.5%</b>	<b>39%</b>
<b>3A* - E</b>	<b>88%</b>	<b>27%</b>	<b>45%</b>
	BBMS FSME (23)	Boys FSME	
<b>3A* - C</b>	<b>78%</b>	<b>23.6%</b>	
<b>3A* - E</b>	<b>100%</b>	<b>27.8%</b>	
	BBMS SEN	SEN (All)	
<b>3A* - C</b>	<b>72%</b>	<b>16.7%</b>	
<b>3A* - E</b>	<b>88%</b>	<b>19.6%</b>	

Source: School's Own Data



Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020



Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020

## Value Added

### Predicted GCSE results vs actual results

#### Year 12 Cohort Study 2020/21 – both schools

Of the Year 12 students in 2020/21, 43% in BBMS and 44% in BMSG had a significant FSES intervention in their five years of school. These interventions have included counselling or mentoring, attendance officer involvement or parental support. Many of these students faced mental health issues, family break ups or school anxiety. Many of these issues were preventing the students in this cohort from attending school or properly accessing the curriculum. The ability of FSES to put in place immediate support for students and families allowed these students to complete their education and achieve good GCSE results.

The achievements of the FSES cohort against the overall Y12 cohort, baseline assessments at Year 11, and predicted GCSE results are set out in the following Tables 27-32.

Table 27: BBMS

	% achieving 5A*-C at GCSE Including Maths and English	% achieving 5 or more GCSEs at grades A* - C	% achieving 5 or more GCSEs at 5A*-E	% achieving 5 or more GCSEs at A*-G
All Year 12 (168)	59%	90%	96.4%	97%
FSES Cohort (64)	52%	80%	94.7%	97%

Source: Schools Own Data.

Table 28: BMSG

	% achieving 5 A* - C at GCSE inc Eng & Maths	% achieving 5+ A* - C	% achieving 5+ A* - E	% achieving 5+ A* - G
All Year 12 (153)	59%	88%	93%	95%
FSES Cohort (67)	55%	81%	88%	94%

Source: Schools Own Data

As above, the FSES cohort in both schools is doing broadly similar to those students in Year 12 who have not had FSES interventions. This is testament to the support offered to these students in terms of pastoral and academic support. Many of these students have

experienced difficulties in terms of attendance, mental health or needed behaviour support in their school career.

### CAT 4 baseline compared to actual GCSE Results for FSES Cohort (BBMS) in English and Maths 2020/21

CAT 4 Tests are carried out with students in both schools. These tests give a prediction of a GCSE Grade in Maths and English.

**Table 29: BBMS**

	% of students predicted a Grade C or above & ABOVE (when assessed in Year 11)	ACTUAL % GCSE GRADE C & ABOVE
English	40%	53%
Maths	23%	63%

Source: Schools Own Data (CAT 4 assessments)

**Table 30: BMSG**

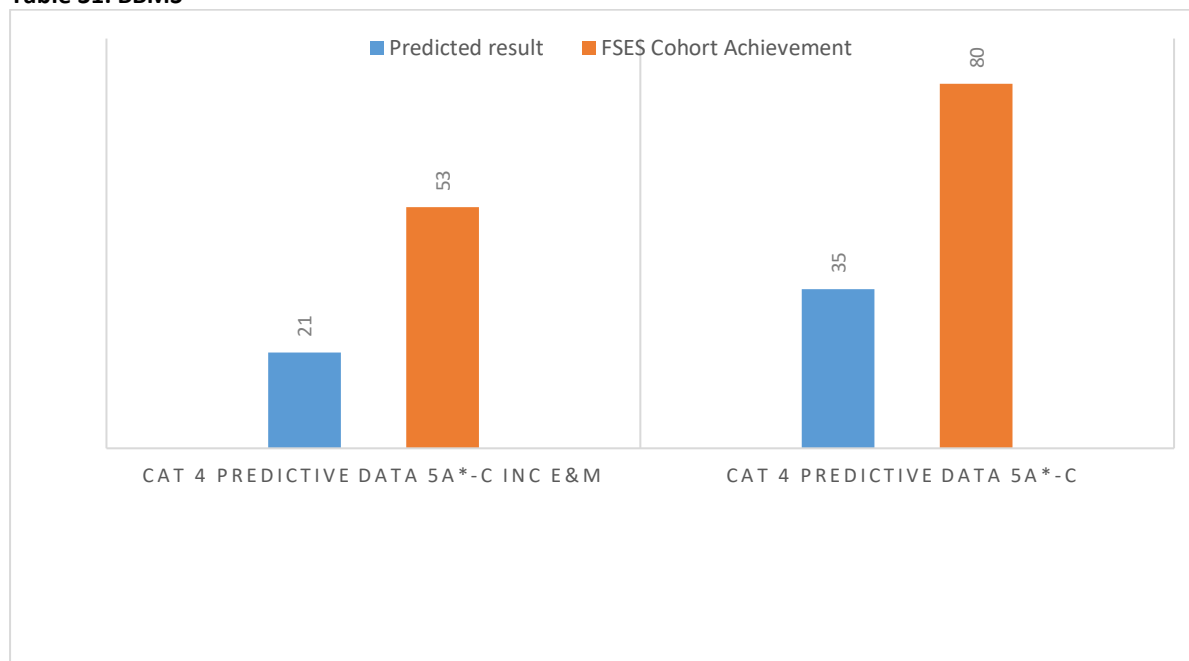
	% STANINE 5 & ABOVE (when assessed in Year 10)	% STANINE 4 & ABOVE (when assessed in Year 10)	ACTUAL % GCSE GRADE C & ABOVE
English	35%	63%	81%
Maths	38%	62%	62%

Source: Schools own data (PTE/PTM assessments). Stanines in BMSG assessed at end of Year 10.

The difference between the predicted GCSE results in Maths and English (as indicated by CAT 4 scores in BBMS and PTE/PTM in BMSG) shows that both schools are adding significant value in Maths and English. Many of the students who avail of FSES support are the most vulnerable in school.

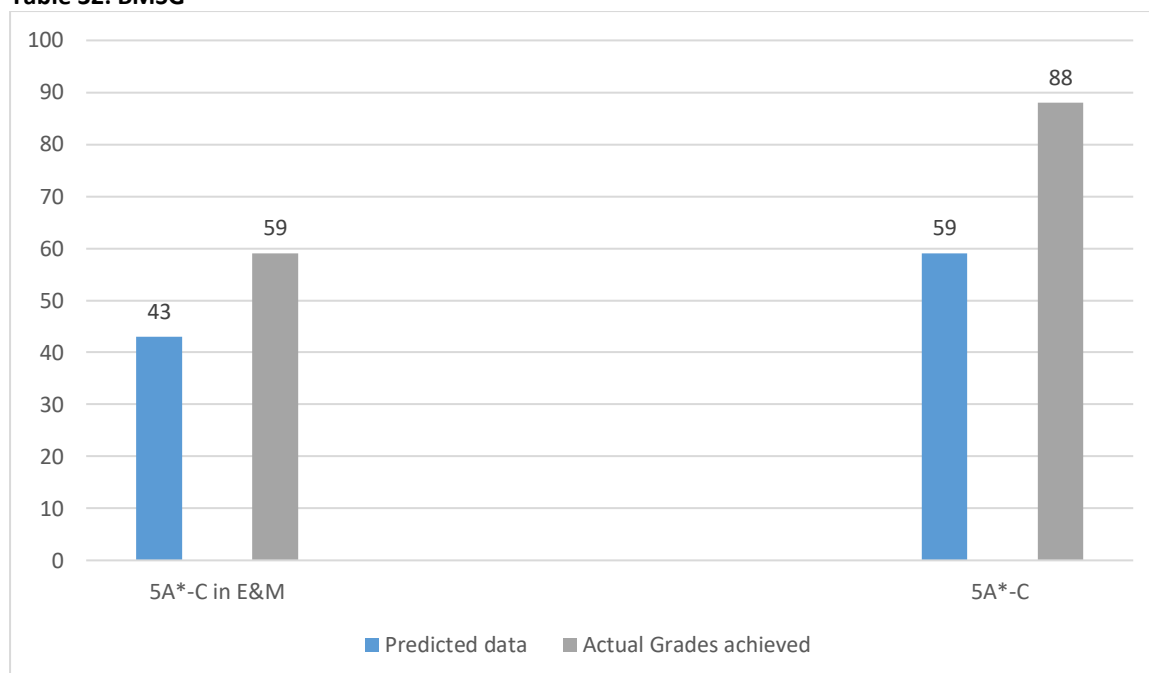
## Predicted GCSE results vs actual results for FSES Cohort 2020-21 - CAT4 assessments

**Table 31: BBMS**



Source: Schools own data (Cat 4 Assessments conducted in Year 11).

**Table 32: BMSG**



Source: Schools own data (Cat 4 Assessments conducted at end of Year 10).

As highlighted above, both schools have added value to the overall GCSE performance. Tables 27 and 28 show that 45% more students in BBMS and 29% more in BMSG achieved 5 GCSEs A\*-C than previously predicted. When including English and Maths, the improvement was 33% and 16% respectively.

# Annexes

## Annex A - Qualitative Case Studies

### BBMS CASE STUDY- 2021

Student A joined Belfast Boys' Model in September 2017. He found the transition between Primary and Secondary School difficult. He was often late to school in Year 8 due to his refusal to attend. This resulted in him being referred to the Attendance Officer in school. He met daily with the Attendance Officer for the first few months of Year 8. He began attending the Connect Club; a place where small groups of students went for their lunch. Here there were games and activities for like-minded students to participate in.

By the end of Year 8 he felt happy and comfortable in school and his attendance was over 93%. In Year 9 things were a lot better for student A. His attendance was good and only needed the occasional "check in" with the Attendance Officer.

In Year 10 he asked his Year Counsellor to refer him for additional support due to anxiety in school. He received counselling for several weeks. Here he was taught coping techniques to deal with the anxiety he had. He was again referred to the Attendance Officer who began to work with him for a period of weeks. His attendance in Year 10 improved over the year.

The Attendance Officer was a regular point of contact for the student and his parents. He felt comfortable in explaining to her many of the difficulties he was facing in school.

At the beginning of Year 11, he once again felt that he needed support in school and had counselling for his anxiety. He received phone calls and regular "check ins" during the first lockdown. He returned to school in Year 12 and completed his GCSE exams (CDGS) in May and June. Student A achieved 7A\*-C including Maths and English. He is currently studying for his AS Levels in Year 13.

## BMSG – Case Study - 2021

Student A came to Belfast Model School for Girls in September 2016. During the primary school information gathering and welcome interviews with parents it was noted that she was a very shy and quiet student who may have difficulty with attendance, settling into school and making friends.

Student A received a home visit over the Summer from our Attendance Officer and Personal Development Mentor who introduced themselves to her and immediately became a friendly face that she would recognise on her first day. She stated that she felt comfortable arriving on her first day as she now knew people within the school and said it was nice to have faces that she recognised as she came in on that first day and within her first few weeks in school.

Student A also attended the ISCYP Transition programme over the summer period which works in partnership with BMSG and BBMS where she got to meet key pastoral staff and make friends with others who would be joining BMSG.

Student A settled in to school well and joined many extra-curricular activities, including Friendship Club where her self-esteem and confidence were worked up and developed and she made good friends.

Tragically during her first year in school she lost a young family member to a sudden death. This family member was also a student of BMSG. The parents were very concerned at the affect that this would have on Student A - her own mental wellbeing and her future within BMSG, as they were concerned she would find it difficult to attend school without the older family member.

Extern and Streetbeat gave intensive pastoral support to the student and this relationship continued, in particular with Streetbeat, through to Year 12. The student occasionally will still check in with Streetbeat in school and is now a volunteer within the organisation in the community.

In Years 11 and 12 she also received intervention support with the Personal Development Mentor to support her with her learning, examination and revision techniques.

The support provided to the student enabled her to continue with her education in BMSG and to achieve great success. Her attendance throughout Key Stage 3 and 4 ranged from 96 – 100% and on average was 98%. The student achieved 8 GCSE's grade C or above.

The student has now returned to Year 13 to study A-Levels in IT, Science and Health and Social Care and is currently sitting on 97% attendance having only missed 1 day of learning due to illness.



## Annex B - FSES Action Plans 2020/21

### BBMS



Action plan 2019-20  
Pupil Full document

### BMSG



FSES  
IMPROVEMENT PLAN

## Annex C - 2020/21 Breakdown of FSES Activities / Participants (Incl Costs)

### BBMS



BBMS DATA  
2019-2020.docx

### BMSG



FSES 20-21  
EXPENDITURE.docx