

# The Model Schools' Full Service Extended Schools



## Annual Report 2022/23

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## Principals' Introduction

The Full Service Extended Schools programme has been running in both Belfast Model School for Girls and Belfast Boys' Model School since 2006. This funding, which equates to approximately £190,000 per annum, allows both schools to respond to the contextual needs of their pupils in a timely manner, creatively and in partnership with community organisations, which are often well-placed to support pupils and their families holistically. FSES funding allows both schools the autonomy to respond to pupil and wider familial need at an early stage, intervening to facilitate equity and address barriers to learning.

Both schools serve an area of high deprivation as is evidenced in the contextual information below. With such high levels of deprivation and the current shortfall in early intervention services, both schools face huge challenges in meeting the needs of the young people within existing LMS budgets. FSES funding facilitates the vital opportunity to do so.

The Full-Service Extended Schools (FSES) programme, also 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 support provided in both schools as a result of FSES funding is wide-ranging, including 1:1 and group interventions with both parents and students addressing complex and ever evolving issues.

There is demonstrable impact on pupil outcomes in terms of performance at GCSE and A level as evident in both schools, with year-on-year improvements in attainment and school attendance.

Both schools are hugely grateful for the funding provided and are committed to providing the best for the young people in our care.

This FSES Annual report identifies **targets** set, **actions** taken and **outcomes** which have been achieved during 2022/23. 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, Pupil 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.

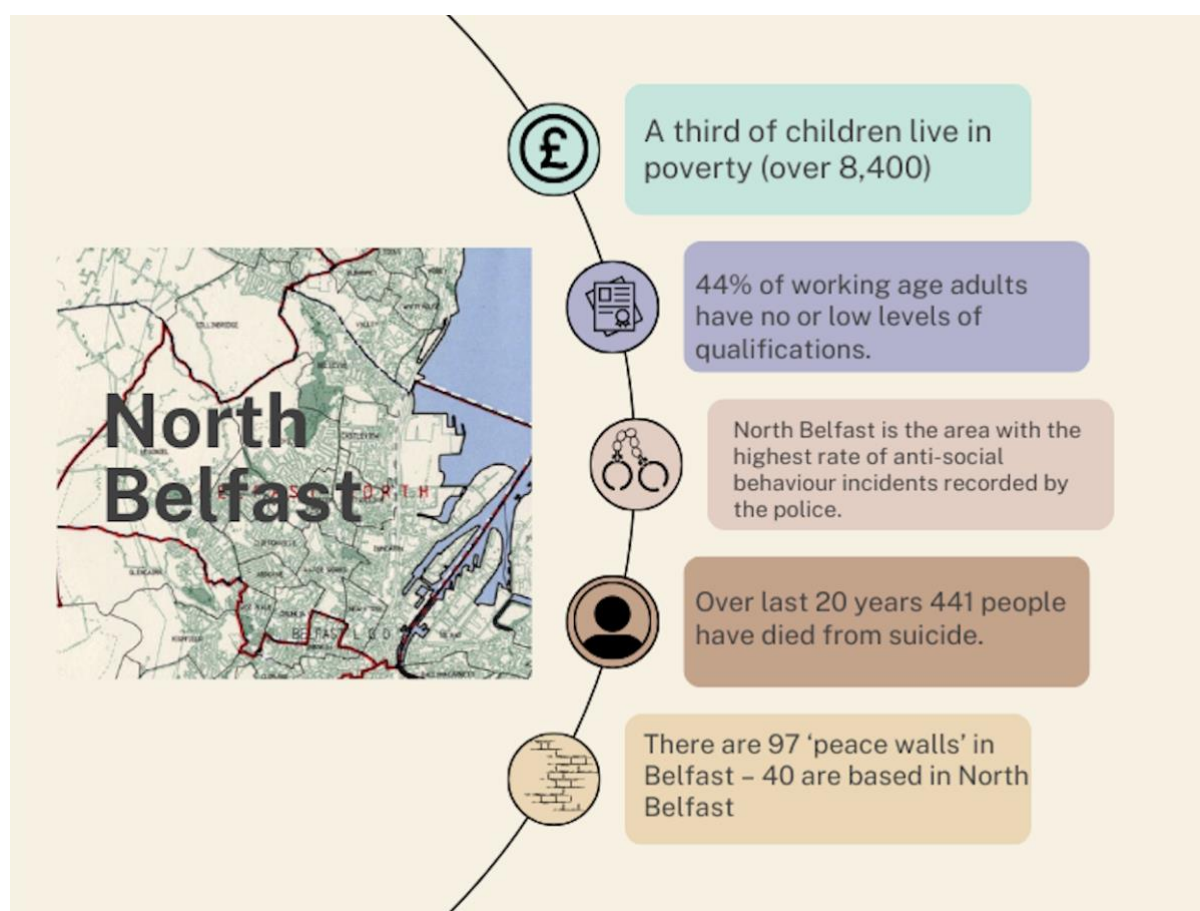


Mary Montgomery  
Belfast Boys' Model School



Paula Stuart  
Belfast Model School for Girls

## 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**).

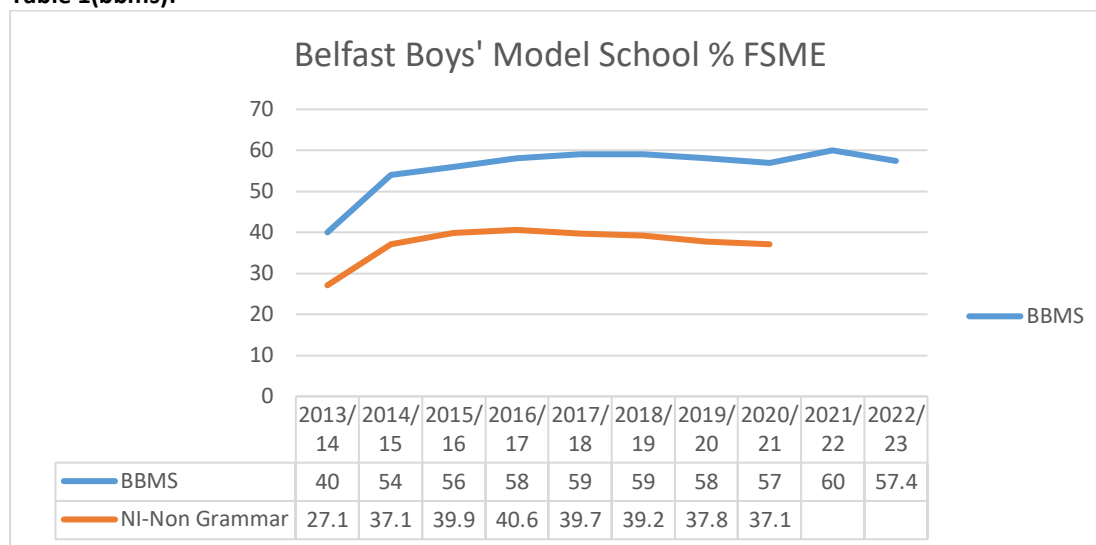
North Belfast has also suffered disproportionately during the years of violence in Northern Ireland. Over 34% of all deaths during the 'troubles' occurred in North and West Belfast (**wesleyjohnston.com**). This has left a legacy of trauma and cross-generational mental health issues, resulting in high levels of substance misuse. This has also resulted in high incidences of suicide, with the most deprived areas in Northern Ireland having a suicide rate that was almost twice that of the least deprived areas in 2020 (**Northern Ireland Statistics & Research Agency, Finalised Suicide Statistics in Northern Ireland 2022**).

## Free School Meal Entitlement

The rise in both schools 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. The percentage of students entitled to FSM 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.

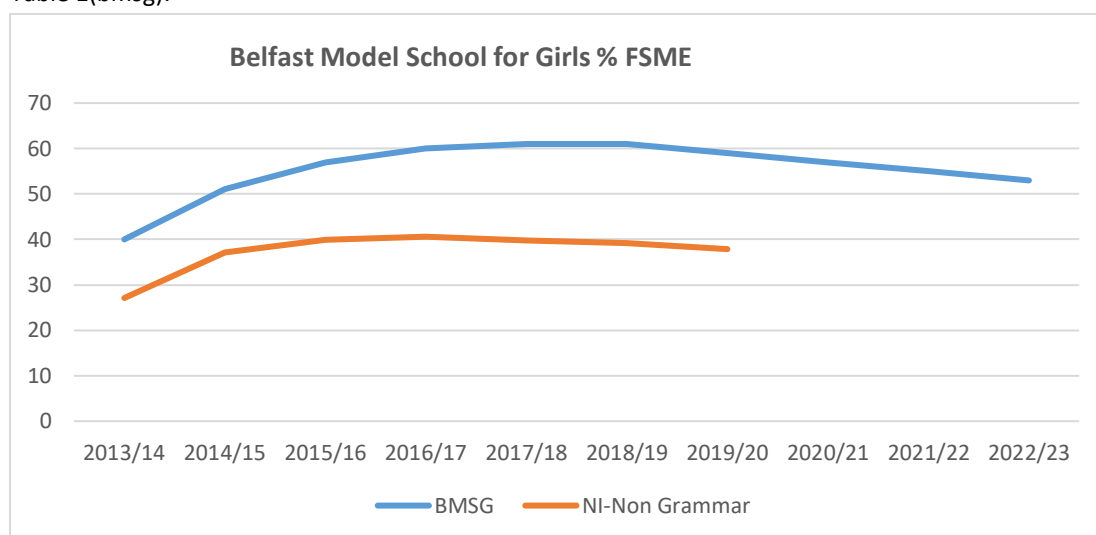
The academic year 2022/23 has shown a slight decline in the number of students entitled to FSME. Throughout the year, with funding sourced from charities, both schools provided FSME for all students. This led to a decrease in those who were eligible to apply, doing so, as students were being given meals in school regardless. As a result, there is a slight drop in FSME entitlement.

**Table 1(bbms):**



Source: Annual School Census Returns.

**Table 1(bmsg):**



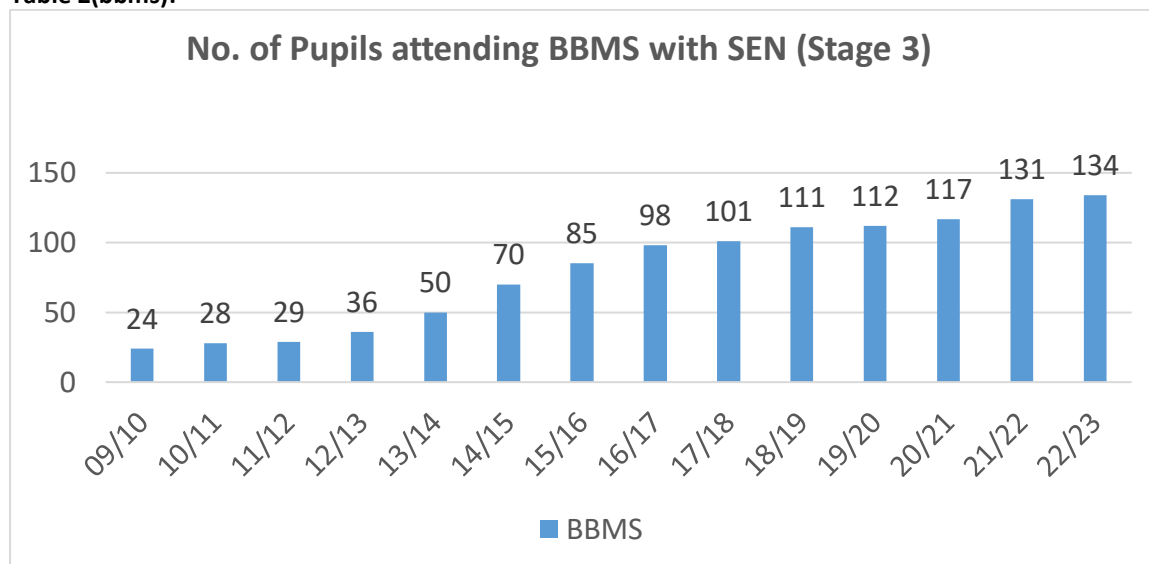
### Special Educational Needs

Both schools have seen a rise in the number of students with Special Educational Needs (SEN) in recent 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 social, emotional and behavioural support.

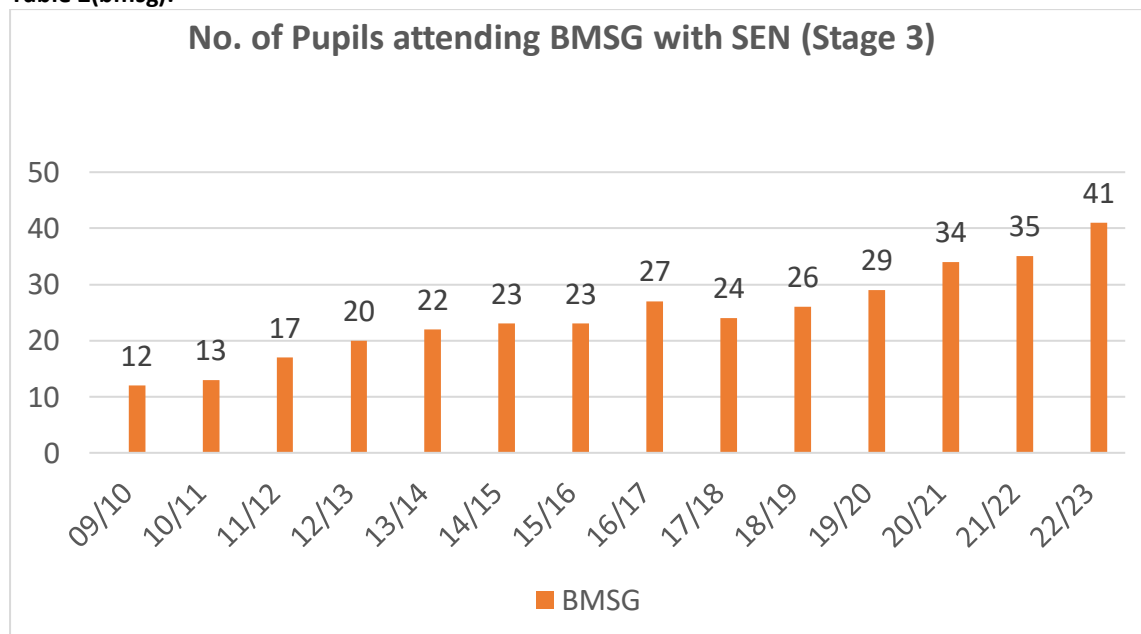
Table 2 below show the number of students at SEN Stage 3.

Table 2(bbms):



Source: School Census Data

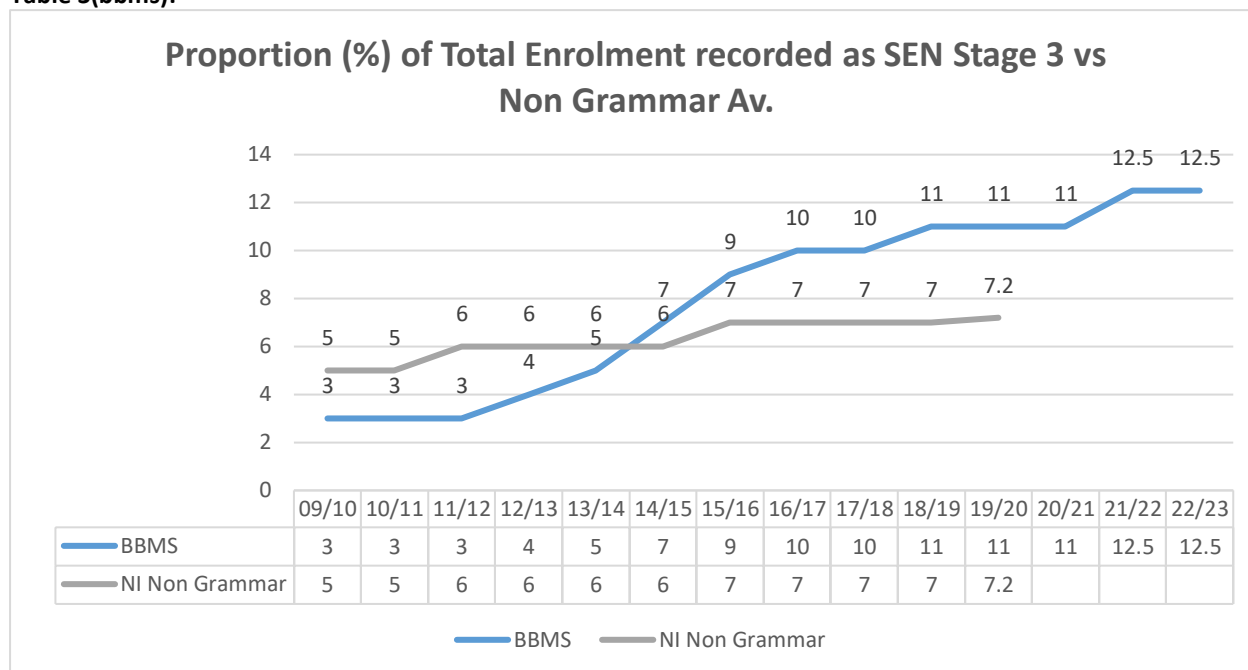
Table 2(bmsg):



As can be seen from Table 3, there is a marked annual increase in the number of students in BBMS & GMS with a Stage 3 statement and with this, a large need for additional support and therapeutic care for these students within the school environment. (BBMS believe that they have the second highest number of SEN Stage 3 pupils in NI.)

Table 3 shows the disproportionately high and, ever increasing, percentage of Stage 3 students in BBMS & BMSG, against NI Non-Grammar average.

**Table 3(bbms):**



Source: School Census Data

**Table 3(bmsg):**

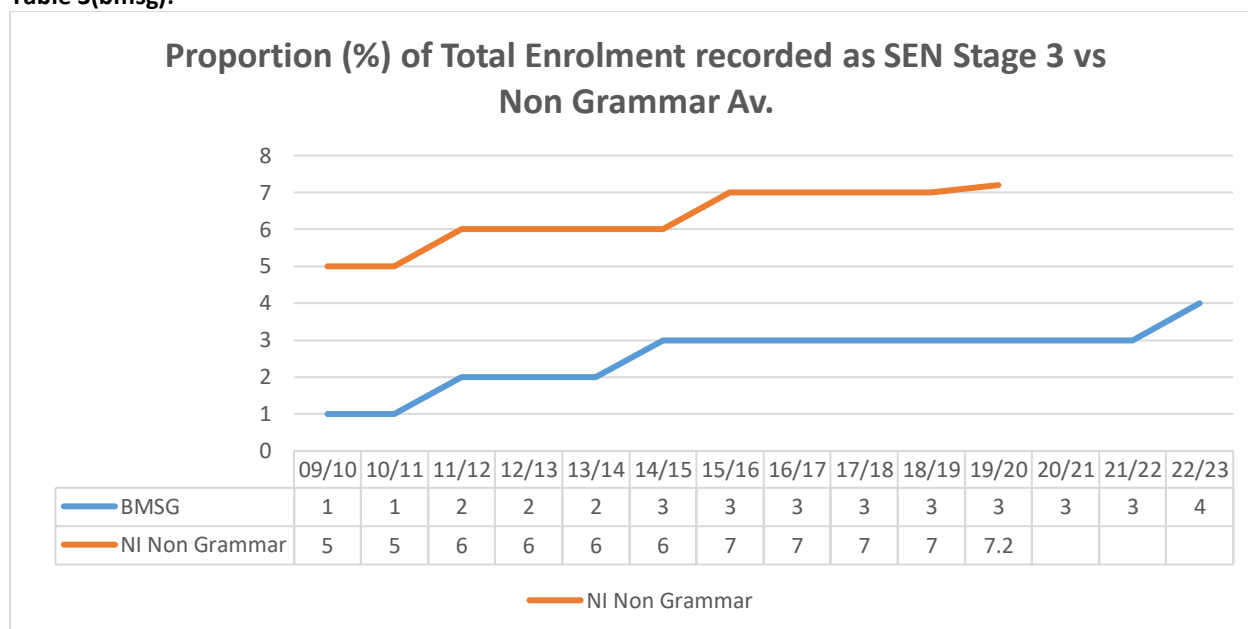
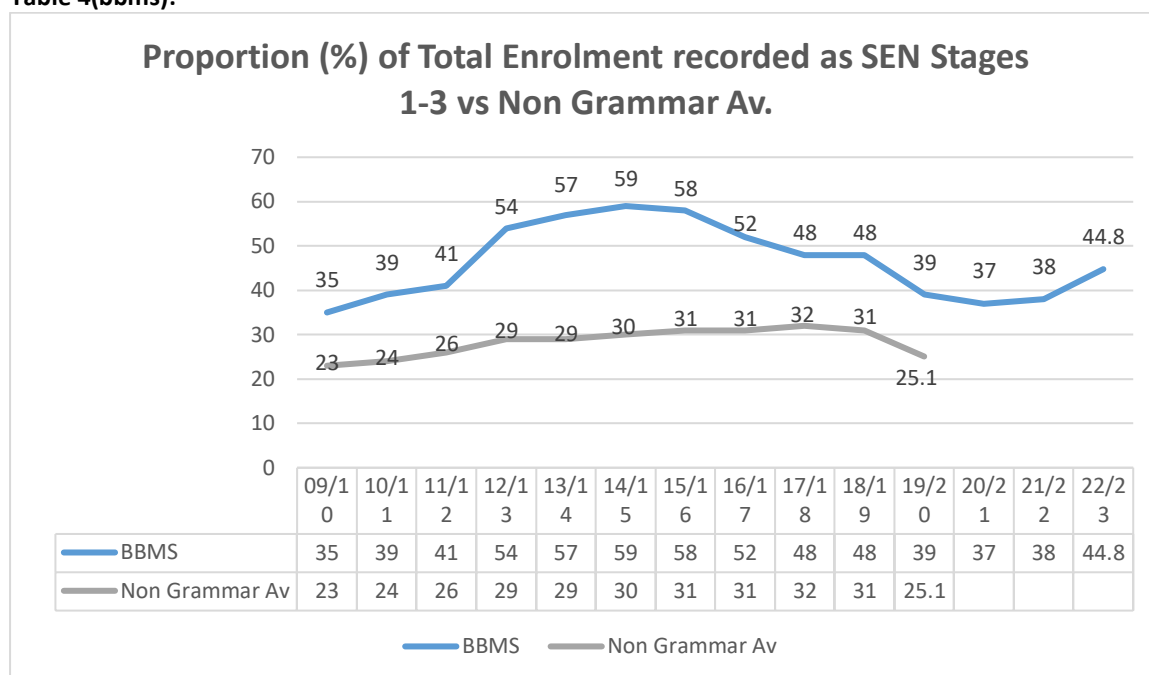


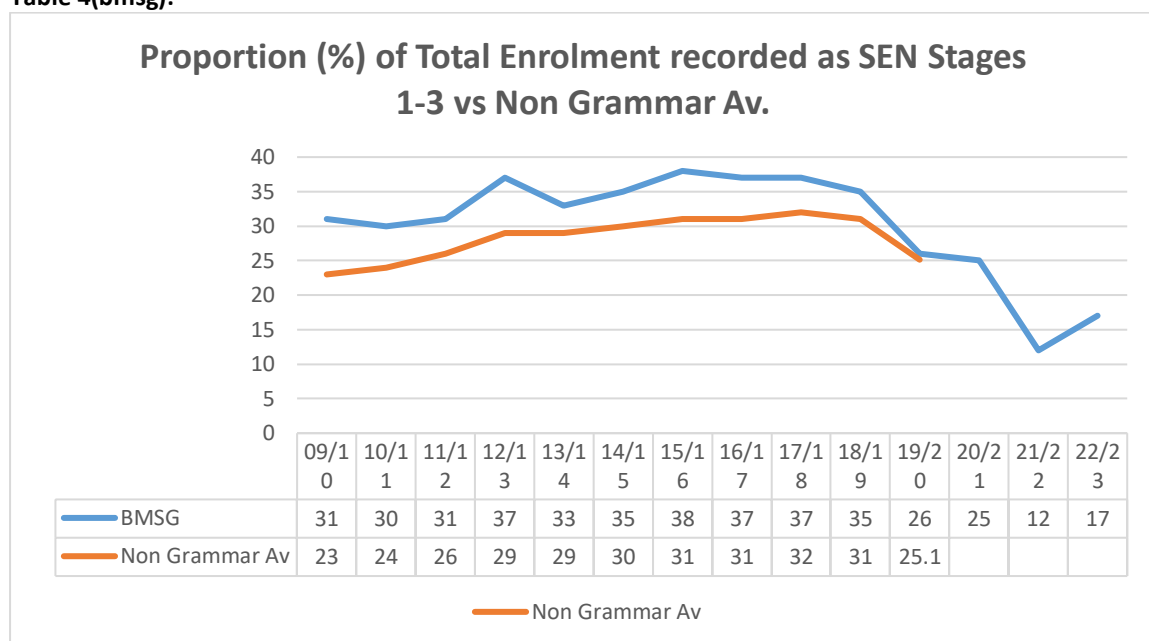
Table 4 shows the percentage of students on the SEN register Stage 1 - 3 compared with NI Non-Grammar average.

**Table 4(bbms):**



Source: School Census Data

**Table 4(bmsg):**



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.

Also evident from the graphs, is the drop in students enrolled as SEN during the pandemic. An explanation for this could be that students were not able to be diagnosed during this time, due to social distancing measures required. Post pandemic and with assessment services back up and running, we are now beginning to see the increase of students with SEN needs and thus, an increase in those diagnosed.



# Pillar - Pupil Engagement

# BBMS

## Targets

1. *The attendance of the majority of pupils referred to the Attendance Officer will improve.*
2. *Pupils who engage with support strategies will enhance their personal, social and emotional wellbeing. This will enable them greater access to the curriculum.*
3. *The programme will build resilience in the pupils and they will spend less time in the group as they progress into Year 9 and 10*
4. *Pupils who engage with support strategies will enhance their personal, social and emotional wellbeing. This will enable them greater access to the curriculum*
5. *Pupil attendance will be over 60% of Year 12 pupils at Easter School.*

## Actions

A range of support for students is employed 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.

### **Pupil Support Team – BBMS**

Two members of staff are employed in the Pupil Support Team. Students in KS3 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. These staff members are key adults for the students and provide them with a consistent level of support throughout the year. They became a consistent person for the student as well as a consistent contact for home.

### **Lunchtime activities**

Lunchtime activities take place in both playgrounds for all pupils and the Hub, Connect Club and lunch rooms for students with social anxiety or ASD.

### **Raising Standards Leaders**

A number of pastoral staff are employed to monitor progress for KS4 and KS5 students who begin to display difficulties with school work. Early interventions are put in place to prevent students becoming overwhelmed with workload and deadlines in order to meet their targets and achieve their grades at the end of the year. Subject teachers monitor and raise concerns directly to these staff members who are able to make early interventions for the student and provide support when needed.

### **Easter revision classes**

Easter revision classes ran in Easter 2023. These classes were held over 2 days in BBMS. Students received intensive study support and had the opportunity to avail of small group teaching before the commencement of their exams after the Easter break.

### **REACH (*Realising your Educational worth through Awareness, Confidence and a Healthy mindset*)**

A number of students entering post primary education struggled with the change and expectations. A nurture group based on student's Boxall profiles and pass data was sent up to work more intensely with these students. These boys were specifically chosen based on

the information from their primary schools as well as summer home visits, transition week and general observations in class initially. The programme worked as a small group setting as well as individually with the boys to help support, transition, communication skills, emotional regulation, teamwork, resilience, and self-awareness, to name but a few.

## **Outcomes**

### **Pupil Support Team**

- 37 pupils at KS3 received this support.
- Pupils engaged well during the 6 sessions.
- Improvements evidenced in reduced behaviour issues during unstructured times and comparative data such as Skill and Difficulties Questionnaires showed a marked improvement in attitudes towards school.

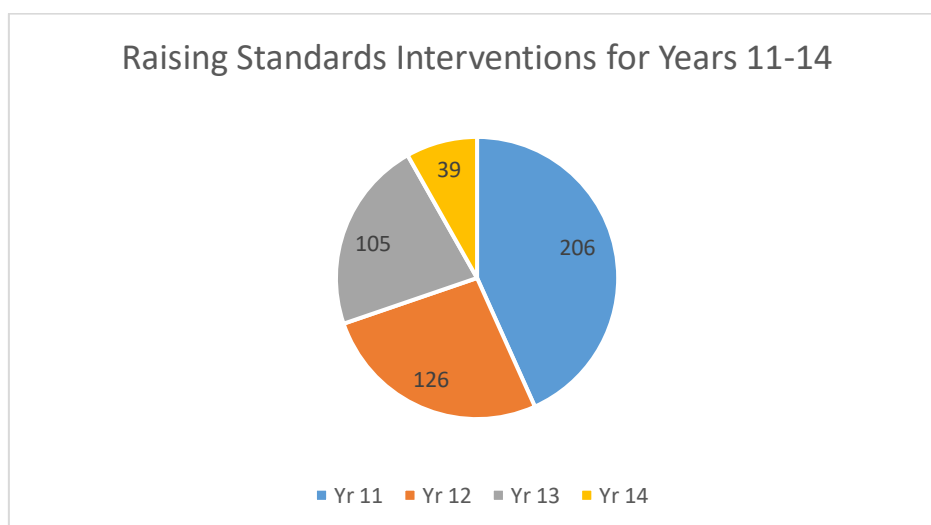
### **Lunchtime activities**

- 10 pupils regularly attended Connect Club building relationships with staff, playing games and assisting them to get their breaks and lunches in busy areas like the canteen and hub. Games were played which helped develop turn taking, sharing and confidence building.
- Additional lunch time staff have been recruited to help support students during their lunch times and engage in meaningful activities during this time. These include table tennis, football and basketball as well as Connect 4 and other board games.

### **Raising Standards Leaders**

Pupils of concern were referred via an online system to the Raising Standards Leader and HOY's.

- 206 Year 11 students  
126 Year 12 students  
105 Year 13 students  
39 Year 14 students
- During lunch time revision classes approx. 50-60 boys attended support sessions.
- Learning Mentor used Enrichment time to work with 25-30 students throughout the year.



**Table 5 – Breakdown of early intervention support provided to each year group.**

A large amount of support was given to KS4 students as they prepared for exams and coursework deadlines. After school catch up sessions as well as 1:1 support was arranged and given to ensure students met deadlines and prepared for exams.

### **Easter revision classes**

- Attendance for these 2 days for Year 11 -14 was 70.3%. This was over 10% more than our target for these 2 days which was extremely pleasing to see.
- Classes offered in Occupational Studies, Maths, English and LLW.
- Other subjects where students needed to catch up were timetabled separately.

### **REACH**

- **13** year 8 students supported.
- **11** year 9 students supported.
- Boys were selected from a range of information gathered from primary school, home visits, transition week, class observations, form teachers and HOY/counsellor.
- The programme supported the pupils by helping them with:-
  - Transition
  - Teach them life skills (making tea/toast, washing dishes)
  - Communication skills
  - Regulating their emotions.
  - Developing relationships.
  - Organising charity events.
  - Teamwork
  - Self awareness
  - Resilience
  - Safe space
  - Key adults
  - Positive relationships
  - Mindset
- Student Case study – See Annex B at end of report.
- Parents commented very positively about the “positive mindset” that was being promoted as well as their sons being “more open with their feelings” to “feeling very well supported when issues arise”.
- Boxall, SDQ, Warwick wellbeing surveys were carried out at the start and the end of the programme to measure improvement.
- At year 10 the support is withdrawn however REACH staff drop in on pupils occasionally.
- In the academic year 23/24, the year 9 boys will continue REACH first period and become mentors for the new year 8 REACH boys. During this time, they will get breakfast, get set up for the day and get to maintain the positive relationship with REACH staff.

# BMSG

## Targets

To develop a 'readiness to learn' with those engaging in support strategies in 2022-23 in both schools

## Actions

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

### **Personal Development Mentor**

A personal development mentor is employed in BMSG. Her role is to mentor the young person with 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 2022-23, the Personal Development Mentor worked 18.5 hours per week and offered mentoring service and intervention support to 70 students throughout the year.

### **Behaviour Support Team**

A behaviour support team has been created to support students with emotional and behavioural issues to aid them in achieving their full potential. This team worked with approximately 150 students in the 2022/23 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, from which all supports are coordinated and put into place. Regular feedback is given to the Pastoral Team. The FSES co-ordinator leads this area as part of their role.

### **GMS Nightclub**

GMS Nightclub was held 3 days per week specifically for Year 11-14 students to encourage private study in a quiet environment, support was available from specialist staff, if required and transport home was provided.

**Table 10:**

GMS NIGHTCLUB ATTENDANCE	
Number of students attending GMS Nightclub October-November	48
Number of students attending GMS Nightclub February	19
Number of students attending GMS Nightclub April-May	32

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

Cycle 1: Time period –Oct 2022-May 2023

# Pillar - Attendance

## BMSG

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 for 2022/23 will be above 90% in BMSG.

### Actions

#### Attendance Officer

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% are referred to the Education Welfare Service.

BMSG, 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.

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 to remove these barriers or signposted to specialist support services within the community to integrate the young person back into school. Depending on the need, parents will 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

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

### Outcomes

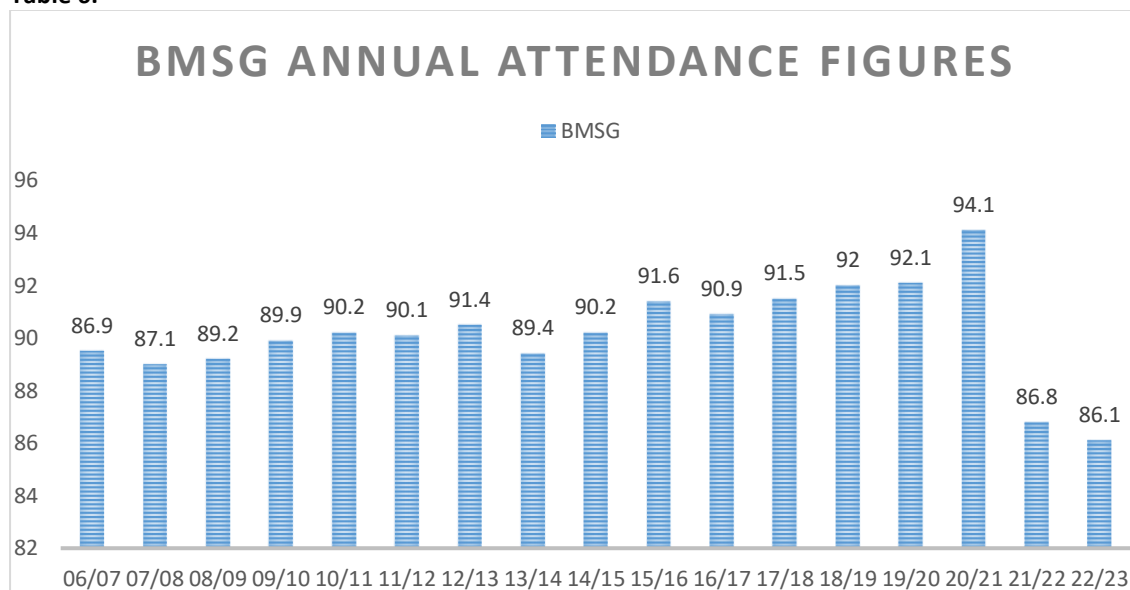
Whole school attendance in BMSG for 22/23 was 86.1%

This decrease in overall whole school percentage attendance is in no small way linked to the impact of the pandemic, increasing anxiety-based school refusal, and a change in coding of attendance on SIMS.

Whole 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.

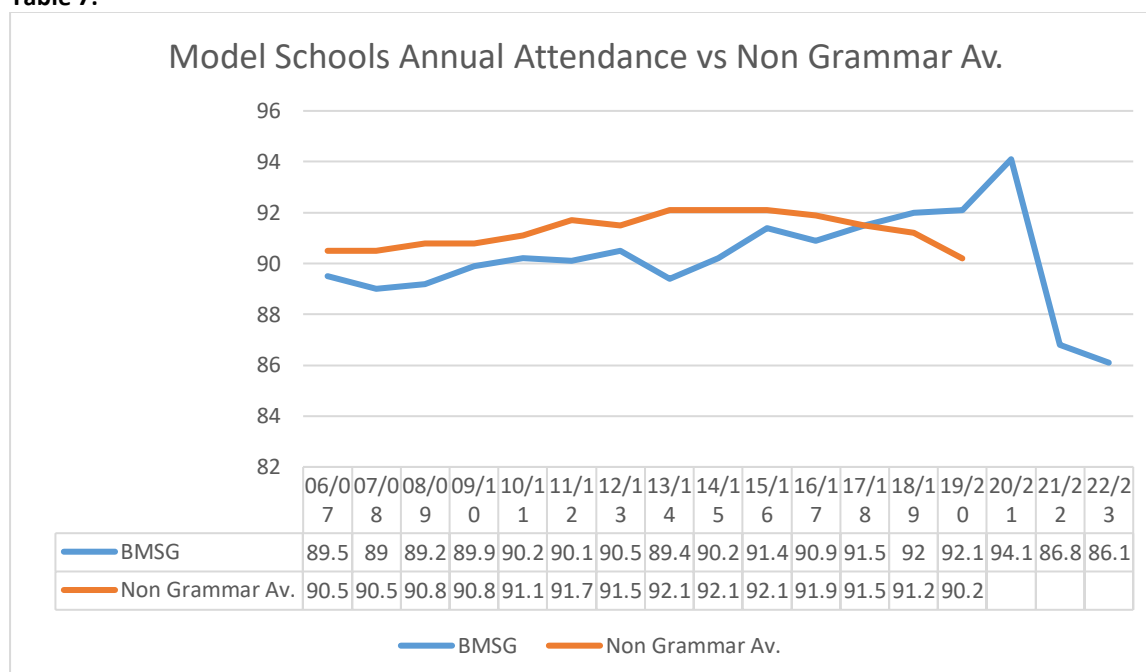
There has been consistent improvement in whole school attendance in both the schools since 2006. The fallout of the Covid pandemic has seen a significant impact on attendance.

**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:**

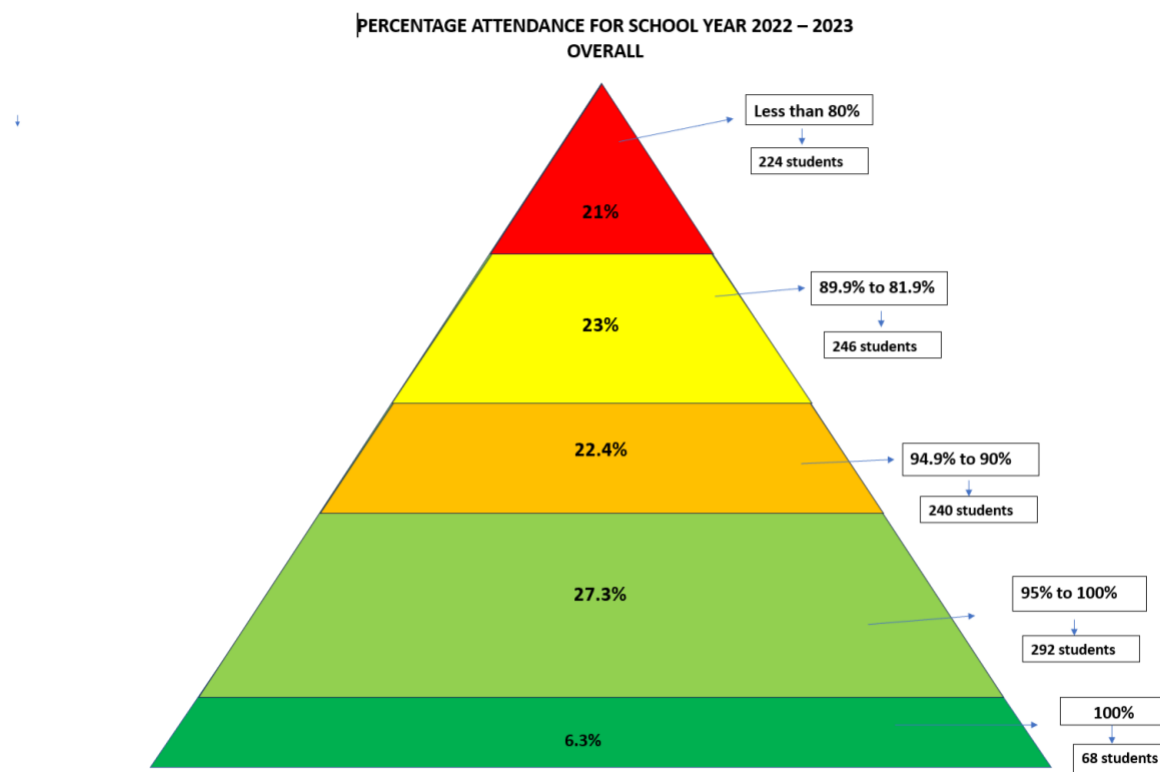




Source: Annual School Census Data. Note that figures include Y8-14 and therefore differs from official DE published statistics (2006/07 – 2017/18) which refer only to compulsory school age i.e. Y8-12. Official attendance statistics have not been published by DE for the years 2018/19 to 2020-21; the Non 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 showed significant improvement up until the Covid pandemic, however, persistence absence has increased since 2021/22 which reflects irregular attendance since the pandemic which is comparable to other schools in our sector.

Year	% Persistent absence
2017-18	18.9
2018-19	13.0
2019-20	11.7
2020-21	5.7
2021-22	20
2022-23	21



# BBMS

## Target

Overall school attendance will be above 92% in BBMS in 2022/23.

Attendance is a key measure of pupil engagement. One of the key challenges for any school, especially for those operating in socially disadvantaged areas, is to ensure good student attendance. School is a highly protective factor in a young person's life. Attendance levels can also be used to indicate the quality of school provision and effectiveness of the engagement activities and the support being offered.

## Actions

### **Parent Support Officer**

In BBMS the Parent Support 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/Year Counsellor to the FSES referral system who then requests the Parent Support Officer completes a home visit when their attendance falls below 90%.

As part of core school business, we 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.

### **Attendance Incentives**

BBMS has invested in attendance rewards and celebrations to encourage good attendance. Classes and individual students are rewarded monthly for continued or improved attendance. Boys receive vouchers for individual improvements and classes with good attendance receive an in-school based activity with their Form Teacher, Year Counsellor and Head of Year.

"Hot Chocolate with the Head" is also run a number of times throughout the year, where students who have exceptional attendance get to spend part of their morning having hot chocolate and chats with the school Principal.

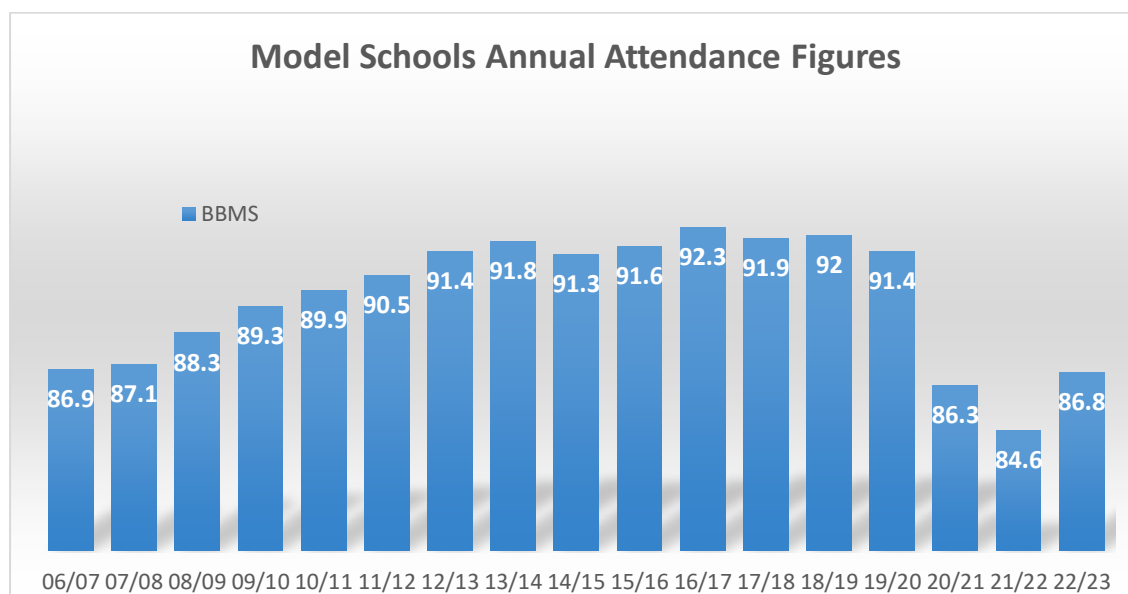
Throughout 22/23 there was a strong focus on attendance in BBMS. Within the third term, "School is Unmissable" was introduced to the older students. Information regarding the number of lessons missed rather than the number of days missed was communicated to parents and guardians, via the annual school report, rather than using percentages which can be misleading. This had a positive impact on attendance. Students were also informed that if they missed a school day, they would stay after school the following day to catch up on the work missed. This was not carried out in a punitive manner but in a supportive role to prevent students falling behind and missing key deadlines etc.

## Outcomes

Whole school attendance in BBMS for 22/23 was 86.8%. While disappointing, is an increase of 2.2% on the previous year. In addition, DE data on new absence tiers shows extremely favourable comparison for BBMS (See Table 8).

**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.



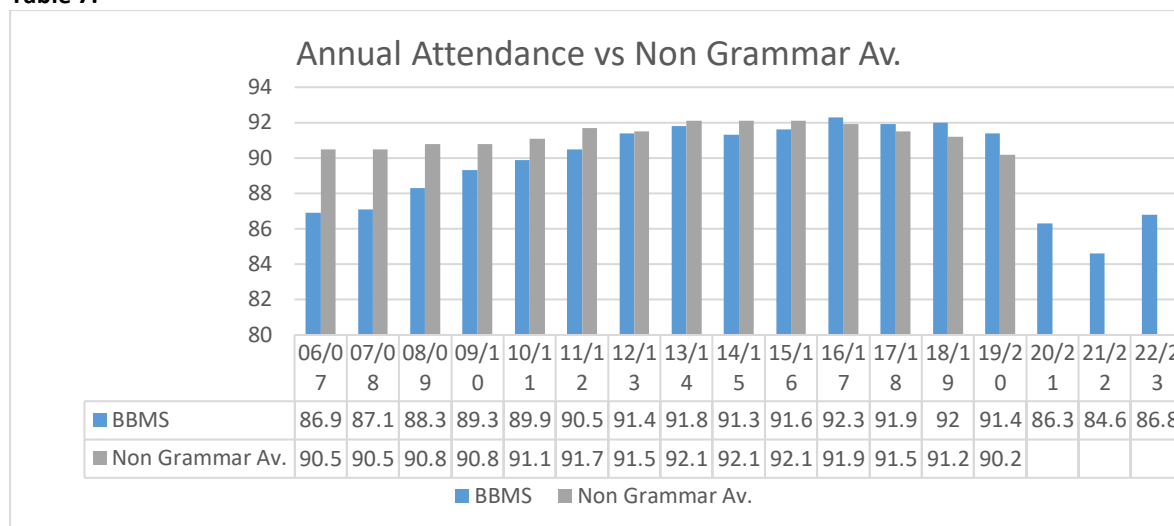
Overall school population attendance figures in each year since the beginning of the FSES programme in 2006/07 is set out in Table 6 with a comparison against all NI non-grammar schools following at Table 7.

The fall in attendance at BBMS, while disappointing, reflects:

- The hesitancy and anxiety still present in the community following Covid.
- The “laissez faire” attitude from some parents that students can access work when teachers upload this onto their MS Teams or catch up at a later stage.
- A lack of finances to purchase uniforms, provide money for school transport as well as a general disregard for students to be in school post pandemic.
- Mental health issues around social interactions, and school-based anxiety levels have increased.
- 282 referrals were made to our school Attendance Officer during the year. This gives an indication of the difficulties in maintaining attendance levels above 90%. Parents would inform staff that they were “unable” to get boys out of bed in the mornings or were content with pupils not attending.
- An alternative approach was used to inform parents regarding the number of lessons pupils were missing rather than the number of days. This had a positive impact as parents began to understand what could potentially be missed by being absent for one day.

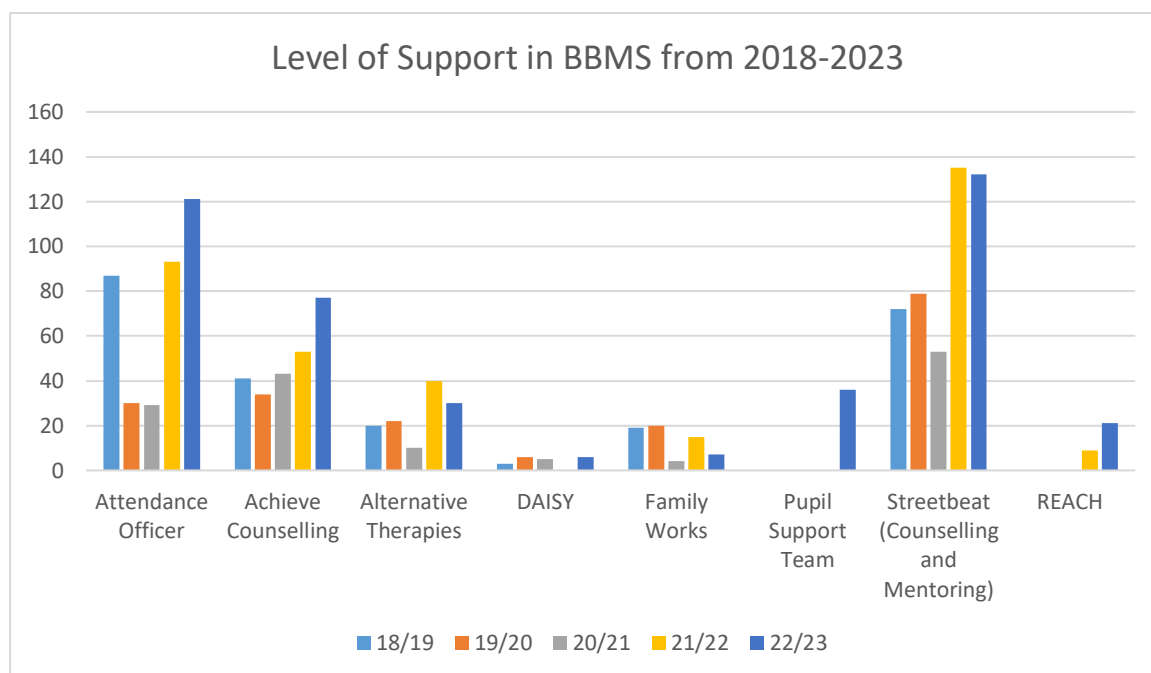
Table 7 indicates the rise in support provision over the past 5 years. It is evident that there has been an increase in referrals from HOY’s and Year Counsellors in school to provide support for students and families.

**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.

It is evident that the pandemic has taken a serious toll on students’ attitude to attendance at school. However, we are beginning to see improvements in figures due to the strategies implemented within BBMS.



**Table 8 – shows the number of students requiring support over the past 5 years.**

It is evident from this graph that there has been a large increase in support provisions to students post covid. NB – REACH was set up to work with the most vulnerable students and support them in their transition. This has only been running for the past 2 years.

Below in Table 9 we can see how favourably BBMS school attendance figures compare with DE data for similar post primary schools. DE data now shows absence percentages across 4 tiers, ranging from “regular” to “severe chronic”. As can be seen in the tables below, the attendance figures for BBMS are very pleasing when compared to schools which have a similar FSME cohort. E.g. with a FSME band of 50%, similar schools have a regular attendance figure of 28.2% whereas BBMS has 54.9%.

**Table 9:**

Post-Primary Schools - September 2023 to October 2023 (Cumulative)				
	Absence Tiers			
FSM Band	% Regular (0-5%)	% At Risk (5-10%)	% Chronic (10-20%)	% Severe Chronic (20%+)
0.00 - 9.99	68.0%	17.5%	10.9%	3.6%
10.00 - 19.99	58.0%	19.9%	14.8%	7.3%
20.00 - 29.99	46.3%	21.4%	19.3%	13.0%
30.00 - 39.99	45.5%	20.0%	18.6%	15.9%
40.00 - 49.99	46.7%	18.4%	18.1%	16.8%
50.00+	28.2%	19.4%	23.9%	28.5%
<b>BBMS</b>	<b>54.9%</b>	<b>16.55%</b>	<b>14.45%</b>	<b>14.1%</b>
<b>Total</b>	<b>54.9%</b>	<b>19.5%</b>	<b>15.8%</b>	<b>9.8%</b>

# Pillar – Parental Engagement

# BBMS

## Targets

1. *To encourage greater participation in all school activities by parents at the school.*
2. *To ensure that support to parents is maintained through referrals, home visits and signposting to statutory agencies.*
3. *Parents of Nurture/Reach pupils will be more involved in their son's education.*
4. *An increase in the number attending the parental support group.*

## Parent Support Worker

Parent support is carried out by our full time Parent Support Worker supported by a counsellor from Streetbeat Youth Services.

The Parent Support Worker carries out home visits to families throughout the year, acts in an advocacy role (liaising between parents and Heads of Year, VPs and the Principal), supports parents in both group and one to one sessions and runs a parenting group weekly aimed at providing education, advice and guidance.

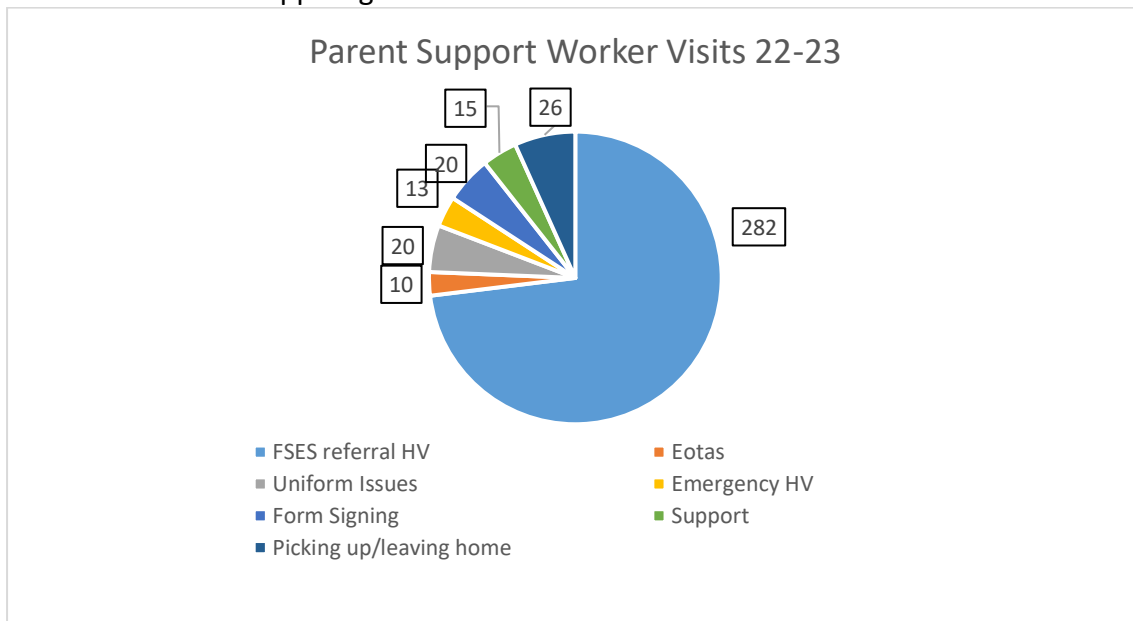
On a practical note, the Parent Support Worker is able to source food bank vouchers, fuel vouchers, hampers, uniform, provide help with form filling, one to one counselling sessions. She also signposts boys and/or parents to other support services both within FSES and within the wider community.

Having parents involved in the school community provides a sense of involvement and purpose which is vital as we work to support each student's family as well as provide an education for their son.

## Outcomes

- 93 parents were supported.
- 282 home visits completed - during these visits she is able to engage with the parents and inform them of the support which is available.
- The parent group was attended by approximately 15 consistently, on a weekly basis.
- Parents were involved in the uniform drive, sorting, folding, packing and volunteering on the days that suited them over the summer.
- Funding allowed this parent group to source external agencies that can provide support for a vast range of areas, such as financial to benefits and supporting their teenage son.
- There were also online educational sessions, which included restorative language and positive parenting.
- Funding also provided for Parenting NI to come into school and take a number of sessions.

The breakdown of support given is detailed below in Table 10.



**Table 10 – Breakdown of Home Visits carried out by AO in 22-23.**

As we move forward into the next academic year, there are plans to develop the work of the parent group. Parenting NI are continuing the work they commenced last year with the parents and one of our counsellors will be holding aromatherapy sessions for parents. There will be a focus on the importance of attendance for parents and how they can help support their child, as well as working towards a certified parenting course.



## **BMSG**

### **Parent Support**

Parent Support is offered with effective partnerships with community organisations including Lynn Nelson from Streetbeat, Greater Shankill Integrated Services, North Belfast Community Hub, Alternatives, Aware, TAMHI etc. 31 families received parental support and referrals to external agencies.

A dedicated, welcoming parenting room is available to help parents in feeling more at ease when coming to school for meetings to discuss their child's progress. Parent Support packs have been made available by the Pastoral team which enables them to provide guidance and support on many of the issues arising.

# Pillar – Community Engagement

## **BMSG**

Partner organisations have delivered programmes to all year groups on a variety of topics including Self Esteem, Relationships, Vaping, Drugs and Alcohol.

Learning Conferences were organised for Year 8 and Year 10 focusing on the topics of Resilience, Aspirations and making good choices. A wide array of community partners, including past members of the school community, supported these events.

The school is an active member of the Shine forum, the Shankill and North Belfast Family Hubs, The Greater Shankill Principal's cluster group and the North Belfast Area Learning Community.

# BBMS

## Targets

1. *Maintain and develop meaningful partnerships with voluntary and community organisations*
2. *Full Service team to link with partnered organisations to source appropriate support for pupils when needed*
3. *Full Service Team to promote school activities with community partners*
4. *Development of working relationship with "Blue Houses" to support and mentor students*
5. *Further input by Youth Services to be developed across the curriculum*

Community partnerships are an integral part of FSES and core school business. Partner organisations have delivered programmes on diet, lifestyle, drugs awareness and self-esteem. These have been presented within assemblies, pastoral periods and wellbeing sessions throughout the school year.

The school is an active member of Shankill and North Belfast Family Support Hubs. Pastoral VP is a member of the SHINE forum and Principal sits on Streetbeat Management Committee.

FSES funding employs Youth Workers from Streetbeat and Blue Houses to support pupils in mentoring, group work and restorative practice. Throughout the year these youth organisations have supported and worked alongside a number of students.

## Outcomes

- 3 Youth Workers are on site for part of every school day delivering support to pupils.
- Streetbeat also runs a youth club within the school building 3 nights a week. This allows students to be kept off the street and gives them a focus in the evenings.
- Over the summer months, Blue Houses were able to use the school facilities to host summer scheme activities - This also contributes to our transition work as it allows students to experience BBMS facilities in an informal manner.
- Blue Houses also ran an Intervention Group in school. 9 students were selected and given the opportunity to work in a smaller class setting each day with staff.
- A number of youth workers from Blue Houses also provided 1:1 support and mentoring for these pupils in the third term.
- Alternatives and Integrated Services were used to help support students, as well as families. Students had previously worked with these organisations outside of school and, at times, they came in to continue work with the pupils in school and liaise with Heads of Year in supporting the pupils.
- A "Cooking on a Budget" course for adults was carried out over 3 weeks at the end of the year within the HE department. On average, 5 women attended each week and were able to learn about providing healthy meals for their families while keeping costs down. They had the opportunity to make the meals each session and take them home for that evening's dinner.

# Pillar - Health

# BBMS

## Targets

1. *Maintain and develop meaningful partnerships with voluntary and community organisations in terms of health promotion within the school.*
2. *Pupils to be aware of the benefits of a healthy lifestyle, diet and emotional health.*
3. *Ensure a large percentage of students avail of the breakfast available to them on a daily basis.*
4. *Pupils will benefit from Therapeutic treatments.*
5. *Teaching and information given around recognising poor mental health and how to improve it.*
6. *First Aid to be offered to pupils involved with Duke of Edinburgh scheme, Enrichment students and relevant staff.*
7. *Greater co-operation between statutory health agencies and both schools*
8. *Year 8 pupils will have a greater understanding of steps to take to improve their well-being.*
9. *Year 8 pupils will have a greater understanding of support they can access to support their well-being.*

There was a large focus post covid regarding health, and particularly mental health support. Within the academic year all students were provided with one hot meal per day as well as have access to Breakfast club early in the morning.

## **Mental health & Counselling Services**

BBMS has counselling provision in school five days per week. One to one appointments are established and issues identified include self-harm, suicidal thoughts, domestic violence, self-esteem, gender issues. Strategies for resilience are developed with young people. FSES also works in partnership with counselling services in the local community – Family Works, Streetbeat and DAISY - to meet the needs of the young people and their families. This enables the counselling service to be fast-tracked, to avoid waiting lists.

Community counselling groups Streetbeat and Achieve NI work across all year groups on a needs led basis. The development of support services by these organisations has continued throughout the year, providing mentoring, group work and restorative conversations as well as emotional regulation and anxiety groups.

BBMS also provides an Alternative Therapies Counsellor for students who are struggling with classroom anxiety and other issues. Students can avail of services such as aromatherapy and relaxation techniques through this provision.

Within Term 3 alone, approximately 40% of all referrals were for some form of counselling or mentoring service – all of which were able to access within a week or two of initial referrals.

### **Student Activities**

BBMS has continued to invest in playground equipment and resources for different areas of the school. These include table tennis, football and basketball as well as Connect 4 and other board games. This has enabled all students to engage in sporting or fun activities at lunchtimes and helps students with their mental health. There has also been a wide range of lunch time clubs made available to all students ranging from sporting clubs to chess, Minecraft, gardening club and cooking clubs.

### **Physical Health**

In addition, health awareness programmes are delivered through Learning for Life and Work curriculum and the Pastoral Period. The school Nurse meets statutory requirements for vaccinations and health assessments. First Aid training has been carried out with Belfast Boys' Model School staff and pupils and community organisations. All Year 10 pupils received First Aid Training.

### **Healthy Eating**

Partner organisations have delivered programmes for diet, lifestyle, drugs awareness and self-esteem. Breakfast club is up and running after Covid.

### **Wellbeing Period**

Wellbeing is an important part of the school's preventative curriculum. With KS3 students being the most vulnerable, it was essential to provide additional support for them. As a result, all pupils in Year 8 having a wellbeing period on their curriculum. Within these sessions, students were able to discuss and learn about healthy lifestyles and how to look after their mental health.

## **Outcomes**

- In 2022/23, the school was awarded the 'Take 5 School' status.
- In 2022/23, 35% of students who were referred by HOY's received counselling in BBMS for a variety of different issues with approximately 54% of the referrals being for Year 8 & 9 students.
- 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, this has continued when required through the summer months.
- Achieve NI and Streetbeat also worked with students over the holidays to continue work that had been started during term time.
- Counsellors who work within our school environment were able to attend KS3 wellbeing sessions and provide information to students on how to access support or what to be aware of in regards their own healthcare.

## 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 have been centralised in the Hub, from which all supports are coordinated and put into place. Regular feedback is given to the Pastoral Team. The FSES co-ordinator leads this area as part of their role. The Pupil Support Worker sees on average 35 students per day and deals with First Aid and administers medication to enable students to be able to remain in school.

## School Nursing Team

The FSES Co-ordinator co-ordinates and manages the vaccination programmes in partnership with the School Nursing team. This consists of Year 8 Health Appraisals, Year 9 and 10 HPV vaccinations, Year 11 school booster vaccinations and whole school Flu vaccinations.

## Counselling Services

Additional counselling is employed in BMSG. A 1:1 appointment is scheduled. The issues identified have 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 2022-23, counselling services were provided to 256 students in BMSG, with students support available on site 5 days per week.

## COUNSELLING & MENTORING FIGURES SEP 22 – JUNE 23

	COUNSELLING					MENTORING						
	Streetbeat	Family Works	Counsellor 1	Counsellor 2	TOTAL	PDM RP	Stbeat Mentor	Alt Ment 1	Alt Ment 2	Alt Ment 3	ACN Mentor	TOTAL
<b>8</b>	4	5	15	15	<b>39</b>	5	3	3	6	4	-	<b>21</b>
<b>9</b>	12	14	27	24	<b>77</b>	17	6	4	11	12	-	<b>50</b>
<b>10</b>	13	6	18	19	<b>56</b>	14	7	4	12	9	-	<b>46</b>
<b>11</b>	10	7	10	6	<b>33</b>	14	5	1	11	7	-	<b>38</b>
<b>12</b>	9	6	13	4	<b>32</b>	15	6	2	9	6	-	<b>38</b>
<b>Post 16</b>	3	3	9	4	<b>19</b>	5	3	0	5	4	<b>13</b>	<b>30</b>
<b>TOTAL</b>	<b>51</b>	<b>41</b>	<b>92</b>	<b>72</b>	<b>256</b>	<b>70</b>	<b>30</b>	<b>14</b>	<b>54</b>	<b>42</b>	<b>13</b>	<b>223</b>

\*Year 9 figures high due to Critical Incident – some supports were in groups and for one or two sessions surrounding this time

\*\*Mentoring with Alternatives includes Restorative Practice work involving groups of students





(updated 06/03/23) STUDENT SUPPORT TIMETABLE 2022-2023



		MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	REG															
1	9.00 – 9.40	Counsellor 1	Alternatives Mentor 1	Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention	ASD Groups LSA 1	Alternatives Mentor 2	Alternatives Mentor 3	Counsellor 2			
2	9.40 – 10.20	Counsellor 1	Alternatives Mentor 1	Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention	ASD Groups LSA 1	Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
	BREAK	Counsellor 1	Alternatives Mentor 1	Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
3	10.35 – 11.15	Counsellor 1	Alternatives Mentor 1	Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
4	11.15 – 11.55	Counsellor 1	Alternatives Mentor 1	Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
5	Yr 8 Lunch 11.55 – 12.35	Counsellor 1		Counsellor 1	Counsellor 2	Streetbeat Counsellor	Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
6A	Yr 10, 12 Lunch 12.35 – 1.10	Counsellor 1		Counsellor 1	Counsellor 2		Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3	Counsellor 2			
6B	Yr 9, 11, Lunch 1.10 – 1.45	Counsellor 1		Counsellor 1	Counsellor 2		Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention		Alternatives Mentor 1	Alternatives Mentor 3				
7	1.45 – 2.25	Counsellor 1		Counsellor 1	Counsellor 2		Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention	ASD Groups LSA 1	Alternatives Mentor 1	Alternatives Mentor 3				
8	2.25 – 3.05	Counsellor 1		Counsellor 1			Active Communities Mentor	Family Works Counsellor	Autism Advisory Intervention	ASD Groups LSA 1	Active Communities Network Mentor	Active Communities Network Mentor				
9	3.05 – 3.35															

# Pillar - 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

Principal is a member of the Greater Shankill Principal's group and North Belfast Area Learning Community.

### **Readiness to Learn**

Each student in Year 8 is provided with a 'Readiness to Learn' pack which provides them with all the vital equipment needed for school – including full stationery pack, scientific calculator, PE bag, water bottle, student planner and a novel. This ensures that every student is fully equipped, removing a barrier to learning.

### **P7 Taster Day**

A P7 Taster Day was held in December 2022. 20 partner primary schools were in attendance with 393 girls. This is always a very successful day, held in collaboration with BBMS. Students got a taste of 4 different subjects including Science, Home Economics, Music, Technology, Geography, Art, PE and Fun Maths. The students also get to visit the Dunowen to sample the delicious delights on offer. Feedback is always very positive and we look forward to hosting this event each year.

### **Summer Transition Programme**

Greater Shankill Partnership host a Moving On programme each year in August. Staff from both schools attend allowing students to meet key pastoral staff to help ease the transition process. Students complete the programme in Spectrum Centre, BMSG, BBMS and BAC. 40 girls attended the programme in August 2022. This programme was able to run for five days in August 2023. There was a total of 80 students who attended the programme, 45 of whom were girls of which 40 enrolled in BMSG. 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 once again meet key pastoral staff from both schools.

### **ACCESS Provision**

In BMSG transition support is extended across Key Stage 3 for the students who need additional transitional support. Specialist transition teachers teach in both Year 8 and Year 9. Access 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 an access 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
Yr8	13	65%	Yr8	16	57%	Yr8	16	53%	Yr8	18	54%	Yr8	16	53%
			Yr9	13	41%	Yr9	16	45%	Yr9	16	48%	Yr9	17	41%
						Yr10	13	38%	Yr10	16	33%	Yr10	15	41%

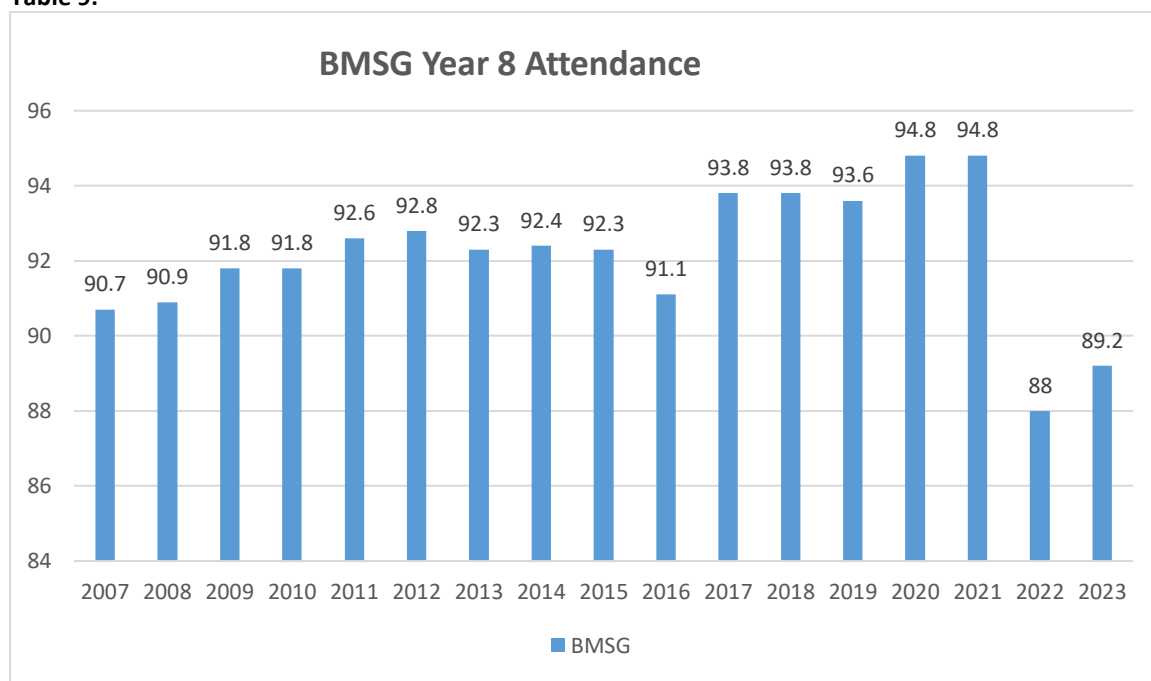
  

2021-22			2022-23											
	Students	% time												
Yr8	16	53%	Yr8	12	55%									
Yr9	15	33%	Yr9	17	47%									
Yr 10	14	30%	Yr10	15	25%									

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 duration 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 BMSG through contacts with primary schools and the Greater Shankill Partnership Transition Programme.

# BBMS

## Targets

1. *There will be a positive promotion of both schools through the transition programme.*
2. *P7 Taster Day in December is well attended.*
3. *P7 Fun Day in June is well attended.*
4. *Students will transition well into BBMS and feel supported by Pastoral Teams.*

A huge amount of effort and planning goes into the preparations throughout the year for the new year 8 intake each September. From P6 or P7, students are able to attend days specifically designed for them to help begin to prepare them for the possibility of attending our school. The Principal is a member of Greater Shankill Principals' Group, including 8 of our largest partner primary schools.

Primary School visits carried out by Assistant Principal and SENCO initially. Here PS Principals are able to give information regarding student's performance during their primary education.

## **Home Visits**

All incoming Year 8 pupils receive a transition home visit over the summer before attending BBMS. These visits are planned and arranged in June when the students are completing primary school. Once information about student placement has been issued in May, letters are distributed to the new incoming year 8 students inviting them to a Fun Day in June. This gives us the opportunity to make first contact with the students and meet the parents as they drop the boys up to school. Parents can complete essential paperwork while the students are enjoying afternoon activities. It is during this time that most summer home visits are arranged.

During these visits, staff are able to meet with parents and students in the comfort of their own home. They find this extremely beneficial as they can note any concerns that may arise from them. All information is gathered over the summer and compiled into form classes and information for the Head of Year and year team. Parents are generally open and receptive to the visits and can inform staff visiting of any concerns they may have with their son starting at BBMS. Staff can help answer and questions or find out required information to help alleviate any undue stress on the student or his family.

## **Transition Teachers**

Transition teachers have been employed through the FSES programme. 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 BBMS to identify the learning and emotional needs of the young people at an earlier stage. The transition teachers have worked across 20+ partner primary schools, in addition to teaching Year 8 students. In 2022-23, Primary schools within the local community attended BBMS Transition lessons in Home Economics and Media Studies. In addition, transition teachers go out to primary schools to deliver PE, Music and Science.

## **Nurture Provision - REACH**

The nurture group, which commenced in 2021-22 in BBMS for the most vulnerable Year 8 students, is explained in more detail in the Pupil Engagement section of the report. However,

it is important to note it also acts as a support to the transition of students. These students met with the Pupil Support Team for 40% of their school day to help them develop skills to adjust to post primary school. Year 9 students who had participated in the nurture group the previous year were also given the opportunity to continue support in Year 9 but at a reduced rate of contact. The aim is to gradually reduce this support as these students progress from Year 8-10.

### **Summer Scheme**

BBMS and Greater Shankill Partnership ran a transition programme for five days in August 2022. 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.

### **P7 Taster Day**

Each year, partner primary schools were invited to the P7 Taster Day at BBMS. Students get to participate in a large number of practical subjects throughout the day as well as sample the latest cuisine at the school dining facilities. This is generally the first opportunity for students to step into the building for a “typical day” and learn how to transition from one subject to another. This allows a smoother transition by helping pupils to become more familiar with staff and the environment in the Post Primary School.

## **Outcomes**

### **Home Visits**

- Over the summer months all new year 8 student home visits are carried out by Primary School rather than the area the student lives in as this allows connections with other students and concerns to be linked.
- Parents are advised to inform the SENCO in school if they have any SEN concerns for their son and ensure all documentation has been received by school before the start of September. This allows for swift action to be taken regarding support for the pupil starting.
- Home visits also allow for any welfare issues to be highlighted such as financial concerns or uniform issues.
- EAL home visits are carried out separately. Translation documents are given to parents and staff can gauge levels of English or if our interpreters will be needed. An assessment of the level of need is carried out.

### **Transition Teachers**

- 4 teachers provide a transition programme throughout the year to our feeder primary schools in the areas of Music, Science and HE.
- P7 pupils are given the opportunity to attend school with their class and it begins the familiarisation process with BBMS.
- 3-4 weeks of each subject are offered to the primary schools.
- Buses pick up and return students to their primary schools each week.
- Establishes consistent connections between BBMS and feeder primary schools.
- Facilitates good communication with staff in both schools.
- Begins to prepare students for post primary education.

### **Nurture Provision – REACH**

- Home visits can indicate an initial potential candidate for REACH programme.
- Form teachers are consulted and give names of boys who may be candidates for additional support.
- Follow through by observation in class in Maths and English over 2 months in Year 8.
- Letters sent home to parents indicating that their child has been selected for REACH programme and to come for info session. SLT teacher informs parents of the benefits of the programme and how their son will be supported.
- Parents' consent for programme and are kept informed about progress.

### **Summer Scheme**

- There was a total of 80 students who attended the programme, 40 of whom were boys.
- Students benefit from building relationships with peers, and some staff.
- Boys are given tours of school and carry out some activities in school to help familiarise themselves with the layout of departments.
- Opportunity for staff to observe how boys will deal with transition when with other students they don't know.

### **P7 Taster Day in December**

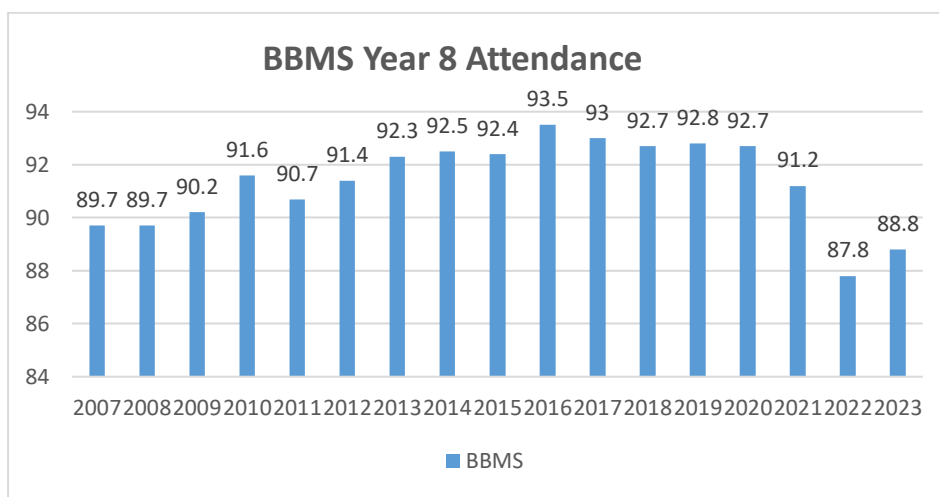
- 20 schools attended with approximately 386 students in attendance throughout the day.
- This is always a very successful day and Primary School staff and students commented on how enjoyable the whole day had been.
- Pupils get to experience a "day in the life of the Model" and transition around 5 practical classes such as PE, HE and Technology.

### **P7 June Day in June**

- Parents find it really beneficial as they get to meet their son's form teachers and see who is in their class.
- Staff get the opportunities to meet parents and introduce themselves and how school can help.
- Pastoral teams engage with parents to let them know how they can make contact with school over the summer months regarding any concerns.

A measure of the effectiveness of transition is Year 8 attendance.

**Table 11:** Source: Schools Own Data.



**Table 12:** Source: DE/Schools Own Data.

Post-Primary Schools - September 2023 to October 2023 (Cumulative)						% of pupils/students in absence tier
FSM Band	% Regular (0-5%)	% At Risk (5-10%)	% Chronic (10-20%)	% Severe Chronic (20%+)		
					Tier 3 - Severe Chronic Pupils with 20%+ absence (4+ days per month)	11.06
0.00 - 9.99	68.0%	17.5%	10.9%	3.6%	Tier 2 - Chronic Pupils with 10% - 19.99% absence (2-3 days per month)	11.52
10.00 - 19.99	58.0%	19.9%	14.8%	7.3%		
20.00 - 29.99	46.3%	21.4%	19.3%	13.0%		
30.00 - 39.99	45.5%	20.0%	18.6%	15.9%	Tier 1b At Risk Pupils with 5% - 9.99% absence (1-2 days per month)	14.29
40.00 - 49.99	46.7%	18.4%	18.1%	16.8%		
50.00+	28.2%	19.4%	23.9%	28.5%		
<b>BBMS</b>	<b>54.9%</b>	<b>16.55%</b>	<b>14.45%</b>	<b>14.1%</b>	Tier 1a Regular Pupils with 0% - 4.99% absence (<1 day per month)	63.13
<b>Total</b>	<b>54.9%</b>	<b>19.5%</b>	<b>15.8%</b>	<b>9.8%</b>		

- Table 12 demonstrates the favourable Year 8 attendance figures in comparison with DE overall absence tiers.



# Attainment

## BBMS

While Attainment is not a FSES pillar, pupil outcomes provide key evidence of the success/impact of the FSES programme.

### Targets

1. To develop a 'readiness to learn' with those engaging in support strategies in 2022-23 in both schools.
2. At least 60% of Year 12 students will attend Easter Revision in BBMS in 2022-23.
3. Percentage of students achieving 5 GCSEs at A\*- C and percentage achieving that benchmark including Maths and English will increase.

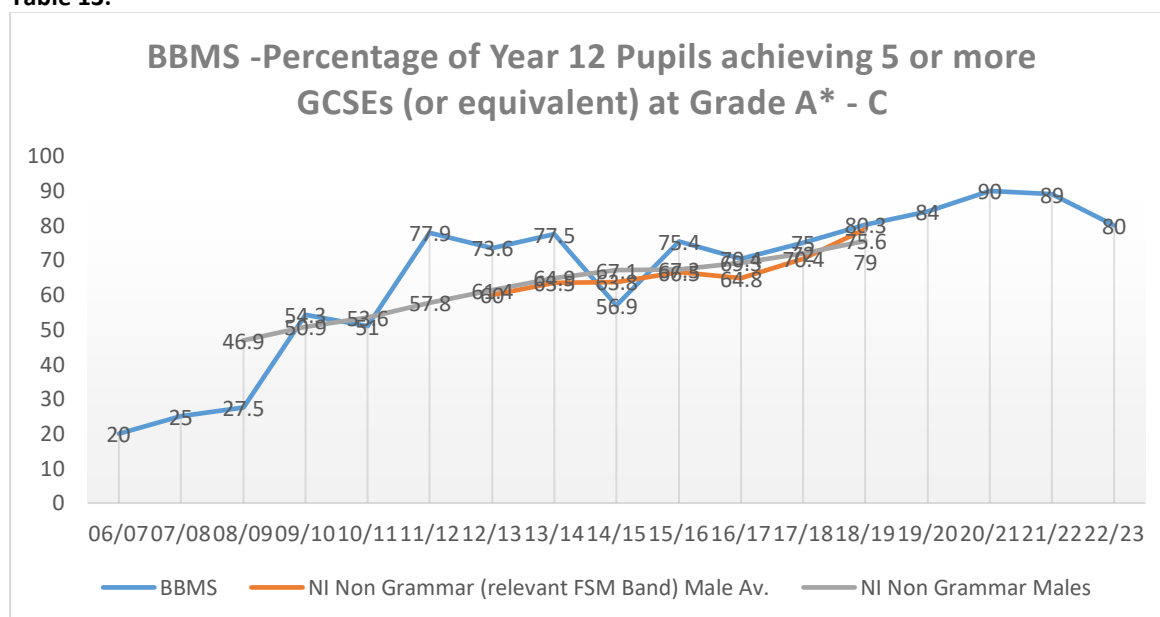
## Outcomes

Over the last number of years there has been a pleasing improvement in overall GCSE performance in BBMS in terms of those achieving 5 GCSEs A\*-C, and then 5 GCSEs A\*-C including English and Maths. However, in the academic year 22/23 BBMS saw a decline in A\*-C grades from 89% to 80% and a decrease in A\*-C grades including Maths and English, from 63.2% to 53%, a fall of 10.2 %.

The data below in Table 13 provides evidence of a significant improvement in BBMS students achieving 5 GCSEs A\*-C, 60% overall since the beginning of the FSES programme in 2006/07. The drop in overall achievement with this year's cohort is disappointing. However, CAT4 data predicted results at 46% of this cohort would achieve 5A\*-C grades, not including Maths and English. It should also be noted that this year saw a return to full school exams post covid.

### BBMS 5+ GCSEs (A\*-C) inc equivalents - 2006/07 to 2022/23

Table 13:

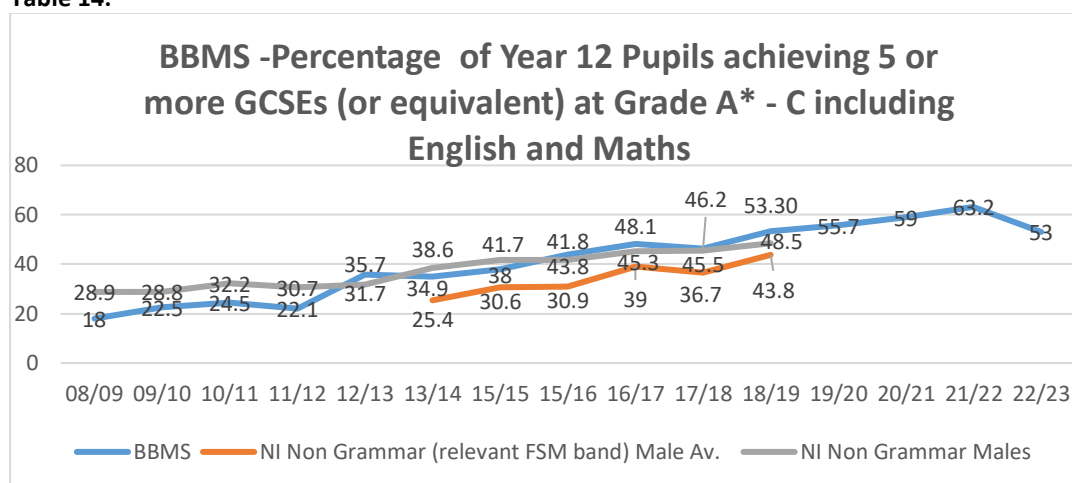


Source: Summary of Annual Examination Results (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSM banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+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

CAT4 data predicted 17% of students would achieve 5A\*-C including Maths and English for this cohort of students. Furthermore, this academic year saw a return to full exams rather than examination of modules or key topics. Some exam boards provided Advanced Information to help students revise but this was not the case for other exam boards. BTECs were also submitted in full, rather than selecting specific units of work for grading, as well as CCEA Occupational Studies requiring both sets of practical work and portfolios for assessment. When comparing exam conditions of a similar nature to this in the academic year 18/19, we can see that results were at a similar level. Therefore, given the complexities these students have faced in regard to their education over the past number of years, it is pleasing to note that overall results have remained consistent from pre-covid times.

### BBMS 5+ GCSEs (A\*-C) inc equivalents inc English and Maths – 2008/09 to 2022/23

Table 14:



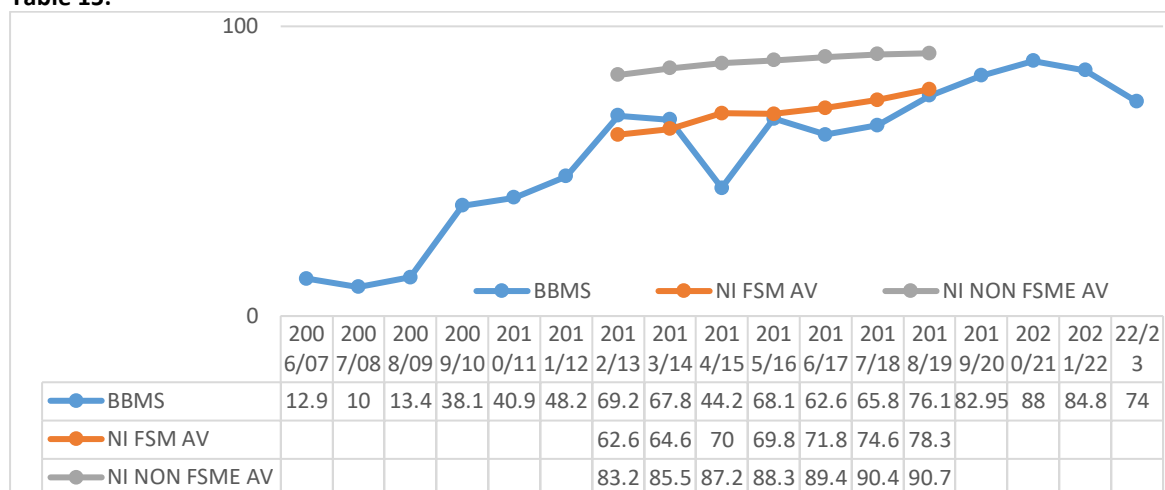
Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic. Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSME banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+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

## 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 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 61%. With no current data, it is hard to ascertain how this compares to all FSME students in NI.

Table 15:

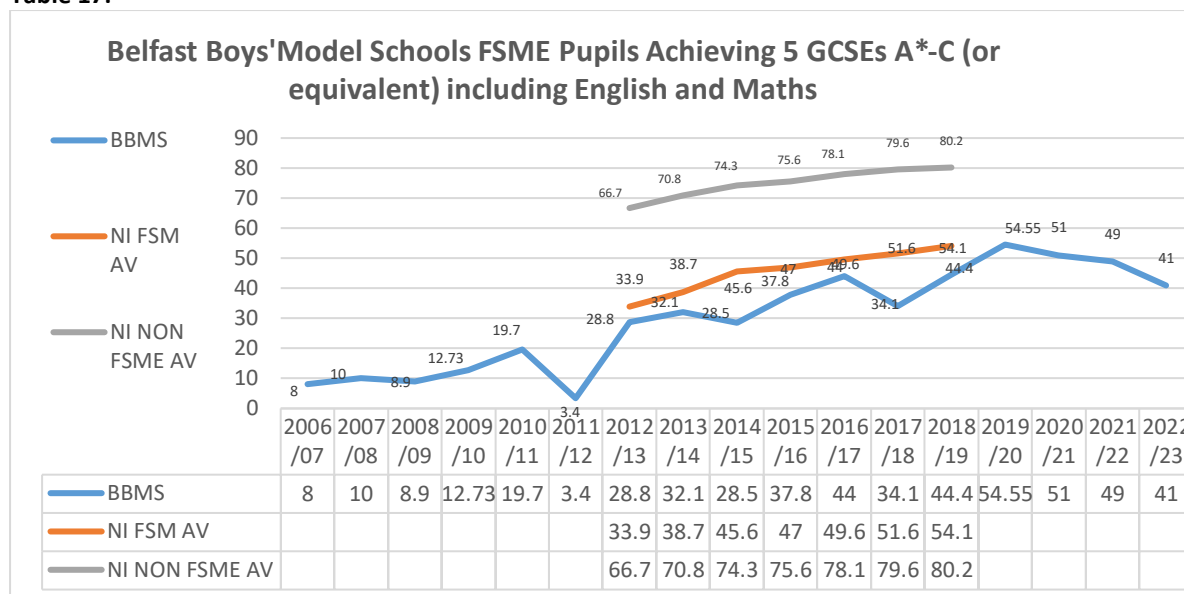


Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20 and 2020/21 due to Covid-19 pandemic.

Table 16 – Belfast Boys’ Model School – Attainment of FSME versus non-FSME pupils

	2018/19	2019/20	2020/21	2021/22	2022/23
BBMS FSME 5+ GCSEs (A*-C)	76.1%	82.95%	88%	84.8%	74%
BBMS Non-FSME 5+ GCSEs (A*-C)	84%	85%	93%	94.1%	80%
Gap	7.9%	2%	5%	9.3%	6%
BBMS FSME 5+ GCSEs (A*-C) inc English and maths	44.4%	54.5%	51%	49.3%	40%
BBMS Non-FSME 5+ GCSEs (A*-C) inc English and maths	62%	57%	71%	79.4%	69.4%
Gap	17.6%	2.5%	20%	30.1%	29.4%

**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 17 demonstrates that since the beginning of the FSES programme there has been an upward trend (2011/12 being the exception and 2017/18 with a slight decline) in the percentage of FSME students in BBMS attaining 5 GCSEs A\*-C including English and Maths.

### Number of students withdrawn from SAER Return 2022/23

#### BBMS GCSE Withdrawal from GCSE exam entry 2022/23

**Table 18:**

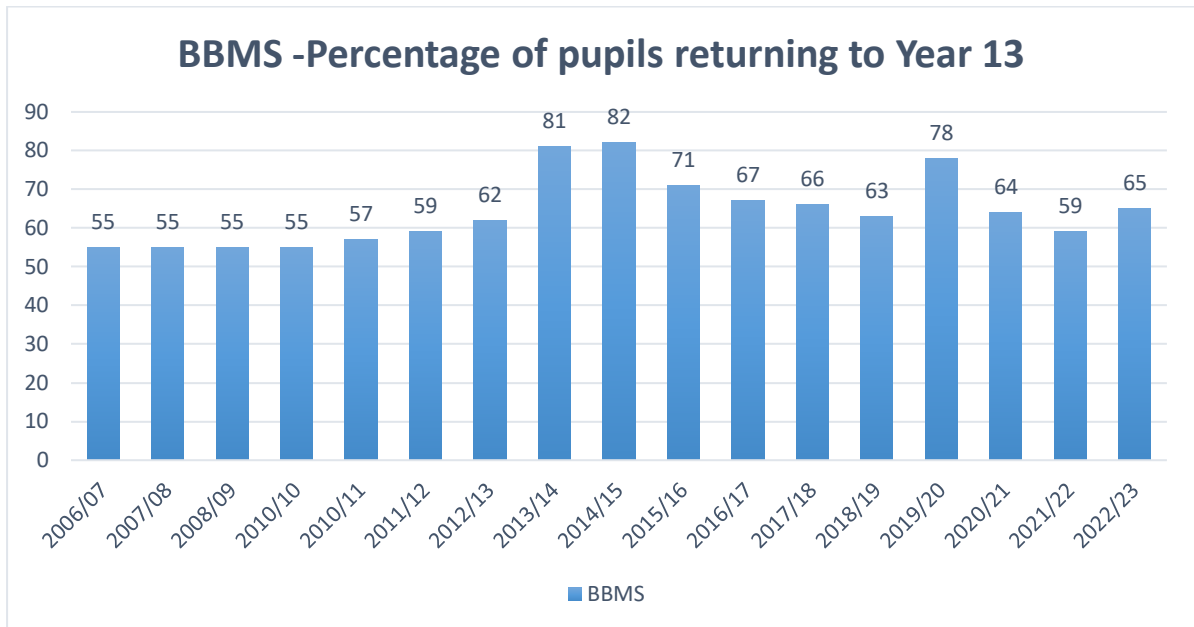
Number of Students withdrawn from GCSE exams 2022/23	Welfare Issue	Statemented Student	Education Other Than At Schools (EOTAS)	Health Issue	Number of students with FSME	Number of students with FSES interventions
38	7	18	13 (100%)	0	7 (63%)	8 (72%)

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 19:**



Source: Schools own data

The following table provides a breakdown of what Year 13 students were returning to study in 2022/23.

**Table 20: 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
2022/23	11	70%	91	39%	8%	28%	26%	38%

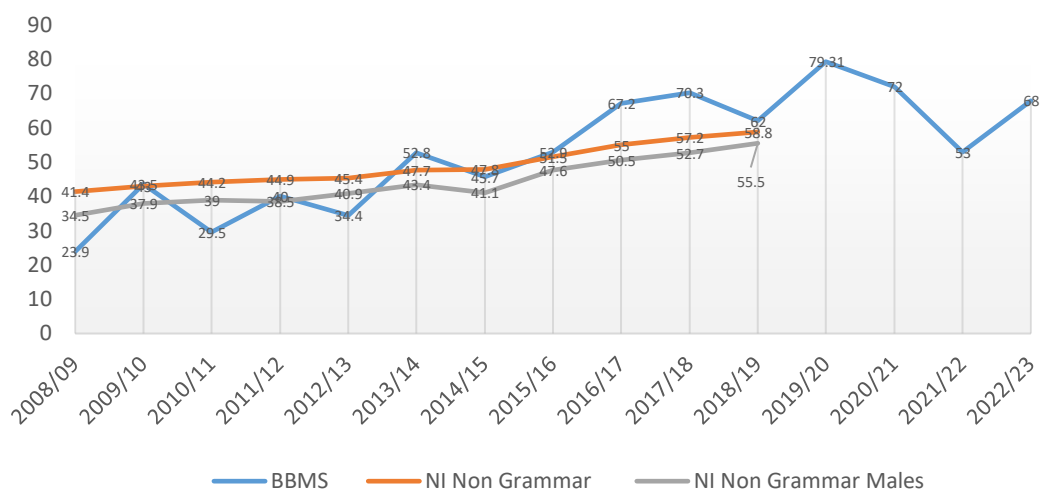
Source: Schools own data

#### 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 21:**

### BBMS- Percentage of Year 14 Pupils achieving 3 A\*-C at A Level (or equivalent)



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 2023 A Level Benchmarks

Table 22:

	BBMS Whole Cohort (57)	Boys Non Grammar (Pre-covid)
3A* - C	68%	22.5%
3A* - E	89%	27%
	BBMS FSME (28)	Boys FSME
3A* - C	81%	23.6%
3A* - E	84%	27.8%
	BBMS SEN	SEN (All)
3A* - C	100%	16.7%
3A* - E	100%	19.6%

Source: School's Own Data

# BMSG

## Targets

To develop a 'readiness to learn' with those engaging in support strategies in 2022-23 in both schools

To increase the percentage of students achieving 5 GCSEs at A\* - C including Maths and English

## Student Outcomes: GCSE /L2 Year 12 Cohort

In 2022/23 BMSG

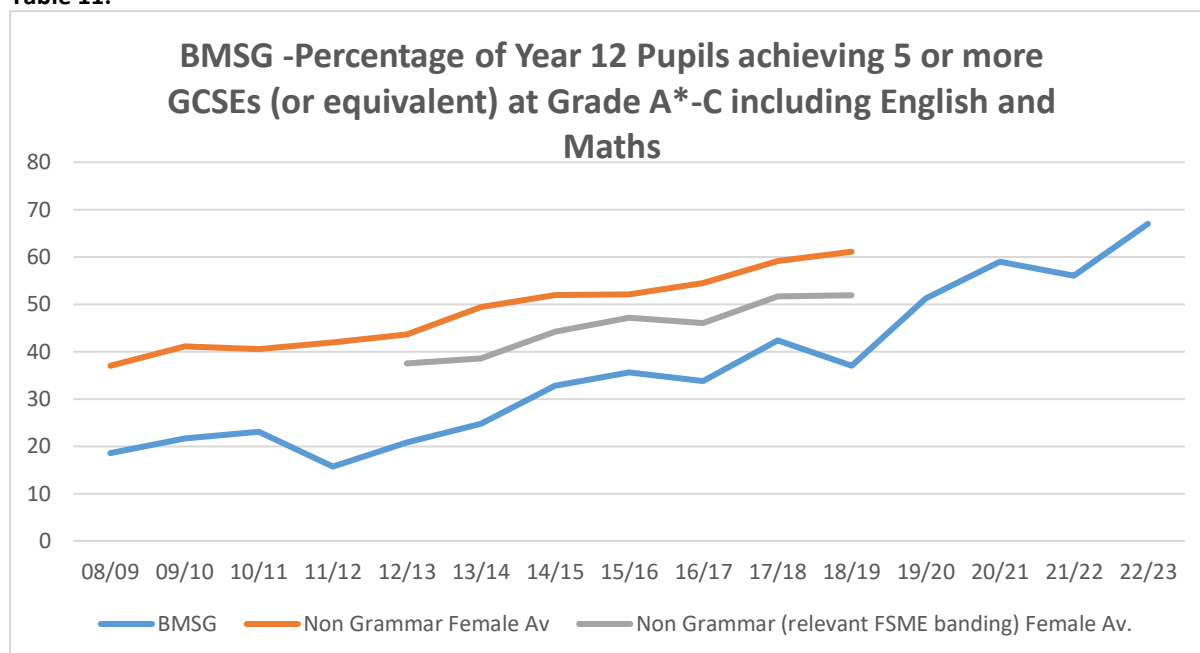
- 67% of Year 12 students achieved 5A\*-C GCSE/L2 qualifications including English and Maths.
- 77% of Year 12 students achieved 5A\*-C GCSE/L2 qualifications

Longer term trends show a trend of improvement across both headline figures.

HEADLINE FIGURE 1: 5+ GCSEs (A\*-C) inc equivalents inc English and Maths 2008/09 to 2022/23

**BMSG 5+ GCSEs (A\*-C) inc equivalents inc English and Maths - 2008/09 to 2022/23**

Table 11:



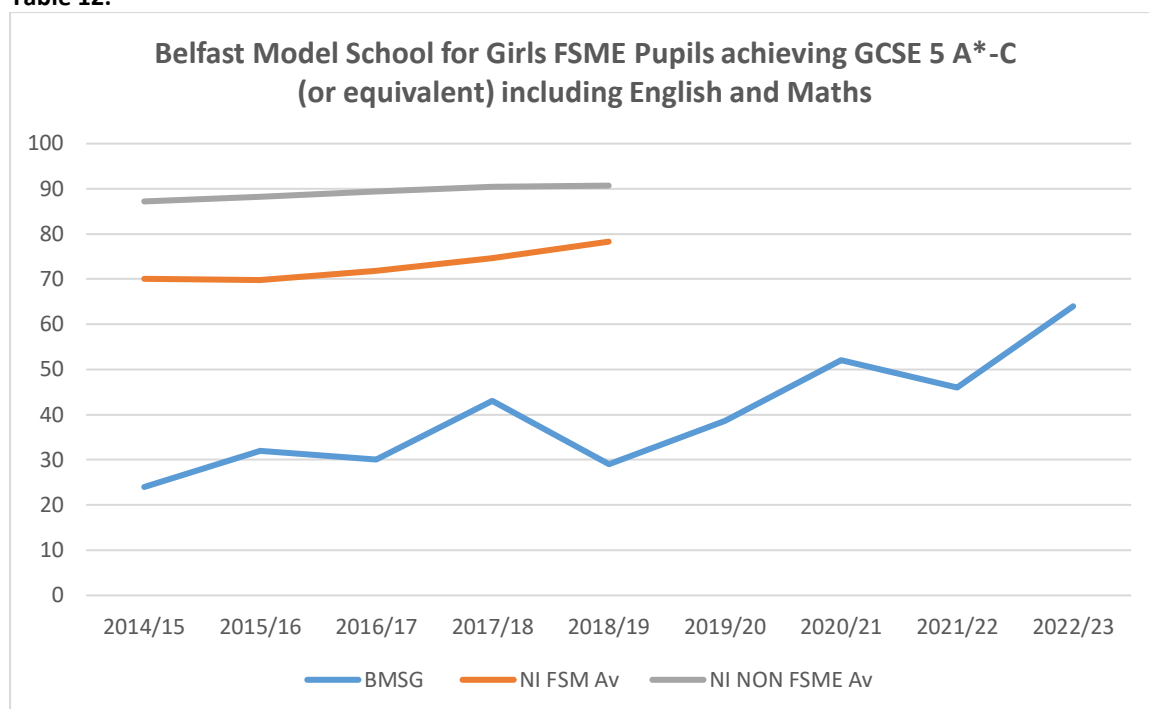
As reflected in Table 11, there has been an upward trend in BMSG students achieving 5 A\*-C GCSE/L2 inc. English and Maths in the period from 2008/09 to 2022/23. The table shows an improvement of +48% during that time.

As can also be seen in Table 11, 67% of BMSG Year 12 students having achieved 5A\*-C GCSE/L2 qualifications including English and Maths in 2022-23, places BMSG at 5% above the latest NI Non-Grammar Female average figure, when considering this benchmark.



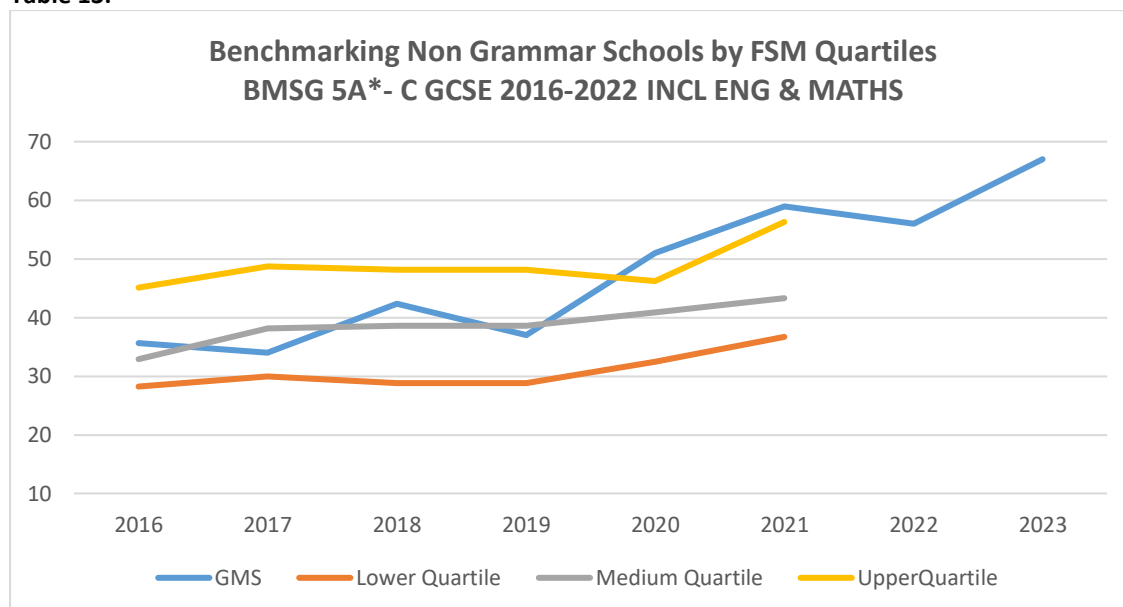
## BMSG 5+ GCSEs (A\*-C) inc equivalent - 2006/07 to 2022/2023

Table 12:



Source: Summary of Annual Examination Results (SAER) data up to 2018/19; not published for 2019/20, 2020/21, 2021/22 and 2022/23. 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).

Table 13:

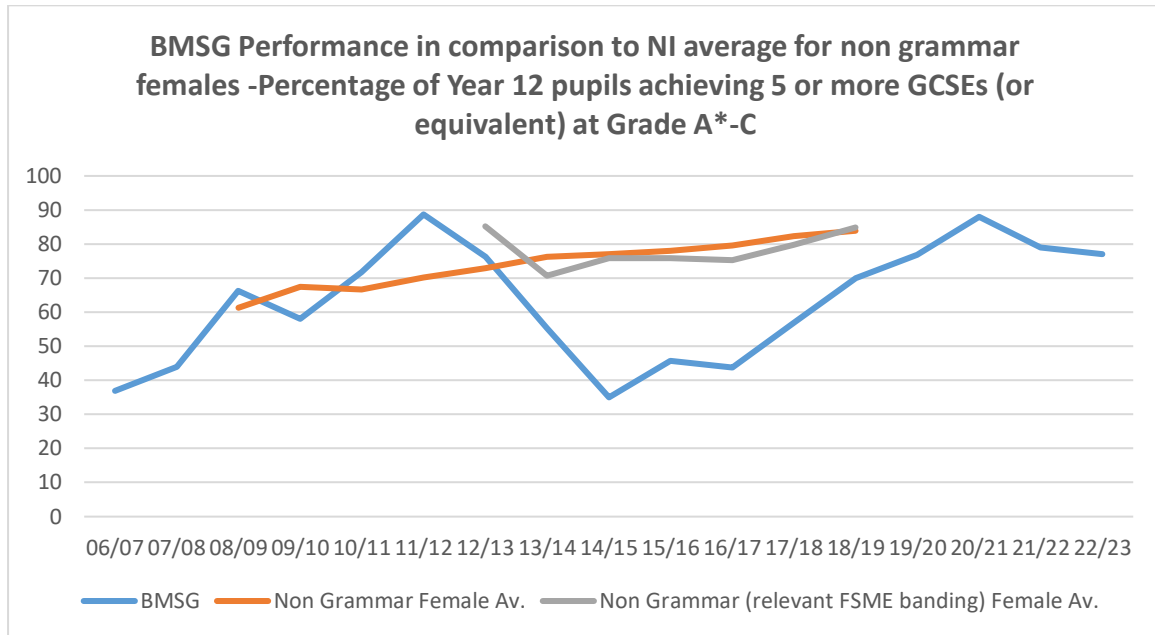


Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020

This positive picture continues when we compare cohort performance versus similar schools according to FSM band, as reflected in Table 12, where BMSG sits above the Upper Quartile in comparison to similar schools.

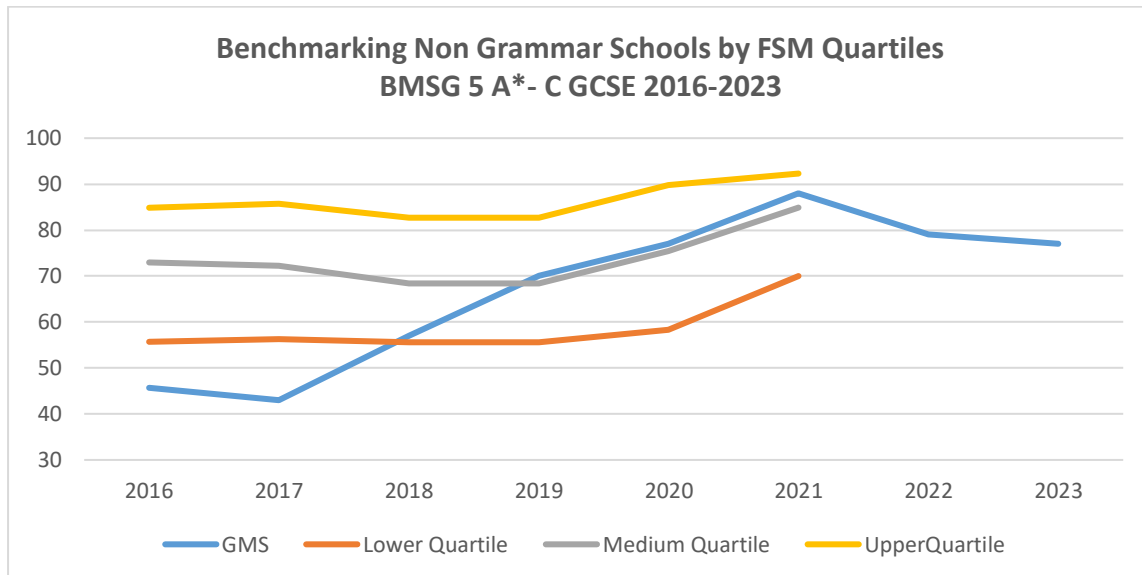
**HEADLINE FIGURE 2: 5+ GCSEs (A\*-C) 2008/09 to 2022/23**

**Table 14:**



As reflected in Table 14, BMSG GCSE performance when considering the 5A\*-C GCSE/L2 qualification measure has improved significantly throughout the lifetime of the FSES programme. BMSG has seen a 40% increase in the number of Year 12 students achieving 5 or more GCSE/L2 qualifications at grades A\*-C from 2006-07 to 2022-23.

**Table 14:**

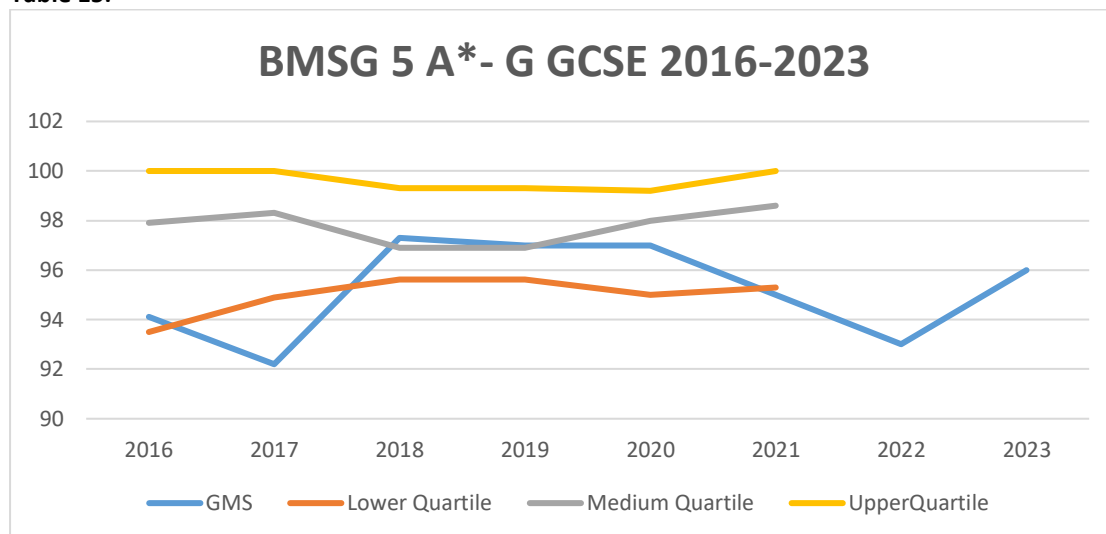


Source: School Development Planning and Target Setting (Post-Primary) Circular Number: 2020/10 Date of Issue: 22 September 2020

When comparing cohort performance versus similar schools according to FSM band, as reflected in Table 14, BMSG sits below the Medium Upper Quartile in comparison to similar schools, with 77% of students achieving 5 or more GCSE/L2 qualifications at grades A\*-C in 2022-23.

When considering the 5A\*-G GCSE/L2 qualification Measure BMSG sits below the Medium Quartile in comparison to similar schools, with 96% of students achieving 5 or more GCSE/L2 qualifications at grades A\*-C in 2022-23.; see Table 15

**Table 15:**



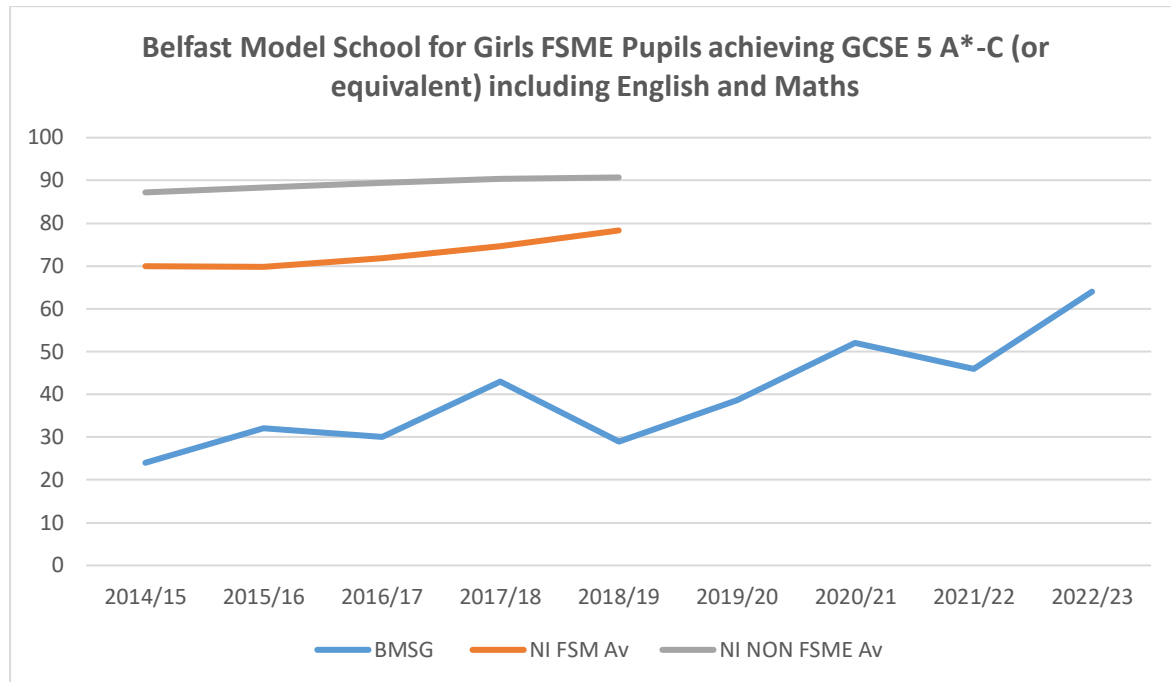
Source: School Annual Examination Returns (SAER) up to 2018/19; not published for 2019/20, 2020/21, 2021/22 and 2022/23. Note: compared against the average for NI Non Grammar Females as well as this cohort attending schools in the same FSME banding as BMSG (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

### **Student Outcomes: GCSE /L2 Year 12 FSME Cohort**

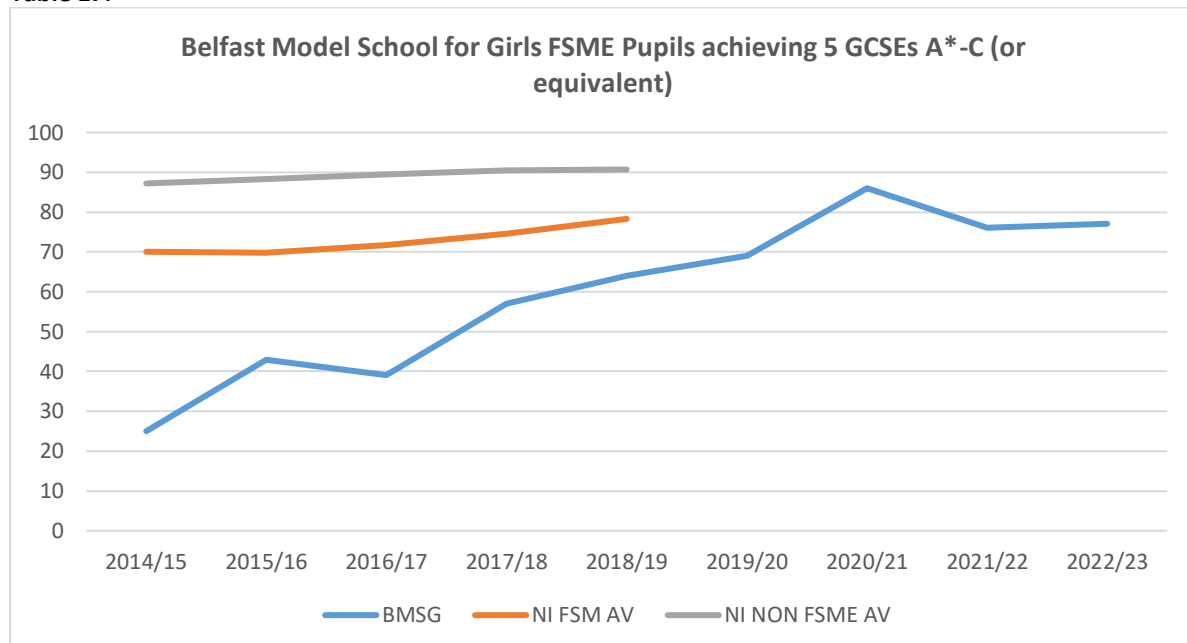
Students who are entitled to FSM traditionally do less well than non FSME students in external exams.

Tables 16 and 17 show that there has been a positive upward trend in the percentage of FMSE students in BMSG attaining 5 GCSEs A\*- C including English and Maths and similarly a steady increase in said students achieving 5 GCSEs A\*-C including English and Maths.

**Table 16:**

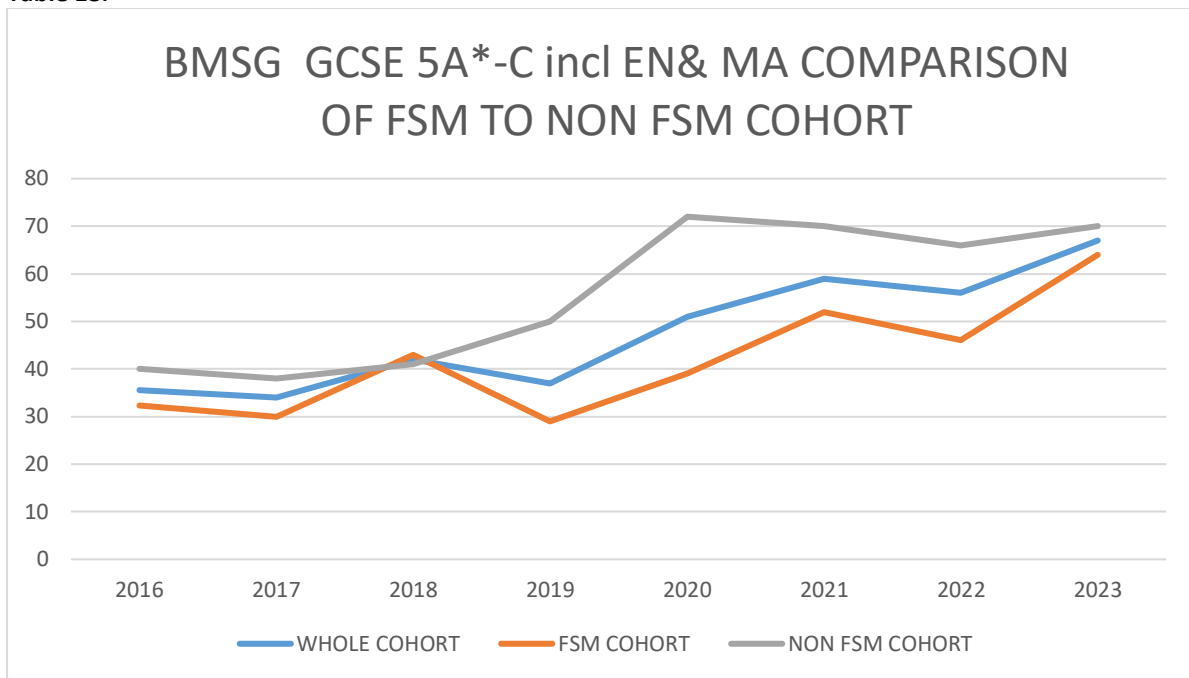


**Table 17:**

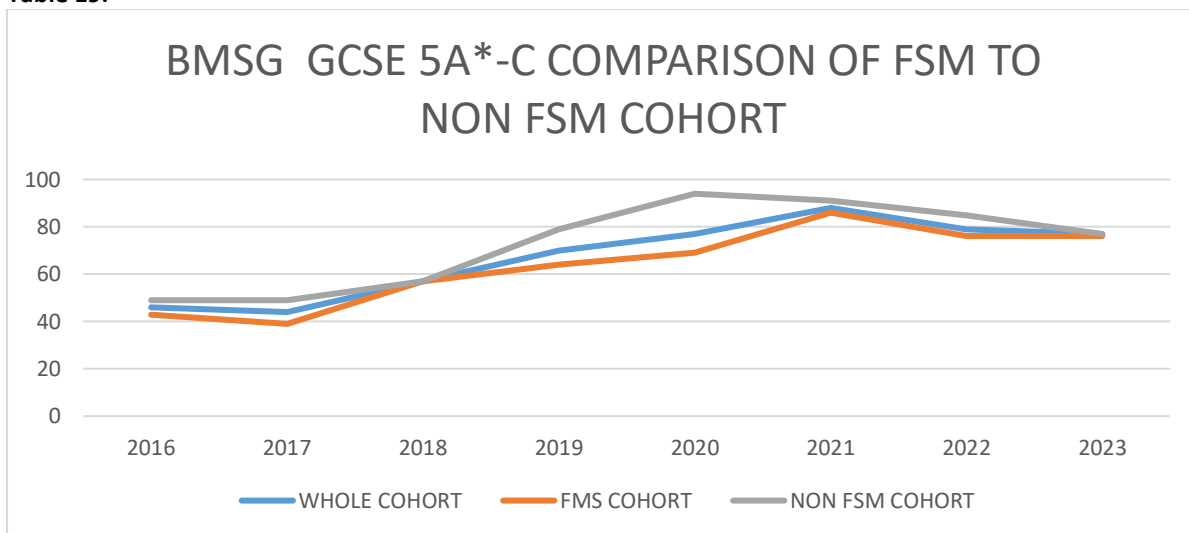


Source: School Annual Examination Returns (SAER) data up to 2018/19; not published for 2019/20, 2020/21, 2021/22 and 2022/23.

**Table 18:**



**Table 19:**



A clear priority at BMSG is to “close the gap” between the FSM and NON-FSM student cohort. Strategies implemented to achieve this goal have led to a narrowing of this gap as illustrated in Table 18 & 19

**BMSG GCSE Withdrawal from GCSE exam entry 2022/23**

**Table 20:**

Number of Students withdrawn from GCSE exams 2022/23	Welfare Issue	Statemented Student	EOTAS	Health Issue	School Aged Mothers (SAMS)	Number of students FSME	Number of students with FSES interventions
25	7 (28%)	6 (24%)	4 (16%)	7 (28%)	0	17 (68%)	25 (100%)

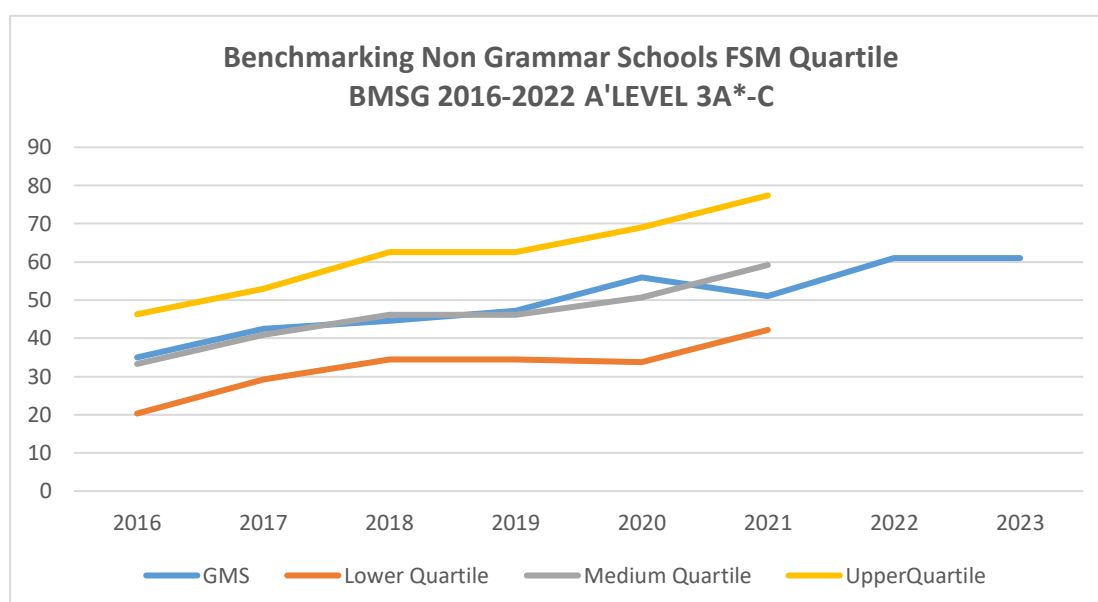
Source: Schools Own Data

**Student Outcomes: GCE /L3 Year 14**

Over the period of the FSES programme, examination performance in Year 14 has continued to improve. As Tables 21 & 22 illustrate, results compare favourably with similar schools in both headline measures, sitting above the Median Quartile when considering the 3A\*-C GCE/L3 equivalent qualifications measure, and at the Upper Quartile when considering the 2A\*-E GCE/L3 equivalent qualifications measure.

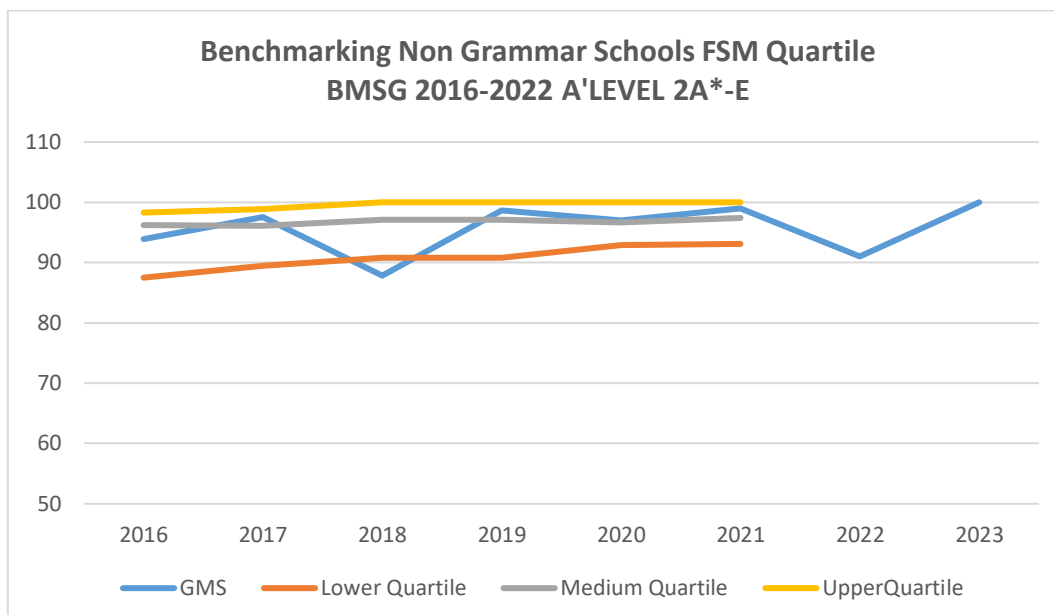
It is pleasing to note that the percentage of BMSG students achieving 3A\*-C GCE/L3 equivalent qualifications (61%) and the percentage of BMSG students achieving 2A\*-E GCE/L3 equivalent qualifications (100%) is at its highest since 2008/09.

**Table 21:**



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

**Table 22:**



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

### Leavers Destinations/BMSG Post 16 Returners

One of the key objectives of the FSES programme is to raise the aspirations of the students. A key indicator of this is the number of students who return to study at Post 16 in school or elsewhere.

Over the duration of the FSES programme, and as GCSE/L2 results have continued to improve, there has been a rise in the academic profile of students returning to Post 16 study at BMSG.

Entry criteria to Post 16 has also been uplifted from 2021/22, to reflect the increased demand of a curricular programmes in place at BMSG Post 16 that offers only L3 qualifications within the school (see Table 23).

This is the main reason why in Table 24 the number of students returning to study at Post 16 in school has decreased.

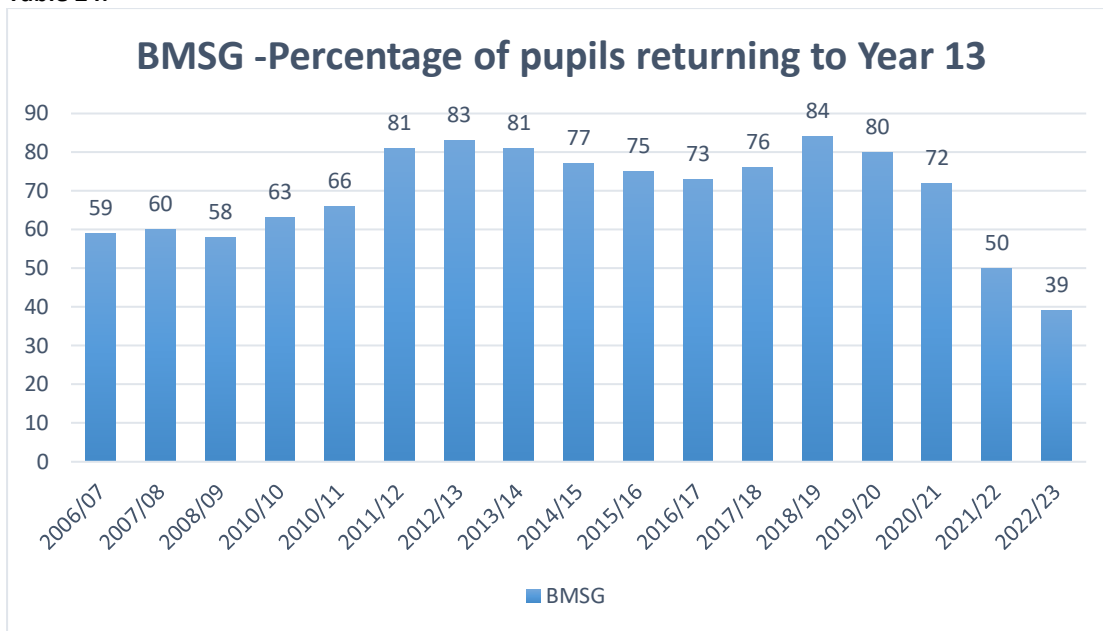
**Table 23:**

Year 13 2022/23	% Studying 3 A Levels	% Studying 2 A Levels + 1 BTEC/CTEC	% Studying 1 A Level + 2 BTEC/CTEC	% Studying 2 Subjects
2022/23	36/73 49%	27/73 37%	10/73 14%	0%

Year 14 2022/23	% Studying 3 A Levels	% Studying 2 A Levels + 1 BTEC/CTEC	% Studying 1 A Level + 2 BTEC/CTEC	% Studying 2 Subjects
2022/23	31/82 38%	30/82 37%	7/82 9%	14/82 17%

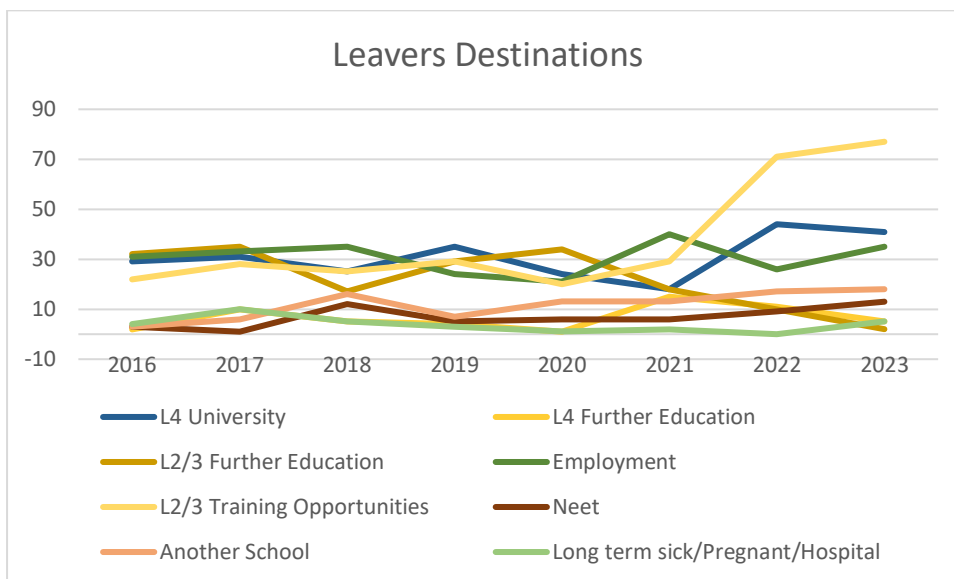
Source: Schools own data

**Table 24:**



Source: Schools own data

Improved CEAIG provision and arrangements at KS4 and KS5 has resulted in a broader range of pathways being taken up by BMSG students leaving school.





# Value Added

## BMSG

### Year 12 Cohort Study 2022/2023

When the baseline data of GL benchmarked stanines, collated on entry to KS4 is compared against actual GCSE outcomes, it is evident that considerable progress has been made at KS4 within English and Maths as core gateway subjects with the 2022-23 Year 12 cohort. See Table 25.

Table 25:

<b>2022-23 Year 12</b>	<b>% STANINE 5 &amp; ABOVE (On Entry KS4)</b>	<b>% STANINE 4 &amp; ABOVE (On Entry KS4)</b>	<b>ACTUAL % GCSE GRADE A*-C</b>
<b>English</b>	50%	72%	88%
<b>Maths</b>	45%	66%	71%

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

Many of the students who avail of FSES support are within this cohort and are amongst the most vulnerable students in school.

### KS3 Cohort Case Study

GL data can be used to assess levels of student in-year progress within English and Maths.

See Table 26

Table 26:

	<b>% of students making .....</b>	<b>English (measured using GL PTE)</b>	<b>Maths (measured using GL PTM)</b>
<b>Year 8 2022/23 In Year Progress</b>	Expected/Higher than expected/Much higher than expected levels of progress	64%	77%
<b>Year 9 2022/23 In Year Progress</b>	Expected/Higher than expected/Much higher than expected levels of progress	68%	56%
<b>Year 10 2022/23 In Year Progress</b>	Expected/Higher than expected/Much higher than expected levels of progress	65%	70%

Source: Schools own GL data (PTE/PTM assessments).

### Year 8 Access Class Case Study

This data relates to the Year 8 primary/post-primary hybrid class for students who required additional transitional support.

Table 27:

Surname Forename	Reg Group	FSM	SEN Status	Newcomer	Looked After	PROGRESS IN ENGLISH (Measured through use of GL PTE at the beginning and end of Year 8)	PROGRESS IN MATHS (Measured through use of GL PTM at the beginning and end of Year 8)
Student 1	8GP	N	3SpEP		Y		
Student 2	8GP	N	2SpEP	Y		Expected	Lower than expected
Student 3	8GP	Y	3SpEP				
Student 4	8GP	Y	2SpEP			Expected	Expected
Student 5	8GP	N	2SpEP			Expected	Expected
Student 6	8GP	Y	1SpEP			Higher than expected	Expected
Student 7	8GP	N	3SpEP			Expected	Expected
Student 8	8GP	Y	3SpEP			Expected	Expected
Student 9	8GP	Y	2SpEP			Lower than expected	Expected
Student 10	8GP	Y	1SpEP			Higher than expected	Much higher than expected
Student 11	8GP	Y	1SpEP	Y		Expected	Higher than expected
Student 12	8GP	Y	2SpEP			Expected	Expected
Student 13	8GP	Y	1SpEP			Expected	Higher than expected

**Table 28:**

ACCESS CLASS YEAR 8 (11 out of 13 of the cohort tested)	ENGLISH	MATHS
STUDENTS MAKING EXP/HIGHER THAN/EXP/MUCH HIGHER THAN EXP LEVELS OF PROGRESS	91%	91%
% STUDENTS MAKING LOWER THAN EXP/MUCH LOWER THAN EXP LEVELS OF PROGRESS	9%	9%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Source: Schools own GL data (PTE/PTM assessments).

### **BMSG – CASE STUDY 2022-2023**

Student A came to Belfast Model School for Girls in September 2018. During the primary school information gathering there were no concerns noted about this student and, indeed, it was felt she would do extremely well as she was a very outgoing student.

Student A came to BMSG and settled well, enjoying her first year in BMSG. However, in Year 9 things changed for this student. Her parent's relationship broke up resulting in a fall in finances in the home with the student beginning to receive FSM in Year 9. She found this and the whole situation difficult to deal with and she was offered support through counselling and mentoring to help her through this situation.

Student A also had some friendship issues in Year 10 and for a period became disengaged with school and withdrew into herself. Due to the supports put in place she turned this around and decided she really wanted to secure a future for herself. She worked with great enthusiasm in Year 11 and 12 and attended GMS Nightclub every week, availing of all supports available. She also had drop-in sessions with a mentor when she became overwhelmed with her studies.

In her GCSE examinations she achieved A, BBBB, C\*C\*C\*, C. She has now returned to Year 13 to study A-levels in Maths, Business and Computer Science.

## Predicted GCSE results vs actual results.

### Year 12 Cohort Study 2022/23– both schools

Of the Year 12 students in 2022/23, 60% in BBMS had significant FSES intervention from Year 8-12. 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 19-20.

**Table 23: BBMS**

	<b>% achieving 5A*-C at GCSE Including Maths and English</b>	<b>% achieving 5 or more GCSEs at grades A* - C</b>	<b>% achieving 5 or more GCSEs at 5A*-E</b>	<b>% achieving 5 or more GCSEs at A*-G</b>
<b>All Year 12 (132)</b>	53%	80%	98.4%	100%
<b>FSES Cohort (77)</b>	34%	74%	90%	93.5%

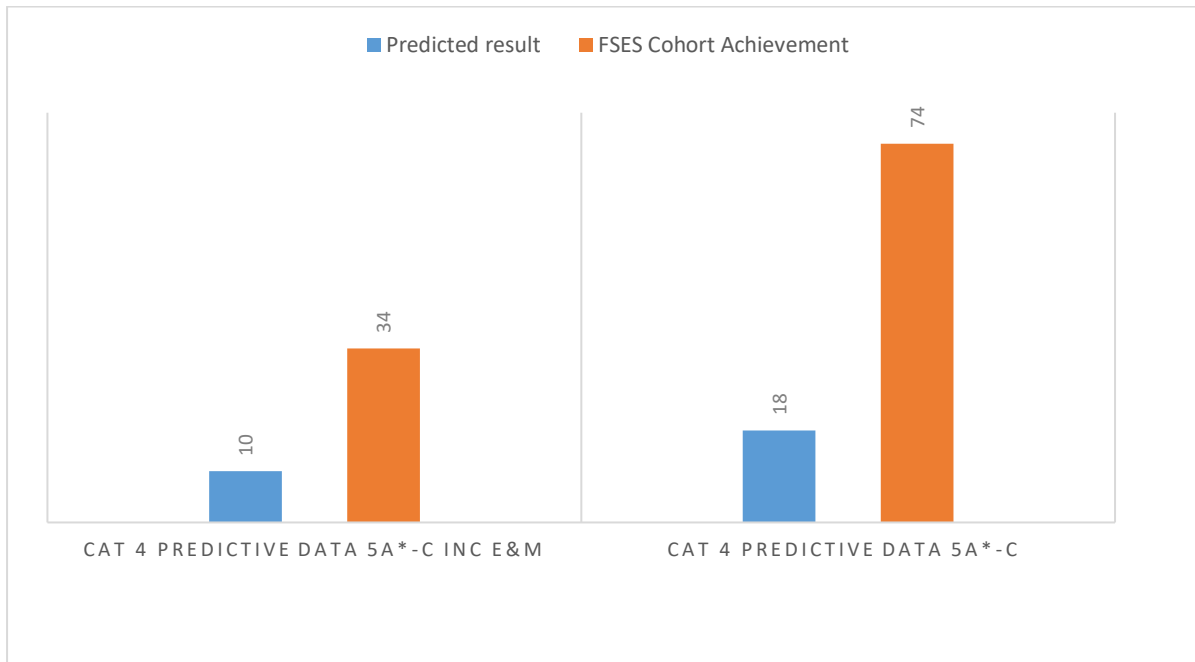
Source: Schools Own Data.

As noted above, the FSES cohort is generally 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.

However, it is noted that the gap between the FSES cohort and year group gaining 5A\*-C including Maths and English has widened from previous years. It must also be noted that there are a larger number of FSES cohort students this year in comparison to other years.

## Predicted GCSE results vs actual results for FSES Cohort 2022-23 – CAT 4 assessments.

**Table 24: BBMS**



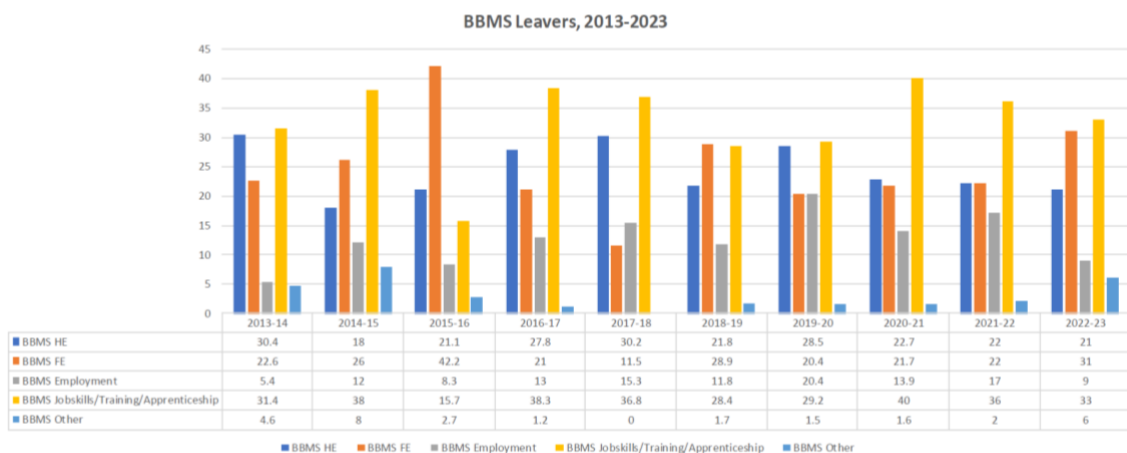
Source: Schools own data (Cat 4 Assessments conducted in Year 11).

As highlighted above, BBMS have added value to the overall GCSE performance. Table 24 shows that 56% more students in BBMS achieved 5 GCSEs A\*-C than previously predicted. When including English and Maths, the improvement was 24% and 16% respectively.

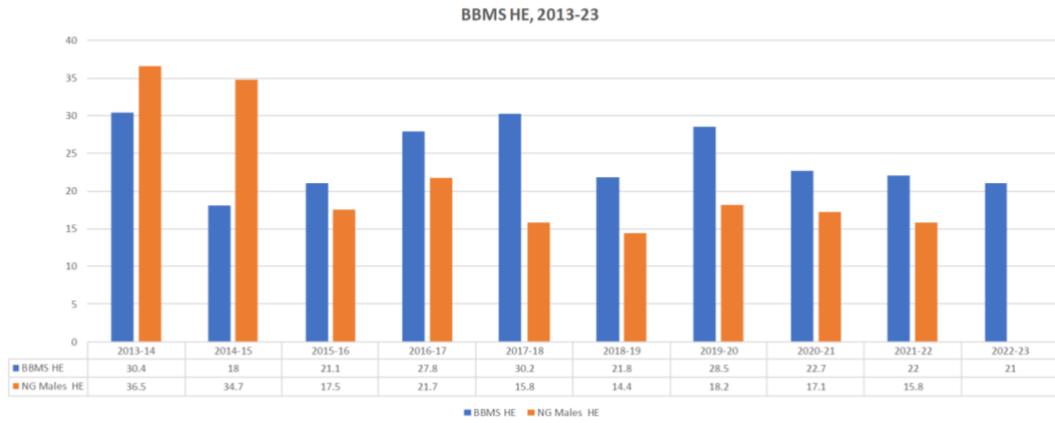
### Leavers Destinations 2013 – 23

Students who progress through to Senior School are provided with a range of options at the end of their 2 years of study. The following graphs provide information on where the cohort of 22-23 have progressed to once completing 14 years of education.

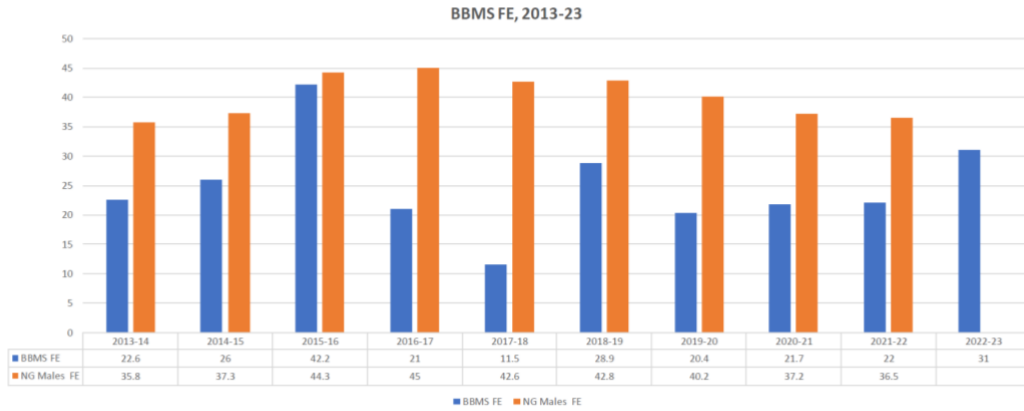
## BBMS Leavers, 2013-23



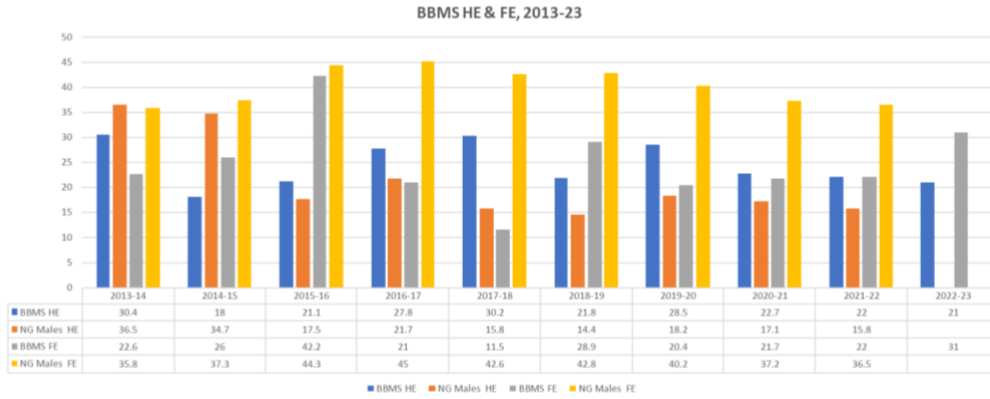
## BBMS, Higher Education, 2013-2023



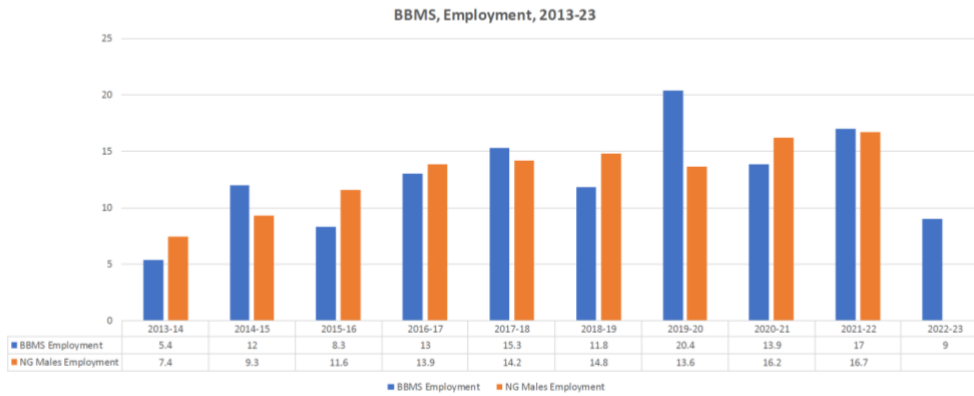
## BBMS, Further Education, 2013-23



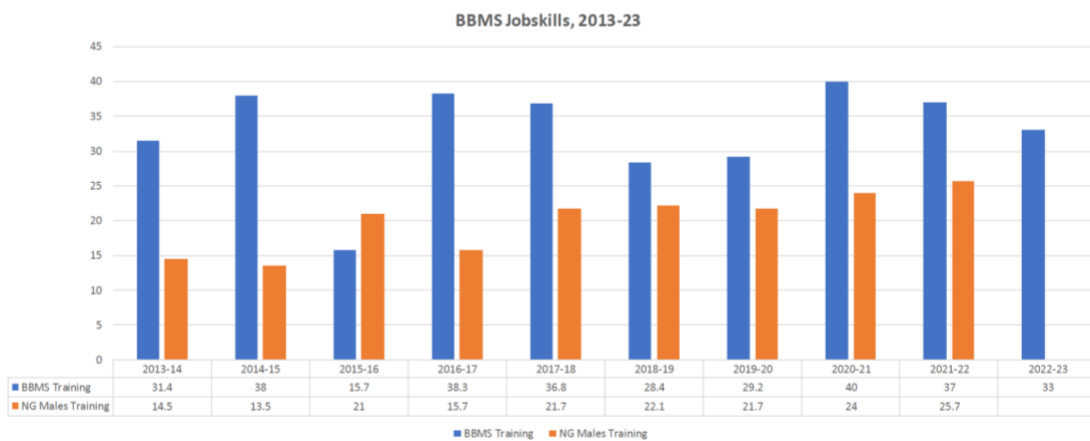
## BBMS, HE & FE, 2013-23



## BBMS, Employment, 2013-23

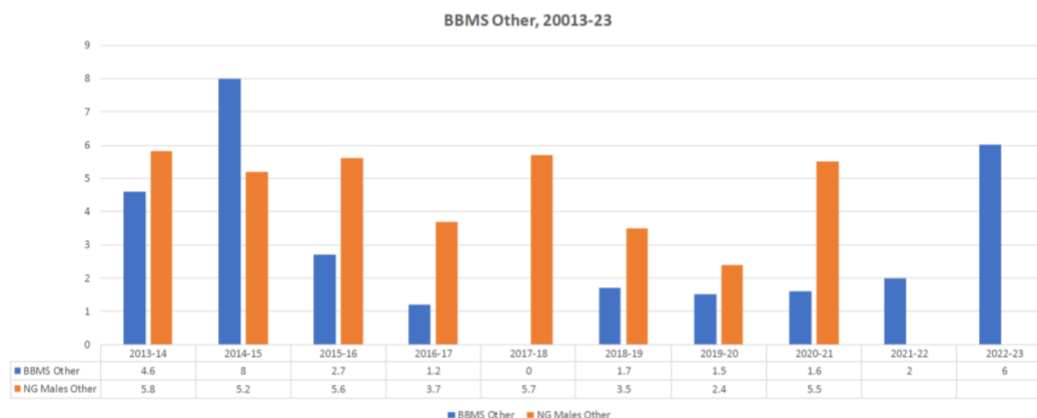


## BBMS Jobskills/Training/Apprenticeships, 2013-23





## BBMS Other, 2013-23



## Annexes

### Annex A - Qualitative Case Studies

#### BBMS Case Study 2023

Pupil A joined Belfast Boys' Model School in September 2018. He was a very shy, quiet pupil but able to make friends in class and at break and lunch times.

He worked hard in his academic subjects and achieved strong grades through his time in Key Stage 3.

In May 2022, while in Year 10, his father died. Upon his return to school in June 2022 and the following September, it was noted that although he attended school every day, he was very lethargic and at times withdrawn. He was given the option for some bereavement counselling to help support him during this time.

He continued to receive this counselling support throughout Years 11-12. He attended the weekly support sessions offered to him and engaged well.

His CAT 4 data, tested at the start of Year 11, predicted that he would have a 32% chance of getting 5 A\* - C grades in his GCSE's.

In Year 12 continued with the counselling support and achieved 100% pass rate in all of his GCSE's grade A\* - C.

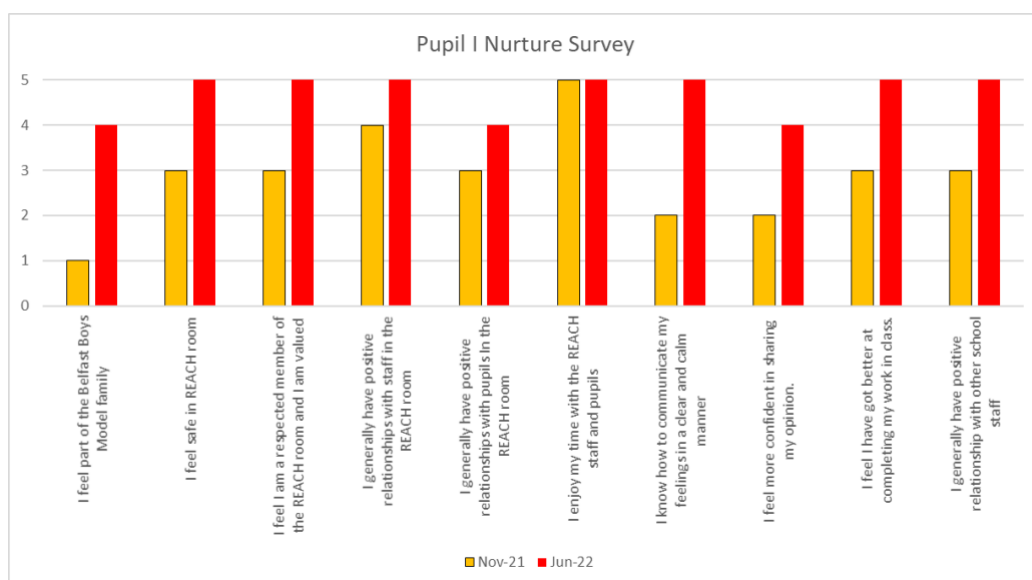
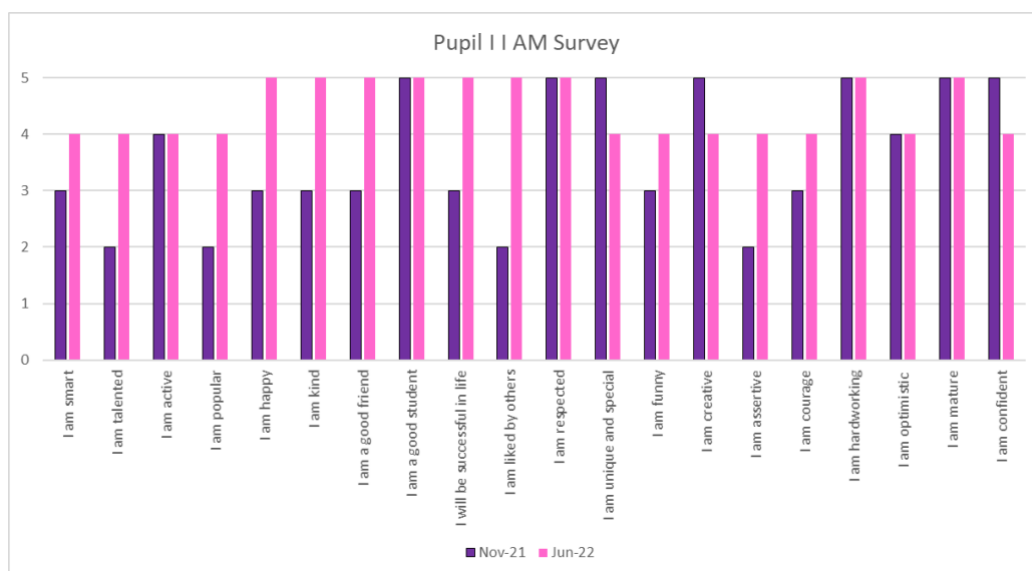
The support he has been able to avail of through FSES counselling has given him the opportunity to achieve and allowed him to return to Sixth Form where he is currently studying History, Politics and Travel and Tourism.

## Annex B - Qualitative Case Study – REACH Programme

Pupil B joined BBMS in September 2021. He initially struggled with transitioning from his primary school. Although he attended school every day, he cried daily and found post primary exceptionally hard. Home was constantly having to be contacted as he was so upset.

As a result, it was felt he was a prime candidate for the REACH programme. Initial data was collected at the start of the programme and compared with his progression at the end of the 6-month session.

These are indicated in the charts below.



Throughout the programme, pupil B went from strength to strength. His grades range from A-C in the majority of his subjects, and this has continued through into Year 10.

At the end of Year 9 he was awarded with Pupil of the Year at prize day. He continues to make strong progress and has had a settled start to Year 10. The improvement in this student is such that some staff feel he has future Head Boy qualities.

## Conclusion

From the detail of the report, there is clear evidence that in both schools' progress is being made across all the FSES pillars. For example,

- The number of students accessing counselling has increased, particularly post pandemic, to support the most vulnerable children to remain in school. Student attendance figures continue to improve, although not yet back to pre-pandemic percentages.
- Attainment at GCSE and A Level is represented by a sustained trend of improvement.
- Steady enrolment and admissions testify to the success of the transition programmes and the positive engagement with parents and the community.
- Extensive in-reach and outreach activities continue to build relationships and engagement with parents and the local and wider community.

The Governors, staff, students, and their parents are most grateful for the continued support and funding made available from the Department of Education. Working and learning within a context of such social deprivation, economic disadvantage and educational underachievement presents unique and significant challenges in both schools, which autonomous additional funding, facilitates the most effective, efficient, and impactful deployment of the resources being made available.

In going forward, both schools will continue to work collaboratively and in 2024/25 the following new joint projects will be implemented.

- a joint campaign on Attendance
- a joint Pupil Engagement activity around careers, "Model Futures"
- a joint Parental Engagement event in the Spectrum Centre, "Model Christmas"

As school Principals, we 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 being adolescent, supporting them to grow and develop into model citizens.

Mary Montgomery  
Principal, Belfast Boys' Model School  
for Girls

Paula Stuart  
Principal, Belfast Model School

