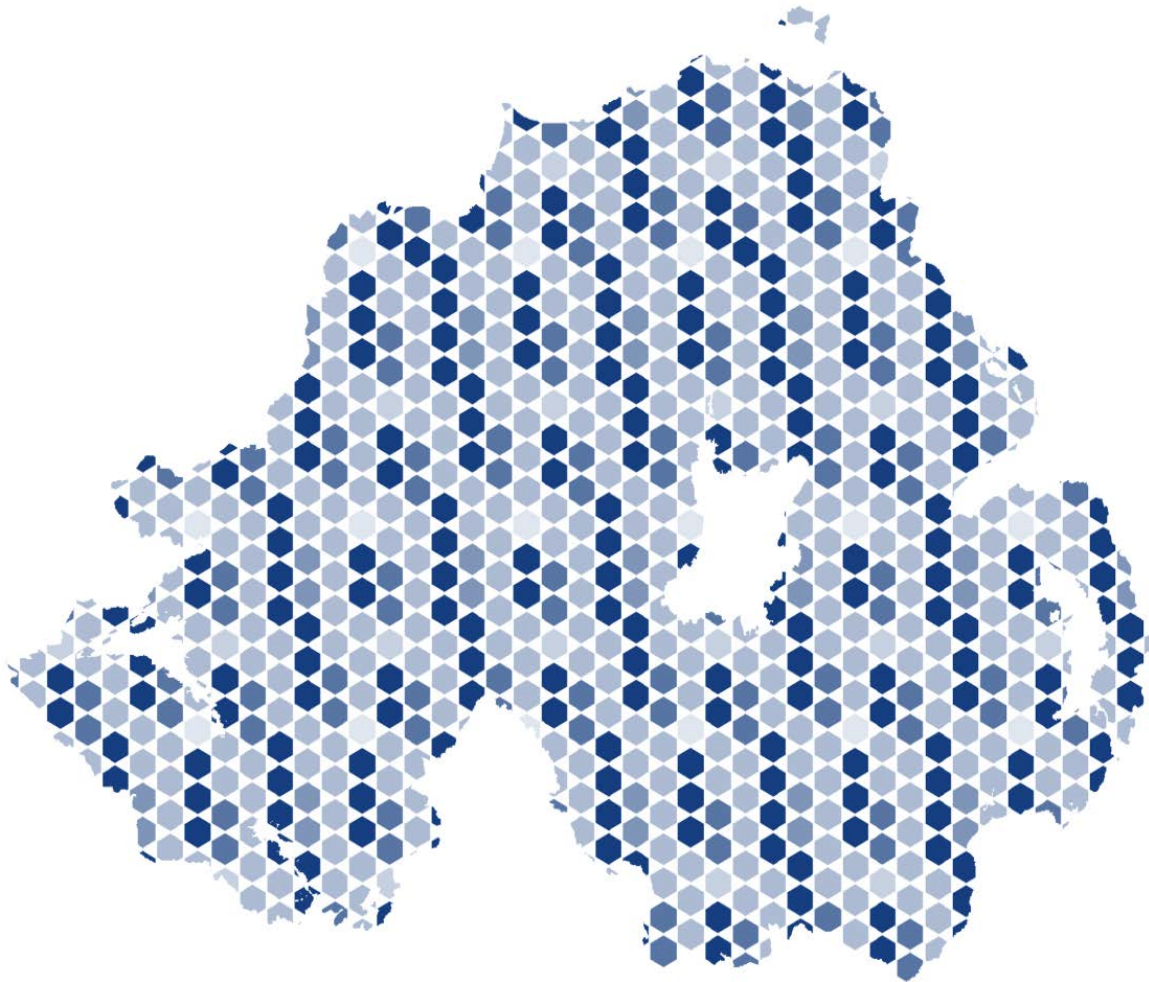


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Belfast Boys' Model School,  
Belfast

All-Boys' Controlled School

Report of a Sustaining  
Improvement Inspection  
in December 2018



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## **Sustaining Improvement Inspection of Belfast Boy's Model School, Belfast (121-0022)**

### **Introduction**

The previous inspection in November 2015 evaluated the overall effectiveness of Belfast Boys' Model School as demonstrating the capacity to identify and bring about improvement in the interest of all the learners<sup>1</sup>.

In the interim period, a new principal was appointed and there has been a restructuring of the senior leadership team (SLT) with almost all members taking up their new roles in September 2018. A sustaining improvement inspection (SII) was conducted in December 2018.

### **Focus of the inspection**

The purpose of the SII was to evaluate the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning.

The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the SII was the school's actions to:

- use as a continued driver for improvement the development of the pupils' wider skills, dispositions and capabilities in their overall progress in preparation for employment and the next stage of their learning; and
- address the variation in the standards attained by the pupils across the subject departments through improving greater consistency in the quality of learning and teaching.

### **Key findings**

- The working relationships within the school community are founded upon the values of mutual respect and trust. As a result, the pupils demonstrate leadership, organisation, resilience, initiative and effective communication skills. Through carefully planned learning and teaching approaches and active participation in a wide range of enrichment and extra-curricular activities the pupils transfer their skills into practical, relevant and meaningful contexts.
- In the learning observed during this inspection the pupils think critically when assessing their own progress and planning the next steps in their learning. They respond positively to constructive feedback from their peers, teachers, classroom assistants, support staff and youth workers. In discussions with inspectors, the pupils reported that they are more confident in themselves, very proud of their achievements and aware of the range of pathways open to them at the next stage of their learning.
- Since 2015, the percentage of pupils attaining GCE A-level or equivalent at grades A\* to C in at least three subjects has risen from 47% to 70%, which is well above the corresponding Northern Ireland (NI) average for similar schools. At GCSE level or equivalent the percentage of pupils attaining five A\*-C grades, including English and mathematics, has risen from 37% to 46% which is also above the corresponding NI average. The variation in standards across subject departments has reduced significantly.

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<sup>1</sup> <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post-primary-inspection-belfast-boys-model-school.pdf>

- The SLT and other learning leaders who met with the inspectors provided an array of first-hand evidence of their evaluations of the impact of the many innovative strategies designed to make the pupils' learning more effective. There is a clear focus on sustaining a culture of continuing improvement which permeates all aspects of leadership ensuring the curriculum is aligned skilfully to the current and emerging needs, aspirations and abilities of the pupils. Strategic investment in whole staff in general and teacher professional learning in particular supports well the improvements in learning and teaching.

### **Safeguarding**

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect the guidance from the Department of Education. In discussion with the inspectors, the pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or well-being.

### **Conclusion**

Belfast Boys' Model School continues to demonstrate the capacity to identify and bring about improvement interest of all the pupils. The ETI will continue to monitor how the school sustains improvement.

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