

BELFAST BOYS' MODEL SCHOOL



ANNUAL REPORT

2023 - 2024

BOARD OF GOVERNORS

2018 - 2022 Term of Office

Elections to the Board of Governors are held every 4 years following the NI District Council Local Government Elections:

Transferror Representatives

Mrs H Campbell

Mr W Gourley

Mr B McConnell

Rev C Morrison

Board Representatives

Mrs L Crooks (Vice Chairperson)

Mr B Kingston

Mr W Montgomery

Mr G Sweetlove (Chairperson)

Parent Representatives

Mrs L Cox

Mr S Pollock

Mrs N Verner

Teacher Representatives

Mrs S Todd

Mr B Wilson

Mrs M Montgomery (Secretary)

Teaching Staff (2023-2024)

Principal	Mrs M Montgomery, B Ed, M Ed
Vice Principals	Miss D Farquhar, BA Hons, PGCE Mrs J McCracken, B Sc Hons, PGCE, Cert PD, M Ed
Assistant Principal	Mr A McClelland, BA Hons, PGCE, M Ed

<i>Mrs S Baird, B Mus Hons, PGCE</i> <i>Mrs A Best, BEd</i> <i>Miss R Black, BSc Hons, PGCE</i> <i>Miss R Blair</i> <i>Miss J Brown, BA Hons, PGCE</i> <i>Mrs K Brown, BA Hons, Cert Ed</i> <i>Mrs S Bryans, BA Hons, PGCE</i> <i>Mrs J Buchanan, MSc, B Sc Hons, PGCE</i> <i>Mrs E Busby, BEd Hons</i> <i>Mrs S Butterworth, BSc Hons, PGCE</i> <i>Mrs J Carey, BSc, PGCE</i> <i>Mr C Carlisle BA Hons, PGCE</i> <i>Mr G Caulfield, BTh, PGCE</i> <i>Ms L Chestnutt BA Hons, PGCE</i> <i>Dr H Clarke, Phd, MSc, PGCE</i> <i>Mr C Corey, BSc Hons, PGCE</i> <i>Miss S Cunningham, BSc Hons, PGDE</i> <i>Mrs K Deehan, BSc Hons, PGCE, PQH NI</i> <i>Mr J Dickey, BSc Hons, PGCE</i> <i>Mrs M Dinsmore, BSc Hons, PGCE</i> <i>Mr T Doherty, BA Hons, PGCE</i> <i>Mr S Donnan, BSc Hons</i> <i>Mrs S Doyle, BEd Hons</i> <i>Mrs J Drury, BEd</i> <i>Mrs L Farr, BA Hons, PGCE</i> <i>Miss E Forbes, BSc Hons, PGCE</i> <i>Mr D Gray, BSc Hons, PGCE</i> <i>Ms E Gilfedder,</i> <i>Miss C Gillis,</i> <i>Mr M Hancock, BEd</i> <i>Mrs H Hanna, BSc Hons, PGCE</i> <i>Mr R Hanna, BSc Hons, PGDE</i> <i>Mrs L Higgins, BSc Hons, PGCE</i> <i>Mrs A Jones, BA Hons, PGCE</i> <i>Mrs G Jones, BA Hons, PGCE</i> <i>Mrs A Laverty, BSc Hons, PGCE</i> <i>Mr S Mathers, BSc, PGCE</i> <i>Mr S McBride, BSc Hons, PGCE</i> <i>Mr L McCausland, BA Hons, PGDE</i> <i>Mrs S McCracken, BSc Hons, PGCE</i> <i>Mrs J McDowell, B A Hons, PGCE</i>	<i>Mrs L McDowell, BA Hons, PGCE</i> <i>Miss J McFlynn, BA Hons</i> <i>Miss E McGibbon, BSc Hons, PGCE</i> <i>Mrs C McGorman, BA Hons, PGCE</i> <i>Mr C McManus, BA Hons, M Sc, PGCE</i> <i>Mrs N McMorrow, BEd</i> <i>Mr P Munyard, BSc Hons, GTP</i> <i>Dr J Mullan, Phd , MSc, PGCE</i> <i>Mr G Murray, BA Hons, PGCE, DipSpExLeis</i> <i>Miss J Neill, BA Hons, PGCE</i> <i>Mrs S Open, BSc. PGCE</i> <i>Mr N O 'Loan, MSc, PGCE</i> <i>Miss R O'Neill, BA Hons, PGCE</i> <i>Mrs L Parra, BA Hons, PGCE</i> <i>Mr I Patterson, MSc CBL, B Ed Hons</i> <i>Mr J Pirie, BA Hons with QTS</i> <i>Mr D Poots, MSc, BSc, PGCE</i> <i>Mr R Reid,</i> <i>Miss A Ritchie, BEd Hons</i> <i>Mr L Robinson,</i> <i>Mrs N Ryan, BA Hons, PGCE</i> <i>Mrs D Scullion, BEd Hons</i> <i>Mr E Shearer, BA Hons, PGCE</i> <i>Mr J Shearer, BA Hons, PGCE</i> <i>Mr J Smith, (Sci) BSc Hons, PGCE, PQH NI</i> <i>Mr J Smith, (Maths) BSc Hons, PGCS</i> <i>Mrs D Spicer</i> <i>Mr P Stewart, BSc Hons, PGCE</i> <i>Miss V Stewart, BEd Hons</i> <i>Mrs S Todd, MSc Hons, PGCE</i> <i>Mr N Uprichard, BEd</i> <i>Mrs L Warren, BA Hons, Dip Ed</i> <i>Ms K Watson, BA Hons, PGCE</i> <i>Mrs J Weir, MEd, BSc Hons, PGCE</i> <i>Mrs L Williamson, BA Hons, PGCE</i> <i>Mr B Wilson, BA Hons, PGCE</i> <i>Mrs J Young, BSc Hons, PGCE</i>
---	--

Support Staff (2023-2024)

<i>Secretary to Principal</i> <i>Mrs J Clarke</i> <i>Administration</i> <i>Mrs H Craig</i> <i>Mrs A Evans</i> <i>Miss C Junk</i> <i>Mrs V Kane</i> <i>Mrs S Seaton</i> <i>Sixth Form Study Supervisor</i> <i>Miss L Luke</i> <i>Art Technician</i> <i>Miss Z Hart</i> <i>Home Economics Technician</i> <i>Mrs J Beck</i> <i>IT Technicians</i> <i>Mr D Curtis</i> <i>Mr J Larkin</i> <i>Reprographics Technician</i> <i>Miss J Barton</i> <i>Science Technician</i> <i>Mr E Coulter</i> <i>Technology Technician</i> <i>Mr M Brown</i> <i>Lunchtime Assistants</i> <i>Ms J Auld</i> <i>Mrs J Carrigan</i> <i>Mrs M Evitt</i> <i>Ms E Fee</i> <i>Mrs S Hewitt</i> <i>Ms T McGookin</i> <i>Mr R Pauley</i> <i>Mrs L Potts</i> <i>Mrs P Quinn</i> <i>Mrs J Rankin</i> <i>Mrs A Sloan</i> <i>Mr G Spence</i>	<i>Learning Support Assistants</i> <i>Mr W Adams</i> <i>Ms M Bailie</i> <i>Ms G Balmer</i> <i>Mr D Bell</i> <i>Mr D Bonnar</i> <i>Miss R Boyd</i> <i>Miss C Burns</i> <i>Miss A Clarke</i> <i>Miss R Campbell</i> <i>Mrs S Cummings</i> <i>Mr D Davidson</i> <i>Mrs J Devlin</i> <i>Ms L Dickey</i> <i>Mr A Donaghey</i> <i>Mr J Doran</i> <i>Ms L Dornan</i> <i>Mr D Dunwoody</i> <i>Mr J Fitzgerald</i> <i>Ms S Geddis</i> <i>Mr M Green</i> <i>Ms S Hall</i> <i>Mr J Hammond</i> <i>Mr N Harris</i> <i>Ms Z Hart</i> <i>Ms A Heaney</i> <i>Ms B Irvine</i> <i>Mrs K Johnston</i> <i>Miss K Larkham</i> <i>Ms M Larmour</i> <i>Ms R Logue</i> <i>Ms S Lowry</i> <i>Ms A Lundy</i> <i>Ms N Malcolmson</i> <i>Mr M Martin</i> <i>Mr J McAlpine</i> <i>Mrs V McAlpine</i> <i>Ms A McComb</i> <i>Mrs R McCrory</i> <i>Mr R McFarlane</i> <i>Ms N McMillan</i> <i>Mr R McQuade</i> <i>Mrs M McTaggart</i> <i>Ms D Mercer</i> <i>Mrs M Mercer</i> <i>Mrs C Millar</i> <i>Mr M Moore</i> <i>Mr L Murdoch</i> <i>Mr B Nicholl</i>	<i>Ms R Nicholson</i> <i>Mrs N Patterson</i> <i>Miss Z Patterson</i> <i>Mrs Z Patrick</i> <i>Ms L Rankin</i> <i>Ms D Robinson</i> <i>Mrs J Robinson</i> <i>Ms C Scott</i> <i>Ms L Shearer</i> <i>Mrs G Simmons</i> <i>Mr J Smith</i> <i>Mr J Stewart</i> <i>Mrs K Wellington</i> <i>Mr B Yap</i> <i>Attendance Officer/Learning Mentors</i> <i>Mrs J Coombs</i> <i>Ms D Hammond</i> <i>Mr D Hooke</i> <i>Mr I Smith</i> <i>Mr S Vance</i>
---	--	---

The Role of the Governors

The responsibilities of the Board of Governors are many and varied. They include the appointment and promotion of staff, creation and monitoring of a pay policy for staff, setting and monitoring the budget, oversight of the curriculum and teaching standards, discipline procedures for staff and pupils, supervision of school development plans, promotion of cross community links and compliance with all relevant employment and education legislation.

Staffing

The school would wish to take this opportunity to acknowledge the contribution to the life of the school, both curricular and extracurricular made by Mrs M Dinsmore, Mr C Corey, Mrs J McDowell and Mr N Uprichard. All have made an immense contribution to school life over the years. We wish them well.

We are, however, pleased to welcome the following new teachers to the staff, Miss C Gillis, Ms E Gilfedder, Miss R Blair, and Mr L Robinson

Pupil Numbers

The school maintains a very stable position with regard to pupil enrolment.

Parental Support

The Governors are grateful for the wholehearted support from the parents of our pupils. It is that high level of support which, in no small way, contributes to the work being done by the staff and to the success of these pupils. We would encourage all parents to contact the school if they have any concerns about their son's work or wellbeing and to attend the annual Parents' Consultations held for each Year group. There is also an active Parents' Focus Group, 'Parents' Voice', which promotes close contact between the school and parents.

'Independent Learning'

As part of the School's focus on developing skills, aspirations, independence of thought and resilience among our pupils, we are committed to developing their ability to take responsibility for their own learning.

As part of our 'Independent Learning' initiative, our teachers will introduce them to retrieval strategies and resources that will enable them to 'Think Hard', to embrace challenges to their learning so that they can confidently overcome them within the school/classroom setting, but also, and importantly outside of the classroom as they engage in meaningful study that complements their learning in class.

Personalised Learning

Aims

- To promote the development of the 'whole child' including; a healthy self-concept, a sense of worth and a realization of his full potential.
- To identify learning difficulties and take appropriate action as determined by the Northern Ireland Code of Practice.
- To co-ordinate high quality Learning Support provision throughout the school, which meets the

needs of all pupils with SEN.

- To facilitate the integration of all pupils with Special Educational Needs into mainstream provision.
- To maintain up to date registers of pupils with Special Educational Needs.

Arrangements for Coordinating Provision of The Code of Practice

The Learning Support Coordinator is responsible for the day to day operation of The Code of Practice. All pupils with Special Educational Needs are given access to a suitably differentiated N.I. Curriculum and are integrated within the school.

The Learning Support work within the school relies on effective identification and assessment procedures and forms of provision which are needs led. There are effective approaches to teaching and learning and good systems of communication with specialists. Parental participation and the full involvement of the young person are also essential elements of this work.

Arrangements for the identification of pupils with Special Additional Needs

- Liaison with the Primary Schools.
- Information from parents at the Year 8 Induction Meeting.
- Information from EA and Psychology Service.
- Initial Assessment data.
- Referrals from subject teachers via Curriculum Leaders and from form teachers via Head of Year.
- Literacy and Numeracy assessments in Years 8, 9 and 10.

Provision

- Teachers are aware of pupils, within their class who have Special Educational Needs.
- Differentiated/adapted curriculum provision.
- Nurture Classes.
- Specialist Resources.
- School based Personal Learning Plans/Individual Behaviour Plans.
- Classroom Assistant Support.
- Outreach support from Park School.
- Peripatetic Support from EA.
- Literacy Service at EA.
- AAIS.
- Behaviour support Team at EA.
- The regular services of an Educational Psychologist.
- Withdrawal support.
- Literacy and Numeracy programmes.
- Assistive technologies.
- Reading, writing and controlled assessment clinics.
- Dyslexia Withdrawal support.

Nurture Class Teaching

The Learning Support Department facilitates nurture class teaching by specialist teachers for pupils with Special Education Needs. This strategy provides both continuity for pupils and a more gradual step into mainstream education.

It provides an opportunity to evaluate pupils' needs and tailor work on an individual and on-going basis. Catering for differentiation in this focused way ensures that areas of weakness are addressed and progression is facilitated.

A key factor in the success of nurture class teaching is the small number of pupils in a class. The nurture class teacher is also the form teacher and this allows a more detailed knowledge of the individual pupils and their responses to different stimuli. The teacher is acutely aware of a pupil's educational, emotional and social needs. They can set targets accordingly, monitor them daily and adjust strategies as necessary. At the core of nurture class teaching is the aim to promote literacy, numeracy and use of ICT. This environment is ideal for promoting these key skills and for providing further support for those pupils for whom it is required.

Nurture teaching facilitates a flexible approach to delivering the curriculum, within a safe and secure learning environment.

Assessment and Review of Special Educational Needs

- One full academic report and 2 progress reports are completed annually on all pupils with Special Educational Needs.
- Personal Learning Plans are completed and reviewed, in consultation with the pupil, for all those on the Code of Practice.
- These Personal Learning Plans are reviewed annually by the Learning Support Team
- Pupils and parents are involved in the development, implementation and review of Personal Learning Plans.
- All subject teachers and those who provide support, contribute to these Personal Learning Plan reviews.
- An annual review is carried out in respect of all pupils who are the subject of Statements of Educational Need.
- The progress of pupils with SEN is tracked using standardised assessments and diagnostic data.

Parents are invited to interview twice a year. Referrals to the Educational Psychologist are carried out by the Learning Support Coordinator in close consultation with parents, Heads of Year, Counsellors, SLT for Pastoral Care and the Vice Principal (Pastoral).

The Learning Support Co-ordinator can be contacted at any stage if parents have concerns regarding their child's progress.

A copy of the school's Special Needs Policy is available from the school on request, or it may be downloaded from the school website www.bbms.org.uk.

Finance (see also Budget Statement)

The school is in a healthy budget position. Spending priorities are clearly identified in relation to the overall School Development Plan and we ensure effective budget setting and monitoring are carried out by those staff with financial responsibility. The Governors have a significant role in overall budget monitoring.

Sport

Physical Education is an integral part of our curriculum and the school provides a wide range of activities for both team and individual activities.

Aims

- To promote pupils' awareness of the value of physical health and fitness.
- To provide a broad and balanced range of opportunities to take part in Sport and Physical Activity.
- To instil a passion for, and understanding of how to, take part in Physical Activity and Sport outside of the school environment.
- To develop personal qualities of sportsmanship and self discipline.
- To help pupils achieve their optimum potential in Physical Activity and Sport
- To provide an enjoyable and safe programme of Physical Education and Sport

Allocation of time to sport in the curriculum

During the five years of compulsory secondary education, most boys receive approximately two and half hours per week of timetabled PE and games, (over 55 hours each year), with additional involvement in extra-curricular activities, either competitively or socially. Boys in Years 12, 13 and 14 are encouraged to participate in many of the sporting options of the Enriched Curriculum Model which is of 2-hour duration per week.

Facilities available

There is excellent provision for developing sports and fitness. This consists of, an 812m² Sports Hall, a gymnasium, a fully equipped fitness suite, 3 synthetic pitches including a floodlit 3G football pitch, a rugby pitch, a hockey pitch, a 400m tartan running track and excellent changing facilities.

In addition the school has frequent use of the following resources:

- Ballysillan Leisure Centre (pool, badminton and fitness rooms)

Sporting activities available:

Athletics	Basketball	Football
Fitness Training	Hockey	Softball
Swimming	Trampolining	Ultimate Frisbee
Badminton	Cross-Country	Orienteering
Gymnastics	Rugby	
Table Tennis	Cricket	

School Achievements and Extra Curricular Activities

The Governors would like to take this opportunity to thank you for all your support during this year and congratulate both parents and boys on the outstanding successes achieved by pupils.

The school takes great pride in the opportunities given to pupils to achieve success, pleasure and recognition through extracurricular activities. A wide variety of clubs and societies run at lunchtimes and outside normal school hours to cater for an extensive range of interests. The Academic Year 2023-24 was again one of tremendous success in terms of pupil achievement.

Boys' Model are extremely competitive in Football and we are recognised as one of the top schools in the country. Our Football teams work extremely hard throughout the duration of the season, and we have over 190 pupils representing the school in competitive matches. We have many students playing competitive football for Irish League clubs and pupils who are part of the JD Academy.

We compete in the following competitions:

- The Northern Ireland Schools Football Association (NISFA) Cup and Plate.
- The Belfast District Secondary Schools Football Association (BDSSA) Cup.
- The East Antrim League and Cup.
- IFA Futsal Tournament.

We have established a partnership with Crusaders FC – Crusaders Football Academy to offer a Post16 pathway that involves academic study at BBMS and their Football Academy. Through this partnership there is 12 hours contact time on the Academy weekly providing insight and opportunities to train like young professional footballers. The aim of the partnership is to educate both on and off the pitch and in the gym (strength and conditioning), as well as providing a pathway for the pupils to best fulfil their potential at whatever level of football is best for them. Through this partnership pupils can be offered employment and work experience opportunities where appropriate.

In 2023/24 the teams achieved the following:

- U12A - Irish Plate Quarter Finalist and Belfast Cup Quarter Finalist.
- U12B – EA Cup Semi Finalist.
- U13A – Translink Gold Cup 4th place (out of 8) and Belfast Cup Quarter Finalist.
- U14A – Irish Plate Semi Finalist and Belfast Cup Semi Finalist.
- U15A – Translink Gold Cup Semi Finalist and Belfast Cup Runner-up.
- U16 – Irish Cup Quarter Finalist and Belfast Cup Semi Finalist.
- U17 Translink Gold Cup Runner-up.
- U18 – Irish Cup Semi Finalist, Belfast Cup Quarter Finalist and EA Cup Runner-up.

Individual Honours included:

- Blaine McClure signed a 3-year professional deal with Rangers
- Leyton Hutton, Nathan Miskimmin (both U16), Alex Greer, Josh McGookin (U15) successfully trialled and were selected as part of the Queen's Future Stars programme
- Cohen Beattie, Leon Barr, Sonny Trainor were selected to represent Northern Ireland
- Reigan Long, Jay Calderwood, Rhys Davidson and Gary Martin were all selected and participated in the annual Super CupNI Tournament

Rugby continues to be a popular choice of sport for our pupils, with healthy playing numbers and teams representing the school from Years 8 through to 11. We have formed a new partnership with Academy Rugby Club and their coaches have been invaluable in assisting with practices during Games and after school. Pupils were transported to club practices at Roughfort on Monday evenings in October and November, with up to 16 pupils attending. We hope that this partnership with Academy will develop and thrive over time and more of our pupils will avail of the chance to play rugby outside of school. Wednesday afternoon practices are well attended by pupils from all years, with school and Academy RFC coaches offering structured and challenging sessions. There has also been a significant increase in Senior pupils attending practices, with some pupils from this age group playing rugby for the first time. It is hoped that these boys will have the opportunity to play fixtures against other schools.

The school Rugby Teams play in competitions run by Ulster Rugby as well as friendlies against other '*similar*' schools. Pupils have enjoyed the opportunity to represent the school in sport and develop their individual skills, as well as the ability to work as part of a team. Christian Harwood from Y11 has recently been selected to train with Ulster Rugby's elite development squad which is a fantastic achievement and recognition of his talent and dedication. Isaac Boone was part of the Academy RFC U14 Cup winning team last season and has now stepped up to U16 level.

The PE Department strived to offer as wide a range of extra-curricular clubs as possible, to enable all students to access sporting opportunities that would support their learning in curricular time, as well as experience competitive situations.

Well attended clubs included Cricket (where we continue to have a strong affiliation with Woodvale Cricket Club), Running, Hockey, Badminton and Table Tennis. In 2024/25 we hope to build on these successes and, using expertise from staff throughout the school, offer an even larger range of activities to provide enjoyment and further learning for our students.

This brief look at our sporting success gives an idea of the number of tremendously talented young sportsmen there are in the school, and of the breadth of sporting activities in which they participate.

Cricket practices ran after school from Easter for pupils of Years 8, 9 and 10. We are very fortunate to have the assistance of Woodvale Cricket Club coaches for these sessions with up to 25 pupils attending. Many of our pupils took the opportunity to join Woodvale and play for their junior teams, with Cohen Bell and Zac Robinson representing senior teams. We played a friendly fixture against Campbell College, Belfast, giving pupils the opportunity to get involved in a competitive 20 over game.

The Music Department continue to be involved with North Belfast Youth Choir (formerly Harmony North). This choir is comprised of pupils from Belfast Boys' Model School, Mercy College and Hazelwood College. Since beginning in 2015, the pupils have had the opportunity to perform in various prestigious venues around the world, such as Kennedy Centre, Washington DC and Menin Gate, Ypres, Belgium. This year was no different. At the invitation of the Lady Mayoress of London, Senior pupils and alumni travelled to London to perform at an event in the Mansion House, as well as the Irish Embassy. They debuted a commissioned piece – 'Cradle Song', written by the renowned Northern Irish composer and instrumentalist, Neil Martin.

NBYC also had a successful visit to the City of Derry International Choir Festival where they gained 2nd place in the highly competitive National Youth Choir category.

The remainder of the year continued to be busy with numerous local, but prestigious performances, including the AGM of Belfast Charitable Society, the grand opening of York Street Station and the Spring Concert at Mercy College. The final performance of the year was at Parliament Building, Stormont at the invitation of the Speaker. This was to celebrate the 4th Annual Mediation Partners Retreat which included guests from across the world such as New Zealand, Canada, Africa and China to name a few.

The next academic year looks just as busy for NBYC with invitations already accepted to perform with German acappella group, SLIXs, Grand Central Station and the Lord Lieutenant of Belfast Carol Service.

The flute ensemble, featuring numerous new and dedicated junior members, performed at the Remembrance Assemblies, Christmas Carol Service and Spring Concert. The Rock Band had the

opportunity to perform in the Europa Hotel at the Bursary Dinner and provided entertainment in the Music Department during Open Night.

Our DJs are going from strength to strength. Our Senior pupils are now getting invitations to perform at events outside of school. A special mention must go to our Music Department alumni – David McCoubrey and Curtis Lagan, aka ‘Symmetrik’ who have had an extremely successful year, with one of their tracks, ‘Caroline’ gaining over one million streams online! We are extremely proud of the boys and want to thank them for continuing to support our department by providing workshops.

We continue offer boys lessons in guitar, drum kit and snare drum and we encourage all boys to get involved in choir.

The Shared Education Programme, with our partner school, Mercy College, continued to grow from strength to strength. Already developed relationships were cemented, while new friendships were formed with new initiatives.

The Belfast Film Festival through Into Film provided the backdrop for the first Year 8 Shared Education trip of the year. The pupils travelled to Queens Film Theatre to watch a film and they had the opportunity to discuss their views at the end.

8Aq with a group of their peers from Mercy College were selected to work alongside the PeacePlayers – a group who promote peace and positive communities through sport. The pupils had the opportunity to travel to Ballysillan Leisure Centre and develop skills in playing basketball and teamwork. It was also a bonus that they were able to play outside in the sun!

9On had the opportunity of visiting the Dreamspace in W5 to learn about the increasing popular skills of coding and programming. This was a thoroughly enjoyable learning experience for all involved and an opportunity to establish new friendships.

The CATCH (Challenging Attitudes, Changing Horizons) facilitated by R-City gave some Year 10 pupils the opportunity to engage in a series of workshops which developed a positive sense of identity, cross-community contact and mutual understanding along with a sense of community engagement and social responsibility. They were able to participate in fun team building activities, interview panels with local politicians and invaluable mental health and awareness discussions. All the activities were centered around issues faced in their own shared communities. The pupils thoroughly enjoyed the sessions and again, it was clear that new friendships were being developed between the two schools.

Year 10 were also selected to participate in another new initiative with BEAMA – Belfast Electronic Arts and Music Academy. The pupils used a range of digital mediums including DJing, music production, filmmaking, graphic design, VR, and animation to produce digital art, that allowed them to explore their shared and differing identities. The programme finished with a celebratory trip go-karting.

Senior pupils from our Eco-club had the opportunity to be involved in the All-Ireland School Climate for Action project. They worked alongside various schools from Ireland to discuss environmental issues. This project will continue next year under a new title of ‘SEPI’ – Shared Education for Positive Innovation. This will give the pupils the opportunity to work with industry specialists, as well as developing friendships with schools from across Ireland. A new shared School Council was established between the two schools consisting of nominated pupils from each year group. We saw this to be an important development as it would now allow

pupils to have their views heard in a shared and respectful space. The Council worked alongside Jim Weir, a North Belfast Community Representative to develop help guides on studying and positive mental health for teenagers. We are excited to continue to work with this shared council and there are already plans in place for a wellbeing morning for parents in the next academic year.

The Careers Convention, held annually in the Boys' Model, is an invaluable afternoon for the Year 13 and 14 pupils. This allowed the pupils the opportunity to speak to employers and universities to discuss their options after they leave school. The event was well attended by around 200 pupils.

We look forward to continuing to promote this positive message of a shared community and future for our young people next year. There are already some exciting projects in the pipeline including Youth in Government, History trips and more Music opportunities.

In the academic year 2023-2024 the emphasis for the school year was ensuring that data for EAL pupils was collected in a timely manner and support was put in place to ensure that all pupils were able to reach their full potential. EAL pupils completed CEFR testing to ensure that the correct level of support was implemented for the year. A small group was established due to the increasing number of pupils who have enrolled with English as a second language or no English at all. This group proved to be incredibly beneficial in enhancing the pupils' language skills and academic achievement. The supportive environment of a small group fostered confidence in the pupils and set a strong foundation for their future success in school.

Facilitating the religious and cultural needs of our pupils was a top priority. A prayer room was utilised to provide pupils with a dedicated space for spiritual reflection, connection and worship. Additionally, a variety of religious holidays were celebrated throughout the year. This included Diwali, Ramadan, Eid and Holi. All pupils had the opportunity to learn about and celebrate different cultures and religious events which promoted diversity, understanding and respect. Our pupils had the chance to explore various cultures and traditions, this is vital in gaining a broader perspective of the world, fostering empathy and tolerance.

Our pupils continue to enjoy creating poetry, with more pupils' keen to have their work published. Special mention must be given to Year 14 pupil, David Neill for his poem *Call Me Capgras*; Year 12 pupils Jonathan McCready for his poem *Identity's Journey* and Lyle Dempster for his poem *More Than a Name* and Year 10 pupil Stephen Montgomery for his poem *Identity Crisis*. The boys' poems were published in the North Belfast Area Learning Community poetry anthology *Identity*.

The importance of reading for pleasure is a key focus of school life. During the summer holidays Key Stage 3 pupils had the opportunity to take part in the national Read aloud Challenge. Joel Edebiri from 9On won 1st place in the 13+ Age category. He read aloud for an amazing almost 122 hours over the summer holidays, completing 4,438 pieces of text.

Outside visits remained an important part of school life, widening the boys' perceptions and experiences. The school ski trip last year was to Pamporovo, Bulgaria and the boys had a great time. A total of 80 boys, from Years 8 to Year 14 went on the trip. The instructors were delighted with the progress made by all the boys, some of whom are highly proficient skiers. A wide range of evening activities were enjoyed including swimming, bum-boarding, karaoke, as well as the Awards ceremony. The boys made new friends and shared a once in a lifetime experience.

Senior School pupils have the opportunity to travel abroad in collaborative projects with other schools as part of the British Council's Turing Project. Recent trips have included visits to Norway and Germany, with this year's group going to Czechia. These mobilities provide a unique insight

into different cultures and enable pupils to gain a global perspective on pertinent issues impacting young people.

Within the CEIAG Department the boys have been exposed to the work of work from Year 8 to Year 14 through various programmes including 'Meet the Employer Day', Careers Convention, Subject Choice Fairs, Mock Interviews and both Virtual and In Person Work Experience Programmes. They have also had several interactions with Higher and Further Education providers to provide an insight into the opportunities and career pathways available.

We have developed strong links with Queen's University Belfast and have several pupils who took part in the Junior Academy, Junior Sports Academy, Senior Academy and Pathway Programme, with very successful results. Alongside this we have a well-established link with Ulster University with pupils taking part in a variety of events including the Embracing Talent Outreach programme and the Antonio Carluccio Foundation Outreach programme for those considering studying in the fields of Hospitality and Culinary Arts Management.

Many of our pupils have moved onto to Higher Education, Further Education, Apprenticeships and full-time Employment this year, fulfilling their desired career goals.

Our 2024 school production of Grease was a resounding success and allowed us to showcase some of the talent that North Belfast has to offer. Directed by Miss Greer, the show brought together pupils from BBMS, Mercy College and the Belfast Model School for Girls for two unforgettable nights. The show was six months in the making and demonstrated how our pupils are committed and driven, even coming in on some Saturdays in June to rehearse and refine their scenes and songs. The pupils were able to work with professional sound engineers, a live band and a professional set, which gave them an insight into life on the West End and beyond. Our school productions are here to stay and June 2025 will see our stage transformed into the streets of 1830s London for Oliver!

As part of the Creative Schools Project 2023-2025 some of our Year 10 pupils are working on producing a news programme featuring issues that are important to them and their community. In completing this project, the boys are getting to experience careers in the Creative Industries as they worked with actors and BBC broadcaster Mark Devenport. This project, an Arts Council and Urban Villages collaboration will be made available to the community when completed in June 2025

This has been a brief résumé of the tremendous achievements attained by pupils here at Belfast Boys' Model School. They are supported and coached by staff who are dedicated to ensuring that our pupils achieve the success of which they are capable, and the Governors would offer a heartfelt thanks to all those who have given generously of their time and energy during the past year.

We look forward to another year in which, with your help, we will continue to enhance our reputation in the sporting and extracurricular arena. The following clubs/societies are currently on offer:

African Drums	Drama Club	Lego Robotics
Army Cadets	Duke of Edinburgh	Multi-Lingual Club
Art Club	DJ-ing Club	Mathematics Club
Badminton Club	Eco Club	Minecraft
Board Games	Football	Plant Club
Chess Club	Film Club	Rugby Club
Choir	History Club	Running Club
Cookery Club	Homework Club	Scripture Union
Cricket Club	Lego Club	Ski Club

Relational Learning Policy

Belfast Boys' Model School has a Relational Learning Policy, with guidelines laid down for staff in regard to its implementation. This document relates to issues such as conduct, courtesy, bullying and classroom behaviour. A copy of the policy is available for parents on request. Every opportunity is taken to apply a relational and restorative approach, for example, through the application of restorative practice, a comprehensive rewards system and by encouraging boys to participate in lunch clubs and extra-curricular activities after school.

The School extends its Relational Learning Policy to cover the actions of pupils who are not necessarily on school premises, but nevertheless are wearing school uniform. This would include instances of boys travelling to and from school and those attending functions or sporting events.

Any pupil found to be bringing the name of the school into disrepute, by whatever means or actions, will be subject to the school's Relational Learning Policy. A copy of this policy is available from the school on request, or it may be downloaded from the school website www.bbms.org.uk.

Security

It is vital that everyone feels safe and secure on our school premises and to this end, we operate a comprehensive security system in conjunction with our facilities management partners, Amey FM.

Entry to the school premises is via electronically controlled access gates on the Ballysillan Road. Once any visitor (including a parent) has been permitted entry to the school grounds, he or she must report to Reception to be issued with a visitor's pass. CCTV operates around the outside of the school building and also within internal circulation areas.

In order to ensure the safety of boys at all times, the following restrictions apply:-

- a boy must never leave the school premises during the school day without being granted permission by his Head of Year
- all boys must remain in the areas supervised by staff at the beginning of the day, at breaktime and at lunchtime.

Measures Designed To Safeguard The Person And Property Of Boys:

Personal Property

While the school will do everything possible to retrieve the missing property of boys, it cannot be held responsible for making good the loss of personal property.

The following rules apply to personal property:

- Valuables and money in excess of daily needs **must not** be brought to school.
- All personal property should carry clear identification marks/pupil names. Such property includes text books, stationery, P.E. and games equipment, coats etc.
- Mobile telephones may only be used in emergency situations and with a teacher's permission in line with the Mobile Phone Policy.

As the school **cannot** accept responsibility for damage to or loss of the personal property of boys, parents may wish to cover such an eventuality by taking out an insurance policy against such damage or loss

- Offensive weapons of any kind must not be brought to school.
- A senior pupil may not bring a motor cycle or car into the parking area unless he has obtained prior approval from the Principal who will require a letter from parents and proof of insurance.

It is important to note the following:-

- THE SCHOOL CANNOT ACCEPT ANY RESPONSIBILITY FOR LOSS OR DAMAGE TO ANY VEHICLE ON THE SCHOOL SITE.
- THERE IS A 5 MPH SPEED LIMIT IN THE SCHOOL GROUNDS.
- ALL DRIVERS ON THE SCHOOL PREMISES MUST ADHERE TO THE ONE WAY TRAFFIC SYSTEM WITH THE DESIGNATED ENTRANCE AND EXIT

CRED/Shared Education Programme

Our pupils make an outstanding contribution to the wider community, in terms of cross community and cross-cultural activities. The school's CRED and Shared Education Programmes are characterised by initiative and enthusiasm over a wide range of cross community activities and pupils throughout the school participate in a variety of ways. Like all CRED/SEP experiences, lasting friendships are made, and an understanding of cultural and religious differences is explored.

One of the five Northern Ireland Executive priorities contained within the Programme for Government is to build a strong and shared community. Within that priority there is a particular focus on building better relations between communities. Belfast Boys' Model pupils have been involved in the Shared Education Signature Project (SESP) since early 2015, along with our partner school, Mercy College. The aims of the project are to develop long lasting relationships and to improve the educational and reconciliation outcomes in schools working collaboratively.

The Shared Education Programme, with our partner school, Mercy College, continued to grow from strength to strength during 2023-2024. Already developed relationships were cemented, while new friendships were formed with new initiatives.

The Music Department continue to be involved with North Belfast Youth Choir (formerly Harmony North). This choir is comprised of pupils from Belfast Boys' Model School, Mercy College, and Hazelwood College. Since beginning in 2015, the pupils have had the opportunity to perform in various prestigious venues around the world, such as Kennedy Centre, Washington DC and the Menin Gate in Ypres, Belgium.

This year was no different. At the invitation of the Lady Mayoress of London, senior pupils and alumni travelled to London to perform at an event in the Mansion House, as well as the Irish Embassy. They debuted a commissioned piece – 'Cradle Song', written by the renowned Northern Irish composer and instrumentalist, Neil Martin. NBYC also had a successful visit to the City of

Derry International Choir Festival where they gained 2nd place in the highly competitive National Youth Choir category.

The remainder of the year continued to be busy with numerous local, but prestigious performances including the AGM of Belfast Charitable Society, the grand opening of York Street Station and the Spring Concert at Mercy College. The final performance of the year was at Parliament Building, Stormont at the invitation of the Speaker. This was to celebrate the 4th Annual Mediation Partners Retreat which included guests from across the world such as New Zealand, Canada, Africa, and China to name a few.

The next academic year looks just as busy for NBYC with invitations already accepted to perform with German acappella group - SLIXs, Grand Central Station and the Lord Lieutenant of Belfast Carol Service.

Other events also took place, the Belfast Film Festival facilitated by Into Film provided the backdrop for the first Year 8 Shared Education trip of the year. The pupils travelled to Queens Film Theatre to watch a movie and they had the opportunity to discuss their views at the end.

A group of Year 8 pupils with a group of their peers from Mercy College were selected to work alongside the PeacePlayers – a group who promote peace and positive communities through sport. The pupils had the opportunity to travel to Ballysillan Leisure Centre and develop skills in playing basketball and teamwork. It was also a bonus that they were able to play outside in the sun!

A cohort of Year 9 pupils had the opportunity to visit the Dreamspace in W5 to learn about the increasing popular skills of coding and programming. This was a thoroughly enjoyable learning experience for all involved and an opportunity to establish new friendships.

One of the units of work in Music for Year 9 is DJing. A special mention must go to the Music Department alumni – David McCoubrey and Curtis Lagan, aka Symmetrik who have had an extremely successful year, with one of their tracks, ‘Caroline’ gaining over one million streams online! We invited the boys into school to facilitate a mini performance and workshop for Year 9 and the GCSE Performance Skills pupils from both the SEP schools. It was great to see the Assembly Hall full, with the pupils fully engaged in learning about career opportunities and DJing skills.

The CATCH (Challenging Attitudes, Changing Horizons) facilitated by R-City gave some Year 10 pupils the opportunity to engage in a series of workshops which developed a positive sense of identity, cross-community contact, and mutual understanding along with a sense of community engagement and social responsibility. They were able to participate in fun team building activities, interview panels with local politicians and invaluable mental health and awareness discussions. All the activities were centred around issues faced in their own shared communities. The pupils thoroughly enjoyed the sessions and again, it was clear that new friendships were being developed between the two schools.

Year 10 were also selected to participate in another new initiative with BEAMA – Belfast Electronic Arts and Music Academy. The pupils used a range of digital mediums including DJing, music production, filmmaking, graphic design, VR, and animation to produce digital art, that allowed them to explore their shared and differing identities. The programme finished with a celebratory trip go-karting.

Senior pupils from our Eco-club had the opportunity to be involved in the All-Ireland School Climate for Action project. They worked alongside various schools from Ireland to discuss environmental issues. This project will continue next year under a new title of ‘SEPI’ – Shared Education for Positive Innovation. This will give the pupils the opportunity to work with industry specialists, as well as developing friendships with schools from across Ireland.

A new shared School Council was established between the two schools consisting of nominated pupils from each year group. We saw this to be an important development as it would now allow pupils to have their views heard in a shared and respectful space. The Council worked alongside Jim Weir, a North Belfast Community Representative to develop help guides on studying and positive mental health for teenagers. We are excited to continue to work with this shared council and there are already plans in place for a wellbeing morning for parents in the next academic year.

The joint careers event - Meet the Employers, was an invaluable afternoon for the Year 13 and 14 pupils. This allowed the pupils the opportunity to speak to employers and universities to discuss their options after they leave school. The event was well attended by around 200 pupils.

We look forward to continuing to promote this positive message of a shared community and future for our young people next year. There are already some exciting projects in the pipeline including Youth in Government, History trips and more Music opportunities.

School Uniform

School Uniform is seen by the Governors as being very important in contributing to the ethos of the school and to a sense of identity among its pupils. We would like to congratulate parents on the way the vast majority of boys are turned out for school. They are a credit to you as parents. We would also, however, remind parents that boys may sometimes try to persuade them that deviations from uniform requirements are acceptable e.g. wearing training shoes. This is never the case. Full uniform requirements are available in the school prospectus or from the school office.

Attendance

If learning is not possible without good order, it is certainly not possible if boys are absent from school. The Governors would wish to draw to the attention of parents the importance of good attendance. Boys who have a poor attendance record do badly in examinations and now that attendance rates are required by employers, such attenders may experience difficulty in securing employment. The overall attendance rate for the 2023/2024 school year was 86.6%

The school employs an attendance officer to assist pupils and parents in maintaining high standards of attendance.

CEIAG

Careers Education, Information, Advice and Guidance (CEIAG) plays an important part in the work of Belfast Boys' Model School. It is concerned with how pupils develop into contributing adults who can cope with the demands, opportunities, responsibilities and experiences of entering the worlds of work, training, university or further and higher education colleges.

We work with our pupils to help equip them with the skills, understanding, confidence and creativity needed for their future working lives. We aim to develop a commitment to lifelong learning in all our pupils so they can be successful in their careers.

Our pupils benefit from a wide programme of events, workshops, mentoring and classes which develop their personal presentation, information-handling and entrepreneurial skills. The careers tutor groups help them to find out about future work opportunities. All Senior School pupils complete a short work shadowing programme and mock interviews as part of the preparations for

university and college applications. Our pupils also have access to opportunities throughout the academic year in the form of virtual, hybrid and in-person work experience in addition to industry visits and company insight days in a vast range of fields.

The Careers Department encompasses a large number of staff who have input into the delivery of the Careers Education, Information, Advice & Guidance (CEIAG) programme and the 'Employability' section of Learning for Life and Work at Key Stage 3. We believe this effective provision motivates our pupils to make informed, appropriate and realistic decisions about their future at Year 10, 12, 13 and 14, when they have important choices to make which will affect their future. To help our pupils make informed decisions all pupils have a 1:1 interview with the NI Careers Services; individual interviews with Senior Careers staff and subject specific guidance throughout the year.

The CEIAG department has SEVEN focus areas:

- The delivery of careers education in the curriculum
- The delivery of employability in the curriculum
- The delivery of enterprise education in the curriculum
- The implementation of a careers programme of events within and outside of school
- The provision of careers guidance
- The provision of careers resources
- The provision of experiences of work

The school is fortunate to be supported by strong Business / Education links from the Greater Belfast area who take part in many of our Careers events. Our pupils benefit from the department's work by making successful transitions to employment, or to Further and Higher Education.

Pupils in Years 12, 13 and 14 take part in Enrichment to develop a range of skills to make them more rounded, employable individuals. Skills that have been highlighted by employers as lacking in applicants such as leadership, communication, resilience are developed, to make Boys' Model pupils more successful in their individual pathways.

Links with Queen's University, Ulster University and Belfast Met, as well as industry ensures that all of our pupils choose the option that is appropriate for them in their future life to be successful and progress.

The Curriculum Statement

BELFAST BOYS' MODEL SCHOOL OFFERS TO ALL PUPILS A BROAD, BALANCED CURRICULUM, INCORPORATING THE STATUTORY OBLIGATIONS OF THE EDUCATION (NI) ORDER (2006)

Our curriculum is designed to support the pupils while learning, achieving and succeeding. We work together to build every child's confidence to develop skills that enable them to study and learn effectively. During KS3, students build on their skills to develop persistence, focus and intellectual curiosity. A range of both academic and vocational options provide KS4 and Post-16 curriculums which are designed to suit all needs and have proven to open pathways to further and higher education and employment. Pupils with Special Educational Needs receive support from specialist teachers who provide appropriate teaching and learning to develop every child's potential.

KEY STAGE 3

Pupils in Years 8 – 10 follow the Curriculum tabulated below:

AREAS OF LEARNING WITHIN THE CURRICULUM
ENGLISH - <i>MEDIA EDUCATION</i> - <i>DRAMA</i> - <i>LITERACY</i>
MATHEMATICS - FINANCIAL CAPABILITY - NUMERACY
SCIENCE AND TECHNOLOGY - <i>SCIENCE</i> - <i>DESIGN AND TECHNOLOGY</i> - <i>INFORMATION COMMUNICATION TECHNOLOGY</i>
THE ARTS - <i>ART & DESIGN</i> - <i>MUSIC</i>
ENVIRONMENT & SOCIETY - <i>HISTORY</i> - <i>GEOGRAPHY</i>
MODERN LANGUAGES
LEARNING FOR LIFE & WORK - <i>EMPLOYABILITY</i> - <i>CITIZENSHIP</i> - <i>PERSONAL DEVELOPMENT</i> - <i>HOME ECONOMICS</i>
PHYSICAL EDUCATION
RELIGIOUS EDUCATION

Key Stage 4

The Curriculum at Key Stage 4 (GCSE) aims to continue a broad, balanced and appropriately challenging educational experience which aids progression to A Level or Further Education.

It is school policy that all boys should leave with appropriate externally awarded and nationally recognised qualifications.

BBMS core subjects	GCSE/Equivalent Optional Subjects on offer	
	General	Applied
Mathematics GCSE English GCSE ICT GCSE/OCN Physical Education Religious Education Learning for Life and Work Careers Education, Information, Advice and Guidance	Art and Design GCSE English Literature GCSE Further Mathematics GCSE Geography GCSE Government and Politics GCSE History GCSE Religious Studies GCSE Science (Single Award) GCSE Science (Double Award) GCSE Sociology GCSE Spanish GCSE Statistics GCSE	Applied Science OCN Business Studies Level 2 First Award Digital Technologies Multimedia GCSE Digital Technologies Programming GCSE Engineering Level 2 First Award Hospitality Level 2 First Award IT Applications OCN Level 2 Media Studies GCSE Music GCSE Creative Arts and Digital Technology OCN Level 2 Occupational Studies - Engineering - Cooking & Baking - Carpentry & Joinery - Multimedia Princes Trust – Achieve Certificate/Diploma in Personal Development & Employability Skills Personal Success & Wellbeing OCN Level 2 Public Services Level 2 First Award Skills for Business OCN Level 2 Sports Studies Level 2 First Award Technology and Design GCSE Travel and Tourism Level 2 First Award/First Certificate

YEARS 13 – 14 - THE SENIOR SCHOOL

The majority of pupils return to school to follow either a two-year Advanced course or a one-year GCSE and Vocational Diploma course. During this time, pupils are motivated to grow personally, socially, and academically, with courses enhanced by specific career guidance sessions aimed at preparing for UCAS applications, as well as Further Education and Higher-Level Apprenticeship opportunities.

SENIOR SCHOOL CURRICULUM PROVISION

The school provides an extensive selection of subjects to pupils through the consortium partnership with the Belfast Model School for Girls and Mercy College. Additional subject options can be accessed through the North Belfast Area Learning Community.

ADVANCED LEVEL SUBJECTS

Art & Design Biology Business Studies Chemistry English Literature Environmental Technology Engineering Food & Nutrition Geography	Government and Politics Health and Social Care History IT Life & Health Science	Mathematics Media Studies Music Technology MIA Performing Arts Physics Public Services Religious Studies	Spanish Sociology Sports Studies Technology and Design Travel and Tourism
---	---	---	---

GCSE AND VOCATIONAL STUDIES

Pupils in the one-year pathway will experience numerous benefits. In addition to achieving their GCSE qualifications, they will acquire practical skills that are directly applicable in the workforce. This pathway will broaden their options for future careers and provide valuable opportunities for personal and professional growth.

GCSE AND VOCATIONAL SUBJECTS

Information Technology
Employability
Hospitality
Mathematics
English

Enrichment Courses

Enrichment provides pupils with opportunities to develop their soft skills and provides meaningful experiences to gather evidence for CVs and applications to Further and Higher Education. The NI Labour Market is increasingly demanding that school leavers demonstrate skills such as communication, teamwork, self-management, problem-solving and decision-making. We are dedicated to ensuring that our pupils have the opportunity to reflect on and cultivate these essential skills through their Enrichment courses.

Art	DOE Award	Streetbeat
Barista Training	Photography	R-City
Drama	Hospitality	First Aid
Competitive Football	Mentoring	
Music Performance	Health and Fitness	
Young Enterprise	IFA Sports Coaching	

With the aid of specialist careers guidance, the vast majority of pupils continue into Higher Education, Further Education or worthwhile employment.

Provision for Religious Education

Religious Education offered at Belfast Boys' Model School is non-denominational.

In Years 8 – 12, all boys follow the programme of study laid down in the Northern Ireland Curriculum. This enables them to develop a knowledge and understanding of Christianity and to recognise and appreciate the religious and spiritual dimension of life by research and questioning. The pupils are encouraged to consider religious responses to moral and social issues and to respect the beliefs, values and attitudes of others. In Years 8 – 10, pupils also study aspects of other world religions.

Religious Studies is offered in the options at full and short course GCSE, AS and A2 levels.

Parents who wish to withdraw their sons on ground of conscience, from attendance at Religious Education classes or at collective worship (Article 21 (5) of the 1986 Order) are asked to contact the Principal.

Public Examinations Results 2024

Key Stage 4

GCSE

Year 12

Total number of candidates	160
Number of candidates with Special Educational Needs	2
Entered 5 or more GCSEs	158
% with 5 or more grades at A* - C	90%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	44%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	32.1%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	50.62%

Post 16

A Level

Year 13

Total number of candidates	88
Number of candidates with Special Educational Needs	13
Entered 3 or more	88

Year 14

Total number of candidates	65
Number of candidates with Special Educational Needs	2
Entered 3 or more	65
% with 1 or more grades at A* - E	100%
% with 2 or more grades at A* - E	100%
% with 3 or more grades at A* - C	68%

Public Examinations Results 2023 - *FOR COMPARISON ONLY*

Key Stage 4 GCSE	
	Year 12
Total number of candidates	132
Number of candidates with Special Educational Needs	3
Entered 5 or more GCSEs	132
% with 5 or more grades at A* - C	79.55%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	53.03%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	40.79%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	57.57%
Post 16 A Level	
	Year 13
Total number of candidates	102
Number of candidates with Special Educational Needs	8
Entered 3 or more	102
	Year 14
Total number of candidates	57
Number of candidates with Special Educational Needs	7
Entered 3 or more	57
% with 1 or more grades at A* - E	100%
% with 2 or more grades at A* - E	98.25%
% with 3 or more grades at A* - C	89.47%

Examination Results Summer 2024

G.C.S.E. Results - Year 12 (Percentage Of Pupils Achieving Grades)

Subject	No Entered	A*	A	B	C*	C	D	E	F	G	U	X
Art	43	-	9.3	34.9	25.6	11.6	9.4	6.9	2.3	-	-	-
Creative Arts & Digital Tech (OCN)	12	-	-	100	-	-	-	-	-	-	-	-
Engineering (OCN)	15	-	-	20.0	-	33.3	-	-	40.0	-	-	6.6
English Language	159	-	3.8	6.9	23.3	21.4	23.2	11.3	5.0	3.8	1.3	-
English Literature	40	2.5	10.0	5.0	7.5	45.0	15.0	12.5	-	-	2.5	-
Further Mathematics	6	-	16.7	50.0	-	33.3	-	-	-	-	-	-
Geography	16	-	6.3	12.5	-	25.0	12.5	12.5	-	31.2	-	-
Government & Politics	20	5.0	10.0	15.0	30.0	25.0	10.0	-	-	-	5.0	-
History	48	2.1	10.4	22.9	16.6	14.7	18.7	10.4	4.2	-	-	-
Hospitality	18	-	-	44.4	55.6	-	-	-	-	-	-	-
IT - Applications	71	-	-	100	-	-	-	-	-	-	-	-
IT - Digital Technologies	9	-	44.4	33.3	11.1	11.1	-	-	-	-	-	-
Mathematics	159	-	4.4	16.4	16.4	23.9	14.5	8.2	6.3	4.4	5.0	0.6
Media Studies	5	-	-	20.0	40.0	-	-	40.0	-	-	-	-
Occ St – Construction	95	-	5.3	56.8	-	31.6	2.1	3.1	-	-	1.1	-
Occ St – Technology & Innovation	21	-	4.8	28.6	-	42.8	-	-	19.0	-	4.8	-
Occ St - Engineering	37	-	10.8	56.8	-	32.4	-	-	-	-	-	-
Occ St – Design & Creativity	61	-	-	50.8	-	45.9	1.6	-	1.6	-	-	-
Occ St – Environment & Society	34	-	5.9	29.4	-	58.8	-	-	5.9	-	-	-
Personal Success & Well Being (OCN)	59	-	-	100	-	-	-	-	-	-	-	-
Public Services	83	4.8	6.0	31.3	-	55.4	-	-	2.4	-	-	-
Sports Studies	16	-	-	31.3	-	50.0	-	-	18.7	-	-	-
Religious Studies (Short Course)	20	5.0	5.0	5.0	25.0	20.0	20.0	15.0	5.0	-	-	-
Science (OCN)	14	-	-	100	-	-	-	-	-	-	-	-
Science (SA)	63	-	-	1.6	33.3	38.1	23.8	-	1.6	1.6	-	-
Spanish (OCN)	3	-	-	100	-	-	-	-	-	-	-	-
Statistics	55	-	-	-	14.5	49.1	29.1	7.3	-	-	-	-
Technology & Design	30	-	-	6.6	10.0	30.0	30.0	13.3	3.3	-	6.6	-
Travel & Tourism (SA)	25	-	4.0	20.0	-	68.0	-	-	8.0	-	-	-

GCSE Double Award

Subject	No Entered	A*A*	A*A	AA	AB	BB	BC*	BC	C*C*	C*C	CC	CD	DD	DE
Science (DA)	21	-	-	4.8	-	4.8	33.3	-	33.3	9.5	4.8	4.8	4.8	-
Travel & Tourism (DA)	13	15.4	7.7	7.7	7.7	15.4	-	30.8	-	-	15.4	-	-	-

Subject	No Entered	BBBB	BB
Achieve	16	100	

‘A’ Level Results - Year 14 (Percentage of Pupils Achieving Grades)

Subject	No Entered	A*	A	B	C	D	E	U
Art & Design	5	-	-	40.0	60.0	-	-	-
Biology	7	-	-	-	28.6	57.1	-	14.3
Business Studies	10	-	-	80.0	20.0	-	-	-
Chemistry	3	-	-	-	33.3	66.6	-	-
Design & Technology	7	-	-	14.3	28.6	28.6	-	28.6
English Literature	6	-	-	16.7	33.3	50.0	-	-
Geography	1	-	-	-	-	100	-	-
Government & Politics	17	-	-	41.1	29.4	23.5	5.9	-
Health & Life Science	1	-	-	-	100	-	-	-
History	19	-	-	31.6	42.1	21.0	-	5.2
Hospitality	7	-	-	14.3	71.4	-	14.3	-
Information Technology	13	-	-	46.1	53.9	-	-	-
Mathematics	5	-	-	20.0	20.0	40.0	20.0	-
Media Studies	8	-	-	-	87.5	12.5	-	-
Performance Arts	1	-	-	-	-	100	-	-
Public Services	11	-	18.2	36.4	45.4	-	-	-
Sports Studies	1	-	-	-	100	-	-	-
Travel & Tourism	9	-	22.2	33.3	44.4	-	-	-

Double Award

Subject	No Entered	AA	AB	BB	BC	CC
IT	9	-	22.2	33.3	33.3	11.1
Public Services	6	-	16.7	-	33.3	50.0
Sports Studies	6	50.0	-	33.3	16.7	-
Travel & Tourism	11	9.1	36.3	18.2	9.1	27.3

Performance in Public Examinations 2021/22 – 2023/24
 Secondary (Non Grammar) Schools

	2021/22		2022/23		2023/24	
	School	N.I. Average	School	N.I. Average	School	N.I. Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent) ¹	84	-	80	87	90	81.6
% Achieving 2+ A Levels at Grades A – E (or equivalent) ²	100	-	98	97	100	98.4

*

Excludes pupils with statements of Special Education Needs.

² Figures include equivalent qualifications.

Destination of Leavers – 2024

Number Leavers		DESTINATIONS - % OF LEAVERS TO:					
	Another School	Jobskills/ Apprenticeship	FE	HE	Higher Level App	Employment	Other
212	7.1	31.6	25.9	17.9	0.5	14.1	2.8

% of pupils entitled to free school meals who have left the school achieving 5A* - C (or equivalent) including GCSE English and GCSE Mathematics

35.4%

BUDGET 2023-24

ALLOCATIONS AND SPENDING

The total allocation for the School Year 2023/24	6,853,375		
	Allocations	Spending	Balance
Salaries and Wages			
Teaching Staff	5,219,301	4,479,101	740,200
Non Teaching Staff	718,010	727,236	-9,226
Other Staff Costs	18,808	14,209	4,599
Professional Fees	1,979	93,252	-91,273
EOTAS	62,193	56,301	5,892
Books/Equipment	89,397	75,126	14,271
Education Running Costs	75,628	91,181	-15,553
Examination Fees	152,416	136,817	15,599
Travel/Transport	51,650	70,456	-18,806
Catering	0	54,503	-54,503
Premises - Running costs			
Electricity, Gas, Water, Waste Disposal	223,280	198,808	24,472
Contractual cleaning	305,975	307,026	-1,051
Premises - Maintenance costs			
Building Maintenance (Repair and Furniture))	21,119	66,185	-45,066
PPP Unitary Charge	106,691	105,937	754
Grants & Awards	2,175	0	2,175
Income	-52,000	-107,462	55,462
Stock Value	0	14,319	-14,319
Accomodation Costs (Surplus, FSES, etc)	-422,343		-422,343
Projected Year End	279,096	0	279,096
Total	6,853,375	6,382,994	470,381

Belfast Boys' Model School Account No1

Receipts and Payments Account - Year ending 31 July 2024

Receipts

	£	£
Balance B/Fwd 1 August 2023		
Cash	391.93	
Danske Bank	73,682.53	
Progressive Investment	66,366.57	140,441.03
Sundries	38,888.71	
General Fund	8,160.70	
Charity	3,751.09	
EA P/Cash Refund	9,143.68	
Shop	631.92	
Ties	696.00	
Enthuse	4,860.00	
Books	0.00	
Grants	61,292.00	
Maths Shop	1,281.00	
Uniforms	0.00	
Transfer (Acc No2)	0.00	
Bequest (Interests)	0.00	
Totals	128,705.10	
Totals	269,146.13	

Payments

	£
Sundries	54,215.33
General Fund	417.41
Charity	5,352.15
EA P/Cash Refund	6,872.45
Shop	727.24
Ties	0.00
Enthuse	2,441.30
Books	0.00
Grants	28,402.26
Maths Shop	0.00
Uniforms	1,045.12
Transfer (Acc No2)	0.00
Bequest	0.00
Totals	99,473.26
Balance c/d 31 July 2024	
Cash	401.15
Danske Bank	101641.82
Progressive Investment	67,629.90
	169,672.87

Audited by:	_____	Date
Acceptance proposed by:	_____	Date
Acceptance seconded by:	_____	Date

Belfast Boys' Model School - Account No 2

BALANCE SHEET AS AT 31 JULY 2024

ASSETS

	£	£
Cash in Hand		95.30
Danske Bank		88,224.12
Balances of above		88,319.42

Socials (Staff Outings)	5,211.57
Home Economics	7,982.76
Turing	1,209.42

<u>TOTAL</u>		<u>102,723.17</u>
---------------------	--	--------------------------

LIABILITIES

	£
General	13,505.35
Formal	9,035.57
Staff Fund	4,759.07
Ski Trips	57,066.72
Alton towers	664.29
Trips	1,469.01
Grants	7,877.00
Ulster Scots Grant	423.00
The Brew	953.58
Coffee Shop	6,969.58

<u>TOTAL</u>	<u>102,723.17</u>
---------------------	--------------------------

Audited by:		Date	
Acceptance proposed by:		Date	
Acceptance seconded by:		Date	

Charging And Remissions Policy

In accordance with the requirements of the Education Reform (N.I.) Order 1989, the Belfast Boys' Model School has drawn up the following Charges and Remissions Policy.

The Board of Governors of the Belfast Boys' Model School recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences, can make towards a pupil's academic, personal and social education.

The Governors desire to promote such activities as part of a broad and balanced curriculum and as additional optional activities.

Under the Education Reform Order, no charge may be made by the school for any activity directly relating to the N.I. Common Curriculum or for optional activities taking place during the school day. Some of these activities may not, however, take place without voluntary contributions.

Charges will be made in the following circumstances:

1. Music Tuition

During school hours, individual instrumental tuition provided by the School of Music will be paid for by the school, but there will be an insurance charge levied for instruments on loan from the School of Music. These charges will not be remitted.

2. Trips and Activities

Where such activities take place wholly or mainly outside of school hours and are not subject to the provision of Article 128 paragraphs 2 and 4 of the Order and the child's participation has been agreed in advance by the parent(s) or guardian(s), then all expenses associated with the activity will be met by the parent(s) or guardian(s). The charge levied may include:

- entrance fees to museums, theatres etc.
- non teaching staff costs
- teaching staff costs where these are employed under a separate contract to provide tuition
- materials, books and instruments and other equipment
- a pupil's travel
- insurance cost
- board and lodgings, where appropriate

The charge made in respect of individual pupils will not exceed the actual cost of providing the activity divided equally by the number of participating pupils. There will be no remission of these charges.

Any pupil formally suspended by the school will be ineligible to participate in any school activities or trips.

3. Board and Lodging on a Residential Trip

- Where a trip takes place wholly or mainly during school hours, a charge will be made for board and lodgings. However, these charges will be remitted for those pupils whose parents are in receipt of Universal Credit.
- Where a trip takes place outside of school hours, but involves activities which must be provided free of charge under Article 128, paragraphs 2 and 4 of the Order, a charge will be made for board and lodgings. These also will be remitted for pupils whose parents are in receipt of Income Support or Family Credit.

- Where a trip takes place outside of school hours and does not involve activities which must be provided free of charge under Article 128, paragraphs 2 and 4 of the Order, a charge will be made for board and lodgings. There will be no remission of these charges in any circumstances.
- Where transport costs are incurred for an activity which falls outside school hours and is not directly linked to the school curriculum, the cost of such transport will be met by the parent(s)/guardian(s) of the pupils involved. Charges in relation to transport costs per such activities will not be remitted.

5. Practical Subjects

Charges will be made for ingredients, materials or components needed for courses in practical subjects where parents indicate in advance a wish to receive the finished product.

The full cost of the above materials etc. will be levied and there will be no remission of charges in any circumstances.

6. Public Examination Entries

- Where parent(s) or guardian(s) wish to enter a pupil for an examination for which full tuition has not been provided by the school then the full cost of such examination entries will be charged to the parents.
- Only one fee per subject will be paid by the school regardless of the examining authorities for which pupils are entered.
- Where parent(s) or guardian(s) wish a pupil to resit examinations for which the school has not provided full tuition then the cost of such examination entries must be met by the parent.
- Parent(s) or guardian(s) who wish to have a pupil's examination results scrutinised must meet the full cost of this exercise. There will be no remission of the examination charges indicated.

7. Damage and Breakage

The Board of Governors will levy appropriate compensation/repair charges on the parent(s)/guardian(s) of any pupil who has, by careless behaviour or through an act of vandalism, damaged school property.

Voluntary Contributions

The governing body will seek voluntary contributions to fund activities for pupils both inside and outside school hours. It is hoped that parents recognise the value of such activities and will contribute generously both through the levy of the annual school fund and by supporting specific fund raising activities.

THE SCHOOL CALENDAR

2 0 2 3

Start of New Term	Wednesday 23 August
Hallowe'en Break	Mon 30 Oct – Fri 3 Nov
Staff Training Days	Mon 6 & Tue 7 Nov
Staff Training Day	Thursday 21 Dec
Christmas Holidays	Fri 22 Dec – Thur 4 Jan 2023/4

2024

Staff Training Day	Friday 5 Jan
Start of New Term	Monday 8 Jan
Half Term Break	Mon 12 – Fri 16 Feb
Bank Holiday	Mon 18 Mar
Easter Break	Wed 17 Mar - Fri 5 April
May Day	Monday 6 May
Bank Holiday	Monday 27 May
Staff Training Days	Tue 28 – Thur 30 May
Additional Holiday	Friday 31 May
Last day of term	Friday 28 June

All dates are inclusive

At the end of the Autumn, Spring and Summer Terms school will end at 12.30 pm. On these days, Special buses will not operate in the afternoon.

STAFF DEVELOPMENT PROGRAMME 2023-24

Staff Development Activity	School Development Planning Link Area	Date
----------------------------	---------------------------------------	------

School Development Days

New Reporting System Investors in Pupils	Quality Assessment and Reporting Pupil Voice	6/11/23
Metacognition and Exam Wrappers Shared Ed professional Development	Quality Teaching and Learning	7/11/23
IT Training Homework Planning	Quality Teaching and Learning and Assessment	29/5/24
Exam Wrappers	Quality Teaching and Learning and Assessment	30/5/24
		Twilights (see May days above – time traded in)

Baker Days

Metacognition and Data-Driven Adaptive Teaching	Quality Teaching and Learning and Assessment	18/8/23
Addressing Bullying Behaviours/Relational Learning	Positive Behaviour Management Inclusion	21/8/23
Role of the Form Teacher SEND Update Effective Questioning Action Planning Workshops	Positive Behaviour Management Inclusion Quality Teaching and Learning and Assessment	22/8/23
Pupil Data Review Trusted Colleague	Quality Teaching and Learning and Assessment	21/12/23
Whole-School SEND	Positive Behaviour Management Inclusion	5/01/24