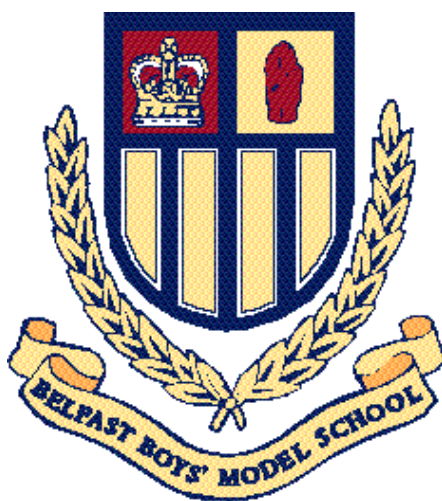


BELFAST BOYS' MODEL SCHOOL



ANNUAL REPORT

2024 - 2025

BOARD OF GOVERNORS

2024-2028 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

Rev M Horner

Mrs P Kennedy

Board Representatives

Mrs L Crooks (Vice Chairperson)

Mr B Kingston

Mrs D Murdoch

Mr G Sweetlove (Chairperson)

Mr F Townsley

Mrs N Verner

Parent Representatives

Mrs K Burke

Mrs G Hunter

Mr S Pollock

Mrs T Seawright

Teacher Representatives

Mr B Wilson

VACANT

Mrs M Montgomery (Secretary)

Teaching Staff (2024-2025)

Principal	<i>Mrs M Montgomery, B Ed, M Ed</i>
Vice Principals	<i>Miss D Farquhar, BA Hons, PGCE</i> <i>Mrs J McCracken, B Sc Hons, PGCE, Cert PD, M Ed, Mr A McClelland, BA Hons, PGCE, M Ed</i>
Assistant Principal	<i>Mr S McBride, BSc Hons, PGCE</i>

<i>Mrs S Baird, B Mus Hons, PGCE</i> <i>Mrs A Best, BEd</i> <i>Miss R Black, BSc Hons, PGCE</i> <i>Mrs S Black, B'Ed</i> <i>Miss R BlairBd, PGCE</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>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, BSc Hons, PGCE</i> <i>Miss C Gillis, B'Ed Hons</i> <i>Mr M Hancock, BEd</i> <i>Mrs H Hanna, BSc Hons, PGCE</i> <i>Mr R Hanna, BSc Hons, PGDE</i> <i>Miss G Hewitt, BSc Hons, PGCE</i> <i>Mrs L Higgins, BSc Hons, PGCE</i> <i>Mr J Hutchinson, BA 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 L McCausland, BA Hons, PGDE</i> <i>Mrs S McCracken, BSc Hons, PGCE</i> <i>Mr M McCullough, B'Ed</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 McMorro, BEd</i> <i>Dr R McMurray, Phd, BSc, PGDE</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>Mr C O'Rawe, BSc, PGCE</i> <i>Mr M Orr, B'Ed</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>Mrs A Quinn, LLB, PGCE</i> <i>Mr R Reid, BA Hons, PGCE</i> <i>Miss A Ritchie, BEd Hons</i> <i>Mr L Robinson, BA Hons, PGCE</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, BA Hons, PGDE</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>Miss R White, BSc, 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>
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Support Staff (2024-2025)

<i>Secretary to Principal</i> <i>Mrs J Clarke</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>Mrs J Devlin</i> <i>Ms L Dickey</i> <i>Mr A Donaghey</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>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>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>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>Mrs L Potts</i> <i>Mrs A Sloan</i> <i>Mr G Spence</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

After thirty-five years of service, Mrs S Todd has retired. The Board of Governors would like to formally recognise her vast contribution to the life of the school. Mrs Todd had a variety of roles within the school including: - Teacher, Head of Home Economics, Chair Wellbeing Committee and teacher representative on the Board of Governors. Mrs Todd was a great ambassador for Belfast Boys' Model School and will be missed by staff, pupils, parents and the wider community. We wish her every happiness in her retirement.

The school would also wish to take this opportunity to acknowledge the contribution to the life of the school, both curricular and extracurricular made by the following staff, who have all left us during the last year: Mrs A Best, Mrs M Dinsmore, Mrs J Drury, Miss J McFlynn, and Ms J Neill. We wish them well.

We are, however, pleased to welcome the following new teachers to the staff, Mrs S Black, Miss G Hewitt, Mr J Hutchinson, Mr M McCullough, Dr R McMurray, Mr C O'Rawe, Mr M Orr, Mr Robinson and Miss R White

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.

'Learning to Learn'

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 'Learning to Learn' initiative, our teachers will introduce them to 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 Educational 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 need 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 3 (KS3) or 4 (KS4/5) 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 once 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 Coordinator can be contacted at any stage if parents have concerns regarding their child's progress.

A copy of the school's Special Educational 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.

Football at the Boys' Model

Football is a cornerstone of life at the Boy's Model, where we are proud to be recognised as one of the leading footballing schools in Northern Ireland. Our teams train and compete with exceptional dedication throughout the season, with more than 190 pupils representing the school across a full programme of competitive fixtures.

- Many of our players are also involved at the highest levels of the game beyond school, featuring for Irish League clubs, the NI Academy, and on Northern Ireland international squads.
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Competitions

- Our teams compete in a wide range of prestigious competitions, including:
- Northern Ireland Schools' Football Association (NISFA) Cup and Plate
- Belfast District Secondary Schools' Football Association (BDSSA) Cup and U13 League
- East Antrim League and Cup

Crusaders FC Partnership: Post-16 Pathway

We are proud to have a strong partnership with Crusaders FC – Crusaders Football Academy, offering a bespoke Post-16 pathway that combines academic study at the Boy's Model with professional-level football coaching.

Students benefit from:

- 12 hours per week of contact time with the Academy
- Training opportunities designed to mirror the environment of young professional footballers
- Education on and off the pitch, including strength and conditioning
- Access to work experience and employment opportunities where appropriate
- This pathway supports each learner to reach their full potential—whether their future lies in football or in another chosen career.

2024–25 Season Highlights

- Our teams enjoyed outstanding success across the age groups:
- U12A – Irish Cup Last 16 and Belfast Cup Winners
- U12B – East Antrim Cup Runners-up
- U13 – Belfast Cup Quarterfinalists
- U14 – Irish Cup Last 16 and Belfast Cup Quarterfinalists
- U15 – Irish Plate Semi-finalists and Belfast Cup Quarterfinalists
- U16 – Irish Cup Quarterfinalists; Belfast Cup Semifinalists and East Antrim League and Cup Winners
- U18 – Irish Plate Last 16; Belfast Cup Quarterfinalists and East Antrim Cup Runners-up

Individual Honours

Several pupils achieved outstanding personal milestones:

- Alex Greer and Josh McGookin (U16) were selected for the prestigious *Queen's Future Stars* programme.
- Sonny Trainor represented Northern Ireland and made his first-team debut for Larne FC.
- Rhys Davidson, Sonny Trainor and Jake Hirth competed in the *Super Cup NI Premier Tournament*.
- Reigan Long and Jay Calderwood were selected for the *Super Cup NI Junior Tournament*, winning the competition.

Rugby remains a popular sport among our pupils, with strong participation and teams representing the school from Years 8 to 11. This year, we continued to develop our new partnership with Academy Rugby Club, whose coaches have provided invaluable support during Games sessions and after-school practices. In September and October, pupils were transported to club training at Roughfort on Monday evenings, with up to 16 pupils attending. There are around 12 pupils regularly training and representing Academy RFC in matches, and we hope this number continues to increase. We look forward to seeing this partnership grow, offering even more pupils the chance to play rugby beyond school.

Thursday afternoon practices continue to attract pupils from all year groups, with structured and challenging sessions delivered by both school staff and Academy RFC coaches.

Our school teams participate in Ulster Rugby competitions as well as friendly matches against similar schools. These experiences allow pupils to represent the school, develop individual skills, and learn the value of teamwork. A special mention goes to Christian Harwood (Year 12), who was selected to train with Ulster Rugby's elite development squad—a fantastic achievement that reflects his talent and dedication. Unfortunately, an injury has delayed his progress this year, but his success remains a source of pride for our school.

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 2025/26 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 continues to thrive and offers lessons in Guitar, Drum Kit, Piano, Singing, Snare Drumming and DJing. We have had excellent results in graded exams and pupils are making good progress and have opportunities to perform at school events throughout the year.

Our school choir participates in the Carol Service and Spring Concert and we were delighted to join with pupils from Fleming Fulton School last April to sing along with their Makaton Choir. Several pupils sing with North Belfast Youth Choir and have taken part in a variety of events throughout the year, including Lord Lieutenant of Belfast's Carol Service and a performance of Carmina Burana with Belfast Philharmonic Choir. Pupils were also given the opportunity to participate in a workshop and auditions for National Youth Choir and they also attended a residential to Balbriggan, Co. Dublin, recording several songs with NBYC.

In January, we developed links with The Ed Sheeran Foundation through Oh Yeah Music Centre. Mrs Baird, along with other Heads of Music, met Ed Sheeran and he has supported our school by providing equipment and donating five Ed Sheeran Lowden guitars. This is an inspiration to our young people and will motivate them to continue their interest in music. We are working with Oh Yeah Music Centre and holding workshops for pupils to use the new equipment so that the schools involved in the project can come together for a concert at the end of the school year. This will develop the skills of boys interested in Rock Band who perform at P7 Activity Day, Open Night and Spring Concert.

Our Flute Band performed at an event organised by Shankill Community Project, as well as at our Remembrance Assemblies, Carol Service and Spring Concert. They also recently performed in Assembly Buildings Conference Centre at a concert to promote Fleadh being held in Belfast 2026.

Our school production 'Oliver' was also a huge success giving pupils fantastic opportunities to perform as singers/instrumentalists on stage.

DJing also is extremely popular among our pupils. We have seen a number of boys develop skills in DJing and pursue this as a career.

We provide many opportunities for pupils to get involved in music and are encouraged by increased numbers taking music at GCSE level. Music develops pupils' confidence, helps them to make new friendships and improves their overall mental health. We continue to encourage our pupils to participate in music as much as possible and benefit from the performance opportunities available to them.

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

Year 8 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.

Having benefitted from music tuition through the Crescendo Project in Primary School, Year's 8 and 9 continued to develop their musical knowledge with interactive workshops facilitated by the Ulster Orchestra in their new home in Townsend Street, Belfast. It was so interesting to learn about the different instrument families in the Orchestra and to get hands on experience of playing some of the more obscure ones.

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 local area learning community schools.

Year 10 were also selected to develop their digital skills, working alongside 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.

Senior pupils from our Environmental Technology class had the opportunity to work with Co-operation Ireland and Catalyst in a new whole island initiative - 'SEPI' – Shared Education for Positive Innovation. This gave the pupils the opportunity to work with industry specialists, as well as developing friendships with schools from across Ireland. Each group worked together on a concept to help combat climate change. We were delighted to take six pupils to the finals of the Climate Summit!

A shared School Council continued to be 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 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.

Three of our past pupils – David McCoubrey and Curtis Lagan, aka Symmetrik, and Curtis Patrick, West End performer, came back to school to hold workshops for pupils who were interested in a career in the Arts. It was lovely to have them give back to their old school!

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 working with Ulster Wildlife, Springboard NI and PeacePlayers.

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 90 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 Opportunities and Achievements

Our Senior School pupils benefit from exceptional opportunities to broaden their horizons through international collaboration. As part of the British Council's **Turing Scheme**, students have participated in cultural exchange projects with partner schools abroad. Recent trips have included Norway and Germany and the Czech Republic. This year's group will host the Czech school in November before returning there in early March. These experiences provide invaluable insights into diverse cultures and help pupils develop a global perspective on key issues affecting young people today.

Within the CEIAG Department, pupils from Year 8 to Year 14 engage in a wide range of career-focused activities designed to prepare them for life beyond school. These include Meet the Employer Day, Careers Convention, Subject Choice Fairs, Mock Interviews and both virtual and in-person work experience programmes. Pupils also benefit from regular interactions with Higher and Further Education providers, gaining a clear understanding of the pathways and opportunities available to them.

We are proud of our strong partnerships with Queen's University Belfast, where pupils have successfully participated in initiatives such as the Junior Academy, Junior Sports Academy, Senior Academy, and the Pathway Programme. Similarly, our collaboration with Ulster University offers pupils access to programmes like Embracing Talent Outreach and the Antonio Carluccio Foundation Outreach, supporting those interested in Hospitality and Culinary Arts Management.

As a result of these experiences and guidance, many of our pupils have progressed to Higher Education, Further Education, Apprenticeships and full-time employment, achieving their career aspirations.

Our 2025 production of *Oliver* was an outstanding success, showcasing the incredible talent of our pupils. Directed by Miss Greer, the show united students from BBMS, Mercy College, and Belfast Model School for Girls for three unforgettable evenings of theatre.

Building on the enthusiasm generated by last year's *Grease*, participation soared, expanding our talent pool beyond expectations. The cast delivered four exceptional performances to audiences of over 900 people at the end of term. Their commitment and countless hours of rehearsal ensured a truly memorable experience for all.

We are deeply grateful for the support of The Avenue Arts Academy and Belfast School of Performing Arts. In recognition of the production's success, these organisations awarded six pupils' scholarships for their Saturday programmes for the 2025–26 academic year, a testament to the hard

work and dedication of everyone involved.

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

The Shared Education Programme, with our partner school, Mercy College, continued to grow from

strength to strength. Already developed relationships, both with pupils and industry experts and facilitators were cemented, while new friendships were formed with new initiatives.

Year 8 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.

Having benefitted from music tuition through the Crescendo Project in Primary School, Year's 8 and 9 continued to develop their musical knowledge with interactive workshops facilitated by the Ulster Orchestra in their new home in Townsend Street, Belfast. It was so interesting to learn about the different instrument families in the Orchestra and to get hands on experience of playing some of the more obscure ones.

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 local area learning community schools.

Year 10 were also selected to develop their digital skills, working alongside 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.

Senior pupils from our Environmental Technology class had the opportunity to work with Co-operation Ireland and Catalyst in a new whole island initiative - 'SEPI' – Shared Education for Positive Innovation. This gave the pupils the opportunity to work with industry specialists, as well as developing friendships with schools from across Ireland. Each group worked together on a concept to help combat climate change. We were delighted to take six pupils to the finals of the Climate Summit!

A shared School Council continued to be 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 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.

Three of our past pupils – David McCoubrey and Curtis Lagan, aka Symmetrik, and Curtis Patrick, West End performer, came back to school to hold workshops for pupils who were interested in a career in the Arts. It was lovely to have them give back to their old school!

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 working with Ulster Wildlife, Springboard NI and PeacePlayers.

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.

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 2024/2025 school year was 87.2%

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 <ul style="list-style-type: none">- 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
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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 2025

Key Stage 4 GCSE

Year 12

Total number of candidates	142
Number of candidates with Special Educational Needs	6
Entered 5 or more GCSEs	142
% with 5 or more grades at A* - C	86%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	60%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	46%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	46%

Post 16 A Level

Year 13

Total number of candidates	84
Number of candidates with Special Educational Needs	3
Entered 3 or more	84

Year 14

Total number of candidates	59
Number of candidates with Special Educational Needs	7
Entered 3 or more	59
% with 1 or more grades at A* - E	100%
% with 2 or more grades at A* - E	98%
% with 3 or more grades at A* - C	81%

Public Examinations Results 2024*FOR COMPARISON ONLY***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%

Examination Results Summer 2025

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	38	-	10.5	21.0	18.4	18.4	26.3	2.7	2.7	-	-	-
Business Studies	25	-	-	100	-	-	-	-	-	-	-	-
Creative Arts & Digital Tech (OCN)	8	-	-	100	-	-	-	-	-	-	-	-
English Language	153	0.7	2.6	15.7	27.4	22.8	10.4	2.9	8.5	3.9	3.9	0.7
English Literature	40	-	-	2.5	42.5	37.5	12.5	2.5	-	2.5	-	-
Further Mathematics	7	-	-	28.6	42.9	-	-	-	-	-	-	-
Geography	9	-	22.2	11.1	11.1	33.3	-	11.1	11.1	-	-	-
Government & Politics	8	-	12.5	50.0	25.0	-	12.5	-	-	-	-	-
History	44	-	4.5	31.8	18.2	6.8	9.1	11.4	2.3	4.5	11.4	-
Hospitality	14	-	-	14.2	-	78.5	-	-	7.1	-	-	-
IT - Applications	87	-	-	100	-	-	-	-	-	-	-	-
IT - Digital Technologies	22	-	22.7	27.2	18.2	22.7	9.1	-	-	-	-	-
Learning for Life & Work (OCN)	51	-	-	98.0	-	-	-	-	-	-	2.0	-
Mathematics	152	-	5.3	23.7	15.1	18.4	7.2	5.3	7.9	8.5	7.9	0.6
Music	1	-	100	-	-	-	-	-	-	-	-	-
Occ St – Construction	79	-	8.7	45.6	-	32.9	3.8	3.8	1.3	-	3.8	-
Occ St – Technology & Innovation	18	-	11.1	27.8	-	44.4	-	16.7	-	-	-	-
Occ St - Engineering	36	-	13.9	41.7	-	38.9	2.8	-	2.8	-	-	-
Occ St – Design & Creativity	62	-	4.8	53.2	-	33.9	1.6	3.2	-	-	3.2	-
Occ St – Environment & Society	21	-	14.3	33.3	-	52.3	-	-	-	-	-	-
Public Services	84	4.8	7.1	38.1	-	48.8	-	-	1.2	-	-	-
Sports Studies	16	6.3	6.3	43.8	-	37.5	-	-	-	-	6.3	-
Religious Studies (Short Course)	22	-	9.1	27.2	13.6	13.6	22.7	9.1	4.5	-	-	-
Science (OCN)	12	-	-	100	-	-	-	-	-	-	-	-
Science (SA)	53	-	-	-	24.5	28.3	26.4	11.3	1.9	5.7	1.9	-
Statistics	62	-	-	-	12.9	33.9	38.7	3.2	1.6	-	3.2	6.4
Technology & Design	22	-	-	9.1	31.8	36.4	13.6	9.1	-	-	-	-
Travel & Tourism (SA)	18	-	11.1	27.8	55.6	-	-	5.5	-	-	-	-

GCSE Double Award

Subject	No Entered	A*A*	A*A	AA	AB	BB	BC*	BC	C*C*	CC	CD	DD
Science (DA)	23				8.7	17.4	30.4		13.0	13.0	13.0	4.4
Travel & Tourism (DA)	21	4.8	9.5	14.3	4.8	14.3		33.3		19.0		

Subject	No Entered	BBBB
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	2	-	50.0	50.0	-	-	-	-
Biology	3	-	33.3	-	-	66.6	-	-
Business Studies	10	-	10.0	20.0	70.0	-	-	-
Chemistry	2	-	-	-	50.0	-	50.0	-
Design & Technology	7	-	14.3	14.3	-	28.6	28.6	14.3
English Literature	1	-	-	-	100	-	-	-
Engineering	3	-	-	66.6	33.3	-	-	-
Environmental Technology	13	-	30.8	30.8	30.8	-	7.6	-
Government & Politics	10	-	20.0	20.0	30.0	10.0	20.0	-
Health & Life Science	1	-	-	-	100	-	-	-
History	6	16.7	33.3	33.3	16.7	-	-	-
Hospitality	13	-	53.8	-	46.2	-	-	-
Information Technology	16	-	31.3	68.8	-	-	-	-
Mathematics	9	11.1	33.3	-	22.2	11.1	22.2	-
Media Studies	6	-	16.7	50.0	33.3	-	-	-
Performance Arts	2	-	-	100	-	-	-	-
Physics	1	100	-	-	-	-	-	-
Public Services	5	-	20.0	40.0	40.0	-	-	-
Sociology	1	-	100	-	-	-	-	-
Sports Studies	2	-	-	50.0	50.0	-	-	-
Travel & Tourism	8	-	-	25.0	75.0	-	-	-

Double Award

Subject	No Entered	A*A	AA	AB	BB	BC	CC	UU
IT	3		-	75.0	-	-	-	25.0
Public Services	5		-	20.0	80.0	-	-	-
Sports Studies	9	22.2	33.3	33.3	11.1	-	-	-
Travel & Tourism	11	-	18.1	18.1	36.3	18.1	9.0	-

Performance in Public Examinations 2022/23 – 2024/25

Secondary (Non Grammar) Schools

	2022/23		2023/24		2024/25	
	School	N.I. Average	School	N.I. Average	School	N.I. Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent) ¹	80	-	90	-	86	-
% Achieving 2+ A Levels at Grades A – E (or equivalent) ²	98	-	100	-	98	-

* Excludes pupils with statements of Special Education Needs.

² Figures include equivalent qualifications.

Destination of Leavers –2025

Number Leavers		DESTINATIONS - % OF LEAVERS TO:					
	Another School	Jobskills/ Apprenticeship	FE	HE	Higher Level App	Employment	Other
183	1	31.5	21	21	0.5	20	5

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

59%

University

The following pupils received offers of Higher and Further Education places August 2025:

Queen's University

Jacob Cairns: BSc Applied Mathematics and Physics

James Hunter: BA Politics, Philosophy and Economics

Daniel Lee: BA Drama

Jack McCullough: BSc Mechanical Engineering with Sandwich

Stranmillis College

Adam Bankhead: BA Physical Education & Sport

Tristan Devlin: BA Physical Education & Sport

Harrison Mackie: BA Early Childhood Studies

Daniel McGoldrick: BA Physical Education & Sport

Curtis Phillips: BA Physical Education & Sport

Ulster University

Alan Adair : BA Social Policy with Criminology

Michael Duffy: BA Politics and International Studies

Bailey Dunwoody: BA Interactive Computing

Oskar Dzikowski: BA Criminology

Taylor Ferguson: BA International Tourism Management

Noah Fleming: BA Business Studies

William Garvey: BA Travel and Tourism

Ryan Haddock: BA Geography

Zach Lemon: BA Business Studies

Daniel McAllister: BSc Accountancy

Bailey McCullough: BA Interactive Computing

Joshua Pritchard: BSc Architecture

Matthew Robinson: BA Criminology and Criminal Justice

Zachary Walker: BA Culinary Arts Management

Max Wilson: BA Computing Technologies

Anglia Ruskin University

Samuel Uttley: BSc Mechanical Engineering

Liverpool Hope University

Rooney Moustfa: BSc Computer Science and Digital Marketing

Liverpool John Moores University

Adam Paul Davison: BA Construction Management

Jay Wilson: BA International Tourism Management

Newcastle University

Younes Adlali: BSc Computer Science

University of Liverpool

Mason Kane: BA Philosophy, Politics and Economics

University of Portsmouth

Shane Naylor: BA Social Work

Higher Level Apprenticeship

Matthew Brown: A & O Shearman – BA Law

BMC, Foundation Degree

Lewis Billing: BSc Civil Engineering

Paul Briers: BA Sports Media

Tylan Butler: BA Maths & Geography

Jordan McKee: BA Travel & Tourism

Jaymie Sinfield: BSc Mechanical Engineering

Logan Thompson: BSc Civil Engineering

Mason White: BSc Information Technology

Apprenticeships – Spirit

Kian Butler

Jude El-Halabi

John Rankin

BUDGET 2024-25				
<i>ALLOCATIONS AND SPENDING</i>				
The total allocation for the School Year 2024/25		7,586,057		
		Allocations	Spending	Balance
Salaries and Wages				
	<i>Teaching Staff</i>	5,857,016	5003931	853,085
	<i>Non Teaching Staff</i>	804,542	819484	-14,942
	<i>Other Staff Costs</i>	11,801	8107	3,694
Professional Fees		92,715	107258	-14,543
EOTAS		57,990	75824	-17,834
Books/Equipment		53,098	119134	-66,036
Education Running Costs		82,988	112684	-29,696
Examination Fees		139,561	145011	-5,450
Transport		55,273	80113	-24,840
Catering		0	52458	-52,458
Premises - Running costs				
	<i>Electricity, Gas, Water, Waste Disposal, etc</i>	199537	209566	-10,029
	<i>Contractual cleaning</i>	399,567	399,567	0
Premises - Maintenance costs				
	<i>Maintenance (Repair and Furniture)) & Facility management</i>	65,984	113,493	-47,509
	<i>PPP Unitary Charge</i>	108,585	108,585	0
Grants & Awards		2,200	0	2,200
Income		-120,000	-104,005	-15,995
Stock Value		0	18,214	-18,214
Accommodation Costs		-765,756		-765,756
<i>(Surplus, FSES, additional funding etc)</i>				
Projected Year End		540,956		540,956
Encumbrance				53,443
	Total	7,586,057	7,269,424	370,076

Belfast Boys' Model School Account No1

Receipts and Payments Account - Year ending 31 July 2025

Balance B/Fwd 1 August 2024		
Cash	401.15	
Danske Bank	101,641.82	
Progressive Investment	67,629.90	169,672.87

Receipts		£
Sundries		32850.61
General Fund		9226.47
Charity		3734.92
EA P/Cash Refund		5439.81
Shop		870.6
Ties		390
Enthuse		2628.36
Books		0
Grants		8011.04
Maths Shop		1481
Uniforms		1231
School Production		4189.45
Bequest		0
Totals		70,053.26

Totals **239,726.13**

Payments	£
Sundries	34,161.48
General Fund	0.00
Charity	3,258.29
EA P/Cash Refund	10,470.16
Shop	0.00
Ties	0.00
Enthuse	7,432.32
Books	0.00
Grants	20,371.37
Maths Shop	1,500.07
Uniforms	3,155.85
School Production	9,619.61
Bequest	200.00
Totals	90,169.15

Balance c/d 31 July 2025		
Cash	161.28	
Danske Bank	78188.43	
Progressive Investment	71,207.27	
		149,556.98

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

239,726.13

Belfast Boys' Model School - Account No 2					
BALANCE SHEET AS AT 31 JULY 2025					
Cash in Hand		90.16			
Danske Bank		73,470.92			
Balances of above		73,561.08			
ASSETS			LIABILITIES		

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 4

Start of New Term	Thursday 21 August
Hallowe'en Break	Mon 27 – Fri 31 Oct
Staff Training Days	Mon 3 & Tue 4 Nov
Christmas Holidays	Mon 22 Dec – Thur 2 Jan 2025
2025	
Start of New Term	Monday 5 Jan
Half Term Break	Mon 9 – Fri 13 Feb
Staff Training Day	Mon 16 Feb
Bank Holiday	Tue 17 Mar
Staff Training Day	Thursday 30 Mar
Easter Break	Fri 31 Mar - Fri 10 April
May Day	Monday 4 May
Bank Holiday	Monday 25 May
Staff Training Day	Tue 26 May
Staff Training Days	Mon 8 – Tue 9 June
Last day of term	Tuesday 30 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 2024-25

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

<ul style="list-style-type: none"> • SDP School Vision & Priorities • Middletown • Data Comparison • Digital Skills 	<ul style="list-style-type: none"> • Vision • Equity, Diversity & Keeping Safe • Planning Teaching & Assessment 	04/11/24
Digital Skills Carousel	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	05/11/24
Reporting Procedures	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	17/02/25
Learner Insight Profile/Progression of Learning/Adaptive Teaching	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	05/06/25
Departmental Self-Assessment	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	06/06/25

Baker Days

<ul style="list-style-type: none"> • Measuring Successful Learning • Safeguarding 	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	20/08/24
<ul style="list-style-type: none"> • Digital Skills • Progressive Masculinity 	<ul style="list-style-type: none"> • Planning Teaching & Assessment • Health Wellbeing & Keeping Safe 	21/08/24
Retrieval	<ul style="list-style-type: none"> • Planning Teaching & Assessment 	03/01/25
CPOMS Update and Training	<ul style="list-style-type: none"> • Health Wellbeing & Keeping Safe 	14/04/25
End of Year Pastoral Review	<ul style="list-style-type: none"> • Equity, Diversity & Keeping Safe 	30/06/25