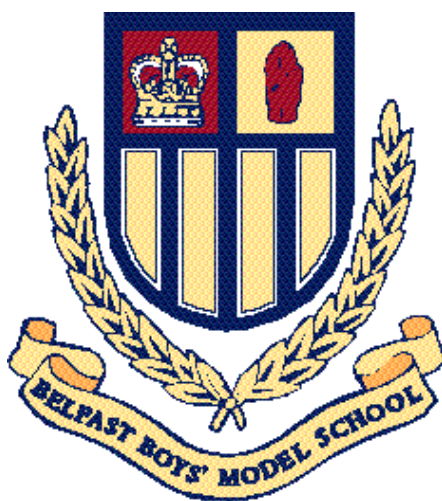


BELFAST BOYS' MODEL SCHOOL



ANNUAL REPORT

2020-2021

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

Mrs R Gilliland

Mr S Pollock

Mrs N Verner

Teacher Representatives

Mrs S Todd

Mr A Walker

Mrs M Montgomery (Secretary)

Teaching Staff (2020-2021)

Principal

Mrs M Montgomery, B Ed, M Ed

Vice Principals

Mrs O Black, B Ed, Dip G & C, PQH NI

Miss D Farquhar, B A Hons, PGCE

Mrs J McCracken, B Sc Hons, PGCE, Cert PD

<i>Mr S Agnew, MEd, BSc Hons, PGCE</i> <i>Mrs S Baird, B Mus Hons, PGCE</i> <i>Mrs S Beattie, BA Hons, PGCE</i> <i>Miss S Beggs, BSc Hons, PGCE</i> <i>Mrs A Best, BEd</i> <i>Miss R Black, BSc Hons, PGCE</i> <i>Mrs L Blair, MEd, BA Hons, Dip HSM</i> <i>Mrs C Bodels, BA Hons, ATD</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 S Butterworth, BSc Hons, 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>Mr C Corey, BSc Hons, PGCE</i> <i>Miss L Crawford, BA Hons, PGCE</i> <i>Dr S Croal, PHd, BSc, PGCE</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>Miss L Gaston, BSc Hons, PGCE</i> <i>Mr D Gray, BSc Hons, PGCE</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 L Hawthorne, BSc Hons, PGCE</i> <i>Mrs L Hesbrook, BSc Hons, PGCE</i> <i>Mr W Hesbrook, MSc, BEng, PGCE</i> <i>Mrs J Jamison, BTh, 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>Mr A McClelland, BA Hons, PGCE</i> <i>Mrs J McDowell, B A Hons, PGCE</i> <i>Mrs L McDowell, BA Hons, PGCE</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>Mrs S Morgan, BSc Hons, 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>Mrs L Parra, BA Hons, PGCE</i> <i>Mr I Patterson, MSc CBL, B Ed Hons</i> <i>Miss J Patterson, BSc, PGCE</i> <i>Mrs A Perry, BA Hons, PGCE</i> <i>Mr J Pirie, Physical Ed BA with QTS</i> <i>Mr D Poots, MSc, BSc, PGCE</i> <i>Miss A Ritchie, BEd Hons</i> <i>Mrs N Ryan, BA Hons, PGCE</i> <i>Mrs D Scullion, BEd Hons</i> <i>Mr J Shearer, BA Hons, PGCE</i> <i>Mr J Smith, BSc Hons, PGCE, PQH NI</i> <i>Mr H Stevenson, BSc, Dip AAS, PGCE</i> <i>Mr P Stewart, BSc Hons, PGCE</i> <i>Mrs J Summers, BSc Hons, PGCE</i> <i>Miss E Sykes, BEd Hons</i> <i>Mrs S Todd, MSc Hons, PGCE</i> <i>Miss L Toner, MSc Hons, PGCE</i> <i>Mr A Walker, BEd Hons</i> <i>Mrs L Warren, BA Hons, Dip Ed</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>
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Support Staff (2020-2021)

<i>Secretary to Principal</i> <i>Mrs J Clarke</i>	<i>Mrs J Rankin</i> <i>Mrs A Sloan</i> <i>Mr G Spence</i>
<i>Administration</i> <i>Mrs P Bailie</i> <i>Mrs V Kane</i> <i>Mrs H Craig</i> <i>Mrs K Irvine</i> <i>Mrs S Seaton</i>	<i>Learning Support Assistants</i> <i>Mr W Adams</i> <i>Mrs A Arthur</i> <i>Mr D Bell</i> <i>Mrs J Coombs</i> <i>Mrs S Cummings</i> <i>Miss S Cunningham</i> <i>Ms V Gordon</i> <i>Ms D Hammond</i> <i>Mrs A Harvey</i> <i>Mrs S Herron</i> <i>Mr D Hooke</i> <i>Mr K Hunter</i> <i>Mrs K Johnston</i> <i>Mr M Martin</i> <i>Mr N Martin</i> <i>Ms A McArthur</i> <i>Mr M McClean</i> <i>Mr A McCrea</i> <i>Mrs R McCrory</i> <i>Mrs M McTaggart</i> <i>Mr L Murdoch</i> <i>Miss R Murray</i> <i>Miss N Perry</i> <i>Mrs J Robinson</i> <i>Mr E Shearer</i> <i>Mrs G Simmons</i> <i>Mr I Smith</i> <i>Mrs S Trainor</i> <i>Mr S Vance</i> <i>Mrs L Wallace</i> <i>Mrs C Warnock</i> <i>Miss N Wellington</i> <i>Ms B Woonton</i>
<i>Library Assistant</i> <i>Mrs A Evans</i>	
<i>Sixth Form Study Supervisor</i> <i>Miss S Diffin</i>	
<i>Art Technician</i> <i>Mr A McBride</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 R Heron</i>	
<i>Lunchtime Assistants</i> <i>Mrs J Carrigan</i> <i>Mrs J Carville</i> <i>Mrs M Evitt</i> <i>Ms E Fee</i> <i>Mrs D Harris</i> <i>Mrs S Hewitt</i> <i>Miss T Higgins</i> <i>Ms E McAllister</i> <i>Mr R Pauley</i> <i>Mrs L Potts</i> <i>Mrs J Proctor</i> <i>Mrs P Quinn</i>	<i>Attendance Officer</i> <i>Mrs A Elder</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

We are saddened to lose the services of Mrs C Bodels, Head of Art, Mrs J Jamison, Head of Religious Studies, Miss L Toner, Teacher of Science, Miss L Crawford, Teacher of Special Educational Needs and Mrs K Irvine, Executive Officer. We would acknowledge their contribution to the life of the school, both curricular and extracurricular and we wish them every success in their future careers.

We are, however, pleased to welcome the following new teachers to the staff. Miss S Beggs, Mr J Dickey, Mr S Donnan, Mrs S Doyle, Miss E Forbes, Mrs A Laverty, Mr J Pirie, Mr J Shearer and Mrs J Weir

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

The Learning Support Coordinator is responsible for the day to day operation of school policy. 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 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
- The regular services of an Educational Psychologist.
- Withdrawal support.
- Literacy and Numeracy programmes.
- AAIS
- 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.
- Following each review, a report is submitted to the Principal and Curriculum Leaders.
- 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 standardized 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 educate for leisure by providing a range of effective choices for sport.
- To develop personal qualities of sportsmanship and self discipline.
- To help pupils achieve their optimum potential in physical activities and sport.
- To provide an enjoyable and safe programme of Physical Education and sports.

Allocation of time to sport in the curriculum

During the five years of compulsory secondary education, most boys receive approximately one hour 30 minutes per week of timetabled PE and games, (over 55 hours each year), with extra involvement in physical activities in various awarded schemes and time after school for squad practice, coaching and team matches. 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)
- Belfast Model School for Girls (Tennis Courts)
- Shankill Leisure Centre

Sporting activities available:

Archery	Cross-country	Soccer	Volley Ball
Athletics	Fitness Training	Softball	Boxing
Badminton	Golf	Squash	
Basketball	Gymnastics	Swimming	
Canoeing	Hockey	Table Tennis	
Cricket	Rugby	Rowing	
Handball	Judo/Jujitsu	Bowls	

School Achievements and Extra Curricular Activities

The Governors would like to take this opportunity to thank you for all your support during this year.

The school takes great pride in the opportunities given to pupils to achieve success, pleasure and recognition through extracurricular activities.

Pupils 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 returning to a 'normal' year and with your help, we will continue to enhance our reputation in the sporting and extracurricular arena. The following clubs/societies are normally on offer:

African Drums	Duke of Edinburgh	ICT Club	Science Club
Army Cadets	Early Birds Club	Indoor Bowls Club	Scripture Union
Art Club	Film Club	Media Madness	Ski Club
Badminton Club	Fishing Club	Middle School Club	Soccer Club
Book Group	Flute Band	Music Group	Table Tennis Club
Choir	French Club	One World Club	Technology Club
Comenius Project	Games Club	Pet Club	
Community Services	Gardening Club	Pool Club	
Cricket Club	Golf Club	Recorder Club	
Debating Society	History Club	Rugby Club	
Drama Club	Homework Club	Running Club	

CRED/Shared Education Programmes

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. During 2019/20, pupils were involved in a number of projects. Year 8 and 9 pupils participated in Identity and Prejudice workshops through their Pastoral Period. These workshops were focussed on looking at the similarities and shared history of people in Northern Ireland. This programme looks at upskilling the pupils in the whole year group in order to tackle bullying, harassment and racism.

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.

A number of activities have taken place since the start of the programme including;

Year 10 pupils took part in a number of programmes with various outside agencies over the course of the year including the CATCH Project (Changing attitudes and challenging horizons) with Cooperation Ireland where they had the opportunity to meet with and, take part in panels, with ex-prisoners from both sides of the community, as well as local politicians. They discussed what they think the future of N Ireland looks like for young people and what they can do to effect change.

Year 9 pupils attended sessions in each other's school to learn how to plan and facilitate events and

then planned and organised the annual Diversity day in May, where they looked at the range of cultures in N Ireland and invited people from many of the ethnic minorities present in Northern Ireland to participate, so that the pupils have first-hand experience and gain knowledge of these minority groups. These events allow the pupils the opportunity to take part in interactive activities and are thoroughly enjoyed by all the participants. In 2019 we were recognised by CCEA in a best practice in Shared Education case study for our work in Diversity and Inclusion, and Reconciliation.

The Senior Pupil Leadership Team took part in workshops to help them become better leaders and to assist them in dealing with and resolving conflict in their day to day duties in school. In total, 752 pupils and 43 staff took part in SEP activities over the course of the year.

A large number of pupils participated in the 'Harmony North' choir, which is made up of post primary pupils from across a number of North Belfast Schools. During the year, pupils have performed at many events including: The Integrated Education Fund Carson Awards, the City of Derry International Choral Festival, the State Visit of Juan Manuel Santos, President of Columbia, the British-Irish Intergovernmental Secretariat Christmas reception, the US Consulate Collaborative Education reception.

Year 12 and 13 and 14 pupils took part in shared careers events over the course of the year, including opportunities to meet with future employers and a Focus on the Future careers fair with the chance to speak to representatives from various companies as well as Further and Higher Education Colleges.

This group of pupils also took part in weekly enrichment classes together ranging from Couch to 5K, Hospitality, First Aid and Peer Mentoring and Leadership.

School Discipline Policy

Belfast Boys' Model School has a positive behaviour 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 positive reinforcement, for example, through the application of a comprehensive rewards system and by encouraging boys to participate in extra curricular activities.

The School extends its positive discipline 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 disciplinary procedures. 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.

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 2020/2021 school year was 86.3%

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 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 pupils gain work experience placements in Year 12 to develop their Personal Career Plans. All Senior School pupils complete a short work shadowing programme and mock interviews as part of the preparations for university and college applications.

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.

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.

Work experience and work shadowing this year are going to be online with a variety of different companies taking part in a range of activities. This ensures that the pupils' are introduced to the work environment.

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 <ul style="list-style-type: none">- <i>MEDIA EDUCATION</i>- <i>DRAMA</i>- <i>LITERACY</i>
MATHEMATICS <ul style="list-style-type: none">- FINANCIAL CAPABILITY- NUMERACY
SCIENCE AND TECHNOLOGY <ul style="list-style-type: none">- <i>SCIENCE</i>- <i>DESIGN AND TECHNOLOGY</i>- <i>INFORMATION COMMUNICATION TECHNOLOGY</i>
THE ARTS <ul style="list-style-type: none">- <i>ART & DESIGN</i>- <i>MUSIC</i>
ENVIRONMENT & SOCIETY <ul style="list-style-type: none">- <i>HISTORY</i>- <i>GEOGRAPHY</i>
MODERN LANGUAGES
LEARNING FOR LIFE & WORK <ul style="list-style-type: none">- <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	Business Studies Level 2 First Award Digital Technologies GCSE Hospitality Level 2 First Award IT Applications OCN Level 2 Moving Image Arts 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 - Multi Media Princes Trust – Achieve Award Personal Development & Employability Skills Personal Success & Wellbeing OCN Level 2 Public Services Level 2 First Award Sports Studies Level 2 Certificate Technology and Design GCSE Travel and Tourism Level 2 First Award

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 encouraged to develop personally, socially and academically and courses are supplemented by dedicated careers time for competing UCAS and Further Education and Higher Level Apprenticeship applications.

SENIOR SCHOOL CURRICULUM PROVISION

The school offers a wide range of subjects available to pupils through the consortium arrangement with the Belfast Model School for Girls and Mercy College. Further subject choices are available through the North Belfast Area Learning Community.

ADVANCED LEVEL SUBJECTS

Art & Design Biology Business Studies Chemistry Economics English Literature Geography	Government and Politics Health and Social Care Health and Life Science History Hospitality IT	Mathematics Media Studies 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

Information Technology
Employability
Hospitality
Mathematics
English

Enrichment Courses

Boxing	Photography	Mixed Martial Arts	TAMHI
Cross Country	Hospitality	The Voice	Lighthouse
Competitive Football	Mentoring	Couch to 5K	Youth Work
Music Performance	Health and Fitness	DOE Award	Streetbeat
Young Enterprise	Sports Coaching	Walking Group	Leadership Development

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 2021

Key Stage 4 GCSE

Year 12

Total number of candidates	152
Number of candidates with Special Educational Needs	8
Entered 5 or more GCSEs	152
% with 5 or more grades at A* - C	90%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	59%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	51%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	61%

Post 16 A Level

Year 13

Total number of candidates	98
Number of candidates with Special Educational Needs	8
Entered 3 or more	98

Year 14

Total number of candidates	50
Number of candidates with Special Educational Needs	4
Entered 3 or more	50
% 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	72%

Public Examinations Results 2020 -*FOR COMPARISON ONLY*

Key Stage 4 GCSE

Year 12

Total number of candidates	149
Number of candidates with Special Educational Needs	15
Entered 5 or more GCSEs	149
% with 5 or more grades at A* - C	84%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	56%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	55%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	59%

Post 16 A Level

Year 13

Total number of candidates	76
Number of candidates with Special Educational Needs	8
Entered 3 or more	76

Year 14

Total number of candidates	58
Number of candidates with Special Educational Needs	5
Entered 3 or more	58
% 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	79%

Examination Results Summer 2021

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	N/A
Art	21	4.8	33.3	19.0	28.6	9.5	4.8	-	-	-	-	-
Business - BTEC	18	-	-	33.3	55.5	-	-	-	11.1	-	-	-
Digital Technology	25	-	64.0	8.0	12.0	4.0	-	-	8.0	4.0	-	-
English Language	151	-	5.3	15.2	16.6	32.4	15.9	7.3	3.3	1.3	2.6	-
English Literature	50	-	-	2.0	30.0	52.0	10.0	-	6.0	-	-	-
Further Mathematics	10	-	30.0	10.0	20.0	20.0	10.0	-	10.0	-	-	-
Geography	12	-	16.7	8.3	-	41.7	25.0	8.3	-	-	-	-
History	46	6.5	23.9	13.0	17.4	15.2	6.5	6.5	6.5	2.2	2.2	-
Hospitality - BTEC	15	-	-	6.7	-	86.6	6.7	-	-	-	-	-
ICT - OCN	62	-	-	93.6	-	-	-	-	-	-	6.4	-
Mathematics	151	-	9.2	33.1	15.2	15.9	9.9	1.9	8.6	2.6	3.3	-
Moving Image Arts	16	-	-	25.0	6.3	25.0	12.5	18.7	6.3	-	6.3	-
Music - OCN	6	-	-	100	-	-	-	-	-	-	-	-
Occ St – Construction	58	-	32.8	56.9	-	6.9	-	-	-	-	3.4	-
Occ St – Design & Creativity	49	-	16.3	38.8	-	42.9	-	2.0	-	-	-	-
Occ St - Engineering	42	-	9.5	54.8	-	30.9	-	2.4	2.4	-	-	-
Occ St – Environment & Society	16	-	12.5	37.5	-	50.0	-	-	-	-	-	-
Occ St – Technology & Innovation	13	-	7.7	38.4	-	53.8	-	-	-	-	-	-
Personal & Social Ed - AQA	65	-	-	-	-	100	-	-	-	-	-	-
Personal Success * Wellbeing - OCN	4	-	-	-	-	100	-	-	-	-	-	-
Preparation for Working Life	146	-	1.4	5.5	-	17.8	21.9	23.2	17.1	5.5	7.5	-
Public Services - BTEC	76	10.5	10.5	47.3	-	30.2	-	-	1.3	-	-	-
Religious Studies (Short Course)	33	-	6.0	12.0	18.1	18.1	9.1	27.2	3.0	6.0	-	-
Science (SA)	82	-	-	20.7	28.0	31.7	12.2	4.9	1.2	1.2	-	-
Statistics	116	-	-	-	39.6	15.5	25.0	12.9	5.2	-	1.7	-
Sport Studies	16	-	-	25.0	-	50	18.8	6.2	-	-	-	-
Technology & Design	36	-	13.8	22.2	11.1	30.5	5.5	8.3	5.5	2.7	-	-
Travel & Tourism (SA)	36	-	5.5	33.3	-	61.1	-	-	-	-	-	-

GCSE Double Award

Subject	No Entered	A*A	AA	AB	BB	BC*	BC	C*C*	CC	CD	DD	EF
Science (DA)	18	-	11.8	5.9	17.6	11.8	-	17.6	17.6	5.9	5.9	5.9
Travel & Tourism (DA)	21	9.5	4.8	19.0	38.0	-	19.0	-	9.5	-	-	-

Subject	No Entered	BBBB	BB
Prince's Trust (4 GCSE's)	15	86.7	13.3

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

Subject	No Entered	A*	A	B	C	D	E	U
Art & Design	5	-	-	60.0	20.0	-	20.0	-
Biology	8	-	12.5	12.5	12.5	50.0	12.5	-
Design & Technology	11	-	18.1	5.5	36.3	-	27.2	5.5
English Literature	1	-	-	-	-	100	-	-
Geography	2	50.0	50.0	-	-	-	-	-
Government & Politics	8	-	12.5	12.5	50.0	-	12.5	12.5
History	7	-	16.7	16.7	32.5	16.7	-	16.7
Mathematics	3	-	-	-	-	-	33.3	66.6
Media Studies	7	-	-	42.9	57.1	-	-	-
Performing Arts	1	-	100	-	-	-	-	-
Sociology	2	-	-	-	-	100	-	-
Sports Studies	9	-	44.4	22.2	33.3	-	-	-

BTEC Single Award

Subject	No Entered	A*	A	B	C	D	E	U
Sub Diploma in Business Studies	5	-	60.0	20.0	-	-	-	20.0
Sub Diploma in Hospitality	5	-	80.0	20.0	-	-	-	-
Sub Diploma in IT	4	-	50.0	25.0	25.0	-	-	-
Sub Diploma in Public Services	7	-	42.9	-	51.1	-	-	-
Sub Diploma in Travel & Tourism	6	-	66.6	-	33.3	-	-	-

BTEC Double Award

Subject	No Entered	AA	AB	BB	BC	CC	N/A
Diploma in IT	4	25.0	25.0	25.0	25.0	-	-
Diploma in Public Services	4	50.0	25.0	25.0	-	-	-
Diploma in Travel & Tourism	21	23.8	14.3	4.8	28.6	28.6	-

Performance in Public Examinations 2017/18 – 2019/20
 Secondary (Non Grammar) Schools

	2017/18		2018/19		2019/20	
	School	N.I. Average	School	N.I. Average	School	N.I. Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent) ¹	75	77	80	80	84	-
% Achieving 2+ A Levels at Grades A – E (or equivalent) ²	99	96	100	96	100	-

*

Excludes pupils with statements of Special Education Needs.

² Figures include equivalent qualifications

Destination of Leavers – 2021

Number of Leavers	DESTINATIONS - % OF LEAVERS TO:						
	Another School	Jobskills	Apprenticeship	FE	HE	Employment	Other
193	7.3	0	37.3	20.2	21.2	12.4	1.5

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

42 %

Successes at University

The following past pupils graduated this summer from the Ulster University. Many others also graduated from universities in England, Scotland and Wales, but at the time of going to press we have only received this limited information.

University of Ulster

JAMES BLAIN	BSC HONS LEISURE & EVENT MGT (2:1 WITH DIST)
MATTHEW CARLETON	BSC HONS INT TRAVEL & TOURSIM (2:2 WITH DIST)
JAMES COUGHLIN	LLB LAW WITH POLITICS (2:1)
JON GORMAN	BSC HONS CINEMATIC ARTS (2:1)
MARTY JOHNSTON	BSC HONS SPORTS STUDIES (2:2)
ALAN MARTIN	BSC HONS REAL ESTATE (2:1)
JOSH SCOTT	BSC HONS INTERNATIONAL HOSP MGT (PASS WITH DIST)
JAKE WALLACE	BSC HONS SOCIOLOGY WITH CRIMINOLOGY (1ST)
JOSH WALLACE	BSC HONS SOCIOLOGY WITH CRIMINOLOGY (1ST)

BUDGET 2019-20

ALLOCATIONS AND SPENDING

The total allocation for the School Year 2019/20 was
£5,570,799

	Allocations	Spending	Balance
Salaries and Wages			
<i>Teaching Staff</i>	4,010,010	3,944,204	65,806
<i>Non Teaching Staff</i>	506,672	557,807	-51,135
Professional Fees	58,739	58,762	-23
EOTAS	79,702	53,881	25,821
Books/Equipment	110,074	93,373	16,701
Education Running Costs (including Occ Studies Construction)	77,743	85,448	-7,705
Examination Fees	170,090	134,695	35,395
Travel/Transport	31,658	38,007	-6,349
Catering	30,893	18,191	12,702
Premises - Running costs			
<i>Electricity, Gas, Water, Waste Disposal</i>	140,985	108,374	32,611
<i>Contractual cleaning</i>	321,411	218,705	102,706
Premises - Maintenance costs			
<i>Building Maintenance (Authority Damage)</i>	3,861	3,769	92
<i>PPP Unitary Charge</i>	95,506	95,974	-468
Income	-3,949	-14,060	10,111
Stock Value Adjustment	0	13,718	-13,718
Budget Surplus (Planned Savings)	-62,596	0	-62,596
Total	5,570,799	5,410,850	159,949

Belfast Boys' Model School Account No1

Receipts and Payments Account - Year
ending 31 July 2021

Receipts

	£	£
Balance B/Fwd 1 August 2020		
Cash	-713.46	
Danske Bank	41,403.22	
Progressive Investment	124,291.55	164,981.31
Sundries		36,577.00
General Fund		10,065.99
Charity		2,838.72
EA P/Cash Refund		9,343.69
Shop		6,063.33
Ties		360.00
Sport		0.00
Books		0.00
Grants		22,810.00
The Brew		721.42
Next		2,439.93
Transfer (Acc No2)		1,377.08
Bequest (Interests)		175.73
Totals		<u>257,754.20</u>
Balance B/d 1 August 2021		<u>170,670.46</u>

Payments

	£	£
Sundries		36,155.46
General Fund		10,065.99
Charity		3,591.59
EA P/Cash Refund		11,701.05
Shop		4,481.87
Ties		3,385.80
Sport		0.00
Books		0.00
Grants		15,058.22
The Brew		0.00
Next		2,439.93
Transfer (Acc No2)		203.86
Bequest		0.00
Balance c/d 31 July 2020		87,083.77
Cash	1,147.73	
Danske Bank	44,078.94	
Progressive Investment	125,443.79	170,670.46
Totals		<u>257,754.23</u>

Audited by: _____ Date _____

Acceptance
proposed by: _____ Date _____

Acceptance seconded by: _____ Date _____

Belfast Boys' Model School Account No2

Receipts and Payments Account - Year ending 31 July 2021

Receipts

	£	£
Balance B/Fwd 1 August 2020	798.15	
Cash	23,069.97	
Danske Bank		23,868.12
General		2,285.00
Formal Fund		1,768.00
Staff Fund		800.00
Socials		0.00
Ski Trip		5,027.77
Alton Towers		1,000.00
Other Trips		0.00
Erasmus		0.00
Home Economics		22.55
ACC1		0.00
Grants		2,000.00
Ulster Scots		0.00
The Brew		0.00
Unknown Credit/Debit		0.00
Totals		36,771.44

Balance B/d 1 August 2021

29,757.77

Payments

	£	£
General		2,350.08
Formal Fund		290.00
Staff Fund		150.00
Socials		1,173.25
Ski Trip		0.00
Alton Towers		1,100.00
Other Trips		0.00
Erasmus		0.00
Home Economics		1,228.92
ACC1		0.00
Grants		0.00
Ulster Scots		0.00
The Brew		721.42
Unknown Credit/Debit		0.00
Balance c/d 31 July 2020		
Cash	398.61	
Danske Bank	29,359.16	29,757.77
		36,771.44

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 0

Start of New Term	Monday 24 August
Hallowe'en Break	Mon 26– Fri 30 Oct
Staff Training Days	Mon 2 – Tue 3 Nov
Christmas Holidays	Mon 21 Dec – Fri 1 Jan 2021
2021	
Staff Training Day	Monday 4 Jan
Start of New Term	Tuesday 5 Jan
Target Setting Interviews	Thur 14– Fri 15 Jan
Half Term Break	Mon 15 – Fri 19 Feb
Bank Holiday	Wednesday 17 Mar
Easter Break	Wed 31 Mar– Fri 9 April
May Day	Monday 3 May
Bank Holiday	Monday 31 May
Staff Training Day	Mon 1 – Tue 2 Jun
Last day of term	Wednesday 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 2020-21

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

SDD days cancelled for teaching days due circuit breaker at Hallowe'en half-term		02/11/20
Pedagogy – Four Phase Lesson Plan		20/12/20
Assessment – Standardisation and Moderation Staff Training		01/04/21
MS Teams IT Training – Microsoft Educator		06/06/21
Normal School day – staff training day 1 st June - MS Teams IT Training – Microsoft Educator?		07/06/21

Baker Days

Health and Safety Briefings Curriculum Briefing Pedagogy and Assessment Pastoral Briefing COVID mitigations and impact of zoning/Remote Learning Contingencies/MS Teams Refresh		20/08/20
Staff Wellbeing Activities		23/08/20
EA Behaviour Support Training		24/08/20
SDD days cancelled for teaching days due circuit breaker at Hallowe'en half-term		01/11/20
Centre Determined Grades Staff Development – Policy and Processes		18/03/21