

Boys' and Girls' Model Full Service Extended Schools

Annual Report 2018/19



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Principals' Review of Progress 2018/19

The Full Service Extended Schools (FSES) programme allows both the Belfast Boys' Model School (BBMS) and Belfast Model School for Girls (BMSG) to provide needs led support to pupils and their families, many of whom come from some of the most deprived areas of the country. The additional resources have ensured that there is early identification of need, as well as tailored, effective and timely support for those most at risk of underachievement, as a result of barriers to learning. For both schools, FSES provision has galvanised the work done to strengthen partnerships with parents and the wider community and assisted in the creation of a school which is accessible, supportive and champions the community.

FSES has been an integral part of the journey of school improvement for both BBMS and BMSG, with FSES work becoming embedded in daily structures and routines.

Pupil outcomes in BBMS for those achieving 5 A*-C has risen from **20%** at the beginning of the programme (in 2006) to **80%** in 2019; for BMSG this has risen from **37%** to **70%**. Outcomes for those achieving 5 A*-C including English and Maths in BBMS has risen from **18%** in 2006 to **53%** in 2019; for BMSG this has risen from **18.5%** to **37%**. Attendance in both schools has also risen - from **86.9%** in 2006 to **92%** in 2019 for BBMS and **89.5%** to **92%** for BMSG.

FSES allows our schools to provide a wraparound service to students and their families, enabling them to not only gain meaningful and portable qualifications, but also build resilience and acquire the many other skills necessary for modern life. These improvements would not be possible without the funding of the Full Service Extended Schools Programme.

Mary Montgomery (Principal, Belfast Boys' Model School) & Paula Stuart (Principal, Belfast Model School for Girls)

Introduction

The Full Service Extended Schools (FSES) programme, which has been operating within the Belfast Boys' Model School (BBMS) and Belfast Model School for Girls (BMSG) in North Belfast since 2006, fulfils the key priorities of the Department of Education (DE), namely tackling disadvantage by addressing barriers to learning, putting young people's emotional wellbeing at the centre of education and transforming communities (Education and Training Inspectorate Evaluation Report 2013 p6).

The programme is currently funded at £385k per annum, with each school receiving an equal share (i.e. £192.5k) in 2018/19 to put in place a range of additional support measures for those children facing challenges to educational achievement, working with parents, families and the wider community to ensure that they can reach their full potential.

This is a joint FSES report for the two schools which identifies **targets** set, **actions** taken and **outcomes** which have been achieved during 2018/19. The programmes delivered and the support given to students in each school, is needs led and recognises the differences in gender. It is worth noting that the five pillars on which Full Service provision is based (Pupil Engagement, Parental Engagement, Community Engagement, Health and Well Being and Transition) are identified throughout this report as they are integral parts of all programmes offered.

Context

According to the latest Northern Ireland Multiple Deprivation Measure (NIMDM) Statistics, five of the Super Output Areas (Woodvale 1, 2 and 3 and Shankill 1 and 2) with the highest number of pupils attending the Model schools, are ranked amongst the twelve most deprived SOAs in the country (using the Education Domain). In addition, the same five SOAs are ranked among the 56 areas (top 6%) with the greatest health deprivation (**Northern Ireland Statistics & Research Agency, NIMDM 2017**).

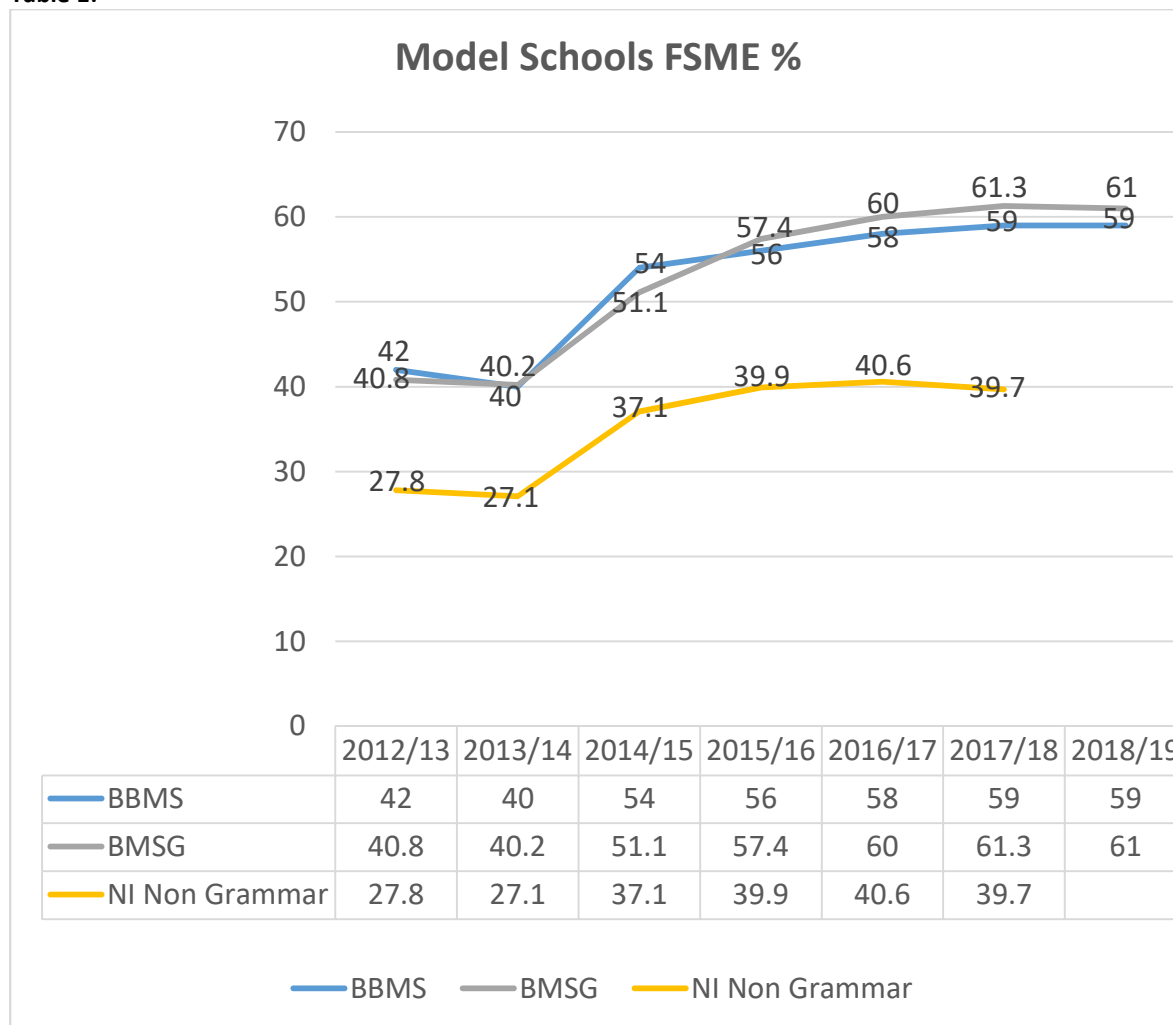
North Belfast has also suffered disproportionately during the years of violence in Northern Ireland. Over 34% of all deaths during the troubles occurred in North and West Belfast (**wesleyjohnston.com**). This has left a legacy of trauma and cross-generational mental health issues, resulting in high levels of substance misuse. This has resulted in North and West Belfast accounting for 20% of all suicides in 2015 and 2016 in Northern Ireland (**UK National Statistics Agency**).

The rise in Free School Meal Entitlement (FSME) data since the implementation of Full Service Schools in 2006 also shows the growing economic needs of the students, and their families, attending both schools. The percentage of pupils entitled to FSM in both Model Schools is outlined in Table 1 (page 5). This shows that relative disadvantage of pupils, as measured by FSME, is significantly higher (20%+) than the average across all non-grammar schools in NI.

Tables 2-4 also provide an indication of the level of Special Educational Needs of pupils within both schools.

Free School Meal Entitlement

Table 1:



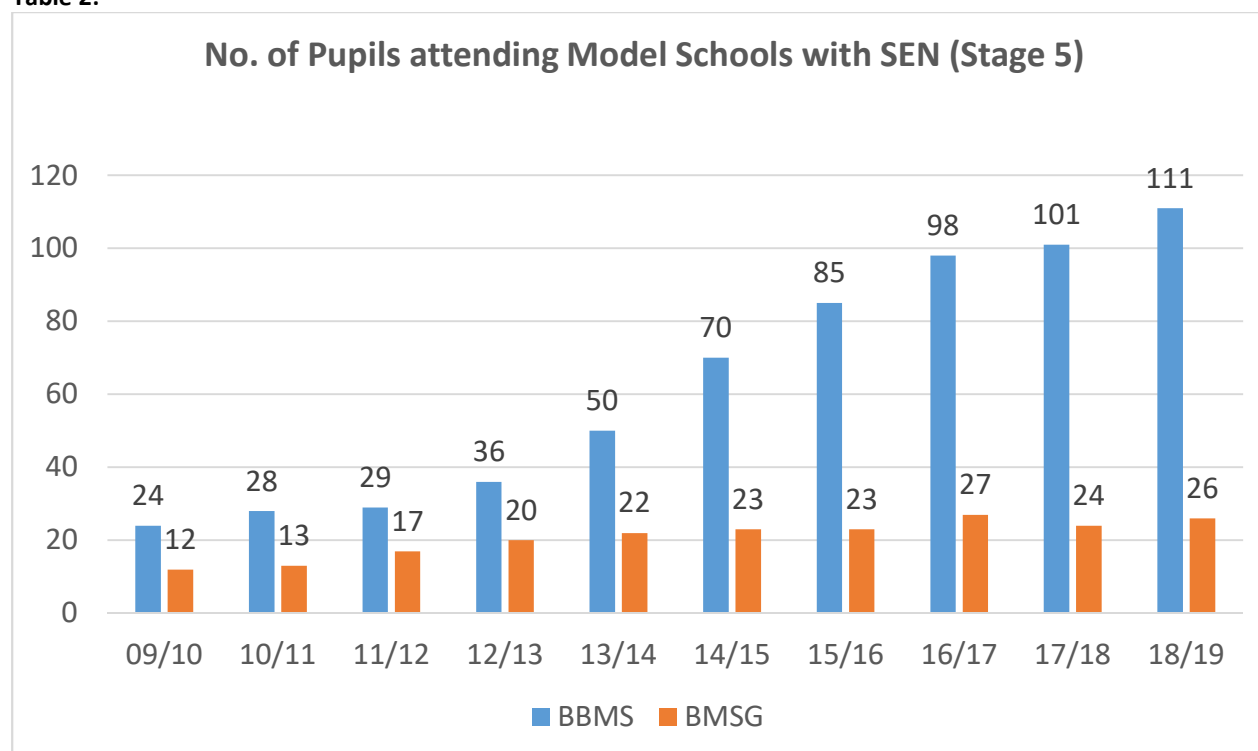
Source: Annual School Census Returns.

Special Educational Needs

Both schools have seen a rise in the numbers of pupils with Special Educational Needs (SEN) over the past few years. Many of these pupils have complex learning and social needs. FSES provision has allowed pupils to benefit from lunchtime and after school activities and the access to behavioural support within school.

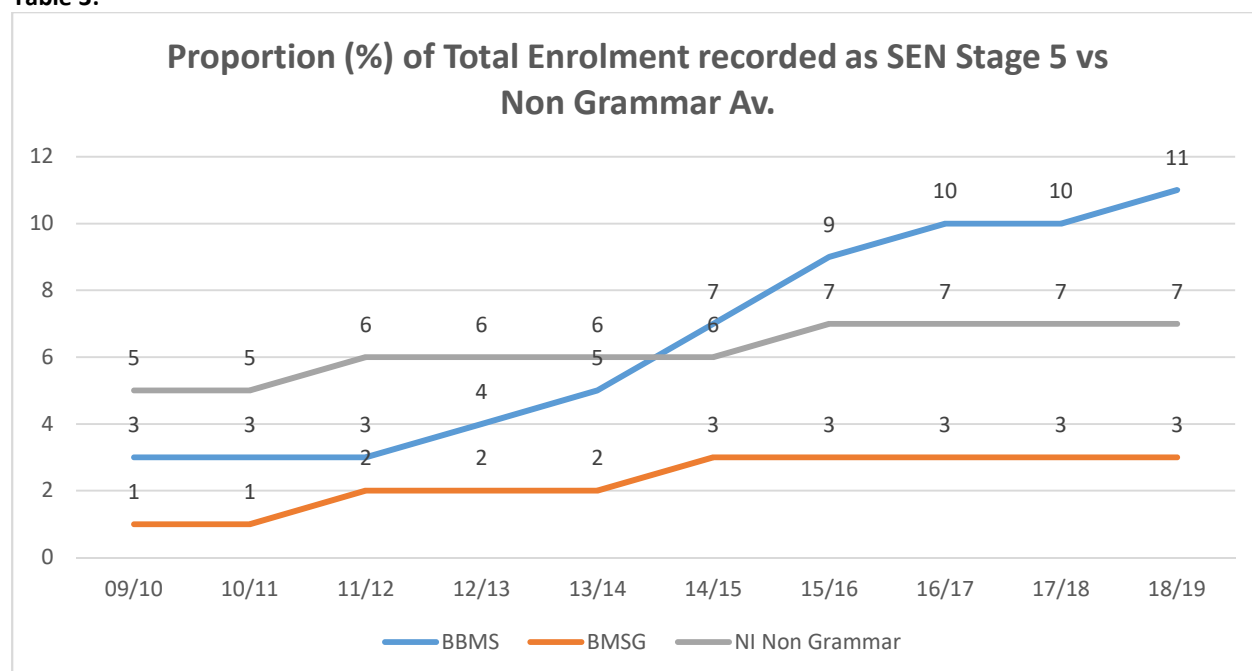
The tables below show the number of pupils at SEN Stage 5 in both schools and the proportion of pupils enrolled at both Stages 1-5 and Stage 5 only compared against the Northern Ireland non-grammar school average.

Table 2:



Source: School Census Data

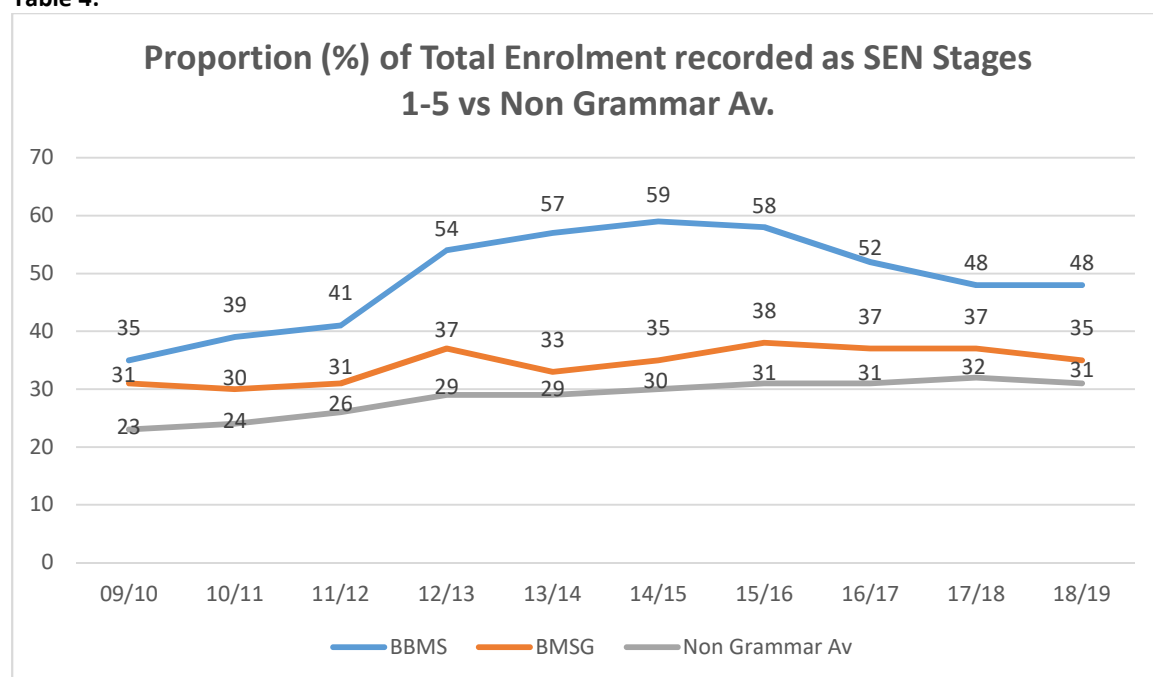
Table 3:



Source: School Census Data

The above highlights a marked difference in the number of boys at Stage 5 on the SEN register in comparison to the number of girls at the same stage. There is some evidence to suggest that additional needs in girls is found to become more apparent as they mature, whereas in boys the needs are displayed earlier in life. Hence, boys often receive Stage 5 support at an earlier point in their educational journey.

Table 4:



Source: School Census Data

Attendance

One of the key challenges for any school, especially for those operating in socially disadvantaged areas, is to ensure good pupil attendance. Attendance levels can also be used to indicate the quality of school provision and effectiveness of the engagement activities and the support being offered.

Target

Overall school attendance will be above 91% in both schools in 2018/19

Actions

Attendance Officer

The Attendance Officers in both schools work with Key Stages 3, 4 and 5 pupils to promote good attendance and punctuality across the schools. Pupils are referred by the Head of Year/counsellor when their attendance falls below 90%.

Poor attendance may be for many reasons, e.g. family break up, poor relationships in school with peers and staff, inability to complete work, low self-esteem. Pupils and parents are supported to remove the barriers that are preventing good attendance at school. The cohorts are identified in BMSG through the traffic light system. Often, pupils will be referred on for additional services or to work with the Pupil Support Team (BBMS only) to remove these barriers, signposted to specialist support services and to integrate the young person back into school. Depending on the need, parents will work with the Parenting Worker in BBMS or be referred to community or statutory agencies through BMSG. A multidisciplinary approach is used to ensure the young person and family receive the correct support.

Attendance Incentives

Both schools have invested in attendance rewards and celebrations to encourage good attendance. In BMSG, targeted data-based intervention in particular classes has also taken place to ensure students are maximising their potential.

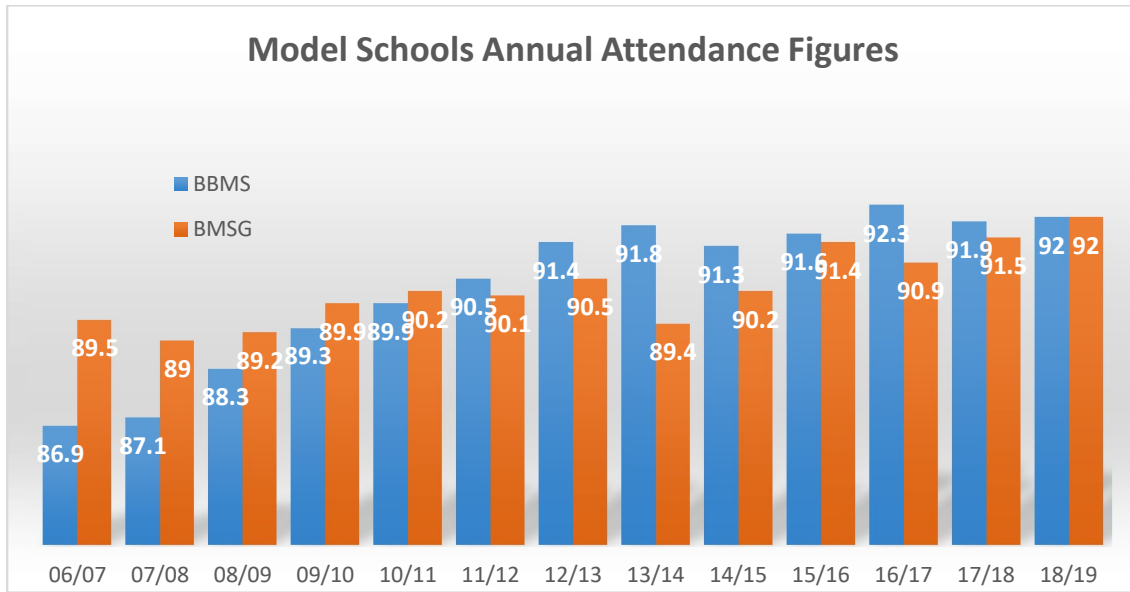
There has been consistent improvement in whole school attendance in both the schools.

Outcomes

Whole school attendance in both schools for 2018/19 was 92%, thereby exceeding the stated target of 91%.

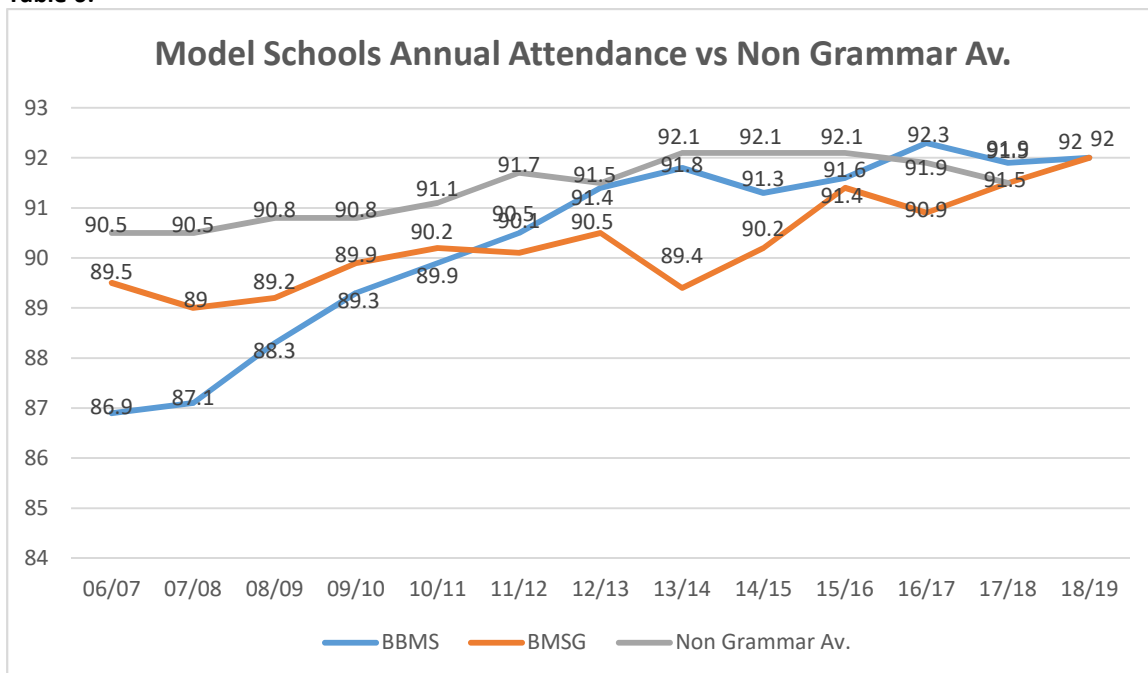
Overall school population attendance figures in each year since the beginning of the FSES programme in 2006/07 is set out in Table 5 on the next page with a comparison against all NI non-grammar schools following at Table 6.

Table 5:



Source: Annual School Census Data. Note that figures include Y8-14 and therefore differs from official DE published statistics which refer only to compulsory school age i.e. Y8-12.

Table 6:



Source: Annual School Census Data. Note that figures include Y8-14 and therefore differs from official DE published statistics which refer only to compulsory school age i.e. Y8-12.

Transition

Targets

To facilitate the ease of movement from primary to post primary education

To enable the sharing of good practice between primary and post primary staff

Actions

Transition teachers

Transition teachers have been employed through the FSES programme across both schools. Their role is to ease the movement from primary to post primary school. An audit of need was completed with the primary schools and from this, programmes were devised and delivered. This gave welcome support to partner primary schools and enabled the Model Schools to identify the learning and emotional needs of the young people at an earlier stage. The transition teachers have worked across 26 partner primary schools, in addition to teaching Year 8 pupils. This has resulted in improved attendance in Year 8 since the introduction of the FSES programme.

In BMSG transition support is extended across Key Stage 3 for the students who are in need of additional transitional support. Specialist transition teachers teach in both Year 8 and Year 9. Nurture groups were established to ease the transition for the most vulnerable students for whom the transfer process would be the most psychologically damaging. This is a hybrid Primary to Post Primary model. The table below shows the number of students who benefit from these arrangements and the percentage of their timetable which is spent within a nurturing environment in BMSG.

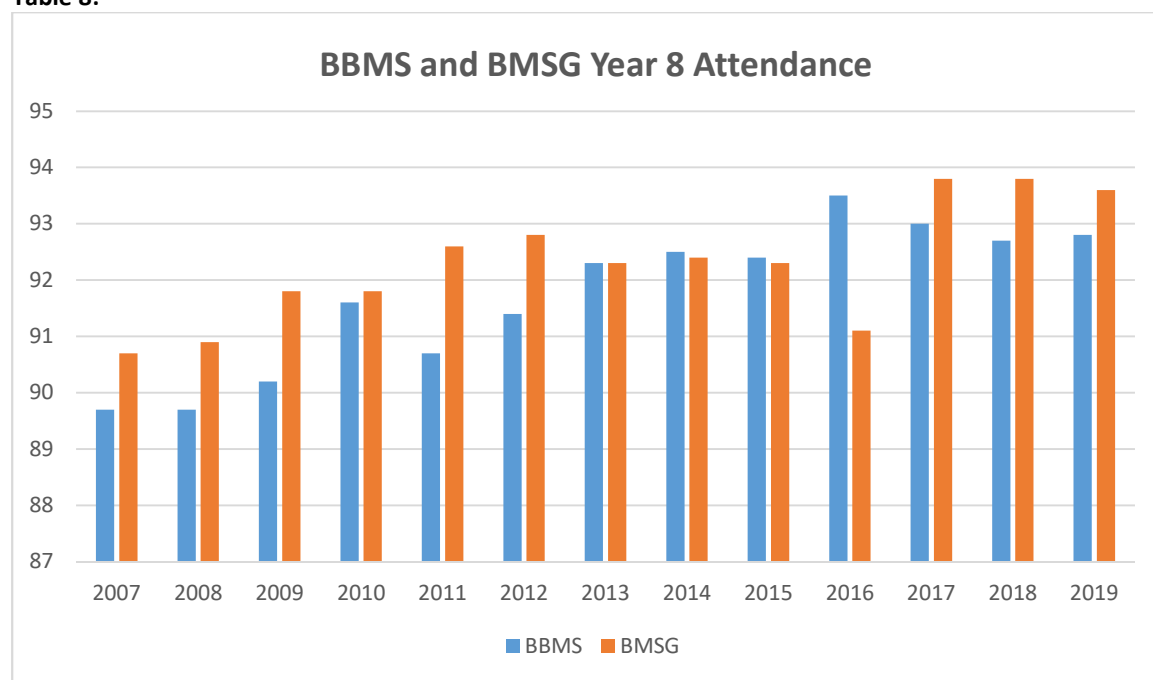
Table 7: BMSG

2016 - 2017			2017 - 2018			2018 - 2019		
	Students	% time		Students	% time		Students	% time
Year 8	13	65%	Year 8	16	57%	Year 8	16	53%
			Year 9	13	41%	Year 9	16	45%
						Year10	13	38%

Source: Schools Own Data

Year 8 Attendance Outcomes

Table 8:



Source: Schools Own Data

Year 8 attendance has steadily improved in both schools over the time of the FSES programme. This reflects the work done on transition by the FSES team and the schools. Year 8 pupils have many positive and welcoming experience of both Model schools through contacts with primary schools and the Greater Shankill Partnership Transition Programme.

Attainment

Pupil Engagement Support Strategies

Targets

To develop a 'readiness to learn' with those engaging in support strategies in 2018-19 in both schools

At least 60% of Year 12 pupils will attend Easter Revision in BBMS in 2018-19

Percentage of pupils achieving 5 GCSES at A*- C and percentage achieving that benchmark including Maths and English will increase

Actions

A range of support for pupils is employed in both schools to reduce pupil's barriers to learning. This support ranges from counselling, individual mentoring through to extra after school tuition. Some key examples of provision are highlighted below.

Pupil Support Team – (Student Hub) BBMS

Two members of staff are employed in the Pupil Support Team. Pupils are referred by their Head of Year or parents due to difficulties in school or in the local community. Work with the young people focuses on self-worth, organisational skills and medium and long-term target setting. A key element of this work is to try and re-engage young people who are showing signs of dis-engagement with education. This is done through community and school based projects. In addition, lunchtime activities take place in the Hub and a Connect Club, for pupils with social anxiety or ASD, runs in the library.

Personal Development Mentor

A personal development mentor is employed in BMSG. Her role is to mentor the young person with particular reference to emotional and behavioural issues, to liaise with FSES support services, link with parents and to track progress in relation to attendance and attainment.

During the Year 2018-19, the Personal Development Mentor worked 25 hours per week and offered mentoring service and intervention support to 159 students throughout the year.

Student Support Hub – BMSG

The Student Hub in BMSG continues to provide a valuable support to both pupils and staff. Pupils are aware this is where they can receive support for health, personal and emotional issues. The pupil presents to their Year Leader and a referral is made to the Hub for support. Community counsellors, school mentors and other support services have been centralised in the Hub and all co-ordination and recording is done here. Regular feedback is given to the Pastoral Team. The FSES co-ordinator leads this area as part of their role.

Counselling Services

A part-time school counsellor was employed in BMSG. One to one appointments were established and issues identified included – self-harm, suicidal thoughts, domestic violence, self-esteem, gender issues. Strategies for resilience were developed with these young people. FSES also works in partnership with counselling services in the local community – Family Works, Streetbeat and Extern - to meet the needs of the young people and their families. This enables the counselling service to be fast-tracked, to avoid waiting lists. During the Year 2018-19, counselling services were provided to 147 students in BMSG.

BBMS has counselling provision in school five days per week. Community counselling groups Streetbeat and Achieve NI work across all year groups on a needs led basis. In 2018/19, 122 pupils received counselling in BBMS for a variety of different issues.

Easter revision classes

Easter revision classes were held over 2 days in BBMS. Pupils indicated in which subjects they would like additional support in. They received intensive study support and had the opportunity to avail of small group teaching. In BBMS, pupil timetables for Year 12 and Year 14 pupils were designed in their GCSE/A2 blocs. This ensured that pupils were in a session for all subjects they were sitting an exam in. All subjects within the Year 12 and Year 14 curriculum were offered to pupils.

GMS Nightclub

GMS Nightclub was held 2 days per week specifically for Year 12 pupils to encourage private study in a quiet environment, support was available from specialist staff, if required and transport home was provided.

Table 9:

GMS NIGHTCLUB CYCLE 1 ATTENDANCE	
Number of students attending 1 or more GMS Nightclub session	42
Number of students attending 2 or more GMS Nightclub session	37
Number of students attending 3 or more GMS Nightclub session	26
Number of students attending 4 or more GMS Nightclub session	24
GMS NIGHTCLUB CYCLE 2 ATTENDANCE	
Number of students attending 1 or more GMS Nightclub session	16
Number of students attending 2 or more GMS Nightclub session	8
Number of students attending 3 or more GMS Nightclub session	5
Number of students attending 4 or more GMS Nightclub session	1

Source: Schools own data (BMSG).

Cycle 1: Time period –Jan-Feb 2019

Cycle 2: Time period –Mar –May 2019

Outcomes

Both schools successfully implemented a wide range of support measures during 2018/19 tailored to the needs of children identified at risk of underachievement to enhance their 'readiness to learn'.

In BBMS, 85% (104 out of 122) Year 12 pupils attended Easter School, thereby exceeding the stated target of 60%. There was no Easter School in BMSG in 2018/19.

GCSE Outcomes 2018/19 Easter School Cohort compared with all Year 12 pupils

Table 10:

BBMS	Easter School Cohort (104 pupils) GCSE Results 2018/19	Overall Y12 (122 pupils) GCSE Results 2018/19	Overall Y12 (132 pupils) GCSE Results 2017/18	Difference between 2017/18 – 2018/19 (overall Y12 GCSE results)
5A*-C Including Maths and English	56%	53.3 %	46. 2%	+ 7.1% pts
5A*-C	83.2%	80.3%	75%	+5.3% pts

Table 11:

BMSG	Easter School Cohort GCSE Results 2018/19	Overall Y12 (118 pupils) GCSE Results 2018/19	Overall Y12 (114 pupils) GCSE Results 2017/18	Difference between 2017/18 – 2018/19 (overall Y12 GCSE results)
5A*-C Including Maths and English	N/A	37%	42.3%	-5.3% pts
5A*-C	N/A	70%	56.8%	+13.2% pts

As reflected in the above data, a higher proportion of those pupils attending an Easter School went on to achieve 5 GCSEs A*-C including English and Maths in 2018/19 in comparison to the Year 12 cohort as a whole in BBMS – a 2.7% difference. They also did significantly better than expected when compared against their predicted performance. This is set out in further detail at the 'Value Added' section at page 21.

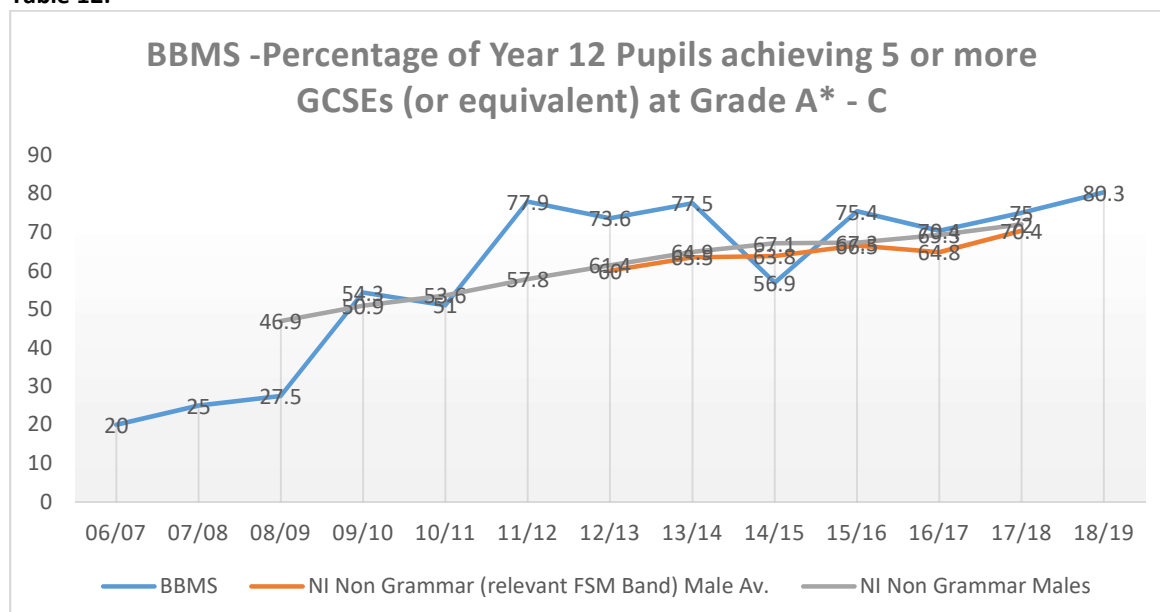
There has been a pleasing improvement in overall GCSE performance in BBMS since last year – in terms of those achieving 5 GCSEs A*-C and when including English and Maths, BBMS saw a rise of 5.3% and 7.1% on the previous year to 80.3% and 53.3% respectively, and is significantly above the average performance of boys attending schools with similar intakes (see Tables 12+14).

BMSG saw a notable rise of 13.2% on the previous year to 70% of students achieving 5A*-C in 2018/19. There was however a decrease in 5 A*-C including English and Maths of 5.3%.

Longer term trends in GCSE performance for both schools are set out in the next six tables (12-17).

BBMS 5+ GCSEs (A*-C) inc equivalents - 2006/07 to 2018/19

Table 12:

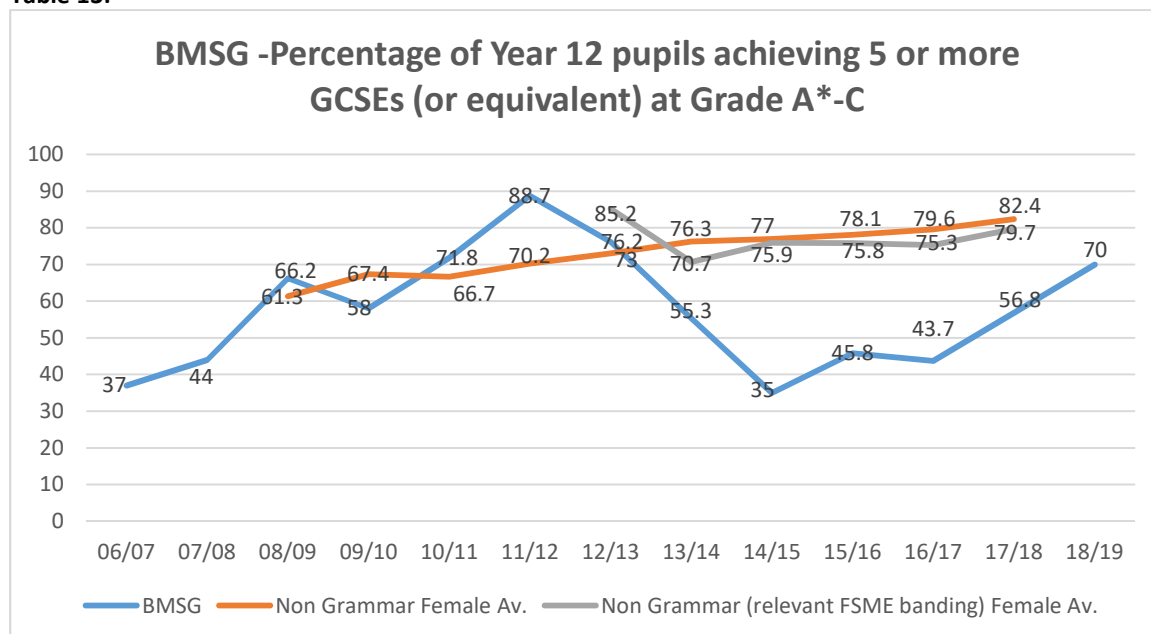


Source: Summary of Annual Examination Results (SAER) data. Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSME banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

The data above in Table 12 provides evidence of significant improvement (23% rise) in BBMS pupils achieving 5 GCSEs A*-C since a drop in 2014/15 and 60% overall since the beginning of the FSES programme in 2006/07. It also shows that the school has consistently performed above the average for NI Non Grammar Males and relevant NI Non Grammar FSME Banding Male Av. achieving the same benchmark for 7 out of the last 8 years.

BMSG 5+ GCSEs (A*-C) inc equivalents - 2006/07 to 2018/19

Table 13:



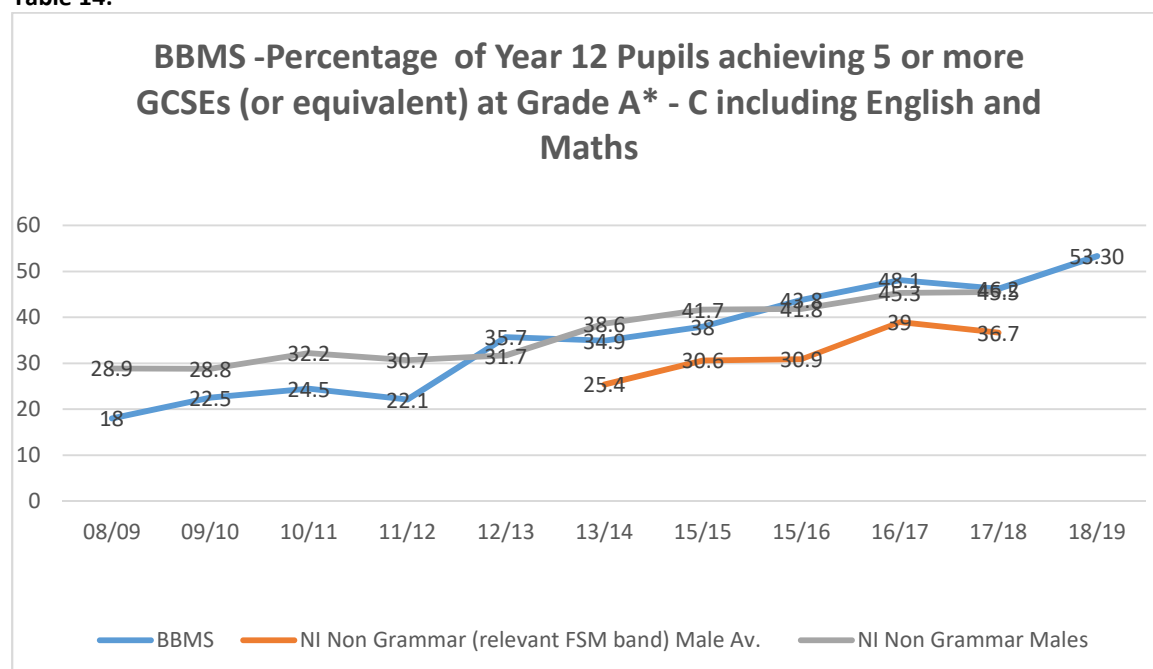
Source: Summary of Annual Examination Results (SAER) data. Note: compared against the average for NI Non Grammar Females as well as this cohort attending schools in the same FSME banding as BMSG (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

The data above in Table 13 shows that GCSE performance (5 A*-C Measure) has improved significantly for BMSG over the last 5 years (35%) since a low point of 35% in 2014/15 and

33% throughout the lifetime of the FSES programme in 2006, including a notable 14% rise in the last year alone. BMSG has undergone a period of change in the last 5 years including two changes in Principal.

BBMS 5+ GCSEs (A*-C) inc equivalents inc English and maths – 2008/09 to 2018/19

Table 14:

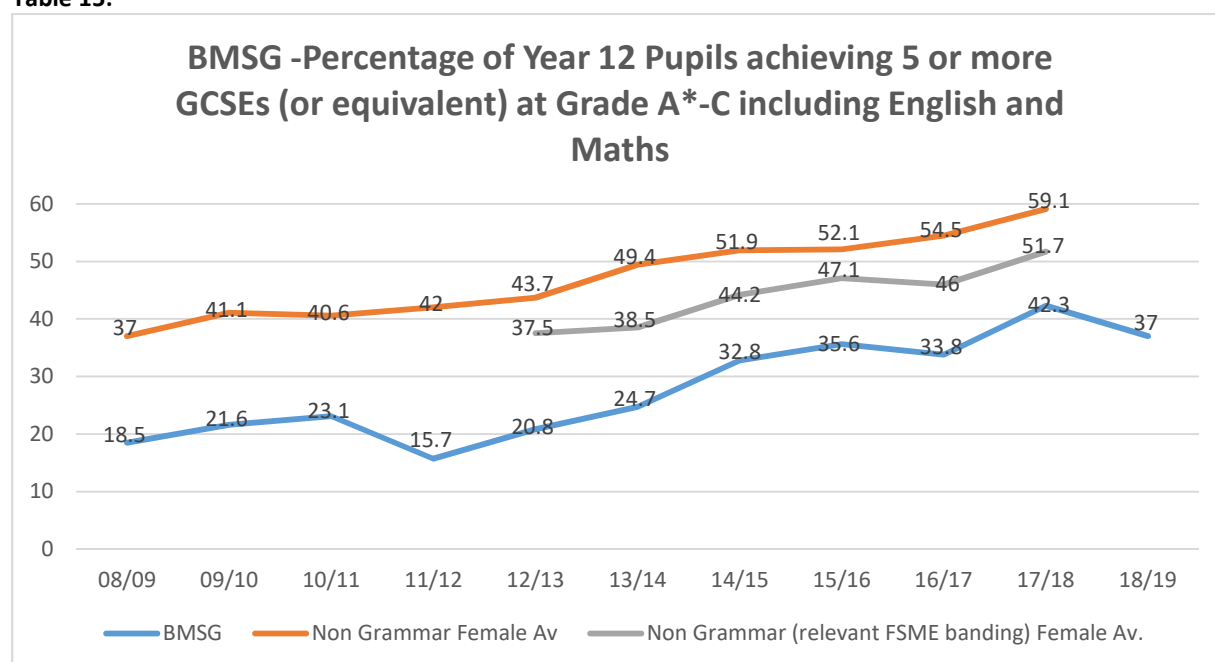


Source: School Annual Examination Returns (SAER). Note: compared against the average for NI Non Grammar Males as well as this cohort attending schools in the same FSME banding as BBMS (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

The results above in Table 14 show a sustained improvement in GCSE results (including Maths and English) since the beginning of the FSES programme. These results are broadly above the results for comparable schools.

BMSG 5+ GCSEs (A*-C) inc equivalents inc English and maths - 2008/09 to 2018/19

Table 15:



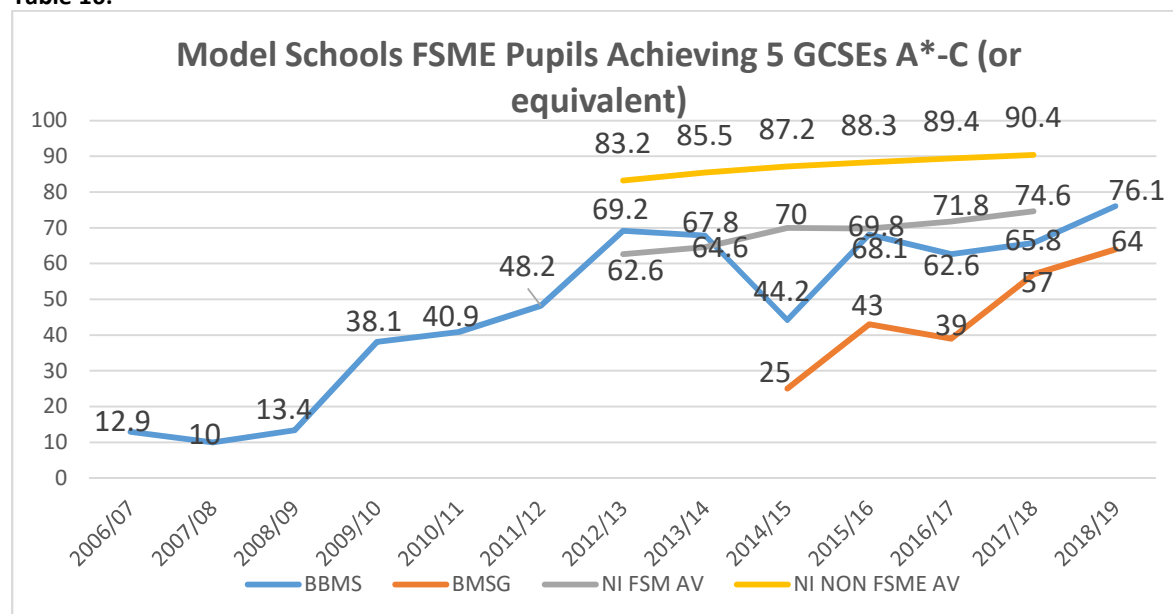
Source: School Annual Examination Returns (SAER). Note: compared against the average for NI Non Grammar Females as well as this cohort attending schools in the same FSME banding as BMSG (40%-49% 2012/13 +2013/14 and 50%+ from 2014/15 onwards).

As reflected in Table 15, there has been an overall upward trend in BMSG from 2008/09 in students achieving 5 A*-C inc. English and Maths (improvement of 19% during that time).

FSME pupil GCSE performance vs non FSME

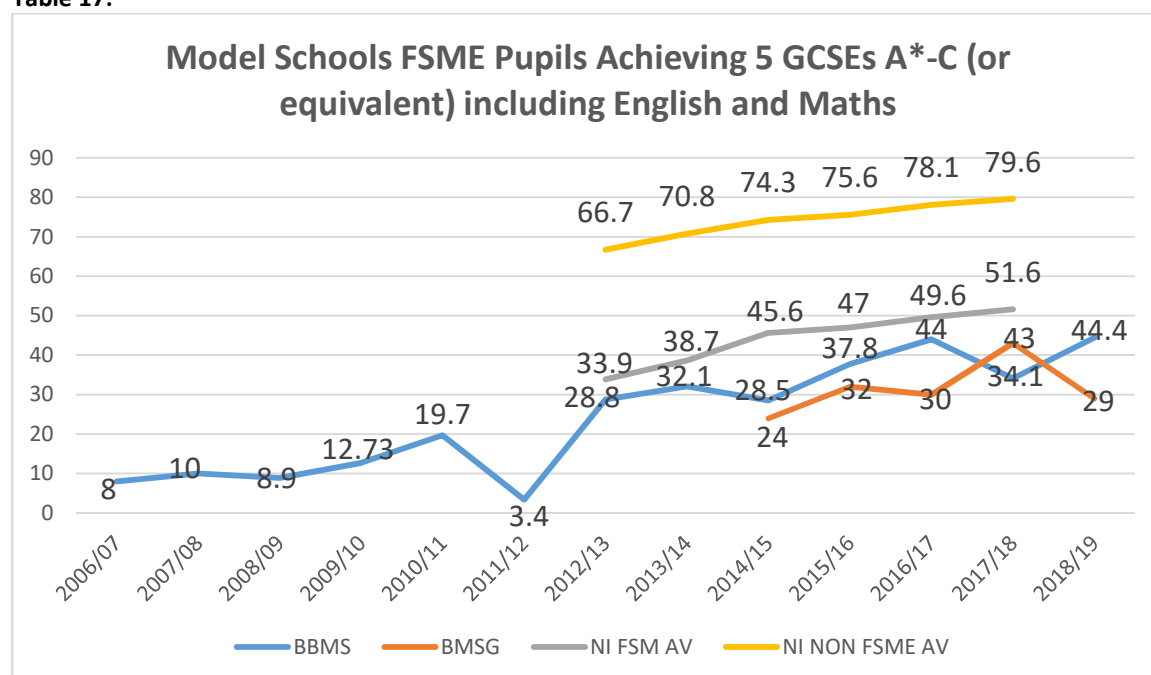
Pupils who are entitled to FSM traditionally do less well than non FSME pupils in external exams. A clear priority for both schools is to “close the gap” between the two groups. Since the beginning of the FSMS programme, FSME attainment at GCSE level (5 A*-C) in BBMS has improved by over 60% and is performing above the latest available average for all FSME pupils in NI. The gap on performance in BBMS on non-FSME pupils in NI (5 GCSE A*-C) has narrowed to 14%. The available data for BMSG also shows marked improvement over the last 5 years in the percentage of FSME pupils attaining 5 GCSES A*-C. See Table 16.

Table 16:



Source: School Annual Examination Returns (SAER).

Table 17:



Source: Source: School Annual Examination Returns (SAER).

Table 17 demonstrates that since the beginning of the FSES programme there has been a steady rise (2011/12 being the exception) in the percentage of FSME pupils in BBMS attaining 5 GCSES A*-C including English and Maths. For BMSG, there has been overall improvement in FSME pupils attaining 5 A*-C including English and Maths over the last 5 years - there was a dip in 2018-19 but interventions are in place to raise this for 2019-20.

Number of pupils withdrawn from SAER Return 2018/19

BBMS GCSE Withdrawal from GCSE exam entry 2018/19

Table 18:

Number of Pupils withdrawn from GCSE exams 2018/19	Welfare Issue	Statemented Pupil	Education Other Than At Schools (EOTAS)	Health Issue	Number of pupils FSME	Number of pupils with FSES interventions
31	4 (13%)	16 (52%)	10 (32%)	1 (3%)	22 (71%)	17 (55%)

Source: Schools Own Data

BMSG GCSE Withdrawal from GCSE exam entry 2018/19

Table 19:

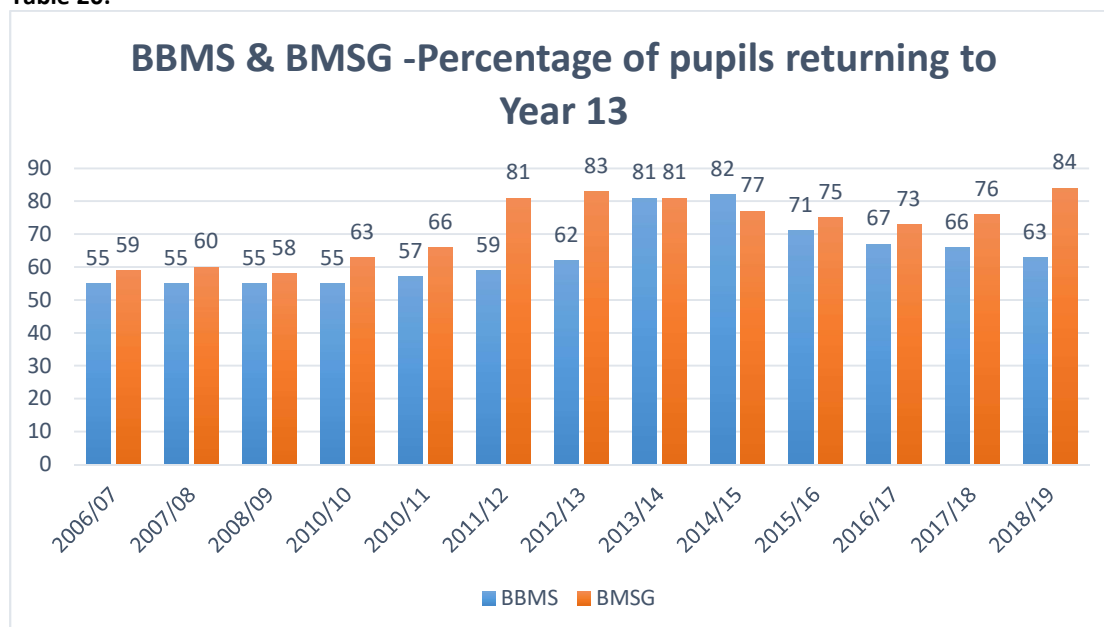
Number of Pupils withdrawn from GCSE exams 2018/19	Welfare Issue	Statemented Pupil	EOTAS	Health Issue	School Aged Mothers (SAMS)	Number of pupils FSME	Number of pupils with FSES interventions
20	1 (5%)	1 (5%)	13 (65%)	4 (20%)	1 (5%)	14 (70%)	12 (60%)

Source: Schools Own Data

Percentage of pupils returning to School in Year 13

One of the key objectives of the FSES programme is to raise the aspirations of the pupils within each school. A key indicator of this is the number of pupils who return to Year 13 each year. Over the duration of the FSES programme, there has been an overall improvement in the number of pupils returning to Senior School.

Table 20:



Source: Schools own data

The following tables 21+22 provide a breakdown of what Year 13 pupils were returning to study in 2018/19.

Table 21: BBMS

Year	No. of pupils on 1 Year course	% FSME	No. of pupils on 2 Year course	% FSME	% 3 A Levels	% 2 A Levels/1 BTEC	% of 1 A Level/2 BTEC	% 3 BTECs
2018/19	16	69%	62	50%	5%	27%	31%	40%

Source: Schools own data

Table 22: BMSG

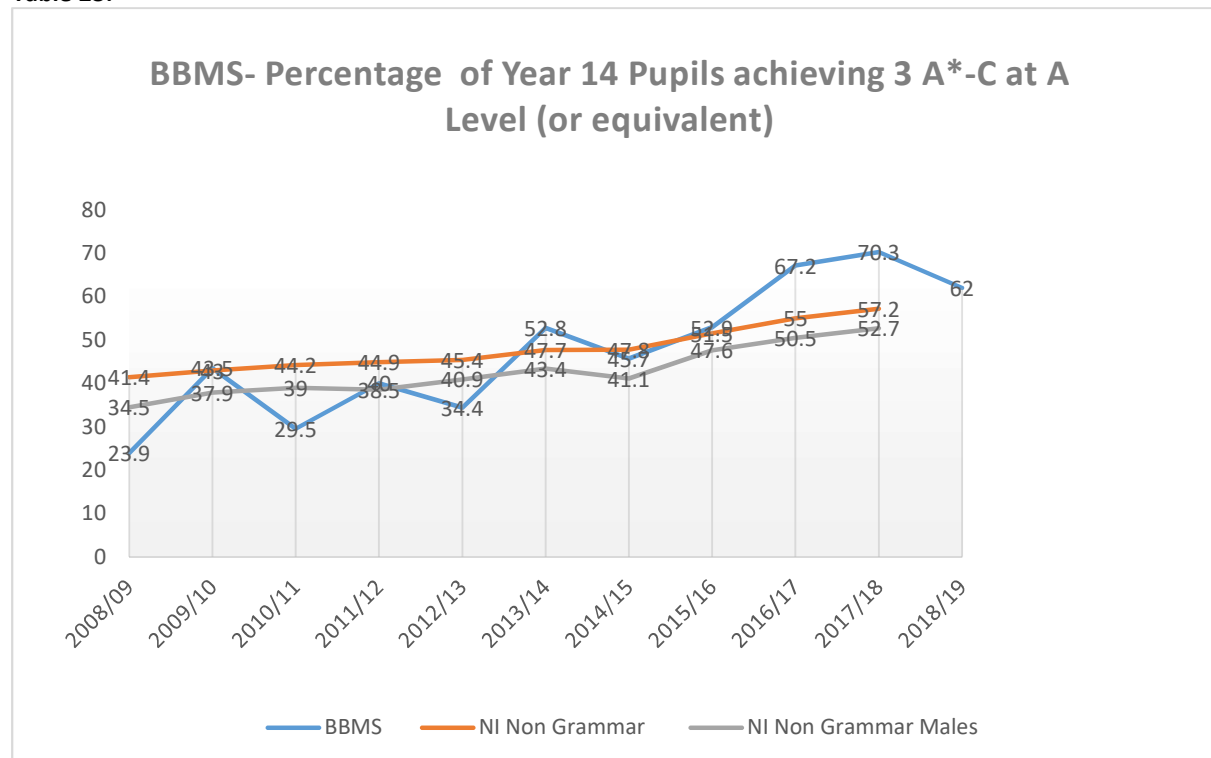
Year	No. of pupils on 1 Year course	% FSME	No. of pupils on 2 Year course	% FSME	% 3 A Levels	% 2 A Levels/1 BTEC	% of 1 A Level/2 BTEC	% 3 BTECs
2018/19	19	71%	81%	60.5%				

Source: Schools own data

A Levels (or level 3 equivalency)

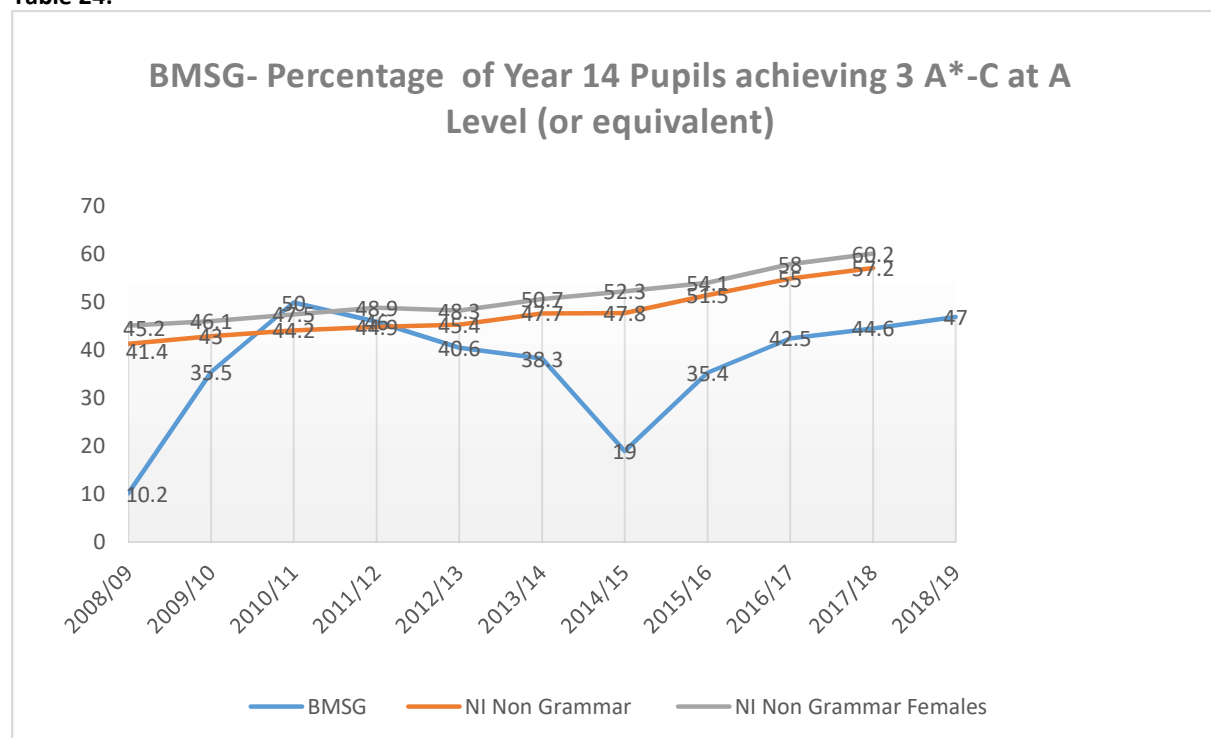
Over the period of the FSES programme, examination performance in Year 14 has continued to improve. A Level results compare favourably with other similar schools particularly in BBMS. The comparison below outlined in following two tables is with all Non-Grammar Schools in Northern Ireland as well as Non Grammar school performance by gender.

Table 23:



Source: Summary of Annual Examination Results (SAER) data.

Table 24:

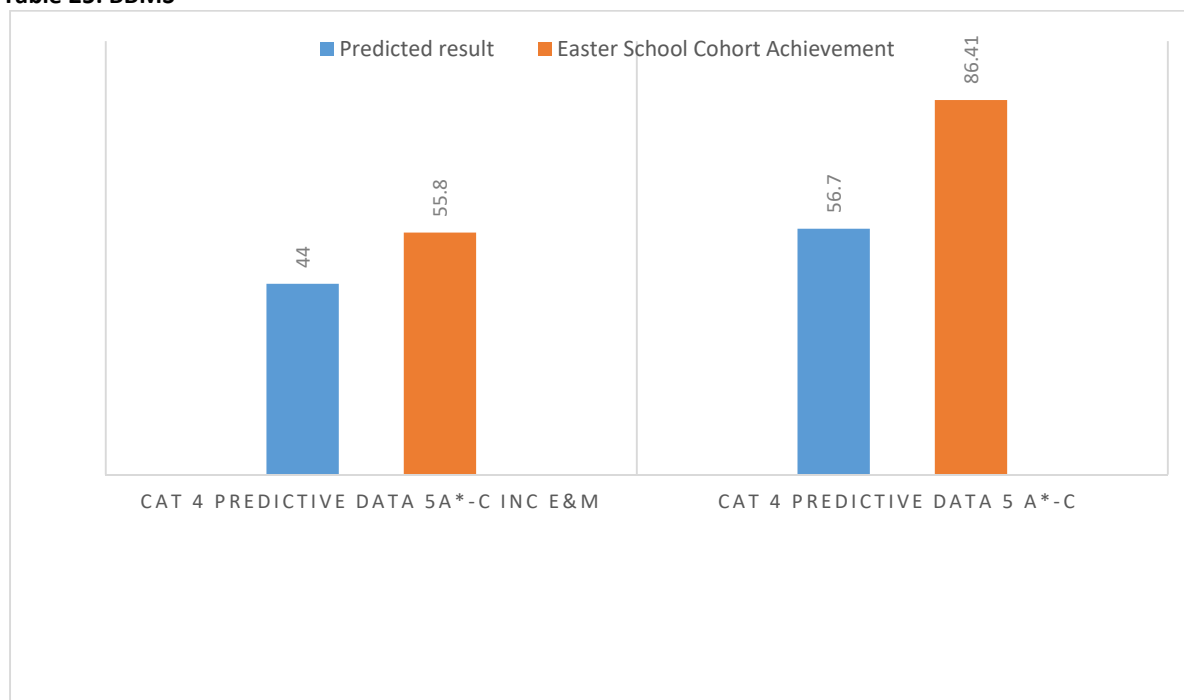


Source: Summary of Annual Examination Results (SAER) data.

Value Added

BBMS - Predicted GSCE results vs actual results for Easter School Cohort

Table 25: BBMS



Source: School's own data (CAT 4 assessments).

When looking at the predicted results of those attending the Easter School in BBMS (using the CAT4 assessment tool conducted in Year 11) against their subsequent actual achievements at GSCE in 2018/19, we can see that added value of 30% points of those achieving 5A*-C and almost 12% points when using that benchmark including English and Maths.

There was no comparable Easter school in BMSG in 2018/19.

Year 12 Cohort Study 2018/19 – both schools

Of the Year 12 pupils in 2018/19, 49% in BBMS and 62% in BMSG had a significant FSES intervention in their five years of school. These interventions have included counselling or mentoring, attendance officer involvement or parental support. Many of these pupils faced mental health issues, family break ups or school anxiety. Many of these issues were preventing the pupils in this cohort from attending school or properly accessing the curriculum. The ability of FSES to put in place immediate support for pupils and families allowed these pupils to complete their education and achieve good GCSE results.

The achievements of the FSES cohort against the overall Y12 cohort, baseline assessments at Year 11, and predicted GCSE results are set out in the following Tables 26-31.

Table 26: BBMS

	% achieving 5A*-C at GCSE Including Maths and English	% achieving 5 or more GCSEs at grades A* - C	% achieving 5 or more GCSEs at 5A*-E	% achieving 5 or more GCSEs at A*-G	% Attendance in Year 12
All Year 12 (122)	53.3%	80.3%	98.4%	100%	91.0%
FSES Cohort (60)	44%	83.1%	98.4%	100%	91.57%

Source: Schools Own Data.

Table 27: BMSG

	% achieving 5 A* - C at GCSE inc Eng & Maths	% achieving 5+ A* - C	% achieving 5+ A* - E	% achieving 5+ A* - G	% Attendance Year 12
All Year 12 (118)	37%	70%	93%	97%	92.6%
FSES Cohort (73)	31%	70%	92%	96%	91.6%

Source: Schools Own Data

As above, the FSES cohort in both schools is doing broadly similar to those pupils in Year 12 who have not had FSES interventions. This is testament to the support offered to these pupils in terms of pastoral and academic support. Many of these pupils have experienced difficulties in terms of attendance, mental health or needed behaviour support in their school career.

PTE/PTM baseline compared to actual GCSE Results for FSES Cohort in English and Maths 2018/19

Progress Towards English (PTE) and Progress Towards Maths (PTM) assessment tests are carried out with pupils in both schools. Pupils achieving a Stanine 4 or better, would be expected to achieve a Grade C or better in GCSE English and Maths.

Table 28: BBMS

	% STANINE 5 & ABOVE (when assessed in Year 11)	% of STANINE 4 & ABOVE (when assessed in Year 11)	ACTUAL % GCSE GRADE C & ABOVE
English	11%	29%	45%
Maths	21%	37%	47%

Source: Schools Own Data (PTE/PTM assessments)

Table 29: BMSG

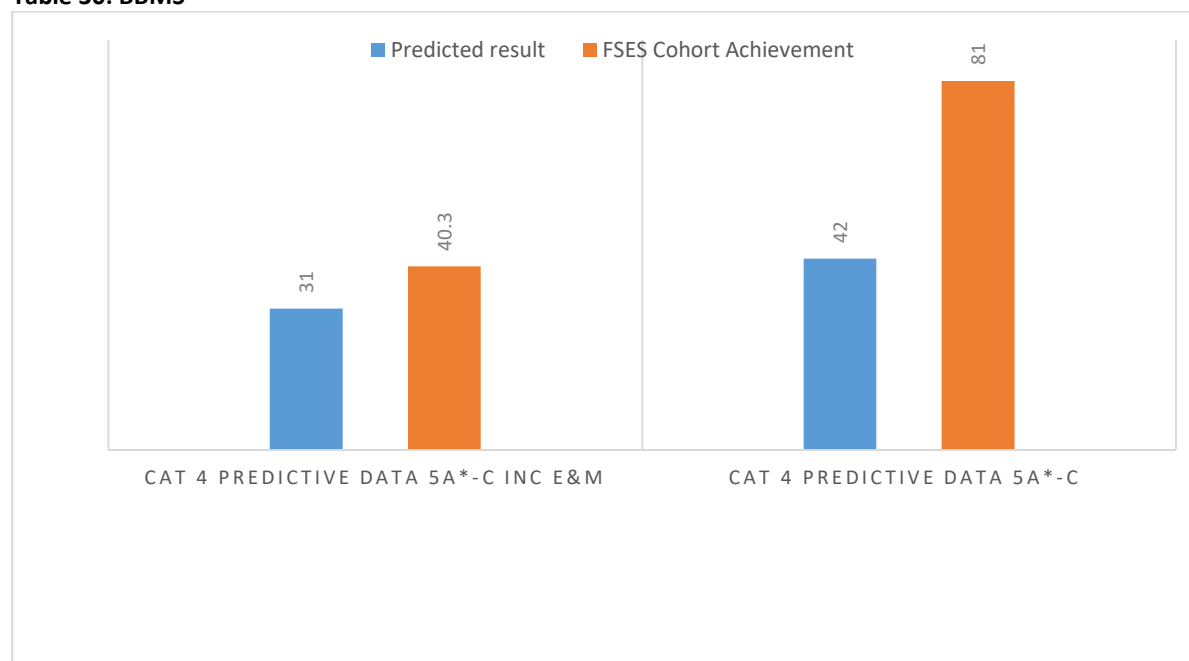
YEAR 12 2017-19 PROGRESS IN ENGLISH & MATHS			
	% STANINE 5 & ABOVE	% TOP OF STANINE 4, & ABOVE	ACTUAL % GCSE GRADE C & ABOVE
ENGLISH	35%	37%	78%
MATHS	20%	27%	43%

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

The difference between the predicted GCSE results in Maths and English (as indicated by PTE/PTM scores) shows that both schools are adding significant value in Maths and English to the FSES cohort. Many of the pupils who avail of FSES support are the most vulnerable in school.

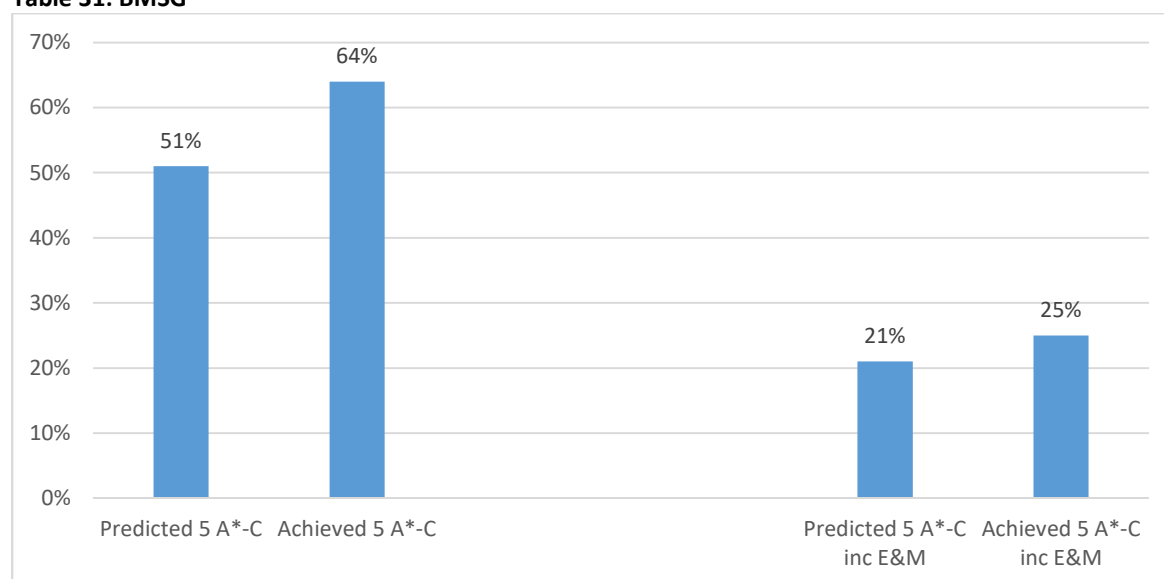
Predicted GCSE results vs actual results for FSES Cohort 2018-19 - CAT4 assessments

Table 30: BBMS



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

Table 31: BMSG



Source: Schools own data (Cat 4 Assessments conducted at end of Year 10).

As highlighted above, both schools have added value to the overall GCSE performance of the FSES cohort. Tables 30 and 31 show that 39% more pupils in BBMS and 13% more in BMSG achieved 5 GCSEs A*-C than previously predicted. When including English and Maths, the improvement was 9% and 4% respectively.

Annexes

Annex A - Qualitative Case Studies

Case Study 2019 BBMS

Pupil A joined Belfast Boys' Model School in September 2014. During the Primary School visits in P7, he was mentioned as a pupil of concern due to his temper in class. However, the Primary school reported that he was a very capable and bright pupil.

He came from a supportive home and both parents were keen for him to see a counsellor in school to deal with his anger management issues both in school and at home. He received counselling in Year 8 and also support from the Attendance and Parenting Officer.

His initial year at BBMS was positive. He had a few behavioural incidents and had attendance of over 92%.

In Years 9 and 10 there were significant behavioural difficulties that resulted in 10 suspensions across both years. He was referred again for counselling and had a significant number of sessions. While he made progress for short periods of time, he continued to struggle to regulate his emotions and there were several significant outbursts and incidents with staff.

Year 10 began in a similar fashion. He was placed on a reduced timetable for a period and was again referred to counselling. He also received behavioural support from SPSS team both in school and at the LINK Centre. There were also issues regarding truancy and attendance at school. The Attendance Officer supported him and his family to attempt to get him back to school.

In Year 11 there was a dramatic improvement in all aspects of school life. His attendance and attitude to school changed for the better and there were only a few minor behavioural incidents in school. He received 8 sessions of alternative therapy and was shown ways to regulate his behaviour and to manage stressful situations.

He sat several GCSE modules in June 2019 and achieved grades of C* or B in many of them, He is hopeful of completing his GCSEs this year and returning to sixth form in September 2020.

BMSG – Case Study A

Student A came to Belfast Model School for Girls in September 2014. During the primary school information gathering it was noted that she was a very shy and quiet student who may have difficulty with attendance, settling into school and making friends. There were also concerns noted surrounding the financial restraints of the family and both the mother and daughter's educational needs.

Student A received a home visit over the Summer from our attendance officer and personal development mentor who introduced themselves to her and immediately became a friendly face that she would recognise on her first day. She developed a great relationship with this team and stated on several occasions, "I come to school because of all the help I get here, I know I will be looked after." This was in reference to the relationships established with this team. She had also met the transition team during visits to her primary school during her primary years.

Student A did find things difficult when she arrived into Year 8 but this was quickly acted upon and she was referred to a Friendship group where friendships were established and confidence and self-esteem were worked upon and developed. She was also placed within a SEN class.

The student also struggled with attendance during her school career and received attendance support from the attendance officer. She completed Year 12 with 95% attendance – a great effort for a student who has such needs.

During her time in school the student was also supported by Extern and Alternatives in relation to social skills, organisation and life skills.

During her school career her family circumstances changed dramatically, her parents separated, and her mother had several children with her new partner which the student struggled with. The student received counselling support during Years 8 - 12. Over her time in school the student has also received support with uniform as money was a concern within the family.

The family received counselling support with Streetbeat Counselling Service, arranged by school and the mother also received support with financial management and household organisation arranged from this counselling.

In Years 11 and 12 she also received intervention support with the Personal Development Mentor to support her with her learning, examination and revision techniques. The student achieved 2 grade A's, 3 grade B'S in her GCSE examinations.

The student has now returned to Year 13 to study Childcare and is currently sitting on 100% attendance.

BMSG – Case Study B

Student B joined Belfast Model School for Girls in September 2014. She had worked with our transition teachers during her primary six and seven years. Over the summer she received a visit from our primary visits team as she had an older sibling in school who had attendance and pastoral concerns. The team talked through the concerns with the student which helped to alleviate any of those initial fears or worries. This also helped the mother as she was concerned about her daughter starting school.

The student came from a one parent family and in receipt of Free School Meals. There have been issues within the family in relation to paramilitary involvement – needing to move house twice due to threats against the family. Home conditions were below standard and income was an issue.

The student had an average attendance of 78% attendance in Year 8 and worked regularly with the attendance officer. In Year 9 her attendance rose to 90.2%, from Year 10-12 her average attendance was 83.1%. Although not ideal, this was much better than it would have been.

The following interventions were put in place through Full Service.

- Continued Attendance Support
- Weekly session with Personal Development Mentor
- Counselling
- Assistance with uniform and resources required for school
- Home Visits
- Part of the 5 Star group
- Weekly sessions with Streetbeat Aspire programme
- Referral to Integrated Service for Mentoring and Family Support

Outcome: the student completed education in Year 12 and successfully attained 4 B grades and 1 C grade at GCSE.

Annex B - FSES Action Plans 2018/19

BBMS



Action plan 2018-19
Pupil Full document

BMSG



FSES
IMPROVEMENT PLAN

Annex C - 2018/19 Breakdown of FSES Activities / Participants (Incl Costs)

BBMS



BBMS DATA
201819.docx

BMSG



FSES Data -
Expenditure 18-19 E