

Belfast Education & Library Board

BELB Extended Schools

Summary End of Year Report 2006-2007



'06-'07

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BELB Extended Schools Annual Report 06/07

Executive Summary

The Education minister launched the Extended Schools Programme, which is at the core of the Children and Young People funding package, in March 2006. It targets approximately 500 schools, across Northern Ireland, in the 5 Education and Library Boards.

The overall objective of the programme is to:-

'Reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well being and social inclusion through the integrated delivery of the support and services necessary to ensure every child has the best start in life.'

An Extended School is a school which:

- views working with its pupils, families and community as an essential element in raising the standard of pupils' achievement;
- builds partnerships with neighbouring schools, the further education sector and other statutory, voluntary, business and community organisations to develop and deliver better services for the community as a whole and for children and young people and their families;
- helps to strengthen families and communities through providing opportunities for lifelong learning and personal development;
- uses its accommodation flexibly and outside of school hours for the good of learners and the community.

Schools were selected by the Department of Education using the NI Multiple Deprivation Measure 2005 and Free School Meal Entitlement (FSME) and funding was targeted to those schools and children who are most disadvantaged and marginalized or have the most limited access to current services.

In the BELB area, **127** BELB Schools out of an overall total of **182** schools received Extended Schools funding, targeting 34,911 pupils. The total BELB allocation in 06/07 for individual schools and clusters (3 or more schools) was **£2,662,607**.

Each School was required by the Department of Education Policy guidelines to complete and return an 'End of Year Report' setting out details of the various activities being undertaken together with an assessment of the impact which these have had on pupils within the school and the wider community.

This report is based on information supplied by those BELB schools involved in the Extended Schools Programme.

The Extended Schools Policy provides a framework for action, which targets 5 key high-level outcomes:-

- 1. Being Healthy**
- 2. Enjoying, Learning and Achieving**
- 3. Living in Safety and with Stability**
- 4. Experiencing Economic and Environmental Well-being**
- 5. Contributing Positively to Community and Society**

BELB Activities

The total number of programmes/activities implemented across all of the school sectors during the first year is 1,019 and all of the high level outcomes have been addressed to a greater or lesser extent.

Impact

Early indications of the impact of this programme have been very positive and demonstrate the potential to improve the quality of service provision to the target population.

Pupils:- Although it is early days, the schools involved in the Extended Schools Programme report an improvement in attendance, behaviour, relationships, motivation and achievement. Children present as more relaxed and happier. There is evidence that the activities and support offered beyond the school timetable are having a positive impact on the core curriculum and are enhancing the skills-development focus of the revised curriculum.

Parents/Community:- While there is much work to be done, schools report an increase in parental interest and support at the schools. Schools providing services needed by local people have become more of a focus in the local community and there is an increased sense of community ownership and involvement.

Partnerships:- There is evidence that the Extended Schools Programme has been an important catalyst for encouraging partnerships and many schools have forged new linkages or consolidated and strengthened existing partnerships. However this is an area of difficulty for some schools due to falling school enrolments, demographic factors and a changing political environment. In addition, it takes time to build partnerships and it is difficult to assess fully the impact of partnership working within such a short time frame.

A key challenge for the schools in this 2006/07 year was the short lead in period and the resulting rushed implementation timescale. However many schools demonstrated a strong commitment to this way of working and, at the beginning of year two, can demonstrate a sufficiently robust Extended Schools Programme which is addressing the high level outcomes. Linked to the timescale factor was the concern about the level of paperwork required to satisfy the accounting procedures outlined in the DE policy document. However, the learning from year one can be used to review this area. Other challenges such as school staffing issues and finance issues have been addressed as part of the programme development at both local and regional level.

It is very encouraging that the first phase of this programme has been welcomed and schools are requesting that the programme is developed and sustained. 87% of the schools have reported that the Extended Schools Programmes are removing negative barriers, and creating the positive conditions that facilitate learning, teaching and personal development.

One of the most significant reported changes has been the overall change of ethos, attitude and atmosphere in many of the schools. The schools report on the excitement of changing school environments, the sense of purpose, and the 'possibilities' created by the synergy of pupils, schools, parents and community working together, an energy that some principals describe as 'palpable'.

This programme is to be welcomed and built upon in order to give children the opportunity to be the best they can be, and to realise their full potential.

1. Introduction and Context

The Extended Schools Programme, which was launched by the Secretary of State in March 06, is at the core of the Children and Young People Package.

The aim of the Children and Young People's package is to:-

' reduce underachievement and improve life chances of children and young people by enhancing their educational development and fostering their health, well being and social inclusion through the integrated delivery of the support and services necessary to ensure every child has the best start in life'.

An Extended School is one that provides a range of services and activities, often beyond the school day to help meet the needs of its pupils, their families and the wider community. The programme aims to enhance the personal, social, educational, health and vocational development of all pupils in the targeted schools, to raise school standards and to encourage agencies, schools and the community, to develop more pro-active integrated strategies to address identified needs in the pupils, their families and the community.

The participating schools targeted are in the most disadvantaged and marginalized areas according to the N.I multiple deprivation measure (2005) scores, with Extended Schools funding giving priority to schools where inequality in health and social wellbeing is prevalent. Underpinning the Government Strategy is the belief that tackling underachievement in schools is fundamental to equipping children and young people with the skills necessary to realise their full potential.

The Extended Schools Policy provides a framework for action, to be taken at both regional and local levels, and which targets 5 key high level outcomes. The 5 high level outcomes are as follows:

- 1. Being Healthy**
- 2. Enjoying, Learning and Achieving**
- 3. Living in Safety and with Stability**
- 4. Experiencing Economic and Environmental Well-being**
- 5. Contributing Positively to Community and Society**

2.0 Overview of the Extended Schools Programme in BELB

2.1 Extended Schools Funding was allocated to a total of 127 of the 182 schools (70%) in the BELB area. **Table 1** below gives the details of funding allocated across the range of School Sectors.

School Sector	No in Extended Schools	No. in BELB	%
Controlled Grammar	0	2	0%
Controlled Nursery	14	15	93%
Controlled Primary	33	43	77%
Controlled Secondary	7	8	88%
Controlled Special	2	11	18%
Controlled Integrated Primary	0	1	0%
Grant Maintained Integrated Primary	1	2	50%
Grant Maintained Integrated Secondary	2	2	100%
Irish-Medium Primary	9	9	100%
Irish-Medium Secondary	1	1	100%
Maintained Nursery	16	17	94%

Maintained Primary	26	33	79%
Maintained Secondary	12	13	92%
Maintained Special	2	3	67%
Preparatory	0	8	0%
Voluntary Grammar	2	14	14%
Total	127	182	

Table 1: Extended Schools by Sector

2.2 The amount of funding allocated to each individual BELB school is outlined in the DE policy document, (see **Appendix 1**). In addition to the core amount, each school was allocated an additional 15% if they were part of an Extended Schools cluster (3 or more schools within a geographical area).

The Extended Schools DE policy document clearly outlines the reporting, monitoring and accountability framework for the schools and the ELB's, for the Extended Schools funding.

2.3 In keeping with the accounting and monitoring procedure, each school was required to complete an 'End of Year Report'. The information provided in this report has been collated from all the 06/07 'End of Year Reports' which have been provided by the schools, the monitoring visit reports and the school action plans. Out of a total of **127** schools, **118** returned their End of Year Reports, (**93%** return rate).

2.4 Early indications are that the programme is clearly having a positive impact on the pupils, the schools and the community and the evidence demonstrates the huge potential for this programme. (A more detailed look at benefits is found in **section 9** and in **Appendix 4**). Briefly summarised the benefits include:-

- Positive benefits for pupils are reported in key areas such as higher levels of pupil achievement, improved numeracy, and literacy, and improved confidence, self-esteem and behaviour;
- Schools report that there has been an increase in meaningful parental engagement both in the life of the school and in their children's education;
- School staff report significant changes in concentration and focus of the children;
- Within the community there is an increased sense of ownership and identification with the local schools as the schools extend their activities beyond school hours and beyond the school gates.

3.0 Extended Schools Funding

The Extended schools funding targets a total of **34,911** pupils across **127** schools in the Belfast area.

The Total 2006/07 BELB Extended Schools Allocation of **£2,662,607** is made up of a total individual allocation of **£2,431,265** plus a total cluster allocation of **£231,342**.

Of this, **£1,541,674.49** was spent and **£1,120,932.51 (42%)** has been carried forward to 2007/08.

There was a short lead in time for the ELBs and schools to set up and develop in this first year of the programme, and this has resulted in a high carryover amount for the first year.

Schools reported that the short timeframe did not allow for a full year of spend. However, schools have been made aware that phase one funding is for a two year period and are planning to spend all of the allocated money, including the carry-over, by March '08.

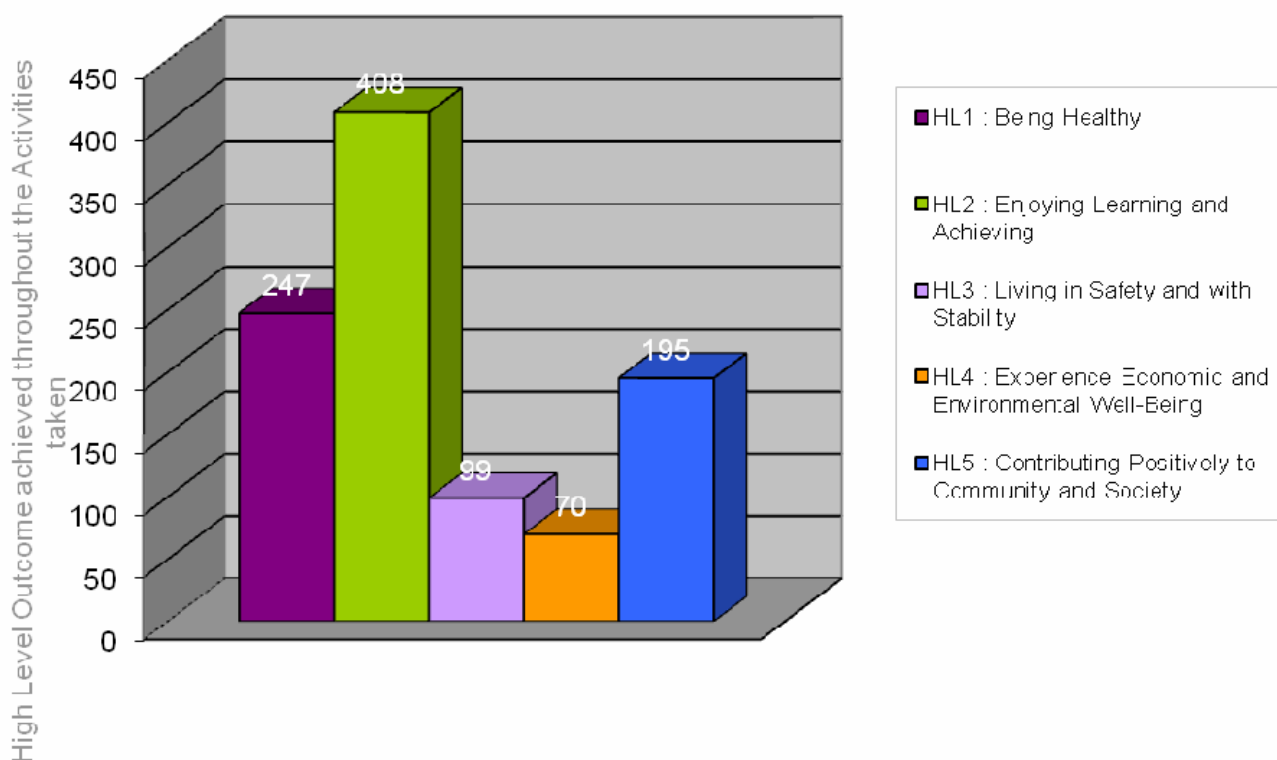
School Sector	School No.s	Average Pupil No.s	ES 06/07 Allocation Average	06/07 Carryover Average	06/07 Carryover %
Nursery	30	50	£9,252	£4,444.92	48.04%
Primary	68	240	£21,961	£10,179.25	46.35%
Post Primary	25	661	£32,507	£11,194.44	34.44%
Special	4	141	£19,750	£3,883.75	19.66%
Total	127	34,911	£2,662,607.00	£1,120,932.51	
Average		275	£20,965.41	£8,826.24	42.10%

4.0 HIGH LEVEL OUTCOMES

The challenge was for the schools to deliver an Extended School programme with positive impact for the pupils, their parents and the community based on the 5 high level outcomes, which included:-

- HLO 1** Being Healthy
- HLO 2** Enjoying Learning and Achieving
- HLO 3** Living in Safety and with Stability
- HLO 4** Experience Economic and Environmental Well-Being
- HLO 5** Contributing Positively to Community and Society

4.1 High Level Outcomes by Activity



Schools were asked to review existing services and local provision to ensure that services are focused on meeting local need. As the graph above shows, a wide range of activities were therefore developed across all of the 5 high level outcomes. The graph gives an indication of the challenge and complexity of the programme, influenced by the local context.

As expected in a school setting, the greatest numbers of activities were in **HLO 1**, **HLO 2**. Key factors such as the child's health and enjoyment in learning are well-documented factors which impact on a child's ability to achieve and succeed at school. The schools have also made significant progress in meeting **HLO 5** and have risen to the challenge of developing and enhancing relationships associated with the work of the schools and the wider community. **HLO 3** and **HLO 4** have also been addressed to a lesser extent.

4.2 High Level Outcomes by School Sector

The graph below and **Table 3** show the number of activities being delivered by each school sector to target the 5 High level Outcomes

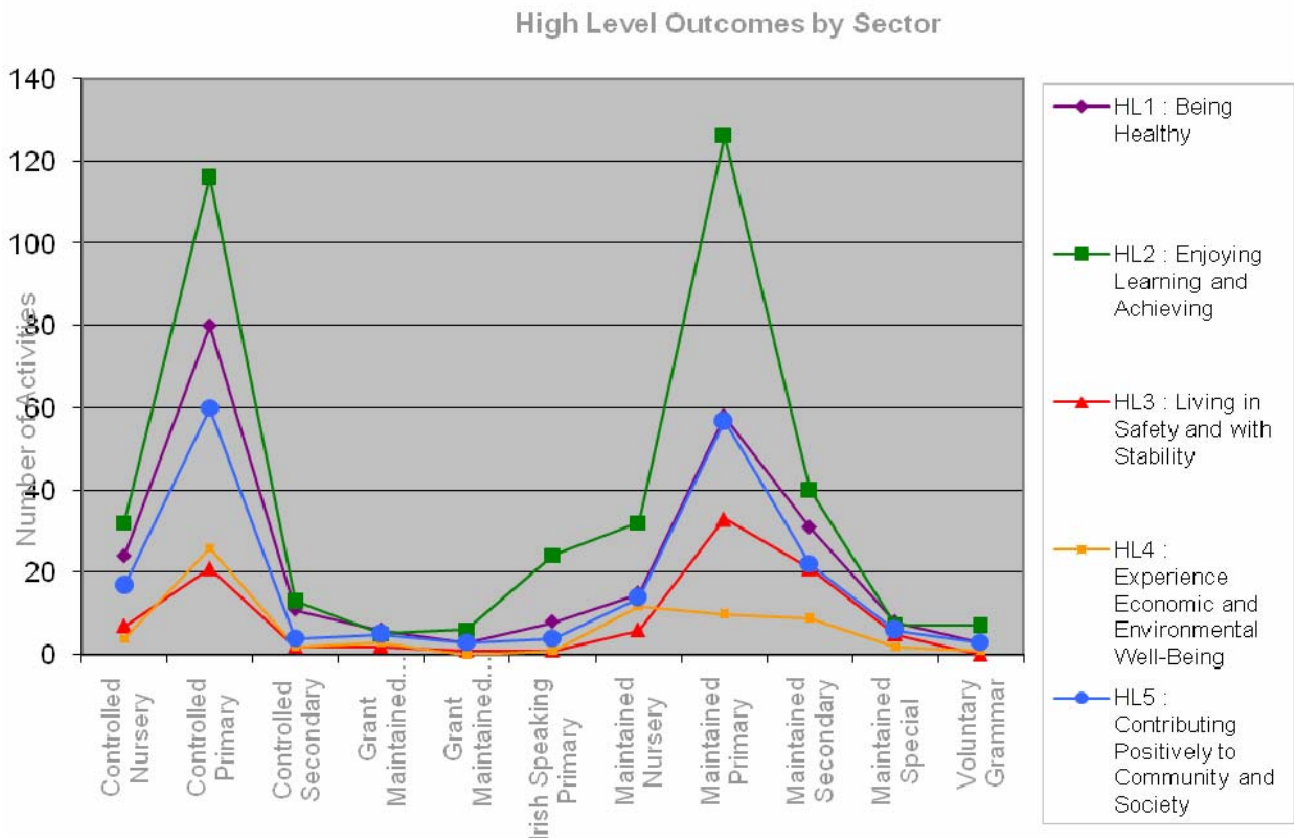


Table 3

	HLO1	HLO2	HLO3	HLO4	HLO5
Controlled Nursery	24	32	7	4	17
Controlled Primary	80	116	21	26	60
Controlled Secondary	11	13	2	2	4
Grant Maintained Integrated Primary	6	5	2	3	5
Grant Maintained Integrated Secondary	3	6	1	0	3
Irish Speaking Primary	8	24	1	1	4
Maintained Nursery	15	32	6	12	14
Maintained Primary	58	126	33	10	57
Maintained Secondary	31	40	21	9	22
Maintained Special	8	7	5	2	6
Voluntary Grammar	3	7	0	1	3
Total	247	408	99	70	195

This information enables the schools, alongside the BELB Extended Schools Team to target which higher level outcomes to focus on and develop, in each sector for 2008/2009.

5.0 Numbers and Types of Activities

Across the 127 schools, a wide range of support and activities (total 1,019) were developed and implemented to support the pupils, their families and the wider community. The activities indicate the addition to curriculum support and leisure opportunities made available to pupils beyond the traditional school timetable. The BELB Matrix illustrates the wide range of activities offered by the schools. (See **Appendix 2**; Matrix of BELB Extended Schools Activities).

5.1 Clusters

Throughout 2006/2007, **84** Individual Extended Schools, (**66%**), collaborated together in **20** Cluster groups operating in the Belfast area. All of the schools involved were paid a full clustering allocation i.e. an additional 15% of their core allocation. (For Cluster information see **Appendix 3**.)

BELB Cluster List

1. Ardoyne Cluster
2. Ashfield Cluster
3. Castle Cluster
4. Crumlin Rd/ Ligoniel Cluster
5. East Belfast Cluster
6. Falls Cluster
7. Greater North Belfast Cluster
8. Holy Cross Nurseries Cluster
9. Inner East Cluster
10. Irish Medium Cluster
11. Lower Falls Cluster
12. Mid Andersonstown Cluster
13. New Lodge Cluster
14. Newtownabbey Cluster
15. Shankill Cluster
16. Shankill Nursery Schools Cluster
17. Springfield Cluster
18. St Joseph's College Cluster
19. St Patrick's College Cluster
20. Upper Falls Cluster

6.0 Audits And Consultation

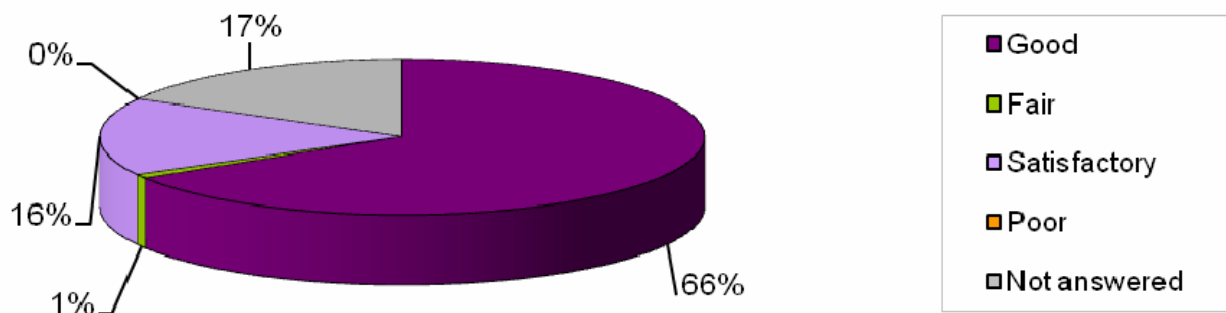
Schools were asked who they consulted with:-

Parents	School Staff	Wider Community	Not answered
98	18	42	10

Schools were then asked how they carried out their consultations:-

Letter	Survey/Questionnaire	User Forum	Telephone	Meetings	Other	Not answered
23	74	20	3	62	3	9

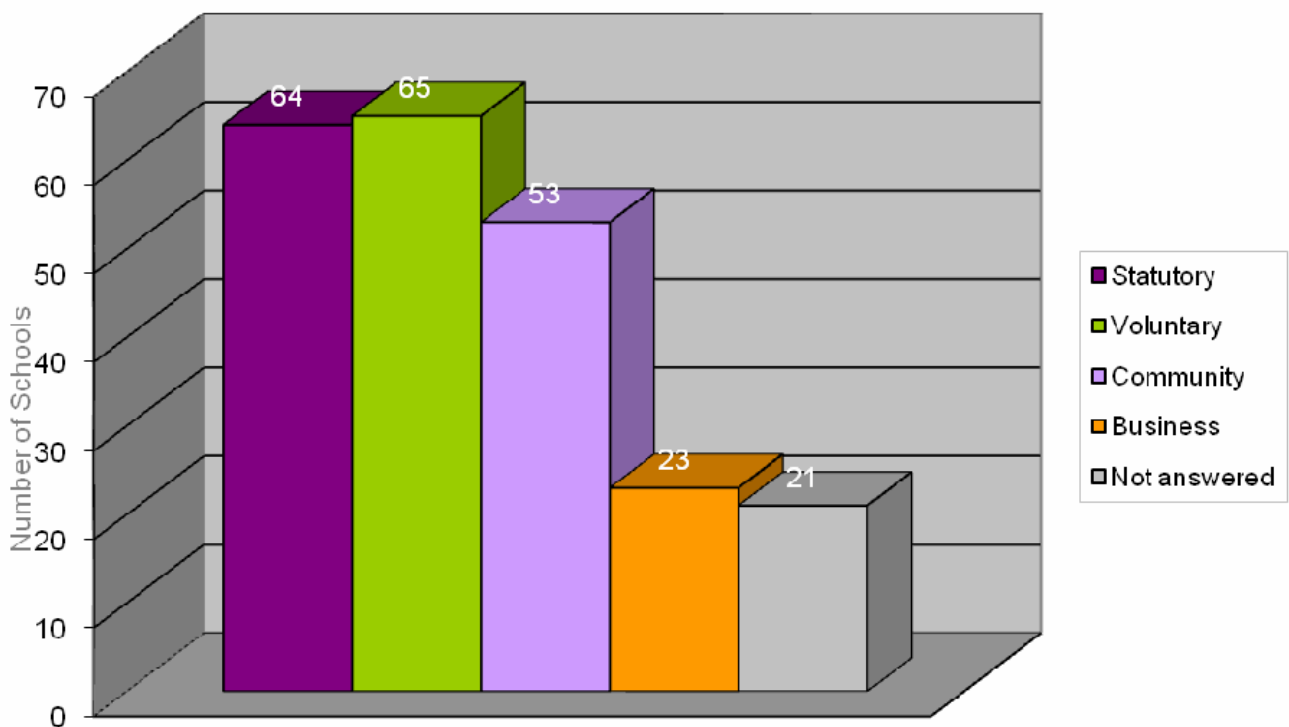
Lastly, schools were asked how effective or helpful they found this consultation.



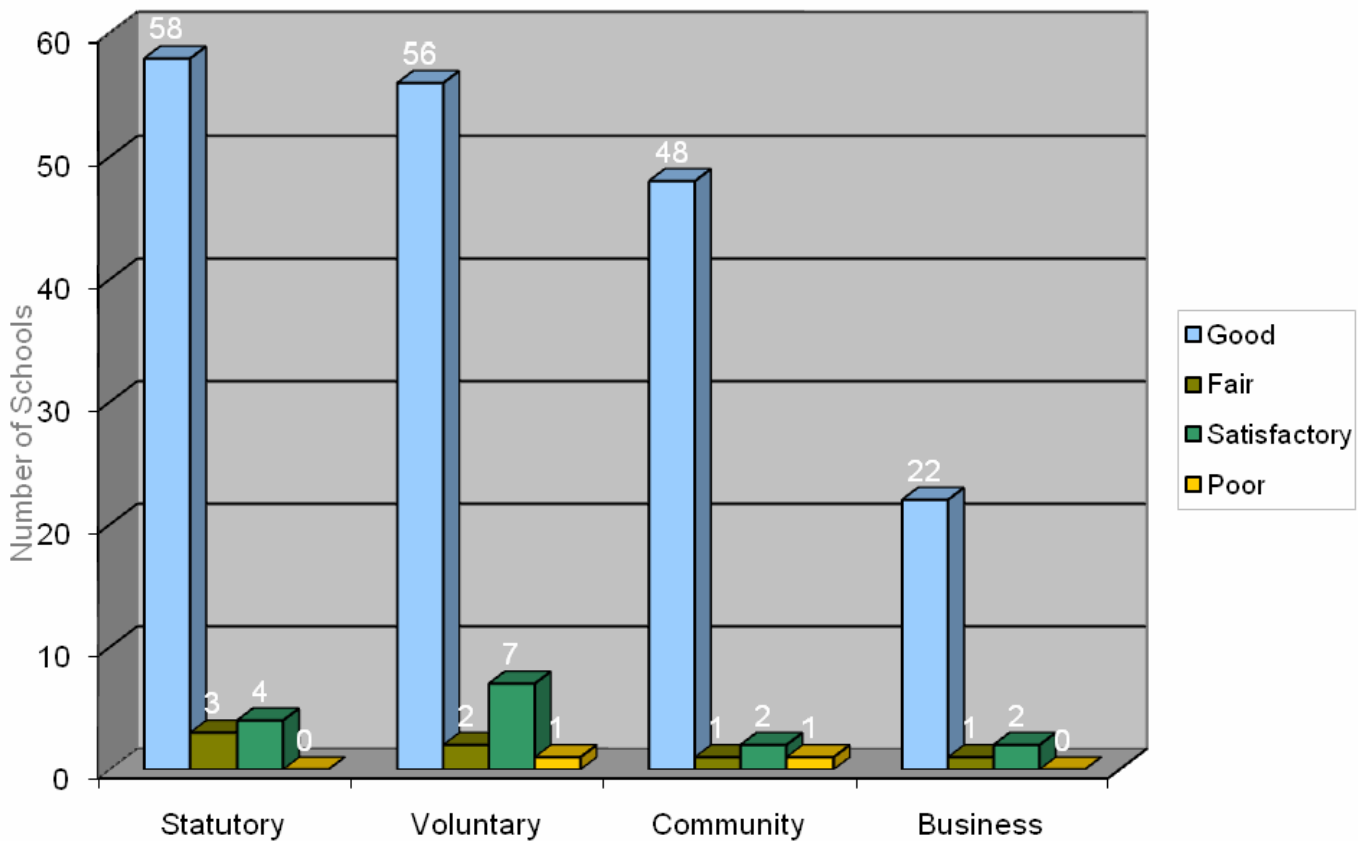
It is encouraging that of the schools that had included consultation in their planning, 66% found the exercise particularly helpful. There are only a very small number of groups or organisations that did not respond or were unhelpful in their responses.

7.0. Engagement with Community, Voluntary and Statutory Agencies.

As the graph below shows, approximately 50% of the schools consulted with Statutory and Voluntary Agencies. 45% of schools consulted with local community organisations and 19% consulted with local businesses. 18% of schools did not respond to this question in their end of year report.



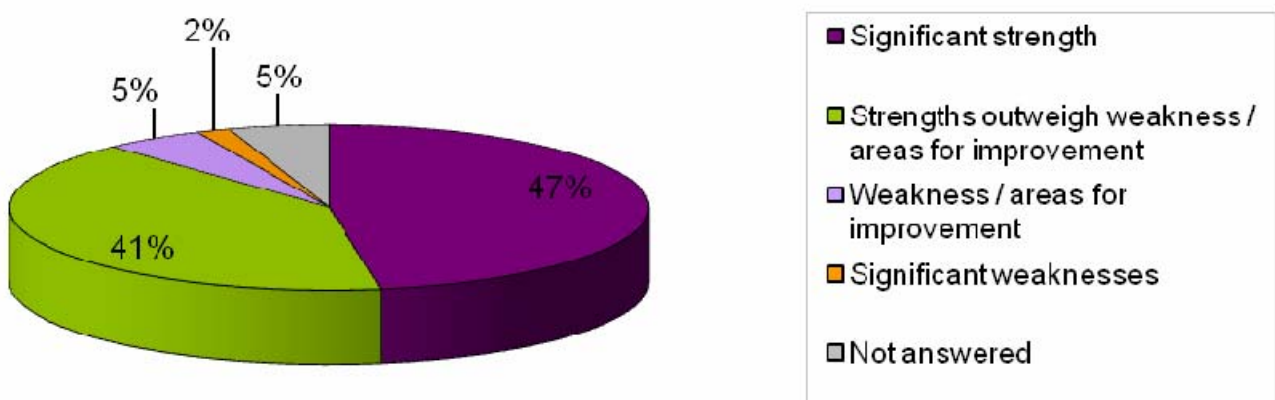
7.1 At an operational level, school links have extended to include a wide range of organisations, the business community and the wider community, including cross community links. When asked how useful they had found these consultations the response was as follows –



Overall, the schools experience of consultation was useful and helpful, with a small number of exceptions. Information supplied by the schools indicates evidence of linkages established at a number of levels. Some Schools had good existing networks, and with support and training, were able to build on and consolidate these. Other schools had very limited experience of working with outside agencies and the community and needed a higher level of support. Training for the schools included partnership working and demonstrating models of good practice.

It is evident that the Extended Schools Programme has been an important catalyst for enhancing collaboration between Education and other Statutory and Voluntary Agencies and the Community, and the BELB's recognition of the need for co operation within and between the statutory, voluntary, community and business sectors is highlighted in 'Strengthening Partnerships', one of its five strategic themes.

8.0 The Extent to Which Original Action_Plans Were Achieved



It is encouraging that despite the challenges of timescales, the vast majority of schools were able to say that the original action plans had been successfully achieved. They reported that the strengths were significant or that they outweighed the weaknesses (88%), particularly as many schools only started to implement their action plans in January '07. As many as 47% of schools had already noticed significant strengths as a result of their Extended Schools' Action Plans.

This has been achieved in a changing environment of Review of Public Administration (RPA), continuous, wide ranging and multi-level changes in education including: funding difficulties; the revised curriculum implementation; and the establishment of ESA and the dissolution of the ELB's.

Given the current challenges, this demonstrates the commitment and professionalism of the school principals and Extended School's staff in implementing and developing the new projects and partnerships.

The small percentage (7%) that reported more weaknesses than strengths, or had significant weaknesses, will help create one of the important focuses and priorities for BELB Extended School Co-ordinators to target and support over the coming year, particularly in the formation of new action plans for 2008/2009.

It is still early days in the Extended Schools Programme and with more time, experience, sustained funding and partnership working there will be a continuous evolution towards improved services and outcomes. Although it is still in phase one, the significant response from schools at this point would indicate that the model is proving sufficiently robust to enhance the quality of education and support for young people, their families and the community.

9.0 What Benefits And Positive Outcomes Have Resulted From These Activities?

Extended Schools report that they are beginning to see significant advantages from the closer involvement with parents, pupils and the local community. The full list of benefits and positive outcomes reported by BELB schools is available in **Appendix 4**.

These have been summarised and categorised below into six main headings. These headings include benefits and positive outcomes for; pupils, parents, staff, the school, the community and the economy.

1. Pupils:- The Extended Schools Programme is developing pupil confidence and enhancing their self-esteem. This is as a result of the sense of empowerment created by new opportunities and wider choices being offered through extended schools adding colour and depth alongside the existing foundation of the core curriculum in schools.

Many schools reported on the calmer, more relaxed atmosphere that is developing, where children feel more secure, safer and happier. Breakfasts, healthy breaks and better nutrition made a significant contribution to this, improving punctuality, concentration, motivation and focus of the children.

After-schools activities are reported to be fostering better relationships between pupils, teachers, parents and the community, thereby making a noticeable difference in engagement, behaviour, attendance and punctuality.

The Extended Schools Programme is also enhancing the emphasis of the revised curriculum on skills development. Schools report that pupils are developing

communication skills, numeracy and literacy, creative and expressive skills, study skills and are benefiting not only from teacher input, but also from a broader and more diverse range of experts and specialists from the wider community. A small number of schools are starting to connect skills development in their curriculum planning with their after school programmes which is an exciting development that will merit further exploration and evaluation. The evidence collated suggests that pupils are enjoying learning in a new, fun and enhanced way.

2. Parents: -

The two key impacts on the parent group were as follows; firstly, in their relationship with the school to support their own child's learning, and secondly in their own personal growth and development, depending on the projects and activities offered by the schools.

- **The School:** - It takes time and sustained effort to develop the confidence, trust and co-operation of parents so that they can support their children's education, particularly if parents are disaffected as a result of their own negative experience of school. Extended Schools has created a challenge for schools and also new opportunities to foster a positive partnership between parents and schools. The schools report that parents have become more engaged in a meaningful way and are positively supporting them to reinforce a wide range of school strategies at home which include; healthy breaks, dance and drama, sport, or literacy and numeracy skills. Schools report that parents appear more confident and have developed more confidence in the school, which is demonstrated by their expressed appreciation of Extended Schools. Parents are more enthusiastic, feel valued and have a sense that their contribution is important.
- **Their Personal Growth and Development:**- Many schools offer a wide range of personal development courses for the parents, which include numeracy/literacy, ICT, sport, fitness, healthy cooking, and parenting support. Parents have had a chance to develop new skills and interests, enabling them to be more confident in assisting their children with homework, reading stories, and in seeking help or support. A significant number of working parents are finding early drop-offs and later pick-ups at school an important element in helping them work or train to enhance their family's opportunities and prosperity.

While good progress is being made in working alongside parents, schools realise that this is not a quick fix, and it will take creativity and commitment to build on this area to engage parents in a meaningful way, particularly those parents most marginalized and in need of help and support.

3. Staff:- Staff commented that the activities that were going on outside of classroom time are having a noticeable impact in the classroom. The informal settings are developing the social skills of the children and improving relationships both in the pupil groups and between staff and pupils. As a result the children appear to be more relaxed and have an improved ability to concentrate, be more focused, and more engaged. This has facilitated better skills, teamwork, classwork, homeworks, and speech and language. Better teacher-parent relationships are also helping classroom dynamics.

4. The School:- In a very short period of time there is growing evidence that Extended Schools are helping to develop, highlight and enhance a more positive ethos within the school. There is evidence of capacity building in the pupils, staff, parents and community, which is helping create energy and a buzz that some principals describe as 'palpable'.

The school ethos is more holistic and flexible, creating a more welcoming environment, with a greater involvement by all. Schools report there is a more 'healthy' atmosphere,

in its broadest sense, which is calmer and more relaxed. There are better relationships at all levels within the school and more input from external groups and individuals creating more diversity, opportunities and inclusion.

There is a more comfortable, structured learning environment and the Extended Schools Programme is helping to bring back a fun element to learning. As a result of an improved environment, motivation, concentration and engagement are also improving. This is demonstrated by a growing love for reading and books in nurseries particularly through the use of story sacks, a higher return and quality of homeworks through homework clubs in Primary Schools, and better prepared pupils for GCSE's and exams in Post-Primary Schools.

Within the context of tightening budgets and cutbacks, Extended Schools' monies have enabled schools to have some new resources and equipment, which are much needed.

5. The Community: - Over the period of the troubles, some schools in Belfast had become isolated havens due to the difficult circumstances and environments. As a result some schools are finding developing new partnerships challenging and this is a process, which will require more time. In the reports from the schools the meaning of partnerships is interpreted differently with differing emphasis, priorities and practices within each sector.

In addition, developing partnerships across schools in the community is not easy for some schools, due to falling pupil numbers, decreasing budgets and the threat of school closures and amalgamations. This push/pull affect can present challenges for collaboration.

In spite of these difficulties and given this is only one year into the programme, there is encouraging evidence of schools making effective linkages and relationships. Some schools have been working with the wider community effectively and consistently for some years, and they have been able to develop and consolidate their partnerships, and can support other schools as models of good practice. Other schools are starting to make progress in this area and will need more time to develop these linkages.

The main benefits expressed are that when community partnerships are developed and strengthened, it enhanced both the school and the community. The school is perceived more clearly as part of the community, due to being accessible outside of normal school hours. Children are enjoying being involved in the change, where the boundaries between school and the community have become more blurred. This means that they now benefit from the experience of other adults, outside of the traditional school environment, sharing their different perspectives and expertise with them.

This in turn, has been impacting on community identity, at times challenging narrow or prejudiced perspectives, and encouraging diversity with improved cross-community perspectives and skills. This is an area that shows potential for further development and change.

6. The Economy: -Extended Schools are helping to boost the economy, by supporting working parents and by building community capacity through education and training, which is a developing area for the future.

9.1 What Has Been The Added Value To The Current Provision In Your School?

(For a full list of school statements about 'added value' see **Appendix 5**.)

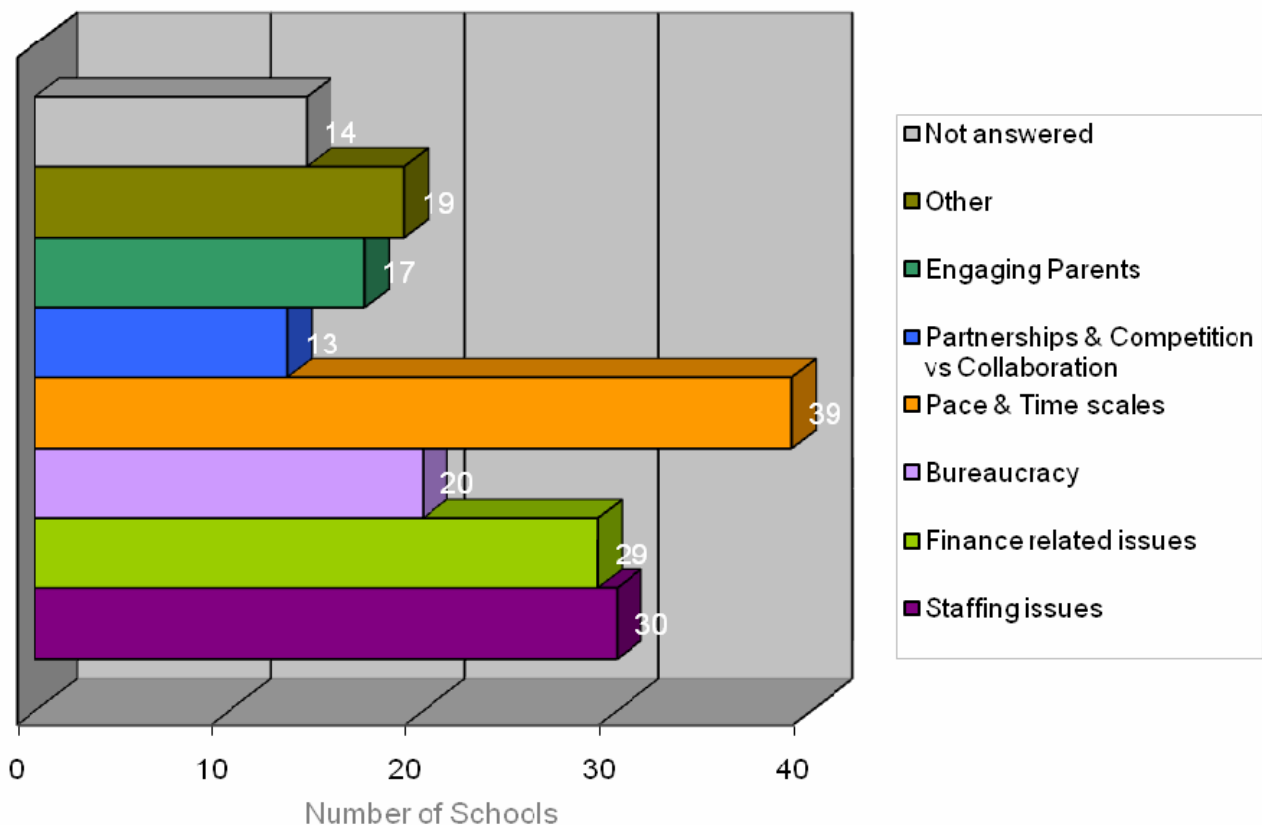
Much of this is reinforcement and repetition of what was stated in the previous positive benefits and outcomes section. It could be summed up well in the statement from one of the schools;

'Marginalised children from socially deprived areas can stay after school to experience a wider variety of options for their personal development. Empowerment and choice is the culture. A more positive work ethic is being developed.'

There has been added value to a variety of dimensions of school life facilitating a more holistic quality of life and opportunity for children in Belfast.

10.0 What Were Some Of The Challenges You Encountered?

Schools were asked to identify areas that they found challenging during the initial engagement and set-up period in the Extended Schools Programme. The comments are grouped under various headings, with those most mentioned most frequently first:-



10.1 Pace and Timescales (33%)

The most common problem (one in three schools highlighted it) was the pace and timescales surrounding the implementation of Extended Schools.

- Having been introduced to Extended Schools in June '06 in one session, some schools felt that they were writing action plans and spending money before having had time to have a full understanding of the purpose and context of Extended Schools.

- Some schools reported that in autumn '06, the pressure from Government to spend the money without allowing a realistic timescale to audit and plan properly created significant difficulty for them.
- The Policy Guidelines required the schools to develop Action Plans constructed on the foundations of baseline audits, empirical evidence, consultations with parents and the wider community. However, some schools reported that they felt this was an unrealistic timescale to audit and plan properly, before the action plan submission deadline of November '06.
- There were a range of debates about the criteria involved between '**extended**' and '**enhanced**' school provision. Due to the implementation pace, as the programme was developing, some criteria for extended schools support was also developing. The changes created difficulties for some schools, particularly those who had selected groups and projects, and then had to change conditions or contracts. This created frustration for some schools. This area has now been addressed by the DE establishing a Principal User Forum
- The pace and sequence of reports required – 06/07 and 07/08 Action Plans, Monitoring visits and End of Year Reports as outlined in the Policy Guidelines presented difficulty for some schools and was particularly challenging for Principals who had taken on the administrative / co-ordinating role.
- Schools reported that the Monitoring visit information and the End of Year Report required by the Policy Guidelines was duplication of information and additional administration.
- In some schools the 06/07 evaluations at the end of year were based on projects that had been operational for three months or less and while schools were positive about the early indications they did feel that it was difficult to carry out a complete evaluation at this early stage. The rushed timescales meant that there was little time to use the evaluations to realistically inform the action planning for '07-'08.
- While the administration completed supplied the necessary data to satisfy the requirements of the Extended Schools policy, there was also a view from the schools that it would be helpful to review this so that the level of administration does not get in the way of programme development.

10.2 Staffing issues (25% of schools)

A major concern for one in four schools was the staffing of various activities and clubs for Extended Schools.

- Many Principals started out with the altruistic motive of putting the money into activities for the children rather than into paying designated staff time, particularly part-time Extended Schools Co-ordinators. Despite their best efforts this resulted in too much pressure for many Principals and ended up creating difficulty and sometimes a hold up in implementation of activities. Those schools that have appointed part-time co-ordinators generally found it much more manageable, effective, and, in the end, much more cost-effective. Nursery school Principals as 'Teaching Principals' frequently mentioned that they found it extremely difficult to organise and manage the additional work involved.
- The availability of external staff to work in specialist areas such as coaching, football or music was highlighted as schools reported there is limited capacity in the community to meet the demand. Irish medium schools experienced the double difficulty of engaging expertise with the relevant skills in the medium of Irish,
- There appears to be inconsistency in relation to the quality assurance of outside trainers, programmes or agencies. While companies and organisations were able to give schools information, some schools found that, although they had the relevant qualifications and checks, they did not always have relevant experience of working

with children. Those that were of high quality were difficult to book due to the problem of capacity and high demand across the schools.

- Homework clubs were a popular after school activity in many schools. However the demand in some schools was greater than the schools were able to cope with. Advertising, recruiting, selecting, police checking, inducting and training staff is a substantial process, and, due to recruitment delays, a number of schools were not able to complete this process within the three months between January – March '07, which meant carry over of funding to 07-08. Some schools report that they have only been able to start their new staff employment in autumn '07 due to these recruitment delays.
- Human Resource issues, pay scales, terms and conditions were all initial difficulties until the five boards HR working group created HR guidelines and 'frequently asked questions' advice leaflets.

10.3 Finance related issues (25%)

One in four schools mentioned finance related issues as a challenge. The management of finances through the 'Local Management of Schools' system, (LMS), created difficulty for schools in relation to determining the detail of the funding. This was particularly difficult in relation to payment codes for staff involved in Extended School activities, tendering and purchasing of services and resources. Also the LMS system did not allow for small amounts of money needed from time to time as petty cash (e.g., for refreshments), which was not permitted through the LMS system.

Other finance issues included such things as insurance for Summer Schemes, or insurance for external groups providing services within school.

10.4 Bureaucracy (17%)

Almost one in five schools mentioned that the volume of paperwork required by the Extended Schools Policy was disproportionate to the amount of money received. This was usually commented on alongside the remarks about pace and timescales mentioned above.

The schools reported particular difficulty finding time for the amount of meetings that were required if they were to develop clusters and partnerships. They felt the amount of organisation and time needed to facilitate clusters meant that most of the participants did not want the responsibility of the chairing, leading and managing financial or secretarial functions. The schools that had appointed a designated Extended Schools coordinator were better able to manage this area.

10.5 Engaging Parents (14%)

One in seven schools had difficulty engaging parents in a sustained way. The majority of schools consulted with parents in the initial stages when completing the baseline audit, and many parents responded helpfully through surveys, forums and meetings. Parental needs, wishes and concerns were taken into consideration in the formation of the action plans. However parental engagement in the activities and programmes varied considerably, with some schools expressing concern that parents were not participating in the activities provided for them, although it had been their expressed need. Many schools expressed that they are coming to the realisation that there are more steps to engaging parents than identifying need and putting on an activity and this is an area that needs more time to develop.

A small number of schools were concerned that Extended Schools would be perceived as a babysitting service or as a substitute parent scheme. They felt it was important to assist and work alongside parents to support them, but in an empowering way that would not 'replace' parental responsibility for the child.

10.6 Partnerships (11%)

Three key partnership issues were mentioned by one in ten schools:-

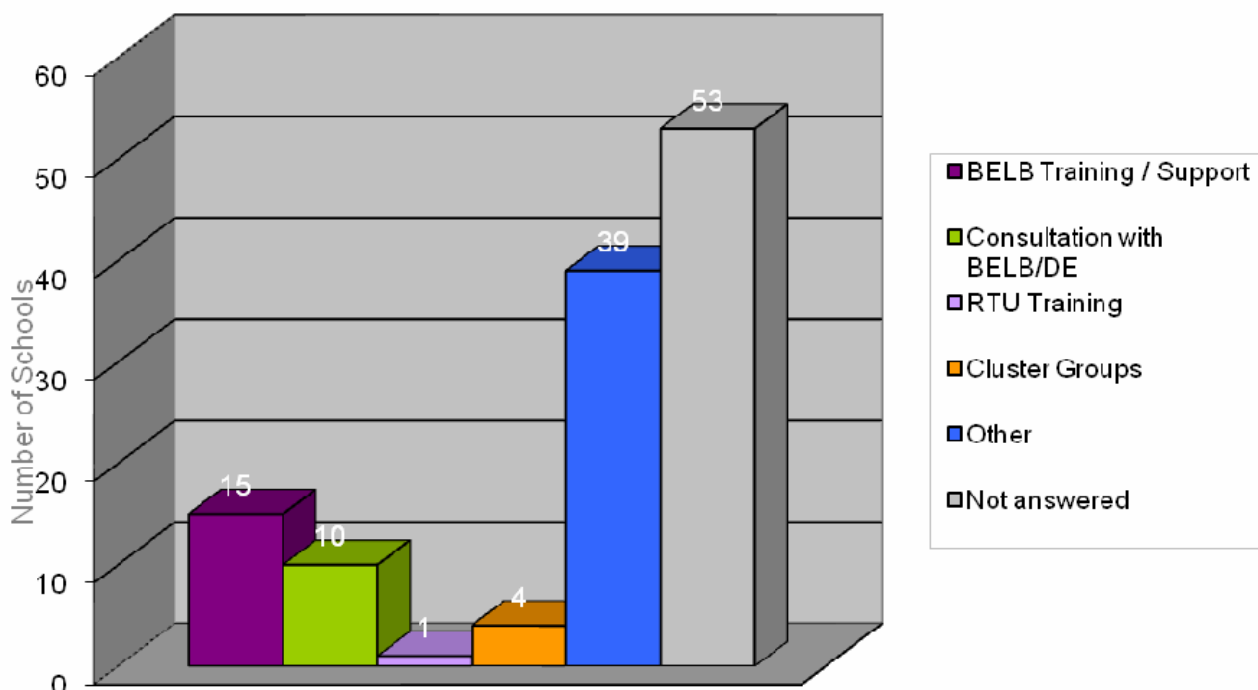
1. **Competition versus collaboration**; some schools reported that it was extremely difficult for them to collaborate while in competition in a climate of changing demographics. This particularly affected clusters.
2. **Time constraints**:- partnerships take time to develop, in particular to understand the different values, priorities and emphasis in order to see how the differences between groups can complement or hold the others in tension helpfully. Schools will need more time to develop this effectively.
3. **Quality assurance**:- schools find it difficult to get consistency of quality from the services offered by outside agencies.

10.7 Other (16%)

There were a range of other issues raised by as little as one or up to a few schools.

- Assurance of Long Term funding beyond the initial two years for the Extended Schools Programme to enable more strategic planning
- The struggle to encourage children to try something new
- Inadequate facilities at schools
- Creating a wide enough range of activities
- Providing rooms & resources for the activities
- Too many children wanting the same activity with limited spaces
- Principals expressed concern over not being able to do extended activities during school hours. For some schools, fitting all the clubs into 4 afternoons was a challenge and in some cases, children were arriving too early for breakfast club i.e. 07:45, making the day in school very long

10.8 How Have These Challenges Been Overcome?



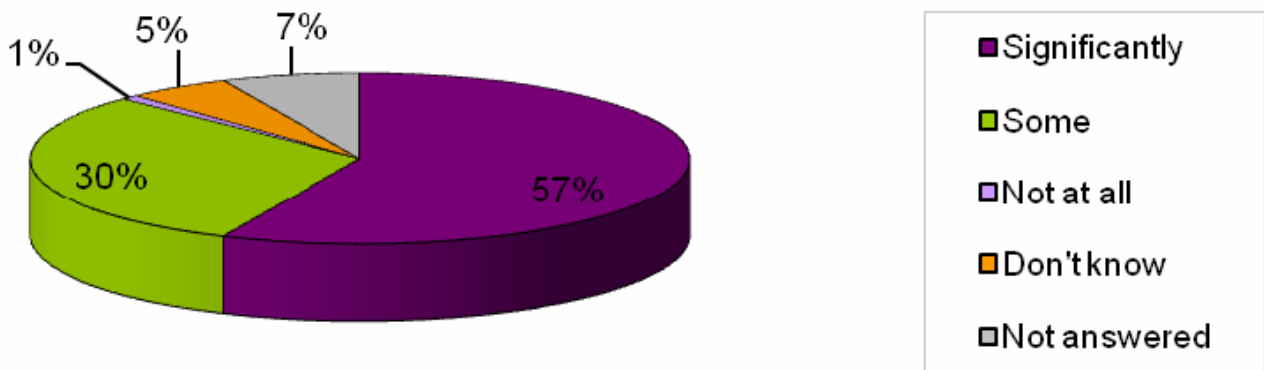
-
1. **BELB Training and Support**:- 13% of schools stated that the support, advice and training provided by BELB answered many questions and resolved most of the challenges. Despite the short implementation time there was training in key areas. Two specific finance workshops on the 18th and 20th June helped sort out most of the finance related issues, particularly because of the new codes assigned to enable tracking of different staff within the LMS system.

Future training to target key areas such as developing partnerships and clustering is also planned for autumn '07.

The Extended schools data-base analysis and Internet and intranet resources designed by the BELB support staff will assist in targeting support more strategically and help build capacity.

2. **Consultation with BELB / DE**:- Many of the challenges were resolved through direct contact with the BELB or the Department of Education. This was particularly around outcome criteria and policy decisions. The decisions made helped resolve much of the initial lack of clarity in the policy document in the early days of the programme.
3. **RTU Training**:- One school reported that the range of training offered by the RTU helped them face the challenges created by Extended Schools.
4. **Cluster Groups**:-. 3% of schools said that they were supported to face the challenges through the experience, shared wisdom and support of the others in the cluster group.
5. **Other**:- there was an assorted range of other issues mentioned by at least one school.
 - **Hard work and creativity**: - 11 schools said that most of the challenges were tackled by working harder and being smarter.
 - **Managing time and resources better**:- closely allied to this was being creative with staff, timetables and resources.
 - **Resourcing from other sources of money**:- Combining and complementing the extended schools resources with other funding enabled some challenges to be overcome.
 - **Learning from mistakes / trial and error**:- As with all effective learning organisations, mistakes are not problems as long as they are evaluated and learnt from.
 - **Not yet overcome**:- 4 schools said that they still had not overcome the challenges they faced.

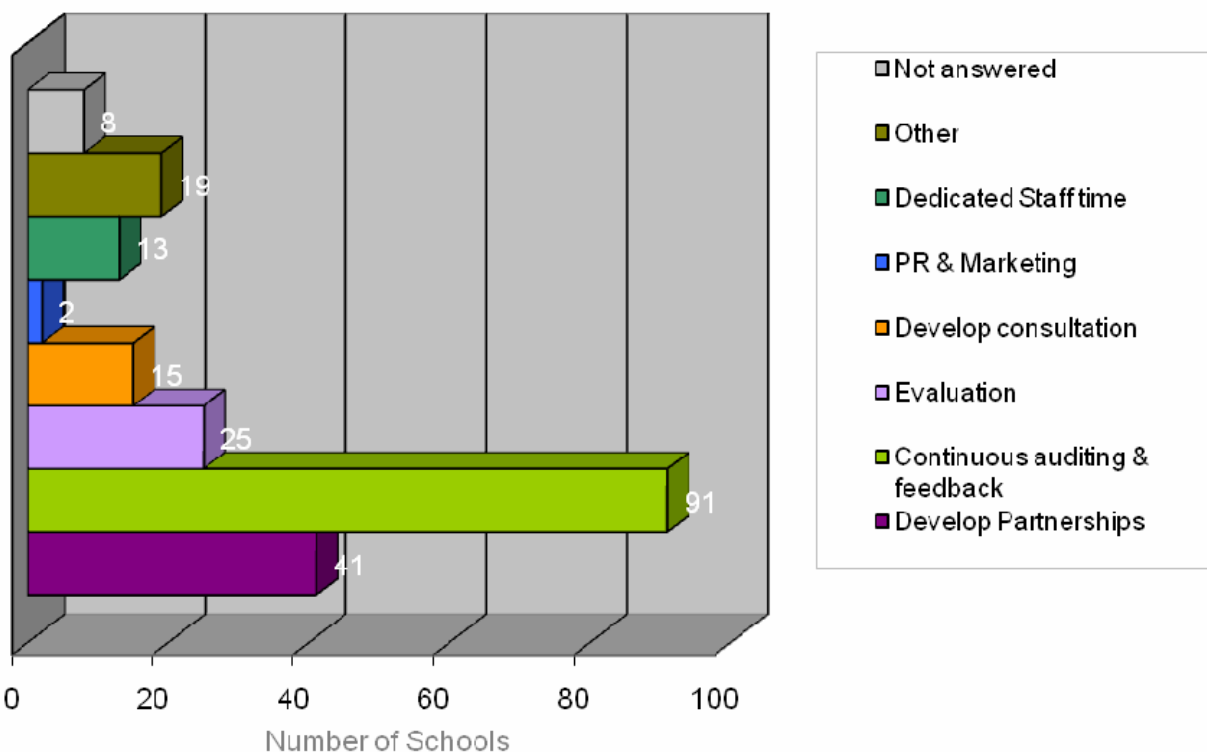
11.0 To what extent has the programme removed barriers to learning or made pupils more ready to learn?



It is not surprising that having listed all the benefits to pupils, staff, parents, schools and communities that the majority of schools (87%) are claiming that Extended Schools Programmes are removing negative barriers, and creating the positive conditions that facilitate learning, teaching and personal development. This is to be welcomed and built upon.

A number (5%) commented that this is very early days, and that it is difficult to make too many sweeping statements in such a short time frame. Others did not answer because there is little or no empirical evidence yet, although the anecdotal evidence is strong and the indications are that the boards and the schools are highly motivated to develop and consolidate this programme. Effective monitoring and evaluation will be key in this programme to continue to develop it effectively

12.0 Based on your extended schools experience of 06/07, how will you ensure the extended schools experience will continue to enhance the personal and social development of pupils, and benefit the school, the families and community?



The overwhelming answer to the question of sustainability of Extended Schools was to audit, monitor and evaluate what was going on, in order to build on good practice and learn from mistakes.

Many schools stated that consulting more widely and developing the necessary partnerships is an important building block in going forward.

A number of Principals have realised the need for designated time for a member of staff to develop and co ordinate the Extended Schools Programme at the school.

Those in the 'other' group mentioned areas such as ensuring continuation of funding to allow for more strategic planning for Extended Schools, and many specifically mentioned new programmes, activities and partnerships that they want to pilot or introduce.

13. Innovative Practice

Schools were asked if any of their activities had been innovative. It should be noted that while some schools have been working in an extended way previously, there were other schools that were at the beginning of this process. The understanding of innovation therefore varied across the schools.

There is clearly a wide range and variety of ideas about how to 'extend' the school and the effort and commitment of the schools is evident in the responses. (see **Appendix 6** for more detail)

Pupils:- There are a wide range of innovative out of school hours fun activities, workshops and supported learning for children which some schools have developed further into cross community experiences. Also, the emotional and mental health of children has been a key concern in the Belfast area and schools are helping to address this need through innovative anti-bullying, peer-mediation, and counselling programmes across the nursery, primary and secondary sectors.

Parents:- For many schools meaningful consultation and engagement with parents was an important priority and for many there was, for the first time, parents groups established, family-learning programmes offered, careers conventions and accessible childcare provision available to enable parents to return to work or study.

Partnerships:- In terms of service delivery, the collaborative partnership approach has been welcomed by many schools and they have developed ways of working with local businesses and a range of voluntary, community and statutory organisations in the wider community such as health and social services, Surestart, Barnardos, drama and dance groups and sporting organisations.

Some schools reported that the whole programme was innovative 'as the school has not had a culture of children staying behind due to the location and past political unrest'

14.0 Conclusion

The information in this report has been compiled at the end of the first year of the Extended Schools Programme. The information contained in the report has been based on the information supplied by 118 of the 127 Extended Schools.

The Extended Schools funding targets the most disadvantaged schools in the BELB area and provides support across the school sectors to include nursery, primary and secondary schools.

For this programme regionally, the DE had earmarked a total budget of approximately £10m in 06/07. The total BELB allocation for individual schools and clusters for this period was £2,662,607.

All Schools developed an Action Plan which would deliver an Extended Schools programme with positive impacts for the pupils, their parents and the community, based on 5 high level outcomes.

Given the short lead in time for this programme, the schools have made significant progress in addressing all of the outcomes, particularly, being healthy, enjoying learning and achieving and contributing positively to the community, while living with safety and stability and economic wellbeing were addressed to a lesser extent.

There is significant evidence of the benefits and the positive impact and of this programme for pupils, schools, parents, and the wider community.

Schools report improved punctuality, attendance, motivation and achievement and children who present as more secure and happier. Parents are more involved in the life of the schools, supporting their children's learning while also accessing adult education, personal development programmes and child care support to enable them to work.

While it is early days in the programme, there is significant evidence of consultation with the community and partnership working, While Developing partnerships is a longer-term process there is a willingness and motivation on the part of the schools to further develop this area.

Many of the schools, particularly clusters, are making the more strategic links between government programmes such as Neighbourhood Renewal and Renewing Communities.

A key challenge in the first year was the short lead in time factor. However, many schools at the beginning of year two have a robust Extended Schools Programme in place. The schools that have allocated designated staff time to co ordinate and develop the programme have reported this to have helped significantly.

Given that this is the first year of the Extended Schools Programme, there were a range of challenges. Many of these have been addressed, at regional and local level, such as HR and finance, external services, and other areas such as partnership working can be developed locally.

Overall the Extended Schools Programme has been welcomed by the schools and a significant 87% of schools have reported that the Extended Schools Programme is removing barriers and creating the positive conditions that facilitate learning, teaching and personal development.

14.1 Recommendations

1. **Regional Planning**:- In order to plan and develop the Extended Schools Programme the schools will require clarification on the funding arrangements beyond March 08.
2. While the Extended Schools Programme has been embedded at local level there should be consideration given to long term regional strategic planning by the inter Board Group, with the flexibility for local planning.
3. Consideration should be given to the establishment of a group of stakeholders at regional level for integrated planning between key statutory, voluntary and community providers, to consider how other key services such as health and social services can be linked more strategically to more effectively support pupils and their families
4. Continued development of an integrated approach between key programmes such as Renewing communities, Neighbourhood Renewal, School Improvement and the Integrated Development Fund
5. Each Project Board has raised issues, which should be reviewed and addressed for 2008/2009.
6. **Monitoring and Evaluation** -There is a need to continue to focus on monitoring and evaluation. Specifically, there should be consideration given to reviewing the current framework by DE. Possible ways forward might include: -
 - Combining the monitoring form and end of year report into one document.
 - This one report should be made electronic so it could be completed online on the Internet, or on each ELB's intranet. This would save a lot of work-hours, could be supported by Link officers and would create a dynamic database from which the ELB's and DE could draw down reports and queries regularly and easily. The BELB Extended Schools team have now developed and implemented an electronic programme which has been used to prepare this 07/08 End of Year Report
 - General guidelines and targets should be agreed from these reports, some of which would be regional and others may be localised.
 - Schools should only draw up action plans after they have been informed by the results of these reports and evaluations, demonstrating how they have reflected on and considered the information.
 - A baseline should be kept of the first year, and then yearly comparisons made to monitor and interpret trends, impact and patterns.
 - Allow the paperwork to inform and enhance the process, not restrict progress.

-
7. **Clusters** -While 15% funding has been allocated for schools to work together as clusters, thought should be given to consideration of a more flexible approach to clustering arrangements, (clustering and partnerships between schools themselves and with the wider community). Some suggestions for helping this could include:-
- Creating realistic and innovative ways to consider collaborating in the context of falling demographics, school closures and amalgamations, competition and survival.
 - Small teams to consider different types of clustering (not just geographical);
 - Urban and rural settings.
 - Cross-community clusters
 - English and Irish medium clusters
 - Ethnic minority clusters.
 - Disabled / Able-bodied clusters
 - Understanding the difference between bonding and bridging partnerships, and so develop a lot more bridging partnerships.
 - Understanding the differences in ethos, values and priorities of the different sectors involved in partnerships; education, health, criminal justice, voluntary, community, local councils and business. Learning to use this diversity in a helpful and complimentary way.
8. **Building Capacity:** - In order for Extended Schools to be embedded in along term sustainable way capacity building needs to be continued across a variety of sectors; e.g. principals, co-ordinators, parents, voluntary and community groups, health and social services and the business sector.

Appendices

List of Appendices

1. **Appendix 1**:- Funding allocated to each BELB School
2. **Appendix 2**:- Matrix of BELB Extended Schools Activities
3. **Appendix 3**:- BELB Cluster information.
4. **Appendix 4**:- List of responses about benefits and positive outcomes from Extended Schools Activities.
5. **Appendix 5**: - What has been the 'added value' to the current provision in your school?
6. **Appendix 6**:- Innovative Practices

Appendix 1:- Funding allocated to each BELB School

School Ref No	School	Core Allocation	15% Allocation	Additional	Overall Individual Allocation
1110001	Arellian Nursery School	8200	0	0	8200
1210015	Ashfield Boys' High School	31630	4745	0	36375
1210014	Ashfield Girls' High School	32180	0	0	32180
1010269	Avoniel Primary School	19825	2974	0	22799
1010296	Ballygolan Primary School	16525	0	0	16525
1016076	Ballysillan Primary School	15925	2389	0	18314
1010271	Beechfield Primary School	11800	1770	2400	15970
1210022	Belfast Model School for Boys'	35750	5363	0	41113
1210021	Belfast Model School for Girls'	36200	5430	0	41630
1130027	Bethlehem Nursery School	4100	0	0	4100
1016059	Blackmountain Primary School	14125	2119	0	16244
1016207	Blythefield Primary School	16300	0	0	16300
1016499	Botanic Primary School	19750	0	0	19750
1046593	Bunscoil An tsleibhe Dhuibh	17650	2648	0	20298
1046596	Bunscoil Bheann Mhadagain	15925	0	0	15925
1016647	Bunscoil Mhic Reachtain	8300	0	0	8300
1046501	Bunscoil Phobal Feirste	25600	0	0	25600
1010282	Carr's Glen Primary School	26750	4013	0	30763
1210258	Castle High School	14575	2186	0	16761
1136603	Cathedral Nursery School	8200	1230	0	9430
1310003	Cedar Lodge Secondary School	16075	2411	0	18486
1230146	Christian Brothers' High School	32030	0	0	32030
1016483	Cliftonville Primary School	19975	2996	0	22971
1240291	Colaiste Feirste	29650	0	0	29650
1230262	Corpus Christi College	31870	4781	0	36651
1010063	Currie Primary School	14200	2130	0	16330
1230182	De La Salle College	37770	0	0	37770
1016060	Donegall Road Primary School	18175	0	0	18175
1010323	Edenbrooke Primary School	19450	2918	0	22368
1110003	Edenderry Nursery School	8200	1230	0	9430
1030329	Edmund Rice Primary School	26700	4005	0	30705
1010255	Elmgrove Primary School	30090	4514	0	34604
1010146	Euston Street Primary School	22700	3405	0	26105
1016205	Fane Street Primary School	18475	0	0	18475
1010806	Finaghy Primary School	13513	0	0	13513
1010205	Forth River Primary School	19600	2940	0	22540
1046654	Gaelscoil an Damba	5700	855	0	6555
1046672	Gaelscoil an Lonnian	6600	990	0	7590
1046571	Gaelscoil Na Bhfal	21350	3203	0	24553
1046671	Gaelscoil na Mona	7500	1125	0	8625
1110007	Glenbank Nursery School	5600	840	0	6440
1116074	Glendhu Nursery School	5600	0	0	5600

1316563	Glenveagh Special School	9312	0	0	9312
1016485	Glenwood Primary School	29100	4365	0	33465
1010283	Grove Primary School	13300	1995	0	15295
1016604	Harmony Primary School	20550	3083	0	23633
1260269	Hazelwood Integrated College	33650	5048	0	38698
1066531	Hazelwood Integrated Primary	14695	0	0	14695
1136316	Holy Child Nursery School	8200	1230	0	9430
1036576	Holy Child Primary School	31620	0	0	31620
1030194	Holy Cross Boys' Primary School	26825	4024	0	30849
1030331	Holy Cross Girls' Primary School	16825	2524	0	19349
1136360	Holy Cross Nursery School	8200	1230	0	9430
1136230	Holy Family Nursery School	8200	0	0	8200
1036566	Holy Family Primary School	26925	0	0	26925
1036623	Holy Trinity Primary School	31570	4736	0	36306
1116155	Hope Nursery School	8200	1230	0	9430
1013018	Knocknagoney Primary School	14725	0	0	14725
1010325	Ligoniel Primary School	13000	1950	0	14950
1230089	Little Flower Girls'	32390	0	0	32390
1016537	Lowwood Primary School	20350	3053	0	23403
1260294	Malone College	33640	0	0	33640
1016498	Malvern Primary School	13525	2029	0	15554
1136349	Matt Talbot Nursery School	7000	1050	0	8050
1110002	McArthur Nursery School	8200	0	0	8200
1036041	Mercy Primary School	23200	3480	0	26680
1210273	Mount Gilbert Community College	14800	0	0	14800
1010267	Nettlefield Primary School	23400	3510	0	26910
1110036	New Lodge Nursery School	8200	1230	0	9430
1116159	Oldpark Nursery School	8200	0	0	8200
1210266	Orangefield High School	26100	0	0	26100
1230104	Our Lady of Mercy Girls' School	29590	4439	0	34029
1030326	Our Lady's Girls' Primary School	26475	3971	0	30446
1136251	Our Lady's Nursery School	8200	1230	0	9430
1116158	Ravenscroft Nursery School	8200	0	0	8200
1036471	Sacred Heart Primary School	23750	3563	0	27313
1116160	Sandbrook Nursery School	8200	1230	0	9430
1046641	Scoil an Droichid	11200	0	0	11200
1010266	Seaview Primary School	25875	3881	0	29756
1110038	Shaftesbury Nursery School	8200	1230	0	9430
1010221	Springfield Primary School	11900	1785	0	13685
1010307	Springhill Primary School	25875	3881	0	29756
1030316	St Aidan's Primary School	21200	3180	0	24380
1136228	St Bernadette's Nursery School	8200	1230	0	9430
1030317	St Bernadette's Primary School	21850	3278	0	25128

1036630	St Clare's Primary School	29690	4454	0	34144
1420029	St Dominic's High School	35600	0	0	35600
1336012	St Francis De Sales	5800	0	0	5800
1230032	St Gabriel's College	16900	2535	0	19435
1230173	St Gemma's High School	23950	3593	0	27543
1230155	St Genevieve's High School	36030	0	0	36030
1336548	St Gerard's ERC	21250	0	0	21250
1036092	St John the Baptist Boys' Primary School	27600	0	0	27600
1036091	St John the Baptist Girls' Primary School	26300	0	0	26300
1230275	St Joseph's College	32420	4863	0	37283
1036621	St Joseph's PS (Slate)	23600	3540	0	27140
1036565	St Kevin's Primary School	29200	4380	0	33580
1230053	St Louise's Comp College	43930	6590	0	50520
1036466	St Malachy's Primary School	23550	0	0	23550
1136353	St Maria Goretti NS	8200	1230	0	9430
1136106	St Martin's Nursery School	8200	1230	0	9430
1420021	St Mary's Grammar School	37080	0	0	37080
1136229	St Mary's Nursery School	8200	0	0	8200
1036388	St Mary's Primary School	13375	2006	0	15381
1036048	St Mary's Star of the Sea Primary School	18625	0	0	18625
1036505	St Matthew's Primary School	25900	3885	0	29785
1136315	St Michael's Nursery School	8200	1230	0	9430
1136383	St Oliver Plunkett NS	8200	0	0	8200
1036602	St Oliver Plunkett PS	31890	0	0	31890
1230026	St Patrick's College	33020	4953	0	37973
1136302	St Paul's Nursery School	8200	1230	0	9430
1036624	St Paul's Primary School	22900	3435	0	26335
1136340	St Peter's Nursery School	8200	1230	0	9430
1036620	St Peter's Primary School	26975	4046	0	31021
1230130	St Rose' s High School	31480	4722	0	36202
1136314	St Teresa's Nursery School	8200	1230	0	9430
1036589	St Teresa's Primary School	29175	0	0	29175
1036042	St Vincent De Paul PS	20425	3064	0	23489
1116157	Stanhope Street NS	8200	0	0	8200
1036464	Star of the Sea Girls' PS	26075	3911	0	29986
1010231	Strand Primary School	18925	2839	0	21764
1010289	Sydenham Infant PS	14050	2108	0	16158
1010301	Taughmonagh Primary School	18850	0	0	18850
1110025	Tudor Lodge Nursery School	8200	1230	0	9430
1010321	Vere Foster Primary School	14650	2198	0	16848
1116011	Victoria Nursery School	5600	840	0	6440
1016532	Wheatfield Primary School	19300	2895	0	22195
	Total	£2,428,865.00	£231,342.00	£2,400.00	£2,662,607.00

Appendix 2:- Matrix of BELB Extended Schools Activities

		Area	School	1. After Schl Drama	2. After Schl Languages	3. After Schl Music (Sch of Music)	4. After Schl Music (other)	5. After Schl Sport / Fitness / Physical Activity (PA)/ Primary Movement (PM)	6. After School Study Support (other)	7. Breakfast Club	8. Childcare Provision	9. Counselling	10. Creative Learning Workshops	11. Duke of Ed Bronze Award	12. Extended Schools coordinator	13. Gym (X) Yoga (Y) //Fun Gym.(FG) /Sendo Gym (SG) /Monkeynastix (MN)	14. Healthy Eating Promotion / Cookery Classes	15. Healthy Fruit / water Provision	16. Home (Family Support) / Community Schl Links	17. Interface/ Cross Community Workshops	18. Jo Jingles	19. Environmental Projects Landscape/ Gardening Projects	20. Library / book / reading club	21. Math/ Science/ ICT	22. Parent Support / Initiatives/ Courses	23. Performance / Productions / Ceremony / Tournaments	24. Personal Development/ Health Education	25. Refurbishment/ Adoption of room/ Resources	26. School Visits	27. Scripture Union	28. Sentinus Programme	29. Speech / Language Therapy	30. Story sacks/ Story Telling	31. Sure Start	32. West Belfast Easter Schools	33. Summer Scheme			
			Greater Shankill	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
1	W	Black Mountain PS*			X		X	X	X	X						M		X																					
2	N	Belfast Boys Model					X	X	X	X		X	X																										
3	N	Belfast Girls Model						X	X	X													X		X						X								
4	N	Cliftonville PS*			X			X		X			X			X		X					IC	X															
5	N	Edenbrooke PS		X			X	X	X	X													IC	X															
6	N	Edenderry NS								X					X		X							X					X										
7	W	Forth River PS		X			X	X		X			X			M			X																				

Appendix 3:- BELB Cluster Information / Allocation

Total Clustering Allocation = £231,342

Cluster Name	Cluster Area	Individual Schools Participating	School Ref No	15% Allocation
Ardoyne Cluster	North	Holy Cross Boys' Primary School	1030194	4024
Ardoyne Cluster	North	Holy Cross Girls' Primary School	1030331	2524
Ardoyne Cluster	North	Our Lady's Girls' Primary School	1030326	3971
Ardoyne Cluster	North	Sacred Heart Primary School	1036471	3563
Ardoyne Cluster	North	St Gabriel's College	1230032	2535
Ardoyne Cluster	North	St Gemma's High School	1230173	3593
Ashfield Cluster	East	Ashfield Boys' High School	1210015	4745
Castle Cluster	North	Castle High School	1210258	2186
Crumlin Rd/ Ligoniel Cluster	North	Mercy Primary School	1036041	3480
Crumlin Rd/ Ligoniel Cluster	North	Our Lady of Mercy Girls' School	1230104	4439
Crumlin Rd/ Ligoniel Cluster	North	St Vincent De Paul Primary School	1036042	3064
East Belfast Cluster	East	Sandbrook Nursery School	1116160	1230
East Belfast Cluster	East	St Matthew's Primary School	1036505	3885
East Belfast Cluster	East	Strand Primary School	1010231	2839
East Belfast Cluster	East	Sydenham Infant Primary School	1010289	2108
Falls Cluster	West	St Kevin's Primary School	1036565	4380
Falls Cluster	West	St Maria Goretti Nursery School	1136353	1230
Greater North Belfast Cluster	North	Ballysillan Primary School	1016076	2389
Greater North Belfast Cluster	North	Carr's Glen Primary School	1010282	4013
Greater North Belfast Cluster	North	Currie Primary School	1010063	2130
Greater North Belfast Cluster	North	Grove Primary School	1010283	1995
Greater North Belfast Cluster	North	Ligoniel Primary School	1010325	1950
Greater North Belfast Cluster	North	Lowwood Primary School	1016537	3053
Greater North Belfast Cluster	North	Seaview Primary School	1010266	3881
Holy Cross Nurseries Cluster	North	Bethlehem Nursery School - SN	1130027	0
Holy Cross Nurseries Cluster	North	Holy Cross Nursery School	1136360	1230
Holy Cross Nurseries Cluster	North	Our Lady's Nursery School	1136251	1230
Inner East Cluster	East	Avoniel Primary School	1010269	2974
Inner East Cluster	East	Beechfield Primary School	1010271	1770
Inner East Cluster	East	Elmgrove Primary School	1010255	4514
Inner East Cluster	East	Euston Street Primary School	1010146	3405
Inner East Cluster	East	Nettlefield Primary School	1010267	3510
Irish Medium Cluster	West	Bunscoil An tsleibhe Dhuibh	1046593	2648
Irish Medium Cluster	West	Gaelscoil an Damba	1046654	855
Irish Medium Cluster	West	Gaelscoil na Mona	1046671	1125
Lower Falls Cluster	West	Cathedral Nursery School	1136603	1230

Cluster Name	Cluster Area	Individual Schools Participating	School Ref No	15% Allocation
Lower Falls Cluster	West	Corpus Christi College	1230262	4781
Lower Falls Cluster	West	Gaelscoil an Lonnian	1046672	990
Lower Falls Cluster	West	Gaelscoil Na Bhfal	1046571	3203
Lower Falls Cluster	West	St Clare's Primary School	1036630	4454
Lower Falls Cluster	West	St Joseph's Primary School (Slate)	1036621	3540
Lower Falls Cluster	West	St Louise's Comp College	1230053	6590
Lower Falls Cluster	West	St Mary's Primary School	1036388	2006
Lower Falls Cluster	West	St Peter's Nursery School	1136340	1230
Lower Falls Cluster	West	St Peter's Primary School	1036620	4046
Lower Falls Cluster	West	St Rose' s High School	1230130	4722
Mid A'Town Cluster	West	Holy Child Nursery School	1136316	1230
Mid A'Town Cluster	West	St Michael's Nursery School	1136315	1230
Mid A'Town Cluster	West	St Teresa's Nursery School	1136314	1230
New Lodge Cluster	North	Edmund Rice Primary School	1030329	4005
New Lodge Cluster	North	New Lodge Nursery School	1110036	1230
New Lodge Cluster	North	Star of the Sea Girls' Primary School	1036464	3911
New Lodge Cluster	North	Victoria Nursery School	1116011	840
Newtownabbey Cluster	North	Cedar Lodge Secondary School	1310003	2411
Newtownabbey Cluster	North	Hazelwood Integrated College-DE Paid	1260269	5048
Newtownabbey Cluster	North	Hazelwood Integrated PS - DE Paid/SN	1066531	0
Shankill Cluster	North	Belfast Model School for Boys'	1210022	5363
Shankill Cluster	North	Belfast Model School for Girls'	1210021	5430
Shankill Cluster	North	Blackmountain Primary School (&NS)	1016059	2119
Shankill Cluster	North	Cliftonville Primary School	1016483	2996
Shankill Cluster	North	Edenbrooke Primary School	1010323	2918
Shankill Cluster	North	Forth River Primary School	1010205	2940
Shankill Cluster	North	Glenwood Primary School	1016485	4365
Shankill Cluster	North	Harmony Primary School	1016604	3083
Shankill Cluster	North	Malvern Primary School	1016498	2029
Shankill Cluster	North	Springfield Primary School	1010221	1785
Shankill Cluster	North	Springhill Primary School	1010307	3881
Shankill Cluster	North	Wheatfield Primary School	1016532	2895
Shankill N. S. Cluster	North	Edenderry Nursery School	1110003	1230
Shankill N. S. Cluster	North	Glenbank Nursery School	1110007	840
Shankill N. S. Cluster	North	Hope Nursery School	1116155	1230
Shankill N. S. Cluster	North	Shaftesbury Nursery School	1110038	1230
Shankill N. S. Cluster	North	Tudor Lodge Nursery School	1110025	1230
Springfield Cluster	West	Matt Talbot Nursery School	1136349	1050
Springfield Cluster	West	St Aidan's Primary School	1030316	3180
Springfield Cluster	West	St Bernadette's Nursery School	1136228	1230
Springfield Cluster	West	St Bernadette's Primary School	1030317	3278
Springfield Cluster	West	Vere Foster Primary School	1010321	2198
St Joseph's College Cluster	South	St Joseph's College	1230275	4863
St Patrick's College Cluster	North	St Patrick's College	1230026	4953
Upper Falls Cluster	West	Holy Trinity Primary School	1036623	4736
Upper Falls Cluster	West	St Martin's Nursery School	1136106	1230
Upper Falls Cluster	West	St Paul's Nursery School	1136302	1230
Upper Falls Cluster	West	St Paul's Primary School	1036624	3435

Appendix 4:-

WHAT BENEFITS AND POSITIVE OUTCOMES HAVE RESULTED FROM THE ACTIVITIES?

Pupils:-

1. Early drop-off has ensured all children are on time and are calm and relaxed.
2. Children visited places they would not normally have had access to.
3. Developing skills and confidence in children. Enjoying learning. Widen experience of the outside world through visits.
4. Children enjoying a more healthy diet and water provision in school.
5. Less motivated pupils now more willing to participate.
6. Children are better prepared for the day and have longer attention spans.
7. Raised self-esteem.
8. Helpful to develop new skills for pupils.
9. Children feel safer and happier in school.
10. Wider and more varied list of activities and choices for children.
11. Development of communication skills.
12. Improved attendance of some pupils.
13. Building confidence in pupils.
14. Children are safe, secure and engaged.
15. Children experiencing success increased self-confidence and more positive.
16. Healthier children, exercise and diet.
17. Increased confidence, enthusiasm and ability in the children.
18. Less stress, better prepared for exams and GCSE's.
19. Increased confidence and involvement.
20. Children more active and taking exercise.
21. Raised self-confidence, diversity and commitment.
22. Improved attendance, motivation to learn and engagement.
23. Children have a broader and wider choice of activities.
24. Children developing skills and confidence in creative, physical and academic activities.
25. High level of interest and good attendance records after school.
26. Pupils developing new skills in art, dance and sport.
27. Children engaged in physical activity.
28. Children's confidence and self-esteem grown immensely. Talents and abilities tapped into and developed.
29. All P7 children can swim. All children involved in a structured healthy eating programme.
30. Achieving a culture change in dietary habit.
31. Higher confidence and self-esteem in children.
32. Improved social development.
33. Children more settled due to breakfast club. Better nutrition. Children can concentrate better.
34. Huge benefits for children who previously didn't have breakfast.
35. Children enjoyed primary movement.
36. Improved social skills. Healthier pupils promoting fitness for life. Pupils eating healthy food.
37. Positive impact on children's physical movement and healthy eating.
38. Specific children have benefited greatly from therapy and counselling.
39. The children's enthusiasm for activities was palpable. Children's confidence, self-esteem and motivation greatly enhanced.
40. Positive - a very positive impact on all children involved in each project.
41. Children have a better start, improved concentration, more settled.
42. Children experiencing a wider range of activities.

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43. Healthier children. Improved self-esteem and confidence.
 44. Improved creative and expressive side to children.
 45. Extensive after-school programme helped children enjoy learning especially Homework club.
 46. After school study has benefited the pupils.
 47. More pupils using homework club. Improved ICT skills.
 48. Enhanced pupil learning.
 49. Enjoyment of learning through summer school.
 50. Individual children benefited from these activities.
 51. Benefits to children, health and well-being.
 52. Pupils benefited greatly, increased self-esteem and confidence.

Parents:-

1. Formed strong links with parents. Reinforced work and strategies used in school at home.
2. Helpful for working parents.
3. Parents have more opportunity to become involved in school life
4. Parents are more involved in their children's learning.
5. Increased parental interest of under achievers.
6. Parents have become more involved in physical activities within the community.
7. Full support of parents.
8. Parents are more confident.
9. More parental involvement and support.
10. Increased parental links and support.
11. Increased parental support.
12. Greater relationships with parents. Parents very happy with all the extras.
13. Parents pleased with children's enjoyment.
14. Parents can collect children at Primary school time.
15. Children more content. Personal and social development enhanced. Increased self-esteem leading to more confident pupils.
16. Positive impact on children's physical movement and healthy eating.
17. Helped working parents. Children and parents developing new skills and interests.
18. More focused parent's group.
19. Positive relationship developed with parents through courses.
20. Parental involvement and regular communication with parents.
21. Closer links with parents.
22. Parents' courses improve life choices through work towards GCSE level.

Staff:-

1. Relaxed, informal relationship between staff and pupils.
2. Secure environment for discussion of eventual problems.
3. Children arriving in class on time.
4. Improved quality and finishing of homework.
5. Children more settled in class, no 'sugar dip' at break.
6. Much improved speech and language.
7. Huge benefits for children with speech and language problems.
8. Empowerment of classroom assistant allows more in depth work.
9. Staff more confident and developed skills.
10. Improved teamwork.

The School:-

1. Improving punctuality. Increased motivation. Building capacity within the school.
2. Able to offer a wider range of activities.

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3. More appropriate provision for a greater number of hours.
 4. French school visit highlight of the year.
 5. School is a more welcoming place for all.
 6. Extremely dynamic and enthusiastic.
 7. Relaxed, informal relationship between staff and pupils.
 8. Greater involvement in school life by pupils parents and staff.
 9. Better Pupil behaviour.
 10. ES has provided activities we would not normally have.
 11. Extra funding appreciation- enabled sustainability.
 12. Homework club provided comfortable and structured learning environment.
 13. Fun element of school nurtured and developing positive attitudes.
 14. Longer school day. Experience of children extended far beyond 'normal' school.
 15. Main advantages seem to have been the breakfast and homework clubs.
 16. Frequency of non completion of homework shown some decrease.
 17. Culture of punctuality and healthy start due to breakfast club.
 18. Parents more aware of Healthy eating.
 19. Story sacks facilitating children's love of books.
 20. Expert help. New equipment.
 21. Positive impact on healthy lifestyle.
 22. Provision of Resources. Refurbishment of parent area.
 23. Cooking healthy snacks.
 24. Will be evident in September 2007.
 25. Activities and counselling sessions lead to confidence.

The Community:-

1. More opportunities for sports and literacy.
2. More inclusive - bringing parents into school.
3. Healthy and worthwhile activities for inner city pupils.
4. Well attended breakfast club.
5. Excellent coaching.
6. Children and parents engage with the school outside of school hours.
7. Parents and children expressing joy and appreciation for activities.
8. Offering a wide range of activities from experts and practitioners.
9. Greater trust and respect for essential services.
10. Cross community perception and skills developed.
11. Children and parents enjoyed access to the range of activities.
12. Schools and parents working more closely for the benefit of children.
13. Strengthened community link with local Gaelic club.
14. Pupils having a wide range of experience and specialist training.
15. Links with community and other agencies forged and developed.
16. Through coaching, the pupils participating went on to train others in the feeder primary schools.
17. Positive interaction between adults/peers.
18. Children enjoy attention and camaraderie of after schools club.
19. Teamwork. Working with outside agencies and experts.
20. Pupils and community have enjoyed their different experiences.
21. Coaching of pupils by professionals within their own field.
22. Secured links with external agencies.

The Economy:-

1. Really helped working parents.
2. Better home-school partnerships particularly helping working families.
3. Secured funding with the WEA to run CLAIT courses.

Appendix 5:-

WHAT HAS BEEN THE 'ADDED VALUE' TO THE CURRENT PROVISION IN YOUR SCHOOL?

1. Enjoyment in developing partnerships is adding value to the school.
2. Developing relationships with the community.
3. Added value to parents own Literacy / Numeracy skills.
4. Learning has increased with a 'fun factor'.
5. The school has become a hub for learning.
6. Very healthy community spirit is being developed.
7. Relatively early stages to evaluate added value yet.
8. Breakfast club. Parent & child arts and crafts. Library upgrade.
9. Good morale and happier children.
10. Music and sports tuition.
11. Playground games. Peer meditation. Parenting classes.
12. Helping create and add value to this extremely enthusiastic and dynamic school!
13. Computer provision Library provision.
14. Counselling services Eco assistant.
15. After school activities.
16. Coaching skills. Healthy eating. Drama activities.
17. Input from outside organisations.
18. Creative and expressive opportunities. Increased sporting activities.
19. Contributing to a more positive community identity.
20. Marginalised children from socially deprived areas can stay after school to experience a wider variety of options for their personal development. Empowerment and choice is the culture. A more positive work ethic.
21. Current provision was enhanced and developed.
22. Children are enthusiastic and confident. Pupils are developing the idea that learning is enjoyable. Increasing the number of adults involved in life-long learning.
23. Children are enthusiastic and confident. Pupils are developing the idea that learning is enjoyable. Increasing the number of adults involved in life-long learning.
24. Increased childcare provision after school 2.00 - 2.45pm. Parents achieving a recognised qualification. Widened community links. Established good saving habits for the future.
25. School profile raised in the community. Educational attainment raised.
26. As a newly appointed principal I hope to develop the value added dimensions.
27. Great 'motivational factor' from 'Fire Within'.
28. Standards and presentation have improved.
29. Pupils not previously engaged in extra curricular activities had a more diverse range of activities.
30. Better knowledge of children. Better prepared for P1.
31. Broaden experience of life.
32. Enjoyed the 'buzz' of opening the school to the local community.
33. Increased opportunity for children to explore the wider aspects of the curriculum in a safe environment.
34. Staff development.
35. Working with outside agencies is vital - we want to develop further.
36. Even more is on offer to our children.
37. There is now a 'buzz' in the school. School now seen as a very positive place.
38. After school study and revision.
39. Pupils have engaged in physical activities and enhanced their creativity. Experiencing live music.
40. New resources.

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41. High quality programmes provided by external agencies.
 42. Expertise of coach's.
 43. Counselling service.
 44. Language bags.
 45. Expertise, staff helped the pupils to expand throughout.
 46. Development in the use of Irish language.

Appendix 6:- Innovative Practices

1. See FSES Report.
2. Young woman's group reduced school age mothers from 4 to 0. Alternative therapies helped reduce referrals to counselling.
3. Use talents and abilities of staff. Adding community and family more effectively to the school experience.
4. Creative art workshops.
5. Lending Library - developing non threatening learning.
6. The link between ES and Big Lottery funded programmes. The links with Corpus Christi YC. Creation of community sports organisation 'Cumann Spóirt an Phobail'.
7. Yoga and Tai Chi. Stay time in library. Parent/child arts and crafts.
8. The French Club. The Drama Club.
9. Peer meditation programme. Anti - bullying programme. P1 - P3 after schools clubs.
10. Parental involvement and integration.
11. Eco assistant Counselling service.
12. Gardening club for early years.
13. Cross community work with parents of school and Sydenham and Avoniel Primary schools.
14. Music and dance group.
15. Pupil council.
16. The whole programme has been innovative, As the school has not had a culture of children staying behind due to the location and past political unrest.
17. 'Kiddies castle' playgroup. Breakfast club - run by our own parents. Playgroup club in partnership with 'Playboard'.
18. The fruit tuck shop combined with the Healthy eating policy.
19. Whiterock Family Centre parents and pupils joint art/crafts projects.
20. Our aftercare provision!
21. The culture of consultation with our parents.
22. The partnership of cluster school with Barnardo's.
23. Nothing earth shattering, but it felt like a lot to us.
24. Counselling services available for children of nursery age.
25. Outdoor classroom area. Links with multi-cultural resources centre. Links with Surestart.
26. 'Time to talk' for parents facilitated by trained staff. Pastoral care for parents.
27. All!
28. Establishing links with library. Hanan language project.
29. Digital Communities film project 2007. Emergency life support.
30. Creative writing course. DJ Academy. Rock Club. Cross community hurling.
31. Parents group. Careers convention.
32. Computer club in the morning.
33. Breakfast club and well being Coordinator.
34. Councillor in school twice a week.
35. Solution focused workshops training for staff.
36. Use of digital cameras to bring after school life into the classroom.
37. The library club.
38. Post 16 drama students worked with PHAB trainers on disability and inclusion.
39. School counselling service.
40. Mini enterprise club. The cookery club a great success in engaging boys. Mentoring system for sixth form a buddy system for year 8.
41. Joined up working between school and community.
42. Cookery partnership (parents and children) promotes quality time between the parent and child.

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43. Our informal approach to learning. Offering Irish to English medium schools.
 44. Creation of community organisation.
 45. Introduction of feed back notebooks for parents, extremely helpful in monitoring and evaluation.
 46. We feel we have been very innovative in focusing on planning and what's happening in the pupils' learning environment to guide and inform activities, i.e., Art Club, Maths Club, and by using Bi-monthly notes to secure opportunities to extend learning.
 47. Peer mentoring proved very successful with staff and parents noticing positive impacts and benefits on the children involved.
 48. Children worked on web, video and images.
 49. Wide range of activities.
 50. Our after school club and summer scheme are play-based and NOT homework/study based. Working with children with English as a second language. Half price places for single parent families and parents on benefits.
 51. Mother and Toddlers group as extended provision in a Nursery school with Surestart.
 52. Growth has been natural, fed by strong roots, planted in rich ground.
 53. Corpus has been at the forefront of a multi-agency approach to address the needs of our pupils with a collaborative and holistic approach.
 54. The nursery school children, parents and community benefited greatly from all projects, the children loved Monkeynastix and the artists in schools programme worked extremely well. The artists in schools programme was quite innovative as it combined practical enjoyable activity with speech, taste and touch, all ending with a sense of achievement through a 3D display at the school foyer for both children and parents to engage and enjoy.