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Lear

Extended Schools

schools, families, communities
- working together



INVESTOR IN PEOPLE

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THE CHILDREN AND YOUNG PEOPLE FUNDING PACKAGE

Extended Schools

Foreword

My vision is to establish a network of Extended Schools across Northern Ireland supporting the raising of school standards, fostering the health, well-being and social inclusion of children and young people and the regeneration and transformation of local communities. Schools can be hubs of their local community offering a range of activities before, during and beyond the traditional school day, engaging with their local community, connecting local people with local services.



Maria Eagle MP
Minister for Education

This is a bold and exciting vision but one that I believe is entirely achievable. Most schools already offer a range of activities such as Breakfast Clubs and After School Clubs and are able to do so through a combination of voluntary effort, school funds and resources raised from grant making organisations. The best programmes also include working closely with families and with statutory and voluntary agencies, recognising the shared common aim of improving children's life-chances. Through the Children and Young People Funding Package, we are now able to support this activity with a targeted funding stream. As a first step, funding will be made available to over one-third of all schools in Northern Ireland, aimed at those schools operating in the most disadvantaged areas.

Education is already making a considerable contribution to community regeneration and well-being by improving the life chances and aspirations of young people. It is one of the key themes of Government's Neighbourhood Renewal Strategy aimed at tackling deprivation and disadvantage in urban areas. Extended schools can make a significant contribution to reducing differentials and improving the quality of life for children and young people particularly from

disadvantaged areas. This initiative can build still further on what has been achieved by securing the active engagement of their communities. Positive engagement with families; sharing facilities with local community groups; and establishing close links with statutory and voluntary agencies working in the area, will help reinforce the position of the school and highlight its pivotal role in terms of its contribution to personal, health and community development.

Developing Extended Schools will be a challenge, and it is important therefore that schools enter this programme willingly. Many teachers are already involved in extended services and it is not the intention that this programme should place additional demands on teachers to work longer hours or be required to take on additional responsibilities. Extended services could be delivered by the school directly or by the school working in partnership with others.

Thus I encourage all schools being offered funding to consider the issue carefully, and to grasp the opportunity willingly. I ask the school principals to discuss it with their governors, staff and pupils and the local community and, if encouraged to participate, to submit the Expression of Interest pro-forma within the agreed timescale.

A handwritten signature in black ink that reads "Maria Eagle". The signature is written in a cursive, flowing style.

The Honourable Maria Eagle, MP
Parliamentary Under Secretary of State
Minister with responsibility for Education in Northern Ireland

- 1.1 The aim of the Children and Young People funding package, launched by the Secretary of State on 7th March 2006, 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.'

- 1.2 Ministers have decided that the Department of Education will be the lead Department in taking forward the development of the Children and Young People funding package, in collaboration with the Department of Health Social Services and Public Safety, the Department for Social Development, and the Office of the First Minister and Deputy First Minister. An Inter-Departmental Group will meet as required to co-ordinate and discuss actions across the Package.
- 1.3 The Extended Schools concept is at the core of the Children and Young People funding package and some £10m has been earmarked to support activities based on schools' particular circumstances and needs per year for the next two years. These will be diverse but must be linked to the key outcomes for children and may include breakfast clubs, after school study support and after school youth, sport and leisure activities, programmes for parents and community use of schools, creating a new ethos and culture for schools, facilitating partnerships and collaboration in order to deliver better outcomes for children and young people. The focus will be on supporting learning, healthy lifestyles and creativity, with funding allocated directly to schools. This is a regional policy to be applied consistently across all Board areas.
- 1.4 The purpose of this document is to outline aspects of the new policy, how it will be implemented and to clarify the roles and responsibilities of the various parties involved.

2 WHAT IS AN EXTENDED SCHOOL?

- 2.1 An Extended School provides a range of services and activities, sometimes during or beyond the school day, to help meet the needs of children, their families and the wider community. In doing so, Extended Schools will engage in collaboration and partnership with neighbouring schools and statutory and voluntary and community sector organisations operating in the community.
- 2.2 The Children and Young People Funding Package is seen as having the potential to make a very significant contribution to the Government's 10 Year Strategy for Children and Young People in Northern Ireland and within this, Extended Schools have a particular role to play. The strategy is being built around an Outcomes Framework which provides a basis on which action planning can take place within individual Extended Schools and, if appropriate, across groups of schools.
- 2.3 The high level outcome areas based around a central outcome "Living in a Society which respects their rights" are:
- Being Healthy
 - Enjoying, Learning and Achieving
 - Living in Safety and with Stability
 - Experiencing Economic and Environmental Well-Being
 - Contributing Positively to Community and Society
- Appendix 5 shows how Extended Schools can contribute within each of these areas and suggests a number of activities and measures.
- 2.4 In the case of Extended Schools, Government wishes to see the establishment of the school as the hub of its local community and it being an organisation which engages positively and actively with neighbouring schools and statutory and voluntary and community sector organisations operating in the local community – all efforts concentrated on meeting the needs of the pupils in the school and the wider community.

2.5 There is no single model of an Extended School. It is possible, however, to identify a shared understanding of what 'Extended' means and how schools and their partners could cover a range of services and activities in a variety of ways.

An Extended School is therefore 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 in particular;
- helps to strengthen families and communities through providing opportunities for lifelong learning and personal development; and
- uses its accommodation flexibly and outside of school hours for the good of learners and the community.

2.6 The term 'services' is used to denote any measure which enables children to improve their life chances and achieve their potential, therefore the services offered by an Extended School may include:

- swift and easy referral to a wide range of specialist support services such as social services and nursing services, which may be available on the school premises, or located nearby;
- support for families including opportunities for training in parenting skills, supporting their children's learning, leisure activities, ICT skills, healthy living skills;
- a varied menu of activities such as breakfast clubs, homework clubs, study support, adult and peer mentoring, youth clubs, sport, music tuition, dance and drama, arts and crafts, special interest clubs, summer schemes;

- wider community access to ICT, sports and arts facilities, including adult learning; and
- high quality childcare available 8am-6pm all year round either directly through the school or in partnership with other providers (this can include signposting arrangements).

This does not mean that an Extended School has to offer all of these services or that it should limit its provision to these services but rather should respond to the particular needs and aspirations of its community.

- 2.7 Most schools in Northern Ireland already offer extended services though none, as yet, offer the full spectrum of Extended School activities. They do so through a combination of voluntary effort and goodwill of staff, in some cases utilising financial support obtained from various sources including other government departments, EU funding, and grants from Trusts or the Big Lottery. An important consideration in implementing this new funding stream is that it should be used to support new activities and initiatives. However, though it is recognised that in some cases the source of funding used to support existing activity may be time bounded, mindful of the need, of course, to avoid duplicate or displacement funding.
- 2.8 Some countries use the term Full Service School. Generally, these are schools offering the full range of services for children, young people and the wider community and which have a particular emphasis on integrating and partnering services such as social services, health services and childcare. Although it is possible within Northern Ireland that an Extended School may achieve this level of activity, it will still be termed an 'Extended School'.
- 2.9 It is anticipated that the creation of an Extended School will require time and capacity building to meet its objectives, thus it will be a process which schools constantly evaluate and change to meet need.

3.1 Research and our own experiences in Northern Ireland indicate that there are major benefits to be gained from engagement in Extended Schools:

3.2 Benefits for **all pupils**:

- Improved learning and achievement
- Increased motivation and self-esteem
- Improved access to specialist support to meet pupils' wider needs
- Increased positive attitude towards learning
- Enhanced opportunities to learn new skills and talents and develop existing skills and talents
- Improved health and well-being

3.3 Benefits for the **school**:

- Additional facilities and equipment
- Greater opportunities for staff for flexible working and career development
- Improved collaboration with neighbouring schools and youth provision
- Enhanced partnership working with the community and statutory agencies
- Greater awareness of the community and pupil diversity
- Greater appreciation of the parents' role within education

3.4 Benefits for **families**:

- Improvements in child behaviour and social and health skills
- Better understanding of families' backgrounds, cultures, concerns, goals and needs
- Greater parental involvement in children's learning and development
- Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals
- More opportunities for local adult education and family learning
- Greater availability of specialist support for families

3.5 Benefits for **communities**:

- Improved community planning and better access to essential services
- Improved local availability of sports, arts and other facilities
- Local career development opportunities
- Improved outcomes for families and children
- Better supervision of children outside school hours
- Closer relationships with the school

- 4.1 The intention is that the programme should be targeted on children and young people who are disadvantaged, marginalised or have the most limited access to current services. This does not mean that only these children require Extended Schools, but for the purposes of the funding package this criteria was adopted. Schools outside of these parameters may also become 'extended' but will not have access to a particular funding stream from the Department of Education to achieve their goals. It is therefore necessary to develop a method for identifying the schools with greatest need, balancing this against the need to ensure that each school selected can have access to a meaningful amount of funding. Once selected, the school will have an opportunity to decide whether it wishes to participate i.e. participation will be voluntary. Any funding calculation will be based on the total number of pupils enrolled in the school at the time of the most recent school census (October 2005) and the profile of the school as submitted by the school in its census return.

Measures of Deprivation

- 4.2 Free School Meal Entitlement (FSME) has a long established link to social deprivation (and also to low levels of educational achievement). As such it is a readily available and robust indicator of social deprivation for the pupils attending individual schools. In October 2005, the average FSME % in schools was 19.48%. However, FSME is not a robust measure of disadvantage in nursery schools, mainly because of the pattern of attendance of pupils, and thus, in this case, the Department depends on the percentage of children enrolled whose parent/s are in receipt of income based Job Seekers Allowance.
- 4.3 Alongside this measure, the Northern Ireland Multiple Deprivation Measure 2005 (NIMDM 2005) is a measure of multiple deprivation at the small area level. The model of multiple deprivation which underpins the NIMDM 2005 is based on the idea of distinct domains of deprivation which can be recognised and measured separately. These are experienced by individuals living in an area. People may be counted as deprived in one or more of the domains, depending on the number of types of deprivation that they experience. The overall MDM is

conceptualised as a weighted area level aggregation of these specific domains of deprivation.

4.4 There are seven 'domains' that make up the Multiple Deprivation Measure and describe the 'category' of deprivation they cover. The domains are as follows:

- Income deprivation.
- Employment deprivation.
- Health Deprivation & Disability deprivation.
- Education & Training deprivation.
- Proximity to Services deprivation.
- Living Environment deprivation.
- Crime & Social Disorder deprivation.

4.5 Information on these domains is available at ward level and also at a sub-ward level. Wards have varied population sizes in Northern Ireland. They range from around 750 people in a ward in Moyle to around 9,500 people in Belfast. NISRA has also developed Super Output Areas (SOAs). These are aggregates of 2001 Census Output Areas and are a relatively small scale unit, containing an average of just less than 2000 people. There are a total of 890 SOAs in Northern Ireland (further information can be found at www.ninis.nisra.gov.uk).

Neighbourhood Renewal Areas

4.6 Neighbourhood Renewal, the Government's strategy to tackle the complex multi-dimensional nature of deprivation continues to roll out across the 35 most deprived urban areas in Northern Ireland, as measured using the Noble Index of multiple deprivation. Neighbourhood Partnerships, representative of key political, community, statutory, voluntary and private sectors have been established in 25 of the 35 Neighbourhood Renewal areas, and work is ongoing to establish partnerships in the remaining 10 areas. Details of all of these areas together with the appropriate contact details for the Department for Social

Development, Development Office staff, who support Neighbourhood Partnerships, are attached at Appendix 7).

4.7 Once established, Neighbourhood Partnerships will develop Vision Statements. These should say what the Partnership want their neighbourhood to look like at the end of the 7-10 year period and describe what sort of place the neighbourhood should be in the future. Action Plans identifying local needs and setting priorities against these will follow. These plans will represent the agreed programmes and actions to be delivered for a 3 year period by the range of statutory, private and community organisations in order to deliver against the vision.

4.8 The strategic aims of the Neighbourhood Renewal Strategy are to:

- develop confident communities that are able and committed to improving the quality of life in their areas;
- develop economic activity in the most deprived neighbourhoods and connect them to the wider economy;
- improve social conditions for the people who live in the most deprived neighbourhoods through better co-ordinated public services and the creation of safer environments; and
- help create attractive, safe, sustainable environments in the most deprived neighbourhoods.

The expectation is that learning and other family support services offered through Extended Schools can have a positive impact on children's and families achievements, motivation and self-esteem. The initiative will make a significant impact in areas of Neighbourhood Renewal where the school can be a major focal point for the community. As it is expected that improvements in educational attainment will be a key priority for Neighbourhoods, there is a clear link between the neighbourhood action plans and plans for Extended Schools and it is important that the development of neighbourhood action plans reflects the extended schools initiative where appropriate.

4.9 However the pattern of schooling in Northern Ireland is such that although the profile of pupils in nursery and primary schools will reflect that of the

community within which the school is located, the same does not hold true for the post-primary sector.

- 4.10 Crucially, however, there are other areas of disadvantage in Northern Ireland, which although not formally recognised as neighbourhood renewal areas, perhaps because of population size, nevertheless they experience many of the problems found in neighbourhood renewal areas. These schools will be categorised by a higher than average incidence of FSME in the school attended by these communities.

Nursery, Primary and Special Schools

- 4.11 The Department does not currently hold information on the postcode of children attending nursery, primary and special schools, although arrangements are being put in place to collect this information in the 2006/7 school year. Thus an alternative measure has been developed.
- 4.12 Nursery and Primary schools tend to draw the majority of their pupils from the neighbourhoods closest to them. In such instances therefore it should be sufficient to include schools with a high incidence of FSME or which are located in deprived wards. Some special schools tend to attract pupils from the neighbouring community while others have a wider catchment area.
- 4.13 The Department will therefore include within the policy all nursery, primary or special schools which:
- a. are located in neighbourhood renewal areas or in the 30% lowest ranking wards or SOAs in the Education domain; or
 - b. have a FSME of 37% or higher, or in the case of nursery schools an income based Job Seekers Allowance percentage in excess of 37%.

Post-Primary Schools

- 4.14 The Department holds records of the home postcode of all pupils in post-primary schools. Thus it is possible and relatively easy to assess the extent to which individual pupils in post-primary schools are being drawn from Neighbourhood Renewal Areas and other deprived areas of Northern Ireland.

4.15 For post-primary schools therefore, the Department will include within the policy all post-primary schools with:

- 51% or more of its enrolment as at October 2005 drawn from Neighbourhood Renewal areas and/or from the 30% most deprived wards in the education domain; or
- a FSME % greater than 37%.

4.16 Details of the schools identified using this approach are listed in Appendix 1.

Good Practice

4.17 The targeting of funding at the most disadvantaged areas means that there will be some schools that will not be funded yet, in some cases, these schools have been to the forefront in developing and piloting extended services. These schools have much to offer other schools with less developed programmes and, in recognition of this, the Department has set aside a proportion of the overall budget for allocation to a small number of selected schools. Schools which consider themselves models of good practice and which are not listed in Appendix 1 may self-nominate by contacting their local Education and Library Board. In putting themselves forward, schools need to:

- a. provide strong evidence (including examples of planning, delivery and monitoring and evaluation) of how they demonstrate excellent practice;
- b. provide evidence of their activities linked to the 5 high outcome areas;
- c. propose how they would disseminate this across other schools; and
- d. partner or cluster with one or more other schools identified for funding under the programme.

5 FUNDING METHODOLOGY AND FINANCIAL MANAGEMENT ISSUES

- 5.1 As many schools have already shown, delivery of extended services may not necessarily require a large amount of money to support them. Quite clearly, however, additional resources will facilitate the development and delivery of a programme of activities of appeal to pupils and the wider community utilising a wide range of skills and expertise, both within and outside the school. It will also allow for Extended School staff to devote time in which to develop partnerships and collaborate more closely with colleagues in neighbouring schools, statutory agencies and organisations in the voluntary and community sector.
- 5.2 Resources for Extended Schools are provided for that purpose and must only be used for that purpose. It will not be possible to divert funds from the school's Extended School budget into its delegated budget, provided under LMS arrangements. The Department will be working closely with colleagues in the Education and Library Boards on a Financial Management Guide that will set out the means by which funds are to be managed and the associated accounting arrangements. This is expected to be available before 1st September 2006. In the case of controlled and maintained schools resources will be earmarked for individual schools but held by the Education and Library Board, in the same way as the delegated LMS Budget is held at present. Voluntary grammar and grant maintained integrated schools are funded directly by the Department and thus, funding made available to these schools will be provided by the Department.
- 5.3 All childcare provision and community use of school facilities (unless by not-for-profit organisations) **must** be self-financing or funded by means of funds secured from other sources. It is anticipated that schools will provide business plans to indicate how this will occur. Activities directly related to children's learning must be free, but schools are at liberty to determine their own charging policies in relation to other activities. All fees and charges should be set out in the school's fees and charges policy.

Rationale Underpinning the Funding Allocation

- 5.4 It is important that every eligible school receives a minimum amount yet at the same time larger schools will have greater capacity to provide a wider range of activities and services. However, there are economies of scale, and these need to be reflected in the distribution formula.

Calculation of Funding Allocations

- 5.5 An allocation has been calculated for each school based on:
- a. a block allocation to every school of £3,000;
 - b. a sliding scale whereby:
 - the first 100 pupils are funded at £100 each
 - the next 100 at £75 each
 - the next 100 at £50 each
 - the next 150 at £25 each
 - the next 100 at £20 each
 - all remaining pupils at £10 each
 - c. where schools join in a cluster with schools in the same neighbourhood, they will be entitled to a 15% network allowance as an incentive to enter into these arrangements. Clusters must be composed of a minimum of 3 schools and demonstrate partnership working.

The pupil numbers used in the calculation are the numbers submitted by the school in the annual school census of October 2005 with part-time pupils counted as 0.5.

- 5.6 Budgets can only be indicative at this stage because not all schools invited to do so may wish to participate. Details of the indicative budget are set out beside each school listed in Appendix 1. Final budget allocations will be made once Expressions of Interest have been received.

Clusters

5.7 Where 3 or more schools in the same geographical area wish to form a cluster, each of the schools in the cluster will be entitled to a cluster allocation equivalent to 15% of their core allocation. Clusters must be geographic and if possible should be cross phase and, ideally, cross sector. All schools in the cluster must demonstrate partnership working with the other schools. This can be achieved by, for example:

- opening up after school provision to pupils in other schools within the cluster;
- sharing of resources;
- joint working on specific activities;
- single point of delivery for whole cluster activities 'Enhanced Community Activity'.

A joint action plan should be compiled listing these activities and individual action plans compiled by the school identified with responsibility for the action. In working up these action plans it would be helpful to consult with the appropriate DSD Development Officer to ensure that the potential for impact of the proposed activity is maximised and that no duplication of effort or funding takes place. Contact details are provided in Appendix 7.

Expression of Interest

5.8 All schools wishing to participate as a funded Extended School must complete an Expression of Interest pro-forma and submit it to their local Education and Library Board as soon as possible and by 29th September 2006 at the latest. The pro-forma may be copied from Appendix 2, or alternatively copies may be obtained by telephoning your local Education and Library Board, details listed in Appendix 3.

Release of Funding

5.9 Access to the full allocation will be dependent on the preparation of an Action Plan and its approval (see next section). However, in recognition of the costs associated with the action planning process, schools may

access 25% of their allocation following receipt of their Expression of Interest. This will also allow those schools that wish to do so, to organise and pilot activities in the summer. Schools wishing to draw down funding in advance of submitting their action plan should write to the Board indicating for what purposes the resources will be used.

6 ACTION PLANNING AND DESIRED OUTCOMES

- 6.1 Extended Schools will draw up an action plan setting out the various activities that it plans either alone or in partnership with others. The template for an action plan is set out in Appendix 4, and a number of illustrative activities have been included to serve as examples. The activities that are planned should be aligned to the 5 high level outcomes. Where an activity contributes across outcome areas, simply place the activity within the outcome which is judged most relevant. In all schools the action plan should be integrated into the school's development plan.
- 6.2 A toolkit for Extended Schools has been developed which provides practical advice on Extended Schools in general and on particular activities. This can be accessed at www.rtuni.org/extendedschools and will be further developed as the policy is implemented.
- 6.3 A series of performance indicators has been developed related to one or more of the high level outcome areas as a means by which trends and progress can be monitored. Although it will be possible to monitor these at an individual ward level, it would be inappropriate, because of the influence of other policies and activities, to suggest that there is a direct link with Extended Schools. Thus, in order to have effective monitoring and evaluation, it is necessary to develop a series of intermediate performance measures which can be used with confidence by individual schools, although, here again, it will not be possible to disentangle the relative impact of various policies and actions within the school. Appendix 5 sets out a range of performance indicators and illustrative activities for each outcome area.
- 6.4 A critical first step in the action planning process is to identify the needs of pupils, parents and the wider community and to match this against gaps in provision. In the case of schools in neighbourhood renewal areas the Neighbourhood Renewal Partnership will have information which can be drawn on. This may be accessed via the appropriate the DSD Development Officer, details are set out in Appendix 7. Elsewhere, local community groups and local councils may well have information that can be used. It is not the intention that schools should take on responsibility for services already being provided by other organisations. However

schools are expected to be able to signpost that these services are available. Detailed guidance of the auditing process is available in the toolkit provided to support Extended Schools.

- 6.5 Pupils should be given an opportunity to put their views forward through, for example the School Council, Focus Groups or surveys. Indeed this process can be an excellent learning opportunity for pupils not only in terms of the survey itself but in supporting Citizenship within the curriculum. The Department is anxious to emphasise that this is not envisaged as a major analytical exercise taking up valuable time, rather schools are expected to be able to demonstrate that they have taken account of the needs and wishes of their pupils and the wider community. It is important also that the process does not raise expectations that cannot be fulfilled but clearly establishes that this is an audit to identify gaps in provision that it **may** be able to meet.
- 6.6 Research shows that Extended School services are most successful when they are provided in a more relaxed setting than that which will apply during the formal school day. However, the school needs to see these activities as an integral part of the school and reflect this within its School Development Plan; and in the day to day arrangements for management within the school.
- 6.7 The size of the Extended School programme offered by individual schools will need to take account of its size and the amount of money that it has been allocated. Clearly smaller schools may find it difficult to offer some programmes and thus schools are encouraged to work closely with schools and other organisations in their area. Building and maintaining effective partnerships lie at the heart of a successful Extended School. This simple truth recognises that no single organisation can meet all the family's needs. Activities can be offered:

Directly by the school with the school making the necessary staffing and administrative arrangements;

Collaboratively or in Partnership arrangements with neighbouring schools or agencies and organisations, perhaps sharing the costs, rotating responsibility or simply quid pro quo agreements;

Third Party Delivery – where a third party, perhaps from the voluntary and community sector offers provision through an agreement with the school.

Supporting Healthy Schools

- 6.8 The Department of Education and the Department of Health, Social Services and Public Safety are developing a new healthy schools policy to support schools as settings that enable children and young people to learn and develop in ways which support good physical and mental health and well-being. Extended Schools will have an important role in helping to deliver this policy by working with others to establish a whole school approach to health and well-being. Schools are therefore asked to pay particular attention to this aspect of Extended Schools.

Co-location and Integration of Services

- 6.9 Co-location of services on site offers improved access for children, young people and their families. The benefits are not however confined to those to whom the service is directed. Schools can see immediate benefits not only through time saved in trying to contact social services and health services but also in that the closer working relationship means improved communication about the needs and progress of individual children. The service provider will also see benefits through fewer missed appointments and improved communication.

Schools Operating in Clusters

- 6.10 There are many advantages in joining in with nearby schools to form a cluster. This has benefits for the schools involved through a sharing of resources and facilities but more importantly has benefits for the pupils and the community in that it provides access to a greater range of opportunities. Those organisations providing funding for activities are more likely to want to deal with a cluster than with individual schools. Where schools join a cluster the Action Plan will be a joint action plan for the cluster though it needs to show actions and activities at each individual school. Initially the ELB co-ordinator can act as chairperson but it is anticipated that this will rotate amongst the schools, with the school of the chairperson being responsible for the cluster during their tenure. The cluster may also wish to involve the appropriate DSD Development Office

to ensure that all relevant information about initiatives and activities as part of the Neighbourhood Renewal programme in that area is known. Contact details are provided in Appendix 7. It would be useful for the cluster to draw up a constitution or agreement to which each school would subscribe (an example is available in the toolkit see www.rtuni.org/extendedschools). Schools not being funded under this programme may nevertheless join a cluster subject to the approval of the Extended Schools Project Board which will take into account the views of the other schools in the cluster. They will then be a participating member contributing their own resources or expertise.

Sources of Support and Advice

- 6.11 Individual schools will be able to access support and advice from:
- the **Extended Schools co-ordinator** employed by the Education and Library board and who has responsibility for the management and co-ordination of the Extended Schools programme across the board area;
 - officers of the Council for Catholic Maintained Schools (in the case of Catholic Maintained Schools);
 - a training programme for school staff which is being developed; and,
 - the **on-line toolkit** accessible at www.rtuni.org/extendedschools.
- 6.12 The Extended School co-ordinator will help and advise the school on aspects of extended services and will also help broker partnership agreements between schools (or groups of schools) and other agencies where schools seek such support. Schools are encouraged to work closely with the Extended Schools co-ordinator as this will assist in the action planning process.

Scope of Activities Covered by Action Plans

- 6.13 As stated it would not be realistic to expect small schools working individually to be able to deliver activities across all the outcome areas. However by the same token it is important that there is a balance of activity across Northern Ireland. It is important also that schools receiving

funding are able to demonstrate that they are using the resources effectively in the provision of extended services.

Action Plan Approval Process

- 6.14 Once the school has drawn up its plans, the plans should be sent to the Education and Library Board. The Board should have arrangements in place to have Action Plans signed off within 6 weeks of receipt. The final date for submission of Action Plans is 30th November 2006 and all Action Plans must be signed off by 5th January 2007. All action plans will be subject to consideration by an Extended Schools Project Board established in each Board area and which will draw representation from the Board itself and CCMS together with a range of statutory and voluntary sector representatives in the area. The Project Board should be in place in each Education and Library Board by 29th September 2006.
- 6.15 Once all Action Plans have been signed off, the Board will submit to the Department a summary action plan setting out the main areas of activity against the 5 high level outcomes across all schools.

Management Information

- 6.16 Schools must have arrangements in place to collect quantitative and qualitative information about each planned action and, if possible, evidence that progress has been made in achieving the desired outcomes. Thus the Department will expect schools to collect and retain, in an easily retrievable form, data such as:
- a. levels of participation;
 - b. any feedback reports from pupils, teachers, parents and the local community on particular programmes; and
 - c. where readily available, information on outcomes as set out in Appendix 6.

Summary of Key dates

29 th September	Deadline for return of Expression of Interest
29 th September	ELB to have established Extended Schools Project board in its area
30 th November	Deadline for return of Action Plans
5 th January 2007	Deadline for sign-off of Action Plans by ELB
29 th June 2007	Deadline for receipt of Annual Reports by schools or school clusters
28 th September 2007	Deadline for receipt of Annual Report by Education and Library Board

7

ROLES AND RESPONSIBILITIES WITH REGARD TO EXTENDED SCHOOLS

7.1 A key requirement is that the structure being put in place now needs to have a regional basis so there is a seamless transition to new bodies established under the Review of Public Administration. The key organisations involved are:

- Department of Education (including the Education and Training Inspectorate);
- Other Government Departments (principally DSD, DHSSPS, OFM/DFM and DCAL);
- Education and Library Boards;
- CCMS, NICIE and CnaG;
- Schools;
- Other Statutory Agencies; and
- Voluntary and Community Sector.

DEPARTMENT OF EDUCATION (DE)

7.2 The Department has responsibility for:

- Policy – developing the policy and keeping it under review;
- Finance – securing the resources, determining the funding and financial management arrangements;
- Regulatory – providing the framework within which the policy should operate, including any legislative authorities;
- Standards – Putting monitoring and evaluation arrangements in place to track policy outcomes; and
- Securing arrangements with other government departments for an integrated delivery of services.

7.3 This role involves the Department in:

- Defining the desired policy outcomes and the mechanisms for delivery including how Extended Schools will be identified and funded;
- Developing a funding mechanism which funds schools and takes into account factors which reflect relative need;
- Determining how the policy will be applied, including any support arrangements;
- Identifying a set of key performance indicators to be used in assessing the extent to which the policy is delivering desired policy outcomes and associated with this and, in consultation with the Education and Training Inspectorate, establishing the monitoring and evaluation arrangements;
- Organising the integrated delivery of services, including inspection, with other government departments;
- Ensuring that the Extended School initiative maintains a regional consistency; and
- Address issues that inhibit the development of Extended Schools.

The Role of Other Government Departments

7.4 The main Government Departments involved in the policy are:

- a. The Department of Social Development (DSD), in particular through the links to Neighbourhood Renewal Strategies and community capacity building;
- b. The Department of Health and Social Services and Public Safety (DHSSPS), in particular through the development of childcare and the regulation and inspection of childcare, the provision of evidence-based advice and support on healthy schools policy, the potential involvement of the voluntary and community sector and the

improved integration of education, health and social services at a local level; and,

- c. The Department of Culture Arts and Leisure (DCAL), in particular through links to the work of the Sports Council and the Arts Council.

The Role of The Education and Library Boards

7.5 The Review of Public Administration and the creation of a single Education Authority is planned for implementation in April 2008. Ministers have determined that the arrangements being developed regarding the role and responsibilities of the five Education and Library Boards must take this into account. In particular policy and practice, including the interpretation of policy and financial arrangements must be consistent across all participating schools, irrespective of the area in which they are located.

7.6 Education and Library Boards will:

- provide support arrangements for schools or clusters of schools and co-ordinate the implementation of Extended School provision within their areas; this should include membership of Neighbourhood Renewal Partnership Boards;
- establish an Extended Schools Project Board to consider action and make recommendations to the Board;
- ensure that finances allocated to schools for Extended School activities are used for the purposes allocated; and
- contribute to the development of policy by reflecting back to DE any issues arising with regard to the operation of Extended Schools.

7.7 CCMS will:

- promote the initiative generally within Catholic Maintained Schools;
- encourage and facilitate clustering arrangements within the sector and across sectors;
- liaise with Trustees in relation to the use of school buildings;

- promote the involvement of schools with other improvement initiatives including Neighbourhood Renewal;
- support the work of the Extended Schools co-ordinators; and
- serve of the Extended Schools Project Board in each area.

8 MANAGEMENT ISSUES

- 8.1 For extended services to effectively meet the needs of pupils, families and communities it is essential that schools are organised effectively. Ensuring that those school staff who choose to work in the extended services can work effectively with colleagues in other agencies will be key in developing effective partnerships.
- 8.2 Some existing staff, teaching and non-teaching may be able to contribute to programmes both within and beyond their existing subject areas within the school. Additional roles can offer opportunities for increased income, for career development or for more flexible working hours. **But such involvement must be optional.** There is no expectation that existing members of staff **must** be involved – schools may wish to explore other possibilities including the recruitment of new staff (either direct or as a shared appointment) or making arrangements with third-party organisations.
- 8.3 The leadership and vision provided by the Principal is crucial to the success of the Extended Schools. In larger schools this will usually be underpinned by another member of staff being responsible for the day-to-day management of activities.
- 8.4 The intention is that those schools identified for inclusion within the policy should opt in. Consideration should be given to the fact that while school staff may not necessarily be involved in the direct delivery of extended services, there will be additional work falling to the Principal and senior staff in terms of guiding and overseeing the work. For those schools which decide to engage in direct delivery there may be implications for workloads of staff. **It is essential therefore that schools consult closely with all staff within the school before final decisions on participation are made.**

Role of Governors / Trustees

- 8.5 The Board of Governors has ultimate responsibility for deciding whether a school should offer additional activities, or the establishment of partnerships, and what form these services should take. Before making decisions, governors need to be aware of what is being proposed, the

potential benefits and the implications. As with the core responsibilities of the school it is expected that the day-to-day management and practical delivery of services can be delegated to others but it is the governors who will have the ultimate responsibility. In Catholic Maintained Schools the Trustees will also have a key role as owners of the school. As such their approval will be necessary for any use of the school beyond normal activity.

Child Protection

- 8.6 Standard vetting arrangements will apply to any staff recruited or appointed to provide services for pupils or young children. Extended School provision is likely to provide increased levels of access to school premises by adults. Where adults and children are jointly involved in activities, schools will need to ensure that there are adequate staffing arrangements in place so that pupils and young children are not left unsupervised. Schools will also have to change their child protection policies to ensure that the measures they contain include all the activities of the school, and the implication these may have for partners.

Legal and Insurance Issues

- 8.7 Schools should be aware that some activities may not be possible because of restrictions regarding the use of the school premises (e.g. in the deeds) and in some cases there could be insurance considerations. Schools are encouraged to take advice from their Education and Library Board and/or managing authority regarding their proposed programme.

Transport

- 8.8 Schools must ensure that there are adequate arrangements in place for pupils to travel to and from school. Close co-operation with the Board Transport Section is therefore essential. Further information on this is in the toolkit.

9

MONITORING, REPORTING AND EVALUATION

- 9.1 The Department of Education has commissioned the Education and Training Inspectorate (ETI) to undertake a baseline survey of Extended Schools provision during 2006/7 academic year. In addition ETI will include extended services and the contribution it is making to children's learning and well-being as part of district visits, routine inspection activity and dedicated survey activities when several organisations will be visited and a cross-cutting report prepared and published. As the lead Inspectorate for the inspection element of monitoring and evaluation of the Children and Young People Funding Package, ETI will develop, in consultation with other Inspectorates, integrated inspection procedures in order to evaluate the quality of integrated service delivery envisaged as a key element of the package.
- 9.2 Inspection and survey activity will focus on issues such as:
- why a school has chosen to offer a particular activity (evidence from audit);
 - the impact which extended services is having on the learning and well-being of pupils and the standards they achieve;
 - the extent to which the school engages meaningfully and successfully in collaborative projects;
 - the management, organisation and delivery of extended services; and
 - value for money.

Self-evaluation

- 9.3 A self-evaluation guide will be produced to assist schools in assessing the extent to which the services being provided comply with best practice.

In-Year Monitoring

- 9.4 The Board will maintain financial monitoring returns showing planned and actual spend by each school for each month of the year. These will be updated and submitted to the Department on a 3 monthly basis and as requested.
- 9.5 In addition, each school will receive at least one monitoring visit per year from an Education and library Board official who will discuss aspects of the delivery of the Extended School action plan within the school and produce a pro-forma report, a copy of which will be sent to the school, the Extended Schools Project Board and the Department.

Annual Reporting – Schools

- 9.6 At the end of the academic year each school (or cluster of schools if so organised) will prepare a short report, in a format to be determined by the Department in conjunction with partner bodies, 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(s) and the wider community. The first report should be submitted to the Extended Schools Project Board and the Education and Library Board in June 2007.

Annual Reporting – Education and Library Boards

- 9.7 By September 2007 each Education and Library Board will publish an annual report detailing:
- the various schools and clusters of schools which were funded;
 - a summary of the activities undertaken, shown within the 5 high level outcome areas;
 - a financial report showing income and expenditure by each school or cluster; and
 - the Board's assessment of the impact which the activity has had and any priorities for the future.

Publication in this context is published on the Board's website and notification being sent to the Department.

List of Schools Identified to Participate and Indicative Budgets

Belfast Education and Library Board Area

School Reference No	School Name	Core Allocation
1010063	Currie Primary School	£14,200
1010146	Euston Street Primary School	£22,700
1010205	Forth River Primary School	£19,600
1010221	Springfield Primary School	£11,900
1010231	Strand Primary School	£18,925
1010255	Elmgrove Primary School	£30,090
1010266	Seaview Primary School	£25,875
1010267	Nettlefield Primary School	£23,400
1010269	Avoniel Primary School	£19,825
1010271	Beechfield Primary School	£11,800
1010282	Carr's Glen Primary School	£26,750
1010283	Grove Primary School	£13,300
1010289	Sydenham Infants Primary School	£14,050
1010296	Ballygolan Primary School	£16,525
1010301	Taughmonagh Primary School	£18,850
1010307	Springhill Primary School	£25,875
1010321	Vere Foster Primary School	£14,650
1010323	Edenbrooke Primary School	£19,450
1010325	Ligoniel Primary School	£13,000
1013018	Knocknagoney Primary School	£14,725
1016059	Blackmountain Primary School	£14,125

1016060	Donegall Road Primary School	£18,175
1016076	Ballysillan Primary School	£15,925
1016205	Fane Street Primary School	£18,475
1016207	Blythefield Primary School	£16,300
1016483	Cliftonville Primary School	£19,975
1016485	Glenwood Primary School	£29,100
1016498	Malvern Primary School	£13,525
1016499	Botanic Primary School	£19,750
1016532	Wheatfield Primary School	£19,300
1016537	Lowwood Primary School	£20,350
1016604	Harmony Primary School	£20,550
1016647	Bunscoil Mhic Reachtain	£8,300
1030194	Holy Cross Boys' Primary School	£26,825
1030316	St Aidan's Christian Brothers Primary School	£21,200
1030317	St Bernadette's Primary School	£21,850
1030326	Our Lady's Girls' Primary School	£26,475
1030329	Edmund Rice (CB) Primary School	£26,700
1030331	Holy Cross Girls' Primary School	£16,825
1036041	Mercy Primary School	£23,200
1036042	St Vincent De Paul Primary School	£20,425
1036048	St Mary's Star Of The Sea Primary School	£18,625
1036091	St John The Baptist Girls' Primary School	£26,300
1036092	St John The Baptist Boys' Primary School	£27,600
1036388	St Mary's Primary School	£13,375
1036464	Star Of The Sea Girls' Primary School	£26,075
1036466	St Malachy's Primary School	£23,550
1036471	Sacred Heart Primary School	£23,750
1036505	St Matthew's Primary School	£25,900

1036565	St Kevin's Primary School	£29,200
1036566	Holy Family Primary School	£26,925
1036576	Holy Child Primary School	£31,620
1036589	St Teresa's Primary School	£29,175
1036602	St Oliver Plunkett Primary School	£31,890
1036620	St Peter's Primary School	£26,975
1036621	St Joseph's Primary School	£23,600
1036623	Holy Trinity Primary School	£31,570
1036624	St Paul's Primary School	£22,900
1036630	St Clare's Primary School	£29,690
1046501	Bunscoil Phobal Feirste	£25,600
1046571	Gaelscoil Na Bhfal	£21,350
1046593	Bunscoil An tSléibhe Dhuibh	£17,650
1046596	Bunscoil Bheann Mhadagáin	£15,925
1046641	Scoil An Droichid	£11,200
1046654	Gaelscoil An Damba	£5,700
1046671	Gaelscoil Na Mona	£7,500
1046672	Gaelscoil An Lonnáin	£6,600
1110001	Arellian Nursery School	£8,200
1110002	McArthur Nursery School	£8,200
1110003	Edenderry Nursery School	£8,200
1110007	Glenbank Nursery School	£5,600
1110025	Tudor Lodge Nursery School	£8,200
1110036	New Lodge Nursery School	£8,200
1110038	Shaftesbury Nursery School	£8,200
1116011	Victoria Nursery School	£5,600
1116074	Glendhu Nursery School	£5,600
1116155	Hope Nursery School	£8,200

1116157	Stanhope Street Nursery School	£8,200
1116158	Ravenscroft Nursery School	£8,200
1116159	Oldpark Nursery School	£8,200
1116160	Sandbrook Nursery School	£8,200
1136106	St Martin's Nursery School	£8,200
1136228	St Bernadette's Nursery School	£8,200
1136229	St Mary's Nursery School	£8,200
1136230	Holy Family Nursery School	£8,200
1136251	Our Lady's Nursery School	£8,200
1136302	St Paul's Nursery School	£8,200
1136314	St Teresa's Nursery School	£8,200
1136315	St Michael's Nursery School	£8,200
1136316	Holy Child Nursery School	£8,200
1136340	St Peter's Nursery School	£8,200
1136349	Matt Talbot Nursery School	£7,000
1136353	St Maria Goretti Nursery School	£8,200
1136360	Holy Cross Nursery School	£8,200
1136383	St Oliver Plunkett Nursery School	£8,200
1136603	The Cathedral Nursery School	£8,200
1210014	Ashfield Girls' High School	£32,180
1210015	Ashfield Boys' High School	£31,630
1210021	Belfast Model School For Girls	£36,200
1210022	Belfast Boys' Model School	£35,750
1210258	Castle High School	£14,575
1210266	Orangefield High School	£26,100
1210273	Mount Gilbert Community College	£14,800
1210288	Balmoral High School	£20,800
1230026	St Patrick's College	£33,020

1230032	St Gabriel's School	£16,900
1230053	St Louise's Comprehensive College	£43,930
1230089	Little Flower Girls' School	£32,390
1230104	Our Lady Of Mercy Girls' School	£29,590
1230130	St Rose's High School	£31,480
1230146	Christian Brothers Secondary School	£32,030
1230155	St Genevieve's High School	£36,030
1230173	St Gemma's High School	£23,950
1230182	La Salle Boys' School	£37,770
1230262	Corpus Christi College	£31,870
1230275	St Joseph's College	£32,420
1240291	Colaiste Feirste	£29,650
1260269	Hazelwood College	£33,650
1260294	Malone Integrated College	£33,640
1310003	Cedar Lodge Special School	£16,075
1336012	St Francis De Sales Special School	£5,800
1336548	St Gerard's Education Resource Centre	£21,250
1420021	St Mary's Christian Brothers' Grammar School	£37,080
1420029	St Dominic's High School	£35,600

Western Education and Library Board Area

School Reference No	School Name	Core Allocation
2010380	Londonderry Model Primary School	£25,925
2010382	Ebrington Primary School	£28,650
2011789	Moat Primary School	£13,750
2012058	Largy Primary School	£7,000
2012095	Ballougry Primary School	£9,600
2012227	Drumahoe Primary School	£24,150
2012261	Newbuildings Primary School	£22,150
2012276	Burnfoot Primary School	£7,600
2012392	Drumlegagh Primary School	£7,800
2012617	Erganagh Primary School	£9,500
2012638	Edwards Primary School	£19,825
2012641	Killen Primary School	£13,000
2012660	Denamona Primary School	£11,500
2012671	Langfield Primary School	£7,100
2012674	Bridgehill Primary School	£9,000
2012711	Donemana Primary School	£13,750
2016068	Artigarvan Primary School	£18,400
2016071	Greenhaw Primary School	£24,100
2016124	Ashlea Primary School	£12,800
2016151	Irvinestown Primary School	£13,975
2016203	Lisnagelvin Primary School	£31,290
2016262	Newtownstewart Model Primary School	£11,200
2016376	Ardstraw Primary School	£9,600
2016426	Limavady Central Primary School	£31,190
2016442	Sion Mills Primary School	£24,550

2016564	Fountain Primary School	£13,825
2016645	Bready Jubilee Primary School	£11,400
2030364	Rosemount Primary School	£25,100
2030373	Nazareth House Primary School	£26,250
2030381	Holy Child Primary School	£25,150
2031869	St Mary's Primary School	£16,825
2031898	St Paul's Primary School	£21,500
2031901	St Ronan's Primary School	£22,950
2032263	St Canice's Primary School	£14,500
2032287	Termoncanice Primary School	£31,850
2032510	Barrack Street Boys' Primary School	£20,275
2032600	Drumnabey Primary School	£9,000
2032631	Envagh Primary School	£5,600
2032664	St Davog's Scraghey Primary School	£4,800
2032682	St Eugene's Primary School	£7,600
2032683	St Joseph's Primary School	£6,200
2032684	St Lawrence's Primary School	£23,650
2032685	St Brigid's Primary School	£6,600
2032687	St Macartan's Primary School	£6,500
2032689	St Mary's Boys' Primary School	£28,325
2032694	St Caireall's Primary School	£11,700
2032700	St Joseph's Primary School	£12,500
2032702	Evish Primary School	£9,200
2032722	Altishane Primary School	£7,200
2032724	Loughash Primary School	£6,300
2032730	St Columba's Primary School	£13,150
2033706	Faughanvale Primary School	£14,875
2033707	Mullabuoy Primary School	£12,000

2036008	St Patrick's Primary School	£17,125
2036032	St John's Primary School	£31,970
2036069	St Anne's Primary School	£31,170
2036084	Steelstown Vol Maintained Primary School	£31,110
2036085	St Peter's & St Paul's Primary School	£8,100
2036094	St Patrick's Primary School	£21,150
2036095	St Mary's Primary School	£19,225
2036096	St Mary's Girls' Primary School	£27,400
2036097	St Peter's Primary School	£12,900
2036142	St Brigid's Primary School	£26,375
2036143	St Oliver Plunkett Primary School	£18,400
2036149	St. Finlough's Primary School, Sistrakeel	£7,100
2036187	St John's Primary School, Dernaflaw	£16,525
2036227	St Paul's Primary School, Slievemore	£21,450
2036247	St Columba's Primary School	£10,400
2036259	Trench Road Primary School	£27,425
2036288	Good Shepherd Primary School and Nursery School	£29,075
2036387	St Patrick's Primary School	£8,800
2036389	St Anne's Primary School	£24,100
2036449	Christ The King Primary School	£15,475
2036458	Gortnaghey Primary School	£7,000
2036459	St Theresa's Primary School, Strabane	£17,275
2036461	St Theresa's Primary School, Londonderry	£28,950
2036465	Chapel Road Primary School	£17,275
2036472	Holy Family Primary School	£29,150
2036473	St Eithne's Primary School	£30,830
2036475	Longtower Primary School	£25,900

2036555	St Eugene's Primary School	£22,600
2036557	All Saints Primary School	£5,900
2036574	Bunscoil Cholmcille	£18,475
2036581	St Patrick's Primary School	£34,470
2036632	Holy Trinity Primary School	£31,950
2046638	Gaelscoil Uí Dhocartaigh	£14,650
2046646	Gaelscoil Éadain Mhóir	£14,200
2046669	Bunscoil An Traonaigh	£4,800
2066665	Roe Valley Integrated Primary School	£7,500
2116023	The Academy Nursery School	£8,300
2116232	Strathfoyle Nursery School	£8,200
2116266	Bligh's Lane Nursery School	£8,400
2116267	Carnhill Nursery School	£8,300
2116333	Ballycolman Nursery School	£8,000
2116336	Galliagh Nursery School	£8,300
2116345	Belmont Nursery School	£8,400
2116348	Trench Road Nursery School	£8,200
2116628	Limavady Nursery School	£8,200
2210065	Castledearg High School	£28,350
2210164	Strabane High School	£23,550
2230077	St Mary's Limavady	£34,250
2230081	St Mary's College	£34,860
2230111	St Eugene's High School	£17,500
2230131	St Joseph's Boys' School	£34,820
2230141	St Joseph's High School	£16,825
2230181	St Peter's High School	£26,525
2230188	St Cecilia's College	£35,140
2230225	St Brigid's College	£34,630

2230254	Immaculate Conception College	£23,150
2230301	Holy Cross College	£40,520
2260276	Oakgrove Integrated College	£34,240
2310007	Limegrove School	£9,700
2310015	Belmont House Special School	£18,925
2316234	Erne Special School	£13,600
2316525	Foylview Special School	£13,825
2316526	Glasvey Special School	£6,000
2316528	Knockavoe School & Resource Centre	£8,300
2316601	Elmbrook Special School	£8,800
2316661	Arvalee School & Resource Centre	£16,150
2410096	Strabane Grammar School	£28,250
2420052	Thornhill College	£40,000
2420054	St Columb's College	£40,800

North Eastern Education and Library Board Area

School Reference No	School Name	Core Allocation
3010553	Carrickfergus Model Primary School	£28,200
3010558	Duneane Primary School	£6,100
3010631	Ballyclare Primary School	£30,930
3010781	Harryville Primary School	£15,025
3010827	Whitehouse Primary School	£26,725
3010841	Carrickfergus Central Primary School	£20,125
3010842	The Wm Pinkerton Memorial Primary School	£9,500
3010860	Sunnylands Primary School	£19,525
3010862	Abbots Cross Primary School	£25,525
3010870	Moyle Primary School	£25,250
3010873	Bushmills Primary School	£14,350
3010880	King's Park Primary School	£26,925
3010895	Rathcoole Primary School	£21,350
3012237	Killowen Primary School	£19,600
3012264	Millburn Primary School	£28,500
3012267	Magherafelt Controlled Primary School	£26,500
3013301	Carnmoney Primary School	£26,525
3013315	Ballykeel Primary School	£25,950
3013322	Camphill Primary School	£26,125
3013325	Leaney Primary School	£25,700
3013331	Ballycraigy Primary School	£13,825
3013333	Ballycastle Primary School	£10,200
3016005	Silverstream Primary School	£16,225
3016015	Mossley Primary School	£31,670
3016038	Hollybank Primary School	£20,425

3016040	Armoy Primary School	£8,900
3016052	Harpurs Hill Primary School	£20,200
3016058	Parkhall Primary School	£23,700
3016063	Dunclug Primary School	£14,950
3016125	Rasharkin Primary School	£8,900
3016171	Ballee Primary School	£11,400
3016225	Woodlawn Primary School	£24,700
3016249	Earlview Primary School	£16,675
3016252	Ballysally Primary School	£21,600
3016594	Bushvalley Primary School	£17,050
3030713	Carlane Primary School	£8,200
3030719	St Olcan's Primary School	£9,200
3030898	St Anne's Primary School	£10,600
3030900	St Anthony's Primary School	£14,800
3033303	St Oliver Plunkett's Primary School	£16,525
3033304	Tir-Na-Nog Primary School	£6,100
3033317	St John's Primary School	£19,675
3033709	St John's Primary School	£20,200
3036046	St Mary's on the Hill Primary School	£25,500
3036050	St Joseph's Primary School	£23,500
3036100	St James' Primary School	£22,800
3036128	St Mary's Primary School	£7,900
3036154	St Patrick's Primary School	£19,975
3036250	St Joseph's Primary School, Dunclug	£10,700
3036562	Holy Family Primary School	£30,390
3036563	St Nicholas' Primary School	£13,525
3050519	Carnlough Controlled Integrated Primary School	£7,100
3056231	Rathenraw Integrated Primary School	£12,800

3056248	Round Tower Integrated Primary School	£17,125
3066561	Corran Integrated Primary School	£18,475
3110037	Ballymena Nursery School	£8,000
3116150	Sunnylands Nursery School	£8,200
3116162	Mossley Nursery School	£8,200
3116165	Dunclug Nursery School	£8,200
3116177	Magherafelt Nursery School	£10,800
3116215	Kylemore Nursery School	£8,200
3116220	Ballyclare Nursery School	£10,800
3116263	Ballysally Nursery School	£8,200
3136183	St Joseph's Nursery School	£8,200
3136332	St Anthony's Nursery School	£8,200
3210090	Maghera High School	£18,475
3210124	Ballycastle High School	£26,600
3210200	Monkstown Community School	£32,730
3210233	Ballee Community High School	£27,375
3210279	Newtownabbey Community High School	£27,850
3230203	Edmund Rice College	£31,350
3316271	Dunfane Special School	£16,675
3316510	Hill Croft Special School	£11,100
3316512	Sandelford Special School	£16,300
3316570	Kilronan Special School	£10,500
3340002	Jordanstown Special School	£10,300

South Eastern Education and Library Board Area

School Reference No	School Name	Core Allocation
4010743	Largymore Primary School	£17,875
4010762	Brownlee Primary School	£16,975
4010807	Lisburn Central Primary School	£21,750
4010885	Tonagh Primary School	£16,975
4011373	Kirkistown Primary School	£12,200
4011462	Castle Gardens Primary School	£26,525
4011488	Victoria Primary School, Ballyhalbert	£15,775
4011507	Portavogie Primary School	£18,175
4011587	Dundonald Primary School	£31,520
4011588	Comber Primary School	£26,400
4011627	Lambeg Primary School	£6,100
4011632	Cregagh Primary School	£17,725
4011634	Killyleagh Primary School	£12,500
4011646	Victoria Primary School	£31,300
4011648	Hillhall Primary School	£7,800
4011657	Lisnasharragh Primary School	£22,300
4011681	Millisle Primary School	£15,175
4013013	Belvoir Park Primary School	£25,775
4013038	Tullycarnet Primary School	£14,950
4013308	Fort Hill Primary School	£22,100
4013309	Derriaghy Primary School	£8,600
4013334	Knockmore Primary School	£18,325
4016002	Kilcooley Primary School	£15,550
4016004	Londonderry Primary School, Newtownards	£25,600
4016083	West Winds Primary School	£16,675

4016144	Old Warren Primary School	£15,625
4016235	Downpatrick Primary School	£20,050
4016503	Brooklands Primary School	£31,630
4030897	St Joseph's Primary School	£23,100
4031384	Convent Of Mercy Primary School	£22,200
4031644	St Patrick's Boys' Primary School	£26,050
4031671	St Patrick's Primary School	£7,600
4033008	St Anne's Primary School	£6,800
4033017	St Finian's Primary School	£13,525
4033036	St Mary's Primary School	£14,275
4033306	St Aloysius Primary School	£23,900
4036036	St Malachy's Primary School	£14,275
4036081	St Luke's Primary School	£21,850
4036134	St Mark's Primary School	£31,280
4036148	St Malachy's Primary School	£27,175
4036182	St Colmcille's Primary School	£21,050
4036285	The Good Shepherd Primary School	£27,850
4036480	St Kieran's Primary School	£29,390
4036530	St Mary's Primary School	£22,250
4036591	Our Lady Queen of Peace Primary School	£25,400
4036618	Christ The Redeemer Primary School	£30,730
4046600	Scoil Na Fuisseoige	£15,925
4050618	Hilden Integrated Primary School	£8,700
4051601	Portaferry Integrated Primary School	£11,700
4110035	Newtownards Nursery School	£8,200
4116018	Barbour Nursery School	£8,100
4116176	Downpatrick Nursery School	£5,600
4116216	King's Road Nursery School	£8,200

4116240	Castlereagh Nursery School	£8,200
4116307	Glenbrook Nursery School	£8,200
4136211	St Colmcille's Nursery School	£10,800
4136212	St Patrick's Convent Nursery	£8,200
4136286	Good Shepherd Nursery School	£8,400
4136317	Holy Trinity Nursery School	£8,400
4136368	St Luke's Nursery School	£8,200
4136481	St Kieran's Nursery School	£8,200
4136606	St Therese Nursery School	£8,200
4210030	Lisnasharragh High School	£22,450
4210051	Lisnagarvey High School	£26,750
4210194	Dunmurry High School	£25,500
4210262	Dundonald High School	£28,850
4230165	St Patrick's High School	£25,950
4230223	St Colm's High School	£32,790
4230224	De La Salle Secondary School	£27,750
4310008	Beechlawn Special School	£22,650
4310013	Killard House Special School	£18,325
4310019	Ardmore House Special School	£4,000
4316022	Brookfield Special School	£13,825
4316273	Longstone Special School	£19,525
4316516	Knockevin Special School	£11,200

Southern Education and Library Board Area

School Reference No	School Name	Core Allocation
5010992	Lurgan Model Primary School	£20,275
5011127	Carrick Primary School	£27,200
5011129	Hart Memorial Primary School	£24,500
5011137	Newtownhamilton Primary School	£11,100
5011175	Cortamlet Primary School	£9,300
5011179	Bessbrook Primary School	£13,375
5011190	Tullygally Primary School	£18,250
5011596	Craigavon Primary School	£14,275
5011649	Kilkeel Primary School	£30,130
5011684	Annalong Primary School	£16,300
5012615	Ballytrea Primary School	£12,700
5012643	Stewartstown Primary School	£6,800
5012649	Coagh Primary School	£9,900
5016007	Millington Primary School	£31,050
5016028	Keady Primary School	£6,200
5016065	Dickson Primary School	£16,525
5016080	Drumgor Primary School	£23,250
5016088	Fivemiletown Primary School	£17,875
5016117	Ballyoran Primary School	£24,050
5016200	Queen Elizabeth II (Pomeroy) Primary School	£6,800
5016543	Moyallon Primary School	£18,250
5030975	St Malachy's Primary School	£10,800
5031070	St Michael's Primary School	£9,200
5031086	Clonalig Primary School	£15,025
5031103	Tannaghmore Primary School	£32,950

5031110	Christian Brothers' Primary School	£25,400
5031126	Mount St Catherine's Primary School	£20,425
5031135	St Oliver's Primary School, Carrickrovaddy	£8,100
5031146	Anamar Primary School	£6,400
5031148	St Patrick's Primary School, Crossmaglen	£23,800
5031158	St Patrick's Primary School, Newry	£27,575
5031166	St Michael's Primary School	£8,500
5031176	St Peter's Primary School	£25,700
5031183	St Patrick's Primary School, Armagh	£28,975
5031184	St Anthony's Primary School	£30,910
5031213	St Clare's Convent Primary School	£21,550
5031340	St Joseph's Convent Primary School	£30,870
5031669	St John's Primary School	£14,650
5032692	St Mary's Primary School, Dungannon	£13,750
5032699	St Mary's Primary School, Cookstown	£18,100
5032703	St Peter's Primary School	£20,200
5032713	Derrychrin Primary School	£13,975
5032736	St Mary's Primary School, Fivemiletown	£6,500
5036043	St Mary's Primary School, Banbridge	£27,900
5036047	St Patrick's Primary School, Dungannon	£21,800
5036057	St Malachy's Primary School	£6,700
5036099	St Patrick's Primary School, Newry	£21,150
5036101	St Brendan's Primary School	£27,050
5036108	St Joseph's Primary School, Cookstown	£10,100
5036110	St Joseph's Primary School, Bessbrook	£26,600
5036118	St Mary's Primary School, Pomeroy	£19,675
5036173	St John The Baptist Primary School	£27,025
5036363	St Mary's Primary School, Aughnacloy	£10,800

5036433	St Malachy's Primary School	£26,850
5036545	St Colman's Primary School	£19,825
5036590	Primate Dixon Primary School	£29,930
5036610	St Francis Of Assisi Primary School	£23,250
5036633	St Francis Primary School	£33,060
5046637	Gaelscoil Uí Néill	£13,225
5066554	Windmill Integrated Primary School	£21,150
5110017	Armagh Nursery School	£5,700
5116189	Millington Nursery School	£8,300
5116197	Kilkeel Nursery School	£8,300
5116198	Fivemiletown Nursery School	£5,700
5136217	St John The Baptist Nursery	£8,200
5136342	St Malachy's Nursery School	£8,200
5136631	Drumnamoe Nursery School	£8,200
5210016	Kilkeel High School	£33,550
5230056	St Joseph's Boys' High School	£28,775
5230088	St Paul's Junior High School	£29,790
5230108	St Mary's High School, Newry	£30,990
5230167	St Joseph's College	£30,990
5230192	St Joseph's College	£30,330
5230213	Lismore Comprehensive School	£36,260
5230256	Drumcree College	£26,975
5230278	Holy Trinity College	£33,650
5230293	St Patrick's College, Dungannon	£31,310
5250216	Brownlow Int College	£28,525
5316519	Rathore School	£12,500
5316521	Ceara Special School	£12,100
5316577	Lisanally Special School	£12,600

Expression of Interest

Sch Reference No _____

School Name _____

		Yes	No
1	I wish to be funded as an Extended School	<input type="checkbox"/>	<input type="checkbox"/>

Complete one of the following statements

2	I wish to operate as an individual Extended School <i>(if yes, proceed to question 4 overleaf)</i>	<input type="checkbox"/>	<input type="checkbox"/>
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	I have arranged to join a cluster of schools <i>(if yes, please list schools in 3 below)</i>	<input type="checkbox"/>	<input type="checkbox"/>
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	I have not arranged to join a cluster but would be interested in doing so.	<input type="checkbox"/>	<input type="checkbox"/>
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For schools organised in clusters

3 If you are in a cluster, please list schools. If you would like to be in a cluster list the names and school reference numbers of the neighbouring schools with which you would like to explore the possibility.

School Ref.	Name
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 I wish to have access to 25% of my funding allocation now and attach a letter outlining purposes for which it will be used.

Yes

No

Signed _____
(Principal)

Date _____

Please print _____

Signed _____
(Chair of Board of Governors)

Date _____

Please print _____

Education and Library Board Contact List

Contacts for Extended Schools

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Dundonald
BELFAST
BT16 2HS

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Ms Catriona Hughes

Southern Education and Library Board
3 Charlemont Place
ARMAGH
BT61 9AX

General Number: 02837 512200
Fax Number: 02837 512535

Extended School Cluster Action Plan

1. Name of schools involved:

2. Names of groups and organisations consulted:

3. Budget Available:

School	Core Budget £	Contribution to Cluster
A. Total Available Budget £		

4. Other Funding Available

5. Core Administration Costs

Item	Cost
Cluster Co-ordinator	
Travel and support Costs	
B. Total	
C. Amount available for Activities	£

Action Plan with Illustrative Examples

School

Extended School Action Plan for

Outcome 1 – Stay Safe (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>1/1 Internet safety Year 6 – Year 12</p> <p>Person responsible: Mrs. J Mr. T</p>	<p>Information from questionnaire to parents and pupils: 95% of pupils report having used a chat room 65% have access, at home, to the internet. 42% have 'chatted' to a stranger online. 81% of parents considered chat rooms difficult to monitor, but were concerned about their child's usage.</p> <p>Present activity: Internet safety school policy Library internet policy Community resource centre internet policy</p>	<p>Parents' information evening. Poster competition on 'chatroom safety'. Review of school policy. Joint training of library staff, school IT and library staff, community resource centre staff on chatroom safety.</p>	<p>Delivery by 'Safenet' staff. Invitations to all parents within the cluster. Incentive: raffle of computer equipment during the evening. Poster competition with prizes for each year group winners, and the winner within each year group in the cluster. Competition to be organised and judged by reps of all the school pupil councils. Poster to be printed and displayed in schools, libraries and community sites. Review to align policies across cluster. School assemblies and letter to parents to inform on content of these.</p>	<p>£450 Safenet Extended Schools £1200 Community grant Extended Schools Farar's Chemist</p>	<p>Parental confidence to monitor and deal with child's usage of chatrooms increased; knowledge of dangers and of software improved. Raise public awareness of the issues relating to chatrooms. Raise pupil awareness of the issues relating to chatrooms. Pupil awareness of support mechanisms raised. Improved understanding of school policy by all staff. Alignment of response to the issues of chatrooms by all schools.</p>	<p>Original questionnaire to be reissued on completion of the programme to pupil and parents. Questionnaire to staff querying awareness, response to non-compliance and any further issues. School council to form a focus group to gain pupil anecdotal feedback.</p>

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
	<p>'Safenet' a charity, is working with the community resource centre on child safety and the internet.</p>		<p>Joint training to be delivered by 'Safenet' for 3 hours, one afternoon. Focus will be child protection, monitoring of PC's and chatroom's accessed, discipline procedures, and remedies.</p>	<p>£500 Community centre Extended Schools Library fund TOTAL: £2180</p>	<p>Alignment of responses. Raised awareness of issues and responsibilities. Child protection strategy aligned. Response to non compliance clarified.</p>	

Outcome 1 – Stay Safe (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>1/2 Promoting Road Safety</p> <p>Target Group: 17 young people aged 17+</p> <p>Person Responsible Mrs Smith Head of Year14</p>	<p>Five serious road traffic accidents (RTAs) in the area in the past 6 months, 3 involving young people from the school.</p> <p>PSNI data indicates a 7% rise in accidents compared to the same period last year.</p> <p>IFH have identified RTAs as a key issue.</p> <p>For further investigation.</p> <p>Young people have requested some training and information prior to applying for a provisional licence.</p>	<p>To introduce an accredited programme for post 17 year olds in conjunction with PSNI, Fire Service NI,</p> <p>LKJ assessment unit will accredit the programme.</p> <p>The programme will address the theory and practice of safe road use.</p>	<p>The programme will be delivered to 17 young people over 24 weeks @ 2 hours per week.</p> <p>The delivery will involve teachers and guest speakers working collaboratively.</p>	<p>Capital costs: Training packs 2 @ £15</p> <p>Staff costs: No additional costs for delivery as this will form part of the timetabled enrichment programme.</p> <p>Revenue: Photocopying and software - £120</p> <p>Project Costs: Visit to out centres- transport costs £230.</p> <p>Assessment fees 17@13=£221</p> <p>Graduation and celebration event £100</p> <p>TOTAL: £686</p>	<p>17 Young people will make safer use of the roads.</p> <p>They will be aware of the real dangers of carelessness/reckless driving and the effect this can have on the individual /family.</p> <p>PSNI will use this approach to reduce RTAs and thus meet their own targets.</p> <p>The work will form a basis for research for other interested parties.</p> <p>Links to teaching and learning: Young people will feel confident in expressing their views on risk-taking behaviour.</p>	<p>A pre and post questionnaire will be completed by participants and the value added examined.</p> <p>The views of a small representative group of young people will be sought after the programme to consider delivery methods and resources.</p> <p>The views of teachers and other providers will be recorded during and post the programme.</p> <p>An evaluation report will be drawn up within 4 weeks of the programme completion.</p>

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
	<p>Present Activity</p> <p>Each year as part of the enrichment course at post-16, the PSNI give a talk to students on road safety.</p> <p>The Personal Development team consider issues of risk taking behaviour across elements of the curriculum for all age groups.</p>				<p>They will encourage their peers and Key Stage 4 pupils to act sensibly on the road.</p> <p>Beneficiaries will work with teachers and post-16 students on road safety themes.</p> <p>Materials and strategies used will be reviewed and amended as necessary in preparation for the next cohort.</p>	

Outcome 2 – Be Healthy (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>Develop, design and produce a Healthy Eating recipe book from around the world.</p> <p>Year 1-Year 7</p> <p>Person Responsible: Head of Key Stage 1 and Head of Key Stage 2</p>	<p>Too high a % of pupils are overweight or obese.</p> <p>Many single parent families with low incomes and limited knowledge of nutrition and balance diets.</p> <p>General reluctance by pupils to experiment with 'new food' or ideas about food.</p>	<p>All pupils to be involved over a 12 week period (in and after school) with the production of an Healthy Eating Recipe book.</p> <p>Local Chef/Mayor to launch the recipe book at demonstration and tasting evening.</p>	<p>Key Stage Heads to liaise with each class teacher to organise short survey about eating habits at home and pupils to bring from home a recipe often used for breakfast or dinner or a special occasion.</p> <p>Pupils to work in teams to research healthy meals for different occasions – breakfast, main meals and special occasions (Library and Internet).</p> <p>Year 7 pupils to design (ICT) and publish recipe book to include information about healthy and unhealthy eating habits. Information about other eating habits eg vegetarian a multi-cultural dimension would also feature.</p> <p>P7 pupils would liaise with local businesses re advertising.</p> <p>Pupils to arrange local chef/Mayor to launch recipe book.</p>	<p>Salaries: £2000 (Standard hourly payable)</p> <p>Resources: Stationery, printer, caretaker time £3,000</p>	<p>Reduction in the % of pupils who are obese or overweight.</p> <p>School accreditation in the Health Promoting Schools Initiative.</p> <p>Increased awareness of healthy and unhealthy eating habits.</p> <p>Improved IT, research, teambuilding, literacy, numeracy and aural skills.</p> <p>Increased awareness of cultural diversity.</p> <p>Increased confidence about trying new foods.</p>	<p>Evaluation forms completed by pupils.</p> <p>Questionnaire to staff (including canteen staff).</p> <p>Parental assessment/ feedback.</p> <p>Improved results in class.</p>

School

Extended School Action Plan for

Outcome 2 – Be Healthy (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>2/2</p> <p>Counselling</p> <p>To provide counselling in the cluster of schools for students and parent/carers</p> <p>Target Group:</p> <p>Vulnerable young people and those dealing with crisis</p> <p>Person Responsible:</p> <p>VP Pastoral care in each of the 4 schools</p>	<p>Teachers express concern at their limitations in helping young people handle crisis.</p> <p>Teachers have received training from the youth service and from the CASS service on crisis management, anger management, dealing with bereavement and negotiating skills.</p> <p>All 4 schools require part-time support but are not able to avail of staff for such limited hours.</p> <p>Present Activity</p> <p>Current provision is through the XXX Service and is limited to 14 hours per week in the area. It also incurs an added cost to the school budgets.</p> <p>Only the most serious cases are dealt with through a dedicated counselling service.</p>	<p>To provide 8 hours of counselling to each of the 4 schools through the employment of a dedicated counselling officer.</p> <p>To inform children & parents of the service.</p> <p>Referral procedures are agreed across schools.</p>	<p>A dedicated room will be set aside for the counsellor to meet with pupil/family.</p> <p>Further training will be provided to teachers in identifying students who may need referred and the process for doing so.</p> <p>Children with emotional difficulties will have time either during or after the school day to meet with the counsellor.</p>	<p>Capital costs:</p> <p>Development of meeting space – soft seating, etc.</p> <p>£1700</p> <p>Staff costs:</p> <p>Employment of one full-time counsellor</p> <p>£38,000</p> <p>Revenue:</p> <p>Heating, telephone, etc.</p> <p>£100</p> <p>Project Costs:</p> <p>N/A</p> <p>TOTAL:</p> <p>£39,800</p>	<p>20% of all students across 4 schools who seek emotional support will receive professional help and advice services supporting the most vulnerable children will be more co-ordinated.</p>	<p>The Counsellor will provide a written project report to the monthly meeting of principals and other agency representatives including the social workers and Education Welfare Officer.</p> <p>Minutes of the meeting will be forwarded to key personnel at the ELB.</p> <p>Children will be invited to give their views on the service through an anonymous response format.</p>

Outcome 2 – Be Healthy (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>2/3 Mentoring Developing a mentoring service</p> <p>Target Group: 46 Year 8 pupils 22 boys & 24 girls</p> <p>Person Responsible: Head of Key Stage 3</p>	<p>Research with current year 9 and 10 indicates a level of anxiety in the autumn term of year 8 and reveals incidents of bullying.</p> <p>School prefects express a need to offer more personal support to a number of very young children.</p> <p>Research from other authorities demonstrates the value of mentoring systems.</p> <p>This term has seen a rise of incidents in the playground.</p> <p>Present Practice</p> <p>Form tutors include the issue of 'bullying' as part of personal development in the curriculum.</p> <p>Students and teachers are aware of reporting mechanisms.</p>	<p>Each year 8 pupil will be assigned a Year 11 student to act as a mentor throughout their first year at school.</p> <p>Mentors will receive training over 4 half days by XXX trainers with a specialism in this field.</p> <p>Mentors will receive accreditation for their achievement.</p> <p>Year 8 pupils will be able to seek help and support from an older pupil.</p> <p>Year 8 students will be informed of the system.</p> <p>The views of both groups of students will be sought on a 6-weekly basis and changes introduced accordingly.</p> <p>A steering group will be established involving student representatives.</p>	<p>Year 11 students will attend at least one form period with mentors per week.</p> <p>They will meet with them at lunch time or break time each day for a brief period to check if year 8 pupils have any concerns and to provide a 'listening ear'.</p> <p>Mentors will report issue of concern to key staff members.</p> <p>Confidentiality will be addressed in the training to mentors and Year 8.</p>	<p>Capital costs: N/A</p> <p>Staff costs: Staff training £300 Mentor training £500</p> <p>Revenue:</p> <p>Project Costs:</p> <p>TOTAL: £800</p>	<p>Children will feel safe in a secure environment where they are free to express their concerns.</p> <p>Mentors will gain leadership skills and take on new responsibilities</p> <p>Links to teaching and learning:</p> <p>Children will feel more relaxed and better prepared for a learning environment.</p> <p>Teachers are also supported in 'teaching' young children through the mentor system.</p>	<p>The views of pupils will be sought through classroom debates and discussions.</p> <p>Teachers will be asked to record their views of the system and discuss such at monthly staff meetings.</p> <p>Research will continue into other versions of this project in different settings.</p> <p>An evaluation report will be prepared which will involve mentors in the writing up and presentation to a variety of audiences.</p>

School

Extended School Action Plan for

Outcome 3 – Enjoy and Achieve (the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>3/1 Summer scheme Ages 11-14</p> <p>Person responsible: Cluster co-ordinator</p>	<p>85% of pupils indicated they would participate in a summer scheme if offered.</p> <p>35% rise in crime by children aged 11 –14 during the summer holidays.</p> <p>Present activity: A community summer scheme no longer exists. Few amenities available in the local community.</p>	<p>3 x 1 week summer schemes will be held.</p> <p>Themes: Girls: 'Me by myself'. Boys: 'Run for your life'. Mixed gender: 'The good life!'</p>	<p>Each summer scheme will have capacity for 50 pupils from the school.</p> <p>A youth worker and 2 assistant summer scheme workers will be employed for the programmes and for 1 week's planning.</p> <p>Programmes attached.</p>	<p>Salaries: £2000</p> <p>Resources: £1500</p> <p>Activities: £400</p> <p>Coaches: £720</p> <p>Total: £4640</p> <p>Extended School</p>	<p>Increase in self-esteem and self-confidence.</p> <p>Improved ability to make friends.</p> <p>Improved ability to deal with conflict.</p> <p>Improved skill development in motor activity.</p> <p>Increased awareness of health issues for young people.</p> <p>Decrease in crime in the local area by children aged 11-14.</p> <p>Increased independence in decision making and acceptance of responsibility.</p>	<p>Evaluation forms completed by pupils.</p> <p>Questionnaire to staff.</p> <p>Percentage of pupils attending for the duration of the summer scheme.</p> <p>Co-ordinator's report.</p> <p>Police statistics.</p> <p>Community partnership group's assessment.</p>

Outcome 3 – Enjoy and Achieve *(the number of activities and information for example purposes only)*

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>3/2 GCSE Booster Classes Year 12 Pupils</p> <p>Person responsible: Head of Year 12</p>	<p>Still a high percentage of pupils underachieving in GCSE.</p> <p>50% of the pupils in Year 12 have indicated that they would take up any opportunity provided.</p> <p>Present activity: None.</p>	<p>Classes will run from 3.30pm to 5.00pm Mon – Thursday from April until the exams commence.</p> <p>Classes consist of general revision sessions as well as exam techniques and past paper practice.</p> <p>Coursework clinics – Sept onwards.</p>	<p>Each Department organise their own classes and these are co-ordinated by the person with overall responsibility, Head of Year 12 to avoid duplication.</p> <p>Subject teachers are invited to provide the classes and provide details of when classes will be held, what will be taught and whom the classes will be open to.</p>	<p>Salaries: £2000 (Standard hourly rate payable)</p> <p>Resources, including stationery/care takers time etc: £1500</p> <p>Activities: £400</p> <p>Coaches/Mentors: £720</p> <p>Total: £620 Extended School</p>	<p>Enhanced GCSE profile, enables pupils to access courses, increase grades, long-term impact.</p> <p>Increase in self-esteem and self-confidence and improved ability to make friends.</p> <p>Improved ability to deal with conflict.</p> <p>Improved skill development.</p> <p>Increased awareness of health issues for young people.</p> <p>Increased independence in decision-making and acceptance of responsibility.</p>	<p>Improved GCSE results.</p> <p>Evaluation forms completed by pupils.</p> <p>Questionnaire to staff re uptake etc.</p> <p>Percentage of pupils attending for the duration of the scheme.</p> <p>Co ordinator's report.</p> <p>Parental assessment/ feedback.</p>

School

Extended School Action Plan for

Outcome 4: Experiencing Economic and Environmental Well being
(the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>4/1 Signposting to Other Services</p>	<p>Many parents are unsure who to contact regarding certain services. Our audit reveals adequate childcare provision in the area; Neighbourhood Renewal Partnership has prepared a Community Services File listing all statutory and voluntary organisations providing services for individuals and families. Present Activity None</p>	<p>Contact local Neighbourhood Renewal Partnership Board, establish link and obtain information. Establish links with local Health and Social Services Trust, Childcare Providers, District Councils, local voluntary groups and counselling organisations.</p>	<p>Working alongside the Boards Extended School Co-ordinator Mrs J (Vice Principal) will establish initial contact and meet regularly thereafter (equiv to 20 hours per year).</p>	<p>£Nil</p>	<p>Improved access to information on services available for local families. Better integration and partnering of local services. Improved outcomes for children.</p>	<p>School will meet with partners on an annual basis and review progress.</p>

Outcome 4: Experiencing Economic and Environmental Well being
(the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>Running a shop within the school</p> <p>Pupils have decided they would like to open and run a fruit tuck shop</p> <p>Involves one member of staff or member of the PTA to take overall charge in the initial stages</p>	<p>Survey parents, staff, governors, parents and pupils to ascertain how much support there is for a tuck shop of this sort and the number of potential customers.</p> <p>Review of What do children eat at break times.</p> <p>At beginning of the school year decide with Senior Management team what share of the profits the pupils are entitled to at the end of the academic year.</p> <p>Present Activity None</p>	<p>Pupils will set up and run a healthy tuck shop before, during and after school. Decide where to run the shop.</p> <p>They will provide healthy snacks (help from kitchen staff may be required) for eg fruit kebabs, plain popcorn smoothie drinks etc.</p> <p>Decide where produce can be stored, washed prepared, and what will happen to apple cores, orange peel, banana skins etc.</p> <p>Sellers - Year 6 pupils, Buyers -pupils/adult, orders - pupils, records sales- pupils, banks money – office staff, pays bills – office staff, supplies – fruit wholesaler/supermarket.</p> <p>Unsold fruit – end of week sales – after school stall in the playground.</p>	<p>Advertise/Select a team of at least 10 pupils (2 for each day of the week) to run the shop.</p> <p>Ask the pupils to prepare a business case (max 2 pages of A4).</p> <p>Set up simple accounting systems that can be easily maintained (good example on the Young Enterprise web site, consider registration as a Young Enterprise Team).</p>	<p>School gives £100 to help set up the tuck shop and to purchase a smoothie maker.</p> <p>Initial outlay to purchases stock ie fruit, vegetables, low fat dips, natural yoghurt with chopped fresh fruit plastic cartons paper dishes etc.</p>	<p>Increased mathematical skills, IT skills - Pupils gain an insight into cash management – profitability and profit margins, science skills – nutritional standards.</p> <p>Increased skills in Marketing research, team working, decision-making, time management, risk-taking creativity, etc.</p>	<p>Once a term get team to evaluate their performance.</p> <p>Feed this evaluation into the pupils' academic and personal profiling records and records of achievement.</p>

School

Extended School Action Plan for

Outcome 5: Contributing Positively to Community and Society
(the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
5/1 Landscaping Project	<p>The rough ground immediately outside the school grounds is owned by the Council but is unattractive.</p> <p>Present activity: Schools raised £15k for charity last year. Schools put on a concert for senior citizens last year. Several pupils already actively involved in community based organisations. Art Departments combined to paint a mural in the local hospital.</p>	<p>The Council has been approached and will assist in a scheme to landscape the area to provide attractive seating for parents waiting for their child. Year 10 Pupils will survey parents regarding how the area might be landscaped. Working to the budget provided by the Council the children will design the scheme and after further consultation with parents will present this to local councillors and council officials.</p>	<p>Mrs D, a Classroom Assistant and a keen gardener is prepared to work with 8 pupils on the project from 3pm – 4.30pm on Tuesdays. Mr S., Head of the Maths Dept has agreed to assist in the survey design and analysis and Miss J of the Science Department has agreed to assist pupils in the identification of suitable plants. All manual labour will be carried out by the Council.</p>	<p>Staff salaries £500 Stationery £20 Extended Schools Budget (other costs met by Council).</p>	<p>An unattractive area will be transformed. Pupils will have an opportunity to develop:- Team-working skills, IT skills, Numeracy Skills, Project Management, Presentational and Inter-personal skills. Science and Geography skills will also be developed. Greater pride in school and surrounding area.</p>	<p>The Council Officer leading the project has agreed to give the pupils feedback on their project and the way it was presented. Parents will be surveyed to obtain their reaction to the completed project. The pupils will also be asked to complete an evaluation form at the end of the project.</p>

Outcome 5: Contributing Positively to Community and Society
(the number of activities and information for example purposes only)

Activity	Baseline information	Details of programme	Delivery	Costs and Source of Funding	Outputs	Monitoring and Evaluation
<p>5/2 Community Directory 12 pupils drawn from Pupils in Years 11 and 12 in each of the Cluster Schools</p> <p>Project leader Mrs S Head of English Department</p>	<p>There have been many new people moving into the area but they are unaware of the wide range of clubs and other organisations which they could join.</p> <p>Present Activity Schools raised £15k for charity last year.</p> <p>Schools put on a concert for senior citizens last year.</p> <p>Several pupils already actively involved in community based organisations.</p> <p>Art Departments combined to paint a mural in the local hospital.</p>	<p>The objective is to publish a booklet listing the various clubs and organisations in the area, what they do, when they meet, how to join and where to get further information.</p>	<p>Application for funding for a Community Relations Grant</p> <p>Advertising will be sought.</p> <p>Pro-forma to be designed for completion by clubs and other organisations to be included.</p> <p>Pro-forma made widely available and publicised at a launch of the Project (local press).</p> <p>Responses collated and published in an attractive booklet to be sold by local retailers (nominal 20p).</p> <p>Ethnic minority pupils could provide translation.</p>	<p>Staff Time £1,000 Printing £4,000 Income Sales £200 Grant £2,000 Advertising £1,500</p> <p>Any shortfall form Extended Schools Budget.</p>	<p>An attractive booklet will encourage local people to take an active part in local community life.</p> <p>Pupils will develop skills in ICT, Literacy, Survey Design, Team-working, Presentational Skills, Project management, Inter-personal Skills and gain self confidence.</p> <p>If successful will be updated on a quarterly/seasonal basis and include special events/dates for diaries eg Youth Club Christmas Party, Chinese New Year etc.</p>	<p>Council and Advertisers will be asked to complete an evaluation form.</p> <p>Pupils will be asked for their views on the booklet and project.</p> <p>Heads of English will be asked to monitor uptake of performance of participating pupils in general classes.</p>

Extended Schools - High Level Outcomes & Performance Monitoring

Outcome Area	Goal	Extended School – Illustrative Activities	Intermediate and Activity Indicators	Outcome Indicators
Being Healthy	<p>Children and Young People have the knowledge, skills and support to be able to make informed decisions about their health and well being, and to avoid harmful risk-taking behaviours.</p> <p>Increase knowledge of sexual health</p> <p>To reduce the % of pupils taking illegal drugs, who are current smokers, who have had a drink or ever been drunk.</p> <p>To provide timely support for children & young people suffering from behavioural & emotional problems.</p> <p>Special schools acting as a hub for the delivery of health care for children and parents.</p>	<p>Healthy school programmes</p> <p>After School Sports Clubs</p> <p>Improved access to a school nurse.</p> <p>Teenage Health clinics; Drug and Alcohol Awareness, Smoking Cessation Clinics.</p> <p>Improved access to Counselling & Mentoring Services.</p> <p>Improved access to speech & language therapy for young children.</p> <p>Delivery of health, social care and respite services for children and parents. By delivery of these services on site or through local partnerships, schools can improve access to these services and create a more streamlined and supportive referral system for those who need it.</p>	<p>% of school children in secondary school choosing the healthy options in school meals.</p> <p>Number & variety of clubs available;</p> <p>Numbers of children participating in activities as a percentage of age group targeted;</p> <p>Access to and participation rates for Health Clinics & number of pupils with access to a school nurse;</p> <p>Reduction in numbers of teenage pregnancies;</p> <p>Increase in the number of schools offering mentoring & counselling programmes</p> <p>Access to & participation rates for S/L therapy.</p>	<p>Increase in the number of schools meeting healthy school standards.</p> <p>Reduction in the % of children who are obese or overweight;</p> <p>Increased participation levels in sport and physical activity;</p> <p>Improved access to health professionals;</p> <p>Reduction in the % rate per 1000 births to females under 17 and greater awareness of sexual health;</p> <p>Reduction in numbers (%) of children using drugs, smoking and engaging in underage drinking;</p> <p>Improved access to counselling and support ie % of children receiving Child and Adolescent Mental Health Services (CAMHS).</p> <p>Reduction in number of children with language difficulties entering primary school.</p> <p>More effective inter-agency working, swift and easy referral system.</p>

Outcome Area	Goal	Extended School – Illustrative Activities	Intermediate and Activity Indicators	Outcome Indicators
<p>Enjoying, Learning & Achieving</p>	<p>To improve attendance at primary, secondary and special schools.</p> <p>To increase the number of children & young people taking part in additional out of school hours activities eg study support.</p> <p>To provide quality childcare & integrated early years education for pre school age children.</p> <p>To increase the number of young people who continue to engage in learning post- 16.</p>	<p>Breakfast Clubs; Homework Clubs;</p> <p>GCSE Booster classes;</p> <p>Language courses; Summer schemes and Educational visits</p> <p>After School activities in leisure, art, creative and expressive studies; Collaborative projects with other schools/community organisations</p> <p>High quality Childcare Programmes that meet the needs of children.</p> <p>Provision of appropriate careers education and guidance; Family Learning; Collaborative projects with other schools/community organisations</p>	<p>School performance statistics;</p> <p>Number of children who enjoy activities related to sports, libraries, museums and arts</p> <p>Increase in the number and variety of clubs available;</p> <p>Summer Schemes; Participation Rates.</p> <p>Access to Childcare that meets quality indicators eg Surestart, Mother and Toddlers.</p> <p>Staying on rates.</p>	<p>Improved educational performance ie increased % of pupils achieving level 4 or above in Key Stage 2 English and Maths.</p> <p>% of year 12 pupils who obtain 5 or more GCSEs (or equivalent) at grades A* - C.</p> <p>% of year 14 pupils achieving 3+ A levels at grades A- C (or equivalent) thereby reducing differentials in educational achievement;</p> <p>To improve total attendance at school as a % of number of pupil sessions, Improved staying on rates;</p> <p>Number of schools offering out of school activities and improved attendance at after school activities.</p> <p>Number of children in childcare, afterschool care and playcare settings.</p> <p>Increase the % of school leavers 16-18 years who move to FE/HE.</p>

Outcome Area	Goal	Extended School – Illustrative Activities	Intermediate and Activity Indicators	Outcome Indicators
Living in Safety and with Stability	<p>Reduce the number of suspensions and expulsions; and those taking part in anti-social activities.</p> <p>To ensure that suitable alternative provision is made available to children and young people who are excluded from school.</p> <p>To ensure early identification of vulnerable children and young people, with referral to appropriate services.</p>	<p>Special campaigns ie 'No bullying day', bully boxes, peer counselling/support, mediation etc.</p> <p>For younger pupils daily contact through meetings, phone calls and home/school diaries to keep parents informed. For older pupils, support from Learning mentors, Counselling, provision of quiet place to take 'time out' when behaviour has been unacceptable.</p> <p>After School Activities, Counselling Programmes.</p> <p>Peer mediators, Restorative Justice programmes.</p> <p>Child protection awareness.</p> <p>Improved understanding of ethnic diversity; Projects to improve integration of ethnic minorities into community life.</p> <p>Road Safety.</p>	<p>School attendance rates; Programmes being offered, Reduction in bullying.</p> <p>Reduction in suspensions and expulsions.</p> <p>Active Citizenship programmes, Community projects.</p>	<p>Improved behaviour in school ie reduction in the number of suspensions and expulsions and those taking part in anti-social activities;</p> <p>Reduction in the % of permanently excluded pupils provided with alternative tuition of 20 hours or more;</p> <p>Reduction in the % of pupils who have recently been bullied or have recently bullied another pupil;</p> <p>Improved behaviour both in and out of school;</p> <p>Better child protection arrangements;</p> <p>Reduction in the number of child protection reviews held from time to time;</p> <p>Improved transition between primary and post-primary schools;</p> <p>Reduced harassment of Section 75 groups</p> <p>Improved road safety;</p> <p>Participation in safer routes to schools.</p>

Outcome Area	Goal	Extended School – Illustrative Activities	Intermediate and Activity Indicators	Outcome Indicators
<p>Experiencing Economic and Environmental Well-Being</p>	<p>Integrating and partnering services to provide coherent and strategic way of supporting schools, children and their families within neighbourhoods/communities. Extended Schools will serve as a hub for services for all parents, including parents from minority ethnic groups and fathers.</p> <p>Raise parent's awareness, skills and confidence in communicating with their children.</p>	<p>Parenting courses; encouraging positive discipline, family and children learning together; parents involved in school; multi agency working; mutual support groups; networking with other schools; ie schools sharing resources such as childcare manager. Community use of schools including use of specialist facilities (theatres), sports, arts and ICT, Adult Learning Programmes;</p> <p>Information sessions for parents at key transition points in their children's lives.</p> <p>Parenting groups, information on the advice and support available to parents through national helplines and websites, and through local family support service;</p> <p>Childcare Programmes to facilitate working parents;</p> <p>Young Enterprise Clubs;</p> <p>Programmes to help parents support their own children's learning ie 'Helping your children learn', 'Tackling Bullying', and 'Parenting teenagers';</p> <p>Family Learning; Collaborative projects with other schools/community organisations.</p>	<p>Availability of childcare places in area;</p> <p>Participation rates of parents.</p>	<p>Schools in networks can offer services that require specialist skills and ensure local services are sustainable and maintain a joined up approach; Schools with community links ie confidential support and advice, better child protection arrangements; improved access to expertise, early intervention;</p> <p>Improved availability of affordable wrap around childcare for 0-4 year olds;</p> <p>Improved attendance at adult learning programmes;</p> <p>Improved physical environment at school.</p>

Outcome Area	Goal	Extended School – Illustrative Activities	Intermediate and Activity Indicators	Outcome Indicators
Contributing Positively to Community and Society	<p>Access to affordable things for young people to do thereby preventing them from being at risk of becoming involved in or the victim of crime.</p> <p>To support the involvement of children and young people in wider community activities eg Schools Council, Area Forums</p>	<p>Youth Clubs, Active Citizenship and Community Volunteering Programmes;</p> <p>School Councils; Young People's Forums, ie visible involvement of children and young people in the development of policies which impact on them. Duke of Edinburgh Award, Prince's Trust XL Programme. Programmes for ethnic minorities, ie number of young people undertaking Citizenship studies at school and/or receiving a Citizenship qualification.</p>	<p>Number and variety of clubs available; Reduction in anti-social behaviour; Reduction in Youth Crime; Improved access to school facilities; Schools with Schools Councils Greater involvement in school council;</p> <p>Improved understanding of ethnic diversity.</p>	<p>Increase in the number and variety of clubs available; Reduction in Youth crime and anti social behaviour; More positive pupil attitudes and behaviour; Young People's Forums; Number of young people undertaking Citizenship studies at school and/or receiving a Citizenship qualification;</p> <p>Reduced harassment of Section 75 groups.</p>

Contact details for Department of Social Development offices and Name and Address For Neighbourhood Partnerships

	Belfast Neighbourhood Renewal Areas	Belfast Area Partnerships	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
1	Inner East Belfast - Short Strand, Lower Newtownards Road, Albertbridge Road, Albertbridge/ Beersbridge, The Mount, Woodstock Road, Lower Ravenhill Road.	East Belfast Partnership	BRO (S&E)	J Torney	03-Aug-05	Woodstock Road, Belfast Regeneration Office, South and East Team, 1st Floor, 257-261 Woodstock Road, Belfast, BT6 8PQ TEL: 02890 456822 Email: bro@dsdni.gov.uk
2	South West Belfast – Sandy Row, Lower Donegall Road, The Village, Roden Street.	South Belfast Partnership	BRO (S&E)	J Torney	18-Nov-05	
3	Greater Shankill – Lower Shankill, Mid Shankill/Woodvale, Upper Shankill, Ainsworth, Glencairn, Ballygomartin Road.	West Belfast Partnership	BRO (Inner West)	M O'Donnell	02-Feb-06	Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dsdni.gov.uk

	Belfast Neighbourhood Renewal Areas	Belfast Area Partnerships	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
4	Greater Falls (Lower Falls/Clonard) – Divis Street/Hamil Street/John Street, Roden Street Estate, Clonard/Falls, Cavendish, Fort Street/Forest Street, Beechmount, Donegal Road (North), Iveagh, Broadway.	West Belfast Partnership	BRO (Greater West)	M McDermott	05-Apr-06	Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dndni.gov.uk
5	Upper Springfield/Whiterock – Ballymurphy, Springhill, Whiterock 'Rock' Streets, Turf Lodge, New Barnsley, Dermot Hill, Moyard, Springfield Park.	West Belfast Partnership	BRO (Greater West)	M McDermott	06-Feb-06	Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dndni.gov.uk
6	Crumlin/Ardoyne - Ardoyne, Lower Oldpark, Cliftonville.	North Belfast Partnership	BRO (North)	M Donnelly	02-May-06	North City Business Centre, 2 Duncairn Gardens, Belfast, BT15 2GG. TEL: 02890 744022 Email: bro@dndni.gov.uk
7	Tullycarnet – Kinross, Melfort, Vionville.	East Belfast Partnership	BRO (S&E)	J Torney	05-Dec-05	Woodstock Road, Belfast Regeneration Office, South and East Team, 1st Floor 257 - 261 Woodstock Road, Belfast, BT6 8PQ TEL: 02890 456822 Email: bro@dndni.gov.uk

	Belfast Neighbourhood Renewal Areas	Belfast Area Partnerships	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
8	Inner South - Markets, Donegall Pass, Lower Ormeau.	South Belfast Partnership	BRO (S&E)	J Torney	18-Nov-05	Woodstock Road, Belfast Regeneration Office, South and East Team, 1st Floor 257 - 261 Woodstock Road, Belfast, BT6 8PQ TEL: 02890 456822 Email: bro@dndni.gov.uk
9	Lenadoon – Lenadoon, Glencolin Estate.	West Belfast Partnership	BRO (Greater West)	M McDermott	Sept '05	Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dndni.gov.uk
10	Colin – Poleglass, Twinbrook.	West Belfast Partnership	BRO (Greater West)	M McDermott	Sept '05	Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dndni.gov.uk
11	Inner North – Duncairn, Limestone Road, Mountcollyer, New Lodge, Unity/Carrick Hill.	North Belfast Partnership	BRO(North)	M Donnelly	01-Jun-05	North City Business Centre, 2 Duncairn Gardens, Belfast, BT15 2GG TEL: 02890 744022 Email: bro@dndni.gov.uk

	Belfast Neighbourhood Renewal Areas	Belfast Area Partnerships	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
12	Inner South - Markets, Donegall Pass, Lower Ormeau.	North Belfast Partnership	BRO (North)	M Donnelly		North City Business Centre, 2 Duncairn Gardens, Belfast, BT15 2GG TEL: 02890 744022 Email: bro@dndni.gov.uk
13	Rathcoole – part of Rathcoole Estate Carmeen, Drive/Rathmore Drive.	North Belfast Partnership	BRO (North)	M Donnelly		North City Business Centre, 2 Duncairn Gardens, Belfast, BT15 2GG TEL: 02890 744022 Email: bro@dndni.gov.uk
14	Andersonstown West Belfast Partnership	West Belfast Partnership	BRO (Greater West)	M McDermott		Howard Buildings, Twin Spires, 155 Northumberland Street, Belfast, BT13 2AP TEL: 02890 244535 Email: bro@dndni.gov.uk

	L/Derry Neighbourhood Renewal Areas	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
15	Cityside	NWDO	M Miskelly	31-Jul-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk
16	Outer North	NWDO	M Miskelly	30-Sep-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk
17	Outer West	NWDO	M Miskelly	30-Sep-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk
18	Waterside	NWDO	M Miskelly	30-Sep-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk
19	Limavady - The NR Area will be on the western side of Limavady and will include the Hospital Lane, Greystone Park and Roeverview Park areas.	NWDO	M Miskelly	30-Sep-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk
20	Strabane - The main part of this NR Area will take in the Fountain, Springhill Park and Ballycolman estates.	NWDO	M Miskelly	30-Sep-05	Orchard House, Foyle Street, Londonderry, BT48 6AT TEL: 02871 319799 Email: northwest.development@dndni.gov.uk

	RDO Neighbourhood Renewal Areas	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
21	Armagh - The NR Area will be on the western side of Armagh City and will include the Callanbridge Park, Mullacreevie and Drumarg estates.	RDO (South)	C McInerney	07-Sep-05	Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
22	Ballyclare - The NR Area will cover the Grange and Thornhill estates in the northern part of Ballyclare. Ballyclare NP	RDO (North)	R Miller		62 - 68 Church Street, Ballymena, BT43 6DF TEL: 02825 636761 Email: rdo@dndni.gov.uk
23	Ballymena - The NR Area will be based around the Ballykeel and Balilee estates. Ballymena NP	RDO (North)	I Snowden		62 - 68 Church Street, Ballymena, BT43 6DF TEL: 02825 636761 Email: rdo@dndni.gov.uk
24	Bangor - The NR Area will be on the south western outskirts of the town, centred on the Kilcooley estate.	RDO (South)	A Petrie	07-Mar-06	Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
25	Brownlow - The NR Area will cover a number of estates that are part of the Brownlow development. Brownlow NP	RDO (South)	M Ingham		Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
26	Coleraine (East) - This NR Area will be based around the Ballysally and Milburn estates on the eastern side of Coleraine.	RDO (North)	K McGregor	06-Sep-05	62 - 68 Church Street, Ballymena, BT43 6DF TEL: 02825 636761 Email: rdo@dndni.gov.uk

	RDO Neighbourhood Renewal Areas	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
27	Coleraine (West) - This NR Area will be based on Churchland ward on the western side of Coleraine, which includes the Heights and Killowen housing estates.	RDO (North)	K McGregor	06-Sep-05	62 - 68 Church Street, Ballymena, BT43 6DF TEL: 02825 636761 Email: rdo@dndni.gov.uk
28	Downpatrick - The NR Area will be based around the Flying Horse ward and will take in the Model Farm, New Model Farm and Flying Horse estates and some other parts of the town.	RDO (South)	A Petrie	08-Mar-06	Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
29	Dungannon - The NR Area will be to the south and west of Dungannon town centre and will include the Ballygawley Road estate.	RDO (West)	J McDonald	19-Oct-05	Kelvin House, 74 Kelvin Avenue, Omagh, BT78 1EB TEL: 02882 255501 Email: rdo@dndni.gov.uk
30	Lurgan - The NR Area will be on the western side of Lurgan and will include areas such as Edward Street, Hill Street and Russell Drive.	RDO (South)	M Ingham		Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
31	Newry - The NR Area will take in a large part of the central and western areas of Newry. It will include the Derrybeg, Carnagat, Daisy Hill and Mourneview Park estates and a number of other areas.	RDO (South)	C McInerney	07-Sep-05	Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
32	Omagh - The NR Area will be in the centre of Omagh and will take in the Gallows Hill and Campsie Road areas.	RDO (West)	J McDonald	10-Oct-05	Kelvin House, 74 Kelvin Avenue, Omagh, BT78 1EB TEL: 02882 255501 Email: rdo@dndni.gov.uk

	RDO Neighbourhood Renewal Areas	Development Office Responsible	Dev Office Contact for Neighbourhood Partnership	Date Neighbourhood Partnership Established	Contact Address, Telephone Number and Email Address
33	North West Portadown NP - The NR Area will be on the north western side of Portadown and will take in the Obins Street, King Street, Churchill Park and Woodside areas.	RDO (South)	M Ingham		Banbridge Business Centre, 62 Scarva Road, Banbridge, BT32 3QD TEL: 02840 621720 Email: rdo@dndni.gov.uk
34	Coalisland NP	RDO (West)	J McDonald		Kelvin House, 74 Kelvin Avenue, Omagh, BT78 1EB TEL: 02882 255501 Email: rdo@dndni.gov.uk
35	Enniskillen NP	RDO (West)	J McDonald		Kelvin House, 74 Kelvin Avenue, Omagh, BT78 1EB TEL: 02882 255501 Email: rdo@dndni.gov.uk

