



# EXTENDED SCHOOLS ANNUAL REPORT 2008/2009



# **CONTENTS**

- 1. Introduction and context**
- 2. Overview of the Extended Schools Programme 2008/09**
- 3. Baseline Audits**
- 4. Analysis of Extended Schools Programme**
- 5 Impacts on Children, Families and Communities**
- 6 Extended Schools and School Development Plans**
- 7 Challenges of Implementation for Schools**
- 8 Benefits – Pupils, Parents and the Community**
- 9 Engagement with Community, Voluntary and Statutory Agencies**
- 10 Dissemination of Good Practice**
- 11 Extended Schools Clusters**
- 12 ELB Implementation**
- 13 Conclusion**
- 14 Key Learning Points and Recommendations**

## **Appendices**

## **1. Introduction and Context**

The Children and Young Peoples Funding Package launched in March 2006 was 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 the Extended Schools programme was at the core of this package. This funded programme has enabled schools to provide activities and service, which seek to:

*“...Reduce Underachievement, Improve the Life Chances of Children and Young People and Foster Health and Well Being and Social Inclusion”*

The Initiative has been built around an Outcomes Framework which has provided a basis on which action planning can take place within individual Extended Schools and, if appropriate, within a cluster of schools. Schools are now expected to use their Extended Schools funding to support and develop those areas highlighted as needing attention within their School Development Plan. At the same time their Plans must meet some of the five High Level Outcomes, which are underpinned by the crosscutting theme of ‘Living in a Society which respects their rights’. The High Level Outcomes are:

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

## **2. Overview of the SELB Extended Schools Programme 2008-2009**

In the 2008/09 year a total of 86 schools within the SELB qualified for the Extended Schools programme. 84 schools agreed to take part in the programme with a total budget of **£1.858m** (*See Appendix 1*). This included schools from both the Controlled and Maintained sector and from Nursery level to Post Primary.

**2.1** As this was the second full financial year of the Extended Schools programme, schools were able to build on the success of their work to date and take into consideration what had worked well in previous Action Plans. They were more confident and developed a number of very worthwhile and varied learning opportunities for both children and adults outside of normal curriculum time. The late announcement of reduced funding for the 2008/09 year which indicated that 29 schools were to exit and 21 new schools were invited to join the programme was a challenge both to schools and board officers. There was great disappointment for those pupils, families and communities of those exiting schools as they were only allocated a token amount of funding to exit the programme. Although there was great excitement for the new schools this was tainted by the pressure to make a quick decision on their acceptance of funding with limited knowledge of the programme. Board officers had to work extremely hard to brief and support the new schools to enable all Action Plans to be submitted by early June to enable the assessment process to be completed before the end of term.

**2.2** The announcement of additional funding in late July was most welcome by schools even though it created an additional workload for all involved. The change of status for a number of schools from exiting to buffer/fully funded was welcomed but a challenge. Revised action plans had to be produced to ensure all funding would be used by the end of the financial year as DE made it very clear there could be no carry over.

**2.3** The 2008/09 Annual Reports continue to show a wide range and number of activities being offered as schools were more attuned to the needs of their beneficiaries. A total of 572 activities/services were offered by or on behalf of schools in the 2008/09 year with a total of 19,271 participants. 17,639 of these participants were children and young people and 1632 were parents or community members.

**2.4** A number of schools continue to experience some difficulties in delivering their planned programmes. Identifying qualified and vetted coaches/tutors remains an issue in particular for small rural schools, while ensuring value for money and quality of delivery has also become an issue for all schools using outside providers. Some schools reported:

*‘My biggest challenge was staffing activities, first of all finding suitable staff has been particularly hard (especially within a small school).’*

*‘Many statutory, voluntary and community agencies have little or no understanding of how a school operates in terms of Health and Safety and Child Protection. Ensuring that proper school procedures were followed was a challenge at times.’*

*‘Working to timescales and budgets*

*Accessing support / advice whilst trying to teach / run a school!*

*Time frame – very short from receiving budget to end of financial year’*

**2.5** The key objective of the Extended Schools Team throughout the year has continued to be that of supporting schools and clusters to implement and develop their programmes. This support took the form of school visits, phone calls, e-mails and further training sessions both for principals and co-ordinators, as well as the continued development of regional resources.

## ***2.6 Education and Training Inspectorate(ETI) – Extended Schools***

Between June and October 2008 the Inspectorate visited a sample of 39 extended schools across Northern Ireland to evaluate the development and impact of the programme and to meet with principals, co-ordinators and other relevant members of school staff. They also carried out detailed interviews with ten ELB extended schools officers. It is encouraging that the inspection of the Extended Schools Programme in 2008 finds significant improvements and strengths.

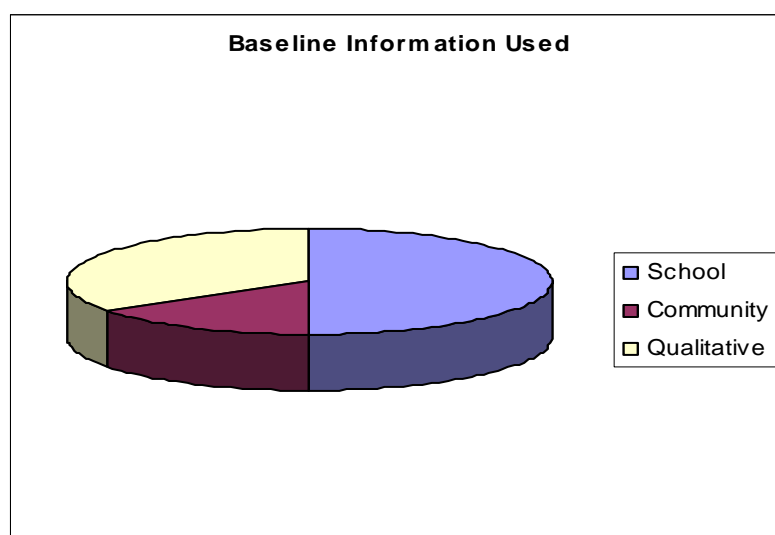
*(See extracts below from An Evaluation of Extended Schools – May 2009))*

- in most of the schools visited, the quality of Extended Schools is good or better, and in a majority is very good or better;
- in a majority of schools, action plans are attached to the school development plan, in a significant minority of schools integration with whole school improvement is particularly effective;
- there is a greater range of programmes, which are targeted more closely on specific high level outcomes, although a variation remains in the extent to which all five HLOs are targeted;
- there is improved consultation and planning with stakeholders;
- almost all schools are working in a collaborative way with local agencies, and many schools are working

**2.7** Clusters continue to build relationships with their local communities and key stakeholders. Some clusters have focused their programme on providing new activities for pupils and the community while others opted to add value to existing services, such as the local youth provision. Although working across the different sectors was a new way for many schools, they are all beginning to recognise that the benefits and results have been very positive.

### 3 Baseline Audits

3.1 Schools are more aware of the importance of carrying out their baseline audits to identify the needs of pupils, schools, families and communities and to ensure that their Action Plans address these needs. They are also discovering the breadth of information that is available from both within and outside the school that is both relevant and useful for planning their extended schools programme. This years annual reports illustrate how schools are carrying out their audits in a number of different ways using a mixture of school data, community data, and Qualitative data available to them, this is illustrated below.



3.2 Detailed below are examples of the different types of school, community and qualitative information used by schools to plan their extended schools programme.

<b>School</b>	<b>Community</b>	<b>Qualitative</b>
School Development Plan	Government Statistics	Anecdotal
Attendance	Community Survey	Questionnaires
Free Schools Meals	Investing for Health	Focus Groups
Behaviour Records	Information	School Council
End Of Key Stage Results	Survey of Local Businesses	Pupil/Parent Consultation
SEN Records		
SMT Consultation		
School Dental Survey		
Pastoral Care Team		

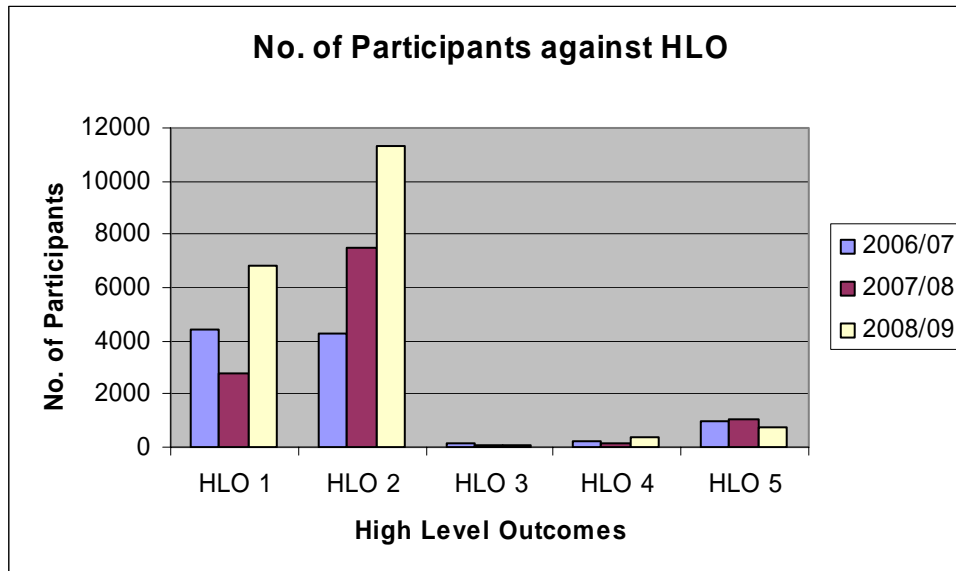
**3.3** A number of schools continue to be represented on local Neighbourhood Renewal Partnership Boards/Education Sub Groups and this has allowed sharing of information and the opportunity to develop programmes outside the school campus. This has resulted in 30 extended schools across 7 neighbourhood renewal areas in the SELB receiving additional neighbourhood renewal funding for projects that enhance and compliment their extended schools programmes

**3.4** Schools have also discovered and recognised the skills and abilities within their own community and within other agencies and have acknowledged that they would not be able to meet all needs identified within their Extended Schools audits or indeed within the school buildings. This has enabled a number of schools to develop much closer links with community groups, youth groups and Further Education Colleges. A number of schools have appointed external coaches/tutors and agencies to deliver projects, but at the same time ensuring that all activities are monitored and evaluated to ensure their programme is meeting the main goals of the Extended School Programme. It is recognised that a non teaching co-ordinator brings a different dimension to a school/cluster and the variety of programmes both within schools and clusters is testimony to this.

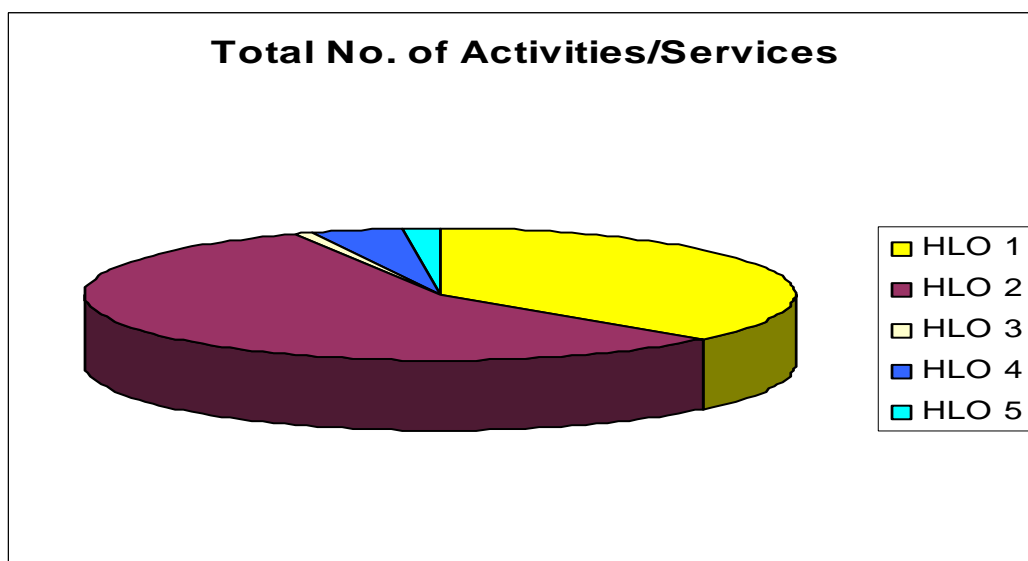
#### **4 Analysis of Extended Schools Programme 2008-09**

**4.1** Each year schools are invited to record their programme as activities or services. Activities were defined as benefiting participants on a collective basis and services defined as benefiting participants on an individual basis. For reporting purposes schools were also asked to highlight only the main high level outcome for each activity/service.

**4.2** During the 2008/09 year a total of 572 extended schools activities/services were delivered in the SELB area with 17,639 participants drawn from the four beneficiary groups , the breakdown of these activities/services and participants are illustrated in Table B, C, D and E.(see appendix 2)



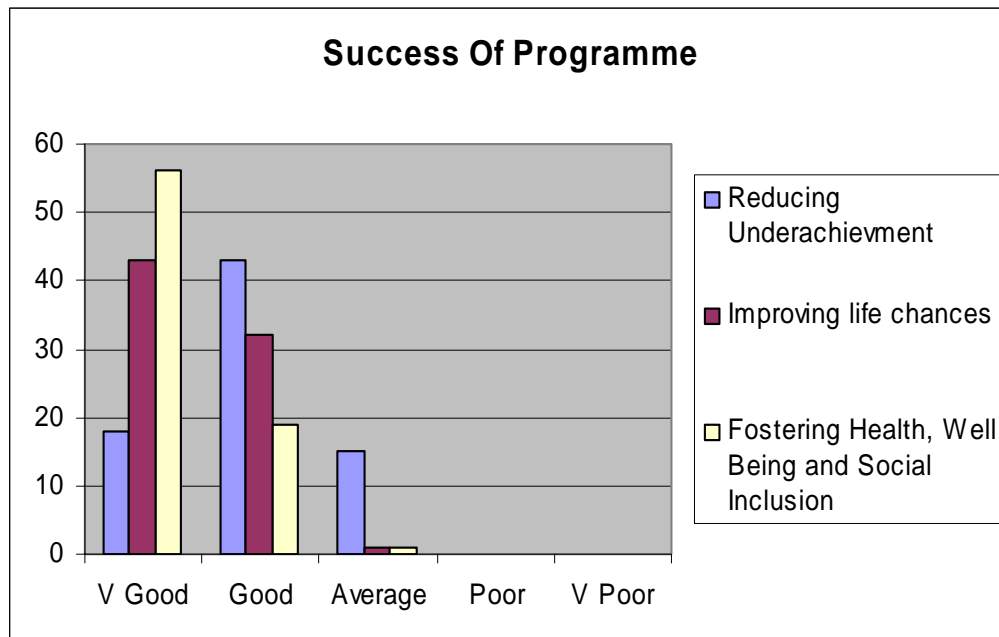
**4.3** The chart below illustrates that Being Healthy and Enjoying Learning and Achieving remain the predominant High Level Outcomes in the 2008/09 year with over 92% of all activities/services addressing these high level outcomes. However it is important to note that parents and community are benefiting from many of these activities with a total of 950adults/. Indeed HLO 2 must be an integral part of all Extended Schools programmes as if participants are not learning, enjoying and achieving; one would have to ask why this programme is on offer.



**4.4** It is important to recognise that categorising each activity into a single HLO disguises the full impact of the activities/services on offer and that information from action plans and monitoring visits is essential in order to give a full picture of the progress that schools have made since the start of the Extended Schools Programme.

## **5 Impact on Children, Families and Communities**

**5.1** The SWELB Project Board continued to be very satisfied with the positive development in the programme. Schools 2008-09 Action Plans showed how the majority of schools were able to deliver a programme targeting the 4 beneficiary groups and also meet some or all of the 5 High Level Outcomes. The majority of schools also recognise the importance of being able to demonstrate, where possible, how activities are directly impacting on their targets of reducing underachievement, improving life chances and fostering health, well being and social inclusion and will continue to work towards this in the 2009/10 programme. The graph below illustrates how schools feel their extended schools programme has already impacted on these targets.



**5.2** A number of schools continue to find it difficult to attract those hard to reach parents/adults within the local community who would benefit most from taking part in activities. Schools realise they need to continue to reach out and some have made real progress through relevant programmes to raise the self esteem and empower families and communities to ensure all benefit from the Extended Schools programme. The success of this can be illustrated by increased number of parents/community members taking part in activities offered by the schools with a total of 1632 adults benefited from these activities/services.

**5.3** The following extracts from a number of schools' annual reports highlight the very positive impact of Extended Schools:

<b>Success/Impact for Pupils</b>	<b>Details of Evidence</b>
	Pupil behaviour has improved greatly as a response to the opportunities provided by the Extended Schools' Programme. 1 child has been removed from the School register for special needs.
	Running records indicate pupils whose parents were involved in the P2 Literacy Programme have progressed in terms of reading bands and shown improvement re: literacy skills.
	28 pupils showed improved attendance. Behaviour improved also according to SIMS Behaviour Module which the school uses to record behaviour.

<b>Success/Impact for Schools</b>	<b>Details of Evidence</b>
	Overall reading ages have improved in school especially for the children who attended clubs.
	Year 8 pupils have settled into their new school with much greater ease as a result of the summer scheme.
	The school has grown socially as pupils are accustomed to interacting before and after school with different peers from those that they spend their 'class hours' with. These new friendships have 'spilt' over into the playground and have helped the implementation of our new playground procedures where play is zoned according to interest rather than age. This has had a very positive impact on behaviour, as evidenced in individual teachers' behaviour record books and paper work completed this year re bullying instances.

<b>Success/Impact for Families</b>	<b>Details of Evidence</b>
	Families have reported positively on their ability to attend parent meetings and have their children looked after. Attendance at PTMs raised by 9% as a result of this initiative.
	Participation in school programmes eg. Paired Reading/P2 Literacy Programme. Parents more confident about approaching teachers for advice as a result. Attendance at public performances involving pupils eg. festivals.
	Parents have become more involved in groups and attended 100% of the activities which involved parents.
	Many more families are agreeing to family initiatives to support their children as they learn. Paired reading and Cued spelling has received huge support from families of the school.

<b>Success/Impact for Community</b>	<b>Details of Evidence</b>
	Community delighted by new members into hurling club. Craobh Rua has 8 new members of their under 12 team as a result of the hurling initiative.
	The local community continues to support the work carried out by the school and are aware of their role in ensuring every possible experience is offered to the children of the school. A recent PTA event raised almost £1800.00.
	Local business supported – fruit supply. Coach from local GAA Club assists with After School Gaelic Club – summer term. Links with Gilford Library are in place. Community invited to various school events.
	Children have performed at many community events. Children have joined many community groups.

## **6 Extended Schools and School Development Plans**

Schools have continued to integrate their extended schools action plan into their overall school planning process and realise that they can and should utilise extended schools activities/services to address areas of school improvement highlighted in their school development plans. The following extracts highlight this.

*‘Extended schools programme has provided us with a mechanism, which has been of great benefit when attaching priority to areas within school development plan. As a school we are now looking at how this programme can be extended in the event of ring fenced monies not being available, particularly as a whole staff we see the merits continuing to function as an extended school’*

*‘Our School Development Plan highlighted Outdoor Curriculum which has been developed through the purchase of equipment for outdoor play. ICT was also highlighted and our programme offered parents the opportunity to see the facilities available to our pupils. Another aim in our Development Plan was to operate an Extended Schools programme, which we have achieved.’*

*‘The pupils have a more appreciative understanding of what is meant by the ‘community’ environment of the school. They participate in events with their family, friends and neighbours in a community based location and in doing so have a greater awareness to achieve well in their actions but at the same time enjoy themselves in the company of fellow participants. The additional provision of resources has had a noted improvement in pupil’s appreciation for school equipment and extra pride and effort has been noted in their efforts and contributions.’*

*‘Bullying within the school has decreased due to the increased resources available in the playground. General behaviour throughout the day is more positive. Children are using their skills in sport to work more as teams and have respect for each other. Children are developing a healthy lifestyle.’*

## **7 Challenges of Implementation for Schools**

7.1 The uncertainty and the delay in the announcement of the 2008/09 funding and the stop/start for some schools that exited in April and came back into the programme in July created problems for schools. Many schools finished their extended schools programme before the Easter break as they had no confirmation of further funding at the end of March and they were not permitted to plan any carryover to let activities continue to June. The extracts from a number of school reports below highlight the funding problem alongside other problems experienced by schools.

*‘Working with groups/club/organisations in the community – it takes time to build trust and good working relationships. Therefore long term planning is needed and this is severely hindered by the stop/start nature of funding.’*

*‘I would also appreciate earlier notification of each year’s new funding allocation, a lot of our parents now rely on our early bird and after school provision and the lack of clarity towards the end of the financial year renders arrangements very vague. (I realise that this is a DENI and financial issue.)’*

*‘We do need a more constant approach to the funding of Extended Schools to help develop links with all sectors. Schools do not run on financial years and knowledge is needed to inform all parties about future plans.’*

*‘It remains difficult to get as many parents as we would like to come on board, though this year has seen an improvement; perhaps one of the reasons here is the many other organisations associated with local church life in the local community.’*

## 8 Benefits – Pupils, Parents and the Community

All Extended Schools programmes continue to provide opportunities for increased participation, improved levels of engagement with parents and the wider community and have raised educational standards and achievements.

8.1 The schools Annual Reports continue to highlight some of the many benefits, which have had a positive effect on children, schools, families and communities. The table below shows some of these very positive comments:

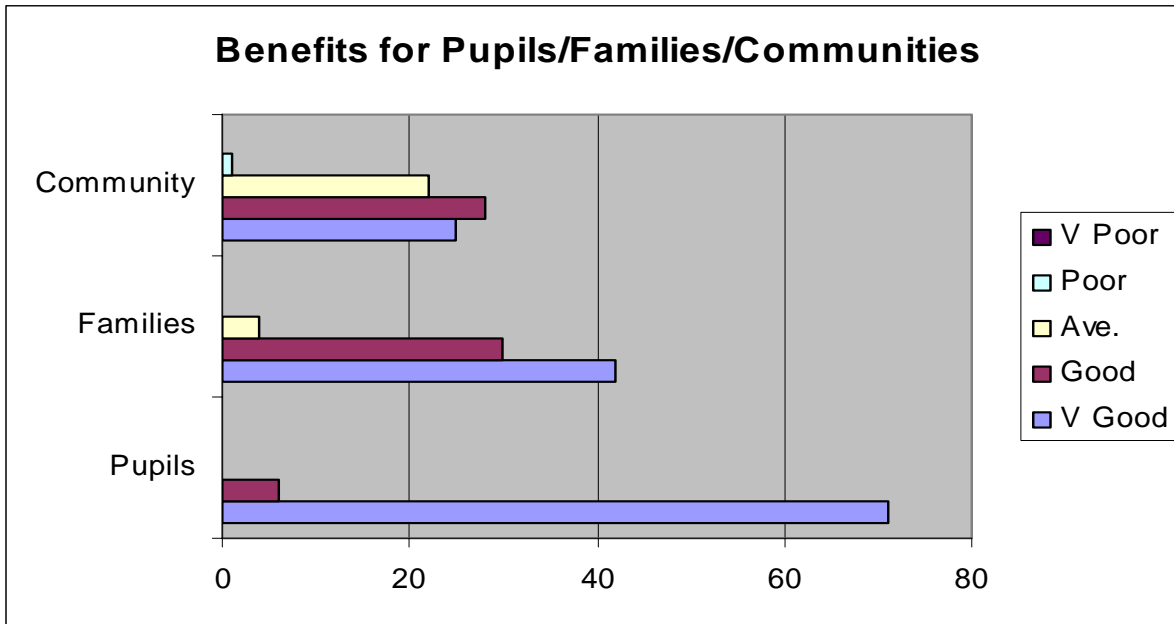
<b>High Level Outcome 1 – Being Healthy</b>			
<b>Activity – Breakfast Club</b>			
<b>Benefits for Pupils</b>	<b>Benefit for School</b>	<b>Benefits for families</b>	<b>Benefits for the Community</b>
<p>Very good impact socially</p> <p>Pupils mixing well with each other including a very regular and positive experience for ASD child</p> <p>Some pupils who were late for school now on time</p> <p>Improved attendance for a few pupils</p>	<p>Overall Yearly Attendance Percentage has increased on last year</p>	<p>Opportunity for Social Interaction</p> <p>Opportunity for One family in split Foster Care to meet together</p>	<p>Supported Social Services in Foster Care Provision</p>

<b>High Level Outcome 2 Learning, Enjoying &amp; Achieving</b>			
<b>Activity – Parenting Classes- Literacy</b>			
<b>Benefits for Pupils</b>	<b>Benefit for School</b>	<b>Benefits for Families</b>	<b>Benefits for the community</b>
<p>Children whose parents attended are not confused by parents and teachers using different approaches.</p>	<p>Staff were aware that parents were not familiar with the approaches used for promoting independent writing; they were also confused by the linguistic phonics programme. Staffs were eager to bring parents on board and educate them. They felt that they achieved this with some of the parents who attended the classes. They realise that a lot more familiarisation is required.</p>	<p>Many of the parents who attended stated that they are now much clearer re the approaches we are using and feel that they are helping their child now.</p> <p>39 parents =22% of families were represented. Out of these 31 were parents who tend to come to parents' information sessions anyway. 8 were parents who have not previously attended; they had children with them and availed of activities for their children provided by club leaders whilst they participated in the class.</p>	<p>We are really trying to break down the barriers to learning that exists among many of our parents. So much of this is down to a lack of self confidence and fear of seeking help. We have achieved a little of our aim through this activity but follow up work required.</p>

<b>High Level Outcome 2 Enjoying, Learning and Achieving</b>			
<b>Activity – ICT Club</b>			
Primary Seven children participate in the ICT Accreditation scheme. They complete the four strands of ICT and receive a CCEA Certificate at the end of the programme.	Children develop their ICT skills. They participate in a range of ICT activities and enjoy learning and achieving and get CCEA certificates which go into their record of Achievement portfolios which transfer to secondary schools.	New ICT skills are taken home and further developed on their own PCs. Parents state that children were motivated and interested and eager to complete tasks.	These newly acquired ICT Skills will transfer onto secondary school and will help them complete work assignments for homework and coursework.
<b>High Level Outcome 3 Living in Safety &amp; Stability</b>			
<b>Activity: – Dance &amp; Drama</b>			
Pupils were much more confident in standing up for themselves e.g. against strangers or bullying. Children were more aware of the dangers in society regarding bullying, stranger danger, internet safety etc, and aware of the options open to them regarding their own safety.	The issues addressed e.g. bullying etc. were closely linked to the school curriculum – area PDMU. Previously shy pupils, especially KS1, benefited greatly and went on to play leading roles in the school Christmas concert.	Parents and grandparents attended the final BEAM performance in the school assembly hall. Feedback from visitors was very positive. They felt pupils were much more knowledgeable in safety issues and aware how to avoid or say no to various dangers in society. Generally, they were more confident in public speaking.	The local community were welcomed to an open afternoon to view the KS1 and KS2 dance and drama performances. Many local people in the community then returned to see the Christmas concert.
<b>High Level Outcome 4 Experiencing Economic &amp; Environmental Awareness</b>			
<b>Activity – Eco Schools Club</b>			
The children set up their own Energy Conservation Committee and set up recycling centres in the school and devised a rota for turning off lights.  The children have learned gardening skills and are enjoying studying the wildlife and plants in the Eco-garden.	Through the work of The Eco-schools the school now has received their bronze and silver award status for the school.  Also the school received a grant to build Eco Wildlife garden and learning area.  All children in school have access to the garden	The children, parents, family members and friends all have access to the garden. Children enjoy visiting the garden with their parents to monitor their planting in the raised boxes.	Members of the community and local residents were invited along to the opening of the Eco-Learning garden and any member of the public can visit the garden outside school hours.

<b>High Level Outcome 5</b>			
<b>Activity – Playground activities</b>			
<b>Benefits for Pupils</b>	<b>Benefit for School</b>	<b>Benefits for Families</b>	<b>Benefits for the community</b>
Equipment provided a safe but interesting and challenging area for children with physical difficulties, to play and exercise. It also helped them improve their co-ordination, agility and balance.	The strong, good quality equipment will provide a valuable resource for the present and future pupils at our school. NB: - There tends to be quite a high level of Dyspraxia related problems in Pomeroy. (at present 10%, in 2009-10 - 13%) and therefore the installation of these playground items is a very worthwhile exercise.	Parents and families are pleased that the SEN (physical category) children are being catered for at playtimes and not left out. Parents felt this added playground feature was an excellent and fun facility to make children more active and motivated to play outdoors.	As this equipment is outside in a safe grass area, it is available for the local church to use e.g. Squirrels Scouts group, Summer Bible clubs or other KS1 groups, on request from the school.
<b>High Level Outcome 5 Contributing Positively to Community &amp; Society</b>			
<b>Activity – Digital Storytelling</b>			
Because of the direct involvement of fathers, the event has been exceptionally positive. Self esteem & confidence improved, also application to general school work.	One of the most positive developments ever in the school. Increased parents involvement School seen in much more positive light. Improved awareness of ICT among pupils. Improved relationships between school and home Increased levels of punctuality and attendance	Increased level of awareness of ICT. Quality time with children. Greater level of liaison with school and teachers Improved levels of self esteem and confidence	Greater number of fathers involved High profile of evening classes in the community Greater appreciation of school

**8.3** The annual report asked schools to indicate the perceived benefits to all beneficiaries and the Graph below demonstrates that pupils and families remain the main beneficiaries of the programme.



**9.0 Engagement with Community, Voluntary and statutory agencies**

**9.1** It is evident from the 2008/09 Monitoring and Annual Reports that the majority of Schools continue to embrace the concept of working in partnership and collaboration, consistent with the ethos of the Extended Schools Policy. This is evident in the programmes facilitated by schools and the range of links that schools have now developed with external statutory, voluntary and community agencies, a sample of which is detailed below. The range of agencies continues to expand and the range of relationships varies from advice giving to the provision of activities/services on behalf of the schools. It is evident that more schools are establishing good working relationships with these external agencies.

<b>Statutory</b>	<b>Community</b>	<b>Voluntary</b>
<ul style="list-style-type: none"> <li>▪Neighbourhood Renewal Groups</li> <li>▪Local Councils</li> <li>▪Local Health Board and Trusts</li> <li>▪Ulster Sports Council</li> <li>▪Youth Sport</li> <li>▪PSNI</li> <li>▪SELB</li> <li>▪British Council</li> <li>▪European Commission</li> <li>▪Surestart</li> </ul>	<ul style="list-style-type: none"> <li>▪Local Youth Clubs</li> <li>▪Local Community Groups</li> <li>▪Local GAA Clubs</li> <li>▪Local Sports Clubs</li> <li>▪Ballybot House</li> <li>▪Marie Curie</li> <li>▪Playboard</li> </ul>	<ul style="list-style-type: none"> <li>▪Springwell Centre</li> <li>▪Conservation Volunteers</li> <li>▪Ambassadors in Sport</li> <li>▪Citizen’s Advice Bureau</li> <li>▪SPRED</li> <li>▪Order if Malta</li> <li>▪Women’s Aid</li> <li>▪Woodland Trust</li> <li>▪Local Parish Groups</li> <li>▪School PTA</li> </ul>

**9.2** The Extended Schools team continues to enhance and build relationships with other external agencies and works closely with all relevant bodies to ensure that schools have access to as wide a range of services and provision in order to enhance their extended schools programme.

## **10 Dissemination of Good Practice**

**10.1** The Extended Schools Regional Group directed the 5 ELB Extended Schools teams to work collaboratively in Sub Groups to produce support material on Clustering, Funding, Good Practice and Communication. The 5 ELB Cluster Guidance Document is completed and is now available on the Northern Ireland Extended Schools Information System website (NIESIS). It is planned to have relevant material available on the other identified areas within this year. The ELB Co-ordinators also contributed to the development of the NIESIS website which was delivered by the WELB and this website will be of great value when the ELBs move into the Education Skills Authority. Each of the ELB Extended Schools teams also undertook to work on the individual topics of Self Evaluation, E-Learning, Community Learning, Working with Families and Good Practice Dissemination and this work is ongoing.

**10.2** The SWELB Extended Schools team has continued to produce its Extended Schools magazine, which highlights the many wonderful projects across both boards and this has been an invaluable tool in sharing good practice for schools.



The photograph above shows children enjoying their Gardening Club.

The SWELB team also decided to hold Celebration Award Ceremonies across the two Boards in March 2009 which acknowledged the contribution of schools to the provision of the Extended Schools Programme in 2008/09. Schools were invited to nominate a Service/Activity, an Individual or an Organisation and an Assessment Panel selected the winning schools. The Celebration Event was welcomed by schools, with the winning schools receiving a Plaque and each of the participating schools receiving a framed certificate to display in their school.



## **11 Extended Schools Clusters**

The Extended Schools policy encourages schools to work in partnership, both with each other and with outside agencies and this has been reinforced by identified 'Characteristics and Priority areas' within the 'Every School a Good School Policy' and in the ETI Evaluation document May 2009: ***'almost all schools are working in a collaborative way with local agencies, and many schools are working in clusters, although the degree of creativity varies'***

**11.1** During 2008/09 a total of 70/84 Extended Schools were part of 17 clusters (*See Appendix 3*) collaborating on a number of themes to produce activities/services, which included:

- Speech and Language Therapy
- Rock School
- Summer Schemes
- ICT for beginners
- First aid
- Cross Community Drama Production
- Multi-Sports
- Adult Education Classes

**11.2** The April 08 allocation of funding increased the Cluster allocation to 40% and the clusters submitted their plans for approval in June based on this figure. Unfortunately the July allocation of funding reduced the cluster allocation back to 15% and this created a considerable problem for schools that had already set their plans in place, recruited staff etc.

**11.3** Clusters have become more of a focus for the schools and board officers continue to help clusters develop. The regional Cluster Guidelines will enable clusters to reflect on their work to date and how they can build on their successes. Some of the larger clusters have been able to appoint cluster co-ordinators, which has meant that these clusters have been less of a burden for principals as the co-ordinator can develop the action plans and communicate with all stake holders. A number of clusters have commented on the benefit of having a non member of staff as a co-ordinator as they can bring a different perspective to the cluster.

## **12 SELB Implementation**

**12.1** The Extended Schools team continued to provide support as and when needed, through phone calls, emails and visits to schools. Six planning days were offered to schools in the past year, two of which were delivered regionally. In addition two financial Information Sessions were offered to news schools/principals in the SELB. This was essential to ensure that schools were delivering a good Extended Schools programme and continuing to develop their plans where possible. Schools have been very complimentary about the service provided and very positive feedback has been received.

**12.2** In 2008/09 the Extended Schools team completed 84 Monitoring visits between November and December and officers were delighted to learn of the very positive feedback from participating pupils, parents and the wider community. Schools Action Plans detailed how they planned to monitor and evaluate their activities and the annual monitoring visits allowed board officers to observe these systems and give advise for improvement where needed. These visits also gave officers the opportunity to witness some activities first hand and to see the very detailed records maintained by a large number of schools.

**12.3** The SELB Extended Schools Team also ensured that all relevant Board officers/sections/CASS Link officers were kept informed of any changes in the extended schools programme. Link Officers also received summaries of all extended schools action plans of interest to them.

**12.4** On-going support is given to all schools on issues related to the financial management of the extended schools programme as and when required. It is the responsibility of the schools to ensure that appropriate controls are in place for the monitoring of the budget and that adequate records are kept. All schools have received board support in how to document, manage and report on their extended schools funding and the extended schools team works closely with the LMS unit to aid schools in the management of their budget.

**12.5** The SWELB Project Board which includes the Chair and Deputy Chair of the SWELB Education Committee, representatives from Playboard, CCMS, Investing for Health, DSD, NCH NI, SHSCT, DEL and SWELB officers had 7 meetings throughout the year and were involved in numerous assessment panels. Board members played a very important role in the assessment process of the 2008/09 Action Plans and this ensured that the full Project Board was able to ratify the approval of plans in full knowledge that board members had made the recommendations. Their time, commitment and support are much appreciated.

### **13 Conclusion**

The second full year of the Extended Schools programme has shown that it continues to make a difference and feedback from ETI, Extended Schools Annual Reports and Monitoring Visits support this.

*‘ In most of the schools visited, the quality of Extended Schools is good or better, and in a majority is very good or better’ ETI Evaluation May 2009)*

**13.1** Schools continue to recognise the importance of integrating their Extended Schools action plans into their School Development Plan and the school improvement process as a whole. This will of course support the implementation of the Revised Curriculum.

**13.2** The majority of schools continue to see the benefits that this programme has brought to their school, pupils and families. A significant number of schools are working in a collaborative way with their local community and relevant agencies. The new schools in particular have been very positive about their inclusion in the programme and the majority of schools recognise that although they may still have concerns the benefits far outweigh this.

**13.3** The uncertainty of year on year funding does have an impact on all schools, however a number of schools have begun to explore sourcing additional funding as they recognise the benefit of the Extended Schools programme and the new way of

working with families and community. Indeed some schools have already benefited from local community support:

**‘Our local bakery has heard about the scheme and has said they will sponsor bread for the break fast club next year’**

#### **14 Key Learning Points and Recommendations**

- Guarantee of funding for more than one year is needed to allow schools to plan and embed the Extended Schools initiative within the core services of the school and its community. DE needs to recognise that expectations have been raised with families and school communities and that once programmes such as Breakfast, After Schools Clubs and Programmes for Parents are established they will be expected to continue.
- Any school identified for exit should be fully funded for the final year to assist in the development of an exit strategy. Identification of all categories of schools should be made as early as possible in order that schools are made aware of their participation for the following year
- Developing links with schools’ communities is ongoing and the dynamics within communities can be very fluid and schools have to take this on board. Change of personnel both within schools and community groups can have a significant impact on programme plans. ELB/ESA will need to identify adequate resources to provide on-going support for schools.
- All schools need to embrace the idea of clustering and recognise the full range of benefits that a successfully managed cluster can bring for all beneficiary groups. In recognising the importance of clustering, it is very important that the relevant bodies within statutory/community/voluntary sectors work collaboratively to ensure the most effective allocation of resources. Again the ETI Report highlights the importance of clustering;

# APPENDICES

## Appendix 1

<b>SELB Extended Schools and Budget Allocations</b>		
<b>DE Ref.No.</b>	<b>School Name</b>	<b>2008/2009 Allocation</b>
511 6197	Kilkeel NS	£ 1,461 *
511 6198	Fivemiletown NS	£ 1,173*
511 0017	Railway Street NS	£ 2,800**
511 6189	Millington NS	£ 1,472*
513 6217	St John The Baptist NS	£ 1,461*
513 6342	St Malachy's NS	£ 8,200
513 6631	Drumnamoe NS	£ 1,270*
501 1684	Annalong PS	£ 18,025
501 6117	Ballyoran PS	£ 23,950
501 2615	Ballytrea PS	£ 13,150
501 1179	Bessbrook PS	£ 13,075
501 1127	Carrick PS	£ 26,825
501 2649	Coagh PS	£ 4,050**
501 1175	Cortamlet PS	£ 9,600
501 1596	Gilford PS (previously Known as Craigavon PS)	£ 13,750
501 6065	Dickson PS	£ 16,300
501 2632	Donaghmore PS	£ 8,200
501 6080	Drumgor PS	£ 22,750
501 6088	Fivemiletown PS	£ 17,500
501 1129	Hart Memorial PS	£ 24,575
501 6028	Keady PS	£ 1,020*
501 1649	Kilkeel PS	£ 29,490
501 0992	Lurgan Model PS	£ 19,900
501 6007	Millington PS	£ 15,660**
501 6543	Moyallon PS	£ 2,565*
501 1137	Newtownhamilton PS	£ 9,500
501 6200	Queen Elizabeth II PS (Pomeroy)	£ 6,100
501 2643	Stewartstown PS	£ 6,500
504 6241	The Drelincourt Infant School	£ 5,400
501 1190	Tullygally PS	£ 17,125
503 1146	Anamar PS	£ 6,400
503 1110	Armagh Christian Brother's PS	£ 25,750
504 6597	Bunscoil an Iuir	£ 13,150
503 1086	Clonalig PS	£ 15,175
503 2713	Derrychrin PS	£ 13,525
503 1088	Dromintee PS	£ 18,025
504 6637	Gaelscoil Ui Neill	£ 6,988**
503 6122	Jonesborough PS	£ 11,400

<b>DE Ref.No.</b>	<b>School Name</b>	<b>2008/2009 Allocation</b>
503 1126	Mt St Catherine's PS	<b>£ 20,900</b>
503 6586	Presentation PS	<b>£ 16,900</b>
503 6590	Primate Dixon PS	<b>£ 29,670</b>
503 1184	St Anthony's PS	<b>£ 30,930</b>
503 6101	St Brendan's PS	<b>£ 27,775</b>
503 1169	St Brigid's PS (Drumilly)	<b>£ 10,100</b>
503 1163	St Brigid's PS (Glassdrummond)	<b>£17,875</b>
503 1213	St Clare's Convent PS	<b>£ 21,650</b>
503 1576	St Colman's Abbey PS	<b>£ 23,150</b>
503 6545	St Colman's PS (Kilkeel)	<b>£18,250</b>
503 6610	St Francis of Assisi PS	<b>£ 3,091*</b>
503 6633	St Francis PS(Lurgan)	<b>£ 33,370</b>
503 6173	St John The Baptist PS	<b>£ 27,375</b>
503 1669	St John's PS (Gilford)	<b>£15,100</b>
503 6110	St Joseph's PS(Bessbrook)	<b>£ 26,050</b>
503 1340	St Joseph's Convent PS	<b>£ 30,610</b>
503 6033	St Joseph's PS (Galbally)	<b>£ 18,925</b>
503 6108	St Joseph's PS (Killeenan)	<b>£ 11,100</b>
503 1188	St Joseph's PS (Meigh)	<b>£ 19,150</b>
503 1133	St Malachy's PS (Armagh)	<b>£20,350</b>
503 0975	St Malachy's PS(Ballymoyer)	<b>£ 11,700</b>
503 6433	St Malachy's PS(Carnagat)	<b>£ 25,725</b>
503 6064	St Malachy's PS (Carrickcruppin)	<b>£ 24,250</b>
503 6057	St Malachy's PS (Drummullan)	<b>£ 3,200**</b>
503 6363	St Mary's PS (Aughnacloy)	<b>£ 1,630*</b>
503 6043	St Mary's PS (Banbridge)	<b>£ 3,991*</b>
503 2699	St Mary's PS (Dunnamore)	<b>£ 18,025</b>
503 2736	St Mary's PS (Fivemiletown)	<b>Withdrew</b>
503 6087	St Mary's PS (Mullaghbawn)	<b>£ 25,050</b>
503 6118	St Mary's PS (Pomeroy)	<b>£ 18,400</b>
503 2692	St Mary's PS(Stewartstown)	<b>£ 13,900</b>
503 1166	St Michael's PS(Clady)	<b>£ 1,461*</b>
503 1070	St Michael's PS(Newtown)	<b>£ 8,100</b>
503 0972	St Oliver Plunkett PS (Forkhill)	<b>£ 14,650</b>
503 1148	St Patrick's PS(Crossmaglen)	<b>£ 25,875</b>
503 1158	St Patrick's PS(Newry)	<b>£ 26,875</b>
503 1183	St Patrick's PS(Armagh)	<b>£ 14,475**</b>
503 6047	St Patrick's PS(Annaghmore)	<b>£ 2,990*</b>
503 6099	St Patrick's PS(Cullyhanna)	<b>£ 20,550</b>
503 6504	St Patrick's PS (Dungannon)	<b>£ 32,490</b>

<b>DE Ref.No.</b>	<b>School Name</b>	<b>2008/2009 Allocation</b>
503 2717	St Patrick's PS (Mullinahoe)	£ 18,400
503 1176	St Peter's PS(Cloughreagh)	£ 25,775
503 2703	St Peter's PS(Moortown)	£ 19,300
503 1135	St Oliver's (Carrickrovaddy)	£ 1,380*
503 1103	Tannaghmore PS	£ 4,934*
525 0216	Brownlow Int College	£ 28,925
523 0278	Holy Trinity College	£ 33,190
521 0016	Kilkeel HS	£ 33,050
523 0213	Lismore Comprehensive	£ 36,480
523 0256	Drumcree College	£ 24,300
523 0160	St Brigid's HS (Armagh)	£ 22,150
523 0056	St Joseph's Boys HS	£ 29,175
523 0167	St Joseph's College(Crossmaglen)	£ 31,190
523 0192	St Joseph's College(Coalisland)	£ 29,330
523 0108	St Mary's HS, Newry	£ 31,090
523 0293	St Patrick's College, Dungannon	£ 4,520*
523 0157	St Paul's HS (Bessbrook)	£ 39,770
523 0088	St Paul's JHS, Lurgan	£ 29,910
531 6521	Ceara School	£ 6,100**
531 6577	Lisanally School	£ 6,200**
531 6519	Rathore School	£ 13,450
532 6523	Sperrinview School	£ 11,300
501 2720	Dungannon PS	£ 11,675
542 0062	St Colman's College	£ 17,185

- \*Exiting Schools
- \*\* Buffer Schools

## Appendix 2

Table B details the number of activities set against the High Level Outcomes

Table B	High Level outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
<b>ACTIVITIES</b>					
After School Club		20			
Art/Craft/Design		35			
Breakfast Club	31				
Community Learning					3
Community Links					7
Cookery	15				
Curriculum Support		75			
EAL Support		18			
First Aid	7				
Health & Fitness	18				
Health Awareness					
Healthy Eating	17				
Homework Club		18			
ICT Skills		43			
Morning/Lunch Time Activities	26				
Music/Dance/Drama		51			
Parenting/Family		13			
Pupil Personal Development		10			
Recycling/Eco Activities				23	
Specialist Clubs/Skills		27			
Sport & Sporting Skills	96				
Summer Scheme		8			
<b>TOTAL</b>	<b>210</b>	<b>318</b>		<b>23</b>	<b>10</b>

Table C details the number of services set against High Level Outcomes

Table C	High Level Outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
<b>SERVICES</b>					
Counselling			5		
Mentoring Programme		3			
Occupational Therapy					
Parents Advice Centre					
Speech Therapy		3			
<b>Totals</b>		<b>6</b>	<b>5</b>		

**Table D details the number of participants set against the High Level Outcomes**

<b>Table D</b>	<b>High Level outcomes</b>				
<b>ACTIVITIES</b>	<b>Being Healthy</b>	<b>Enjoying, Learning &amp; Achieving</b>	<b>Living in Safety &amp; with Stability</b>	<b>Experiencing Economic &amp; Environmental Well-being</b>	<b>Contributing positively to Community &amp; Society</b>
After School Club		511			
Art/Craft/Design		811			
Breakfast Club	674				
Community Learning					43
Community Links					691
Cookery	350				
Curriculum Support		1652			
EAL Support		309			
First Aid	113				
Health & Fitness	577				
Health Awareness					
Healthy Eating	3243				
Homework Club		500			
ICT Skills		696			
Morning/Lunch Time Activities	1840				
Music/Dance/Drama		2414			
Parenting/Family		230			
Pupil Personal Development		554			
Recycling/Eco Activities				357	
Specialist Clubs/Skills		608			
Sport & Sporting Skills		2507			
Summer Scheme		405			
<b>TOTAL</b>	<b>6797</b>	<b>11,197</b>		<b>357</b>	<b>734</b>

**Table E details the number participants in services set against the High Level Outcomes**

<b>Table E</b>	<b>High Level Outcomes</b>				
<b>SERVICES</b>	<b>Being Healthy</b>	<b>Enjoying, Learning &amp; Achieving</b>	<b>Living in Safety &amp; with Stability</b>	<b>Experiencing Economic &amp; Environmental Well-being</b>	<b>Contributing positively to Community &amp; Society</b>
Counselling			49		
Mentoring Programme		40			
Occupational Therapy					
Parents Advice Centre					
Speech Therapy		97			
<b>Totals</b>		<b>137</b>	<b>49</b>		

**Appendix 3 Details of schools involved in clusters**

<b>DE Ref</b>	<b>School Name</b>	<b>DE Ref</b>	<b>School Name</b>
<i>Armagh Cluster</i>		<i>Portadown Cluster</i>	
511 0017	Railway Street NS	501 1129	Hart Memorial PS
503 1183	St Patrick's PS, Armagh	501 6117	Ballyoran PS
503 1126	Mt St Catherine's PS	503 6173	St John the Baptist PS
503 1110	Armagh CBS PS	503 6586	Presentation PS
503 1133	St Malachy's PS, Armagh	501 6007	Millington PS
523 1060	St Brigid's HS, Armagh	523 0256	Drumcree College
531 6577	Lisanally School		
<i>Bessbrook Newtownhamilton Cluster</i>		<i>Moortown Cluster</i>	
503 1070	St Michael's PS, NTH	503 2703	St Peter's PS, Moortown
501 1137	Newtownhamilton PS	503 2717	St Patrick's PS, Mullinahoe
503 6110	St Joseph's PS, Bessbrook	503 2713	Derrychrin PS
501 1179	Bessbrook PS	<i>South Armagh Cluster</i>	
<i>Brownlow Sector Cluster</i>		503 1146	Anamar PS
501 6080	Drumgor PS	503 1086	Clonalig PS
525 0216	Brownlow College	503 1148	St Patrick's PS, Crossmaglen
501 1190	Tullygally PS	503 6099	St Patrick's PS Cullyhanna
503 1184	St Anthony's PS	503 1163	St Brigid's PS, Glassdrummond
503 6101	St Brendan's PS	503 6087	St Mary's PS, Mullaghbawn
523 0213	Lismore Comprehensive	523 0167	St Joseph's HS, Crossmaglen
<i>Coalisland Cluster</i>		<i>Cookstown Area Cluster</i>	
503 6590	Primate Dixon PS	503 6108	St Joseph's PS, Kileenan
503 2692	St Mary's PS, Stewartstown	503 2699	St Mary's PS, Dunamore
523 0192	St Joseph's College, Coalisland	523 0278	Holy Trinity College

<i>DE Ref</i>	<i>School Name</i>	<i>DE Ref</i>	<i>School Name</i>
<i>NAMES Cluster</i>		<i>Camlough Area Cluster</i>	
503 1213	St Clare's Convent PS	503 0975	St Malachy's PS, Ballymoyer
503 1340	St Joseph's Convent PS	503 1169	St Brigid's PS, Drumilly
503 1576	St Colman's Abbey PS	503 1176	St Peter's PS, Cloughreagh
504 6597	Bunscoil an Iuir	503 1188	St Joseph's PS, Meigh
503 6433	St Malachy's PS, Carnagat	523 0157	St Paul's HS, Bessbrook
503 1158	St Patrick's PS, Newry	<i>Annalong/ Kilkeel Cluster</i>	
523 0056	St Joseph's Boys HS, Newry	501 1684	Annalong PS
523 0108	St Mary's HS, Newry	503 6545	St Colman's PS, Kilkeel
<i>Pomeroy/Galbally Cluster</i>			Shimna Integrated College, Newcastle
503 6118	St Mary's PS, Pomeroy	<i>Fivemiletown Cluster</i>	
503 6033	St Joseph's PS, Galbally	511 6198	Fivemiletown PS
501 2632	Donaghmore PS	503 2736	St Mary's PS, Fivemiletown
501 6200	Queen Elizabeth II PS	501 6088	Fivemiletown NS
<i>Coagh/Stewartstown Cluster</i>		<i>Kilkeel Cluster</i>	
501 2615	Ballytrea PS	501 1649	Kilkeel PS
501 2643	Stewartstown PS	521 0016	Kilkeel HS
501 2649	Coagh PS	511 6197	Kilkeel NS
503 2692	St Mary's PS, Stewartstown		
<i>Domintee/Forkhill Cluster</i>			
503 1088	Dromintee PS		
503 0972	St Oliver Plunkett PS, Forkhill		
503 6132	Jonesborough PS		

