



EXTENDED SCHOOLS ANNUAL REPORT 2009/2010



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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 initiative is 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 use of a clear framework for measuring high level outcomes for children and young people has been used effectively by the Extended Schools programme since 2006. Schools and their partner organisations within the Extended Schools clusters use the 6 High Level Outcome as a basis upon which action planning can take place. The participating schools also tackle educational under-achievement by focusing their action plans around those areas highlighted as needing attention within their School Development Plan. This reflects the move towards the school improvement agenda which occurred after the release of the new 'Every School a Good School' - a policy for school improvement in April 2008. 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**
- 6. Living in a society which respects their rights.**

2. Overview of the SELB Extended Schools Programme 2009-2010

The Extended Schools programme is one of the most effective ways in which schools contribute to the school improvement agenda. Over the past 4 years over £40 million of investment in extended activities and services for children and young people has been granted to around 500 identified schools across Northern Ireland. In 2009-2010 a total of 90 schools qualified for the programme in the Southern Education and Library Board area and were invited by the Department of Education to take up the Extended Schools funding. 88 schools accepted the offer which generated a total budget of **£1,881k** (See *Appendix 1*). This included schools from both the controlled and maintained sector and from Nursery level to Post Primary. This Annual Report is based on information collated from the schools' initial action plans, their Annual Reports, Board Officers' monitoring visits and group discussions held during the annual information sessions delivered by the Extended Schools team.

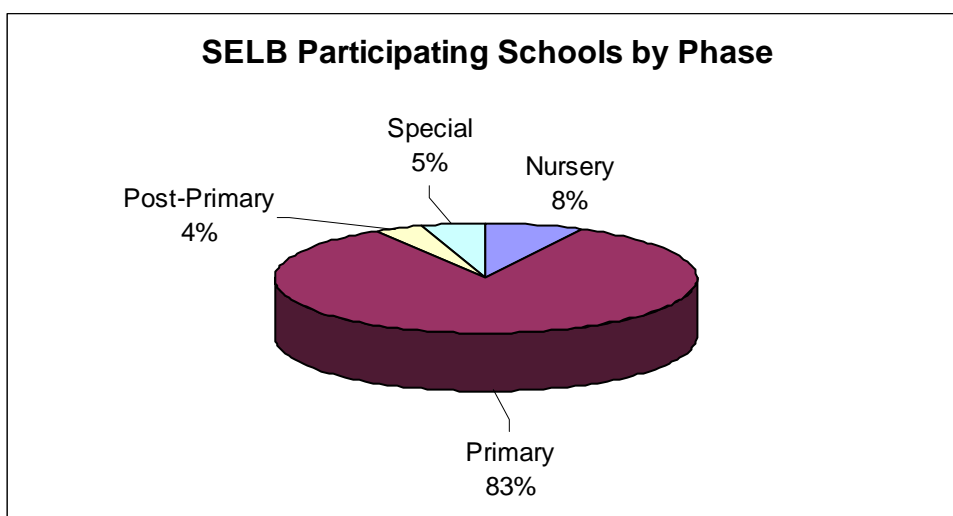


Chart 2A

2.1. The Northern Ireland Extended Schools Information System (NIESIS).

This has proven to be a very useful online system for schools, SELB Board Members, Governors of the Extended Schools and Members of Project Management Board (PMB) who can view schools' action plans using the on-line system. Despite a small number of temporary glitches during the year, this new method of recording data has been popular and easy to use both for schools and Board officers.

2.2 Action Plans

As this was the third full financial year of the Extended Schools programme, existing schools were able to continue to build on the success of their work to date and take into consideration what had not worked so well in previous years. Only one new school from the SELB Board area entered the programme in 2009/10. This new entrant adapted quite quickly to the programme and this facilitated the establishment of a new cluster for the first time in that area. Many of the programmes supported by schools have enhanced job opportunities and improved the quality of life for a significant number of adults as well as children and young people.. The annual reports continue to show growth in the number and range of activities being offered as schools took the opportunity to reflect on the previous benefits generated from their programmes for a wide range of beneficiaries. Schools continued to develop and expand on successful activities and close off those which either did not attract sufficient numbers or were not meeting the core aims of reducing educational underachievement and improving the life chances of children and young people.

2.3 Work Planning

Supporting the schools and clusters to implement and develop their programmes remained the key objective of the Extended Schools Officers throughout the year. This support took the form of school visits, phone calls, e-mails and information sessions both for principals and co-ordinators. Clusters continue to build relationships with their local communities and where relevant are key stakeholders in a number of Neighbourhood Renewal Education Sub groups. 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 local Youth Service provision. Schools continue to see the benefits of working together and sharing ideas and pooling resources and results have been very positive.

3.0 Baseline Auditing

The 5 ELB Extended Schools Officers agreed that schools would be asked through their on-line action plans to use one or more of three key types of evidence; school data, community data and anecdotal data, as a way of establishing the additional needs of children, their parents and community.

- School data should clearly justify the need for the particular activity or service by providing data such as reading test scores (e.g. NFER), external examination results, attendance or behaviour problems to support the Action Plan
- Community data could also include information from the N.I. Neighbourhood Information System (available at www.nisra.gov.uk/ninis) and local community evidence which would support the need for their programme
- Anecdotal data could include feedback from pupils, families, school staff and the local community which could highlight current problems, issues or concerns. Extended Schools funding could be used to support a particular intervention based on the needs analysis and evidence gathered.

The NIESIS Baseline Information provided on the different Action Plans was a very useful tool for the PMB and the Assessment Panels. In some cases where insufficient information was given, Action Plans were deferred for further development or rejected by the Extended Schools PMB.

Analysis of Extended Schools Programme 2009/10

The NIESIS system has enabled schools to become more aware of the importance of relevant audits to identify the needs of pupils, schools, families and communities as the needs analyses help schools ensure that they plan and develop only the most relevant and urgently required activities. During all of the training and information sessions schools were also shown how to use the SIMS module within C2K to track the progress of individual pupils or groups of pupils with in-school monitoring data. Schools have been advised that they should use this valuable tool to enable them to demonstrate improvements within certain Action Plans and key areas of work. This is an ongoing learning process for all schools and will continue to be so as the Extended Schools programmes develops. The collection, reporting and sharing of relevant, accurate information, and clear educational data helps children and their families to reflect upon their previous work and to realign future activity to help them meet their personal development goals. The monitoring and evaluation data available from NIESIS in 2009/10 enabled schools to note what had been successful and offered schools information they could use to further develop their programmes for the 2010/11 year.

4.1. Schools and Community

A number of schools continue to be represented on local Partnership Boards and Neighbourhood Renewal Education Sub Groups and this has allowed sharing of information and the opportunity to develop programmes outside the school campus. It also focuses the whole community to identify its own needs and plan accordingly.

Schools have also discovered and recognised the skills and abilities within their own community and within other agencies. They have acknowledged that they would not be able to meet all needs identified within their school community or indeed within their school buildings and this has enabled a number of schools to continue to develop 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 they have always ensured that all activities are monitored and evaluated to ensure their programme is meeting the main goals of the Extended School Programme.

It has been encouraging to see good links continuing to develop with a number of Youth Organisations. The Cluster Co-ordinator in one area, who is a qualified part-time youth

worker, has worked closely with the relevant Youth clubs to facilitate an expansion of their summer programme and this has benefited pupils and their families from the 10 schools in the cluster. The Cluster has also developed an interesting programme, which is offered during the mid term breaks and this is delivered within a number of youth organisations and monitored by the Co-ordinator. Another school has worked closely with its local Youth Club through a staff-sharing arrangement which has benefited its pupils enormously.

4.2 High Level Outcomes

During the 2009/10 year a total of 991 extended schools activities or services were delivered in the SELB area. The wide variety of Action Plans show that schools have met at least two or in some cases up to five of the High Level Outcomes (HLOs). Enjoying Learning and Achieving (683) and Being Healthy (371) are still the predominant outcomes this year, but it is very encouraging to see the gap is narrowing between Contributing to Community and Society (342), Living in Safety and Stability (122) and Experiencing Economic and Environmental Wellbeing (122).

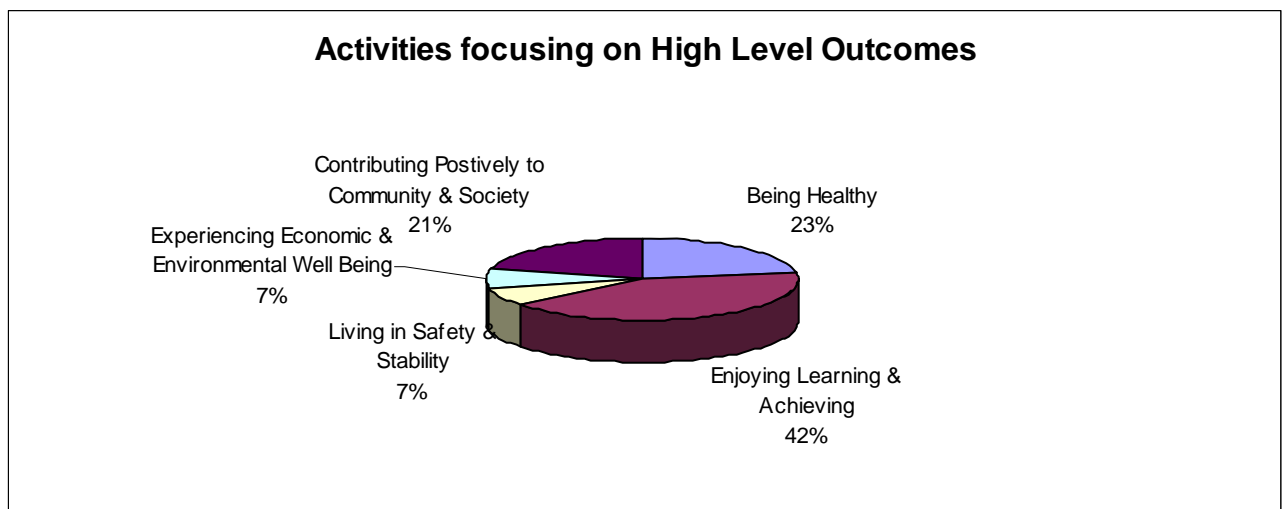


Chart 4.2

It is encouraging to see that schools in general had well thought out Action Plans, which were fully delivered, however as this was the first year of the NIESIS online system there were some differences in interpretation of two different categories – ‘As Planned’ and ‘Completed’. When these two categories are combined, it shows that 91% of Action Plans delivered what they set out to do. When ‘Delayed start’ and ‘Progressing with delays’ are added in the total of plans delivered rises to 93%. The 7% of plans cancelled usually can be explained by the lack of available activity leaders or times when the anticipated interest did not materialise.

4.3 Activities/Services

During 2009/2010 88 schools participated in the programme and continued to realise the importance of engaging their pupils as well as parental and community engagement.

Many schools have made real progress through organising relevant programmes to raise children's self esteem, support families to meet their own training needs and to encourage communities to take up all the benefits offered by the Extended Schools programme. The wide variety of activities and services are shown in Chart 4.3.1 below.

Activity Category	Activity Category
Art/Craft Design	Health & Fitness
Breakfast Club	Healthy Eating
Community Links	Homework Club
Cookery	ICT & Key Skills
Drama/Dance	Language Club
Extended Schools Co-Ordinator	Literacy
First Aid	Music
Numeracy	Parenting/Family
Recycling/Eco Activities	Specialist Clubs/Skills
Science Club	Sport & Sporting Skills
Summer Scheme	Youth Activities & Skills

Chart 4.3

4.4 Target Groups

As in the other Board areas the majority of Extended Schools within the Southern Board area are in the Primary Sector.

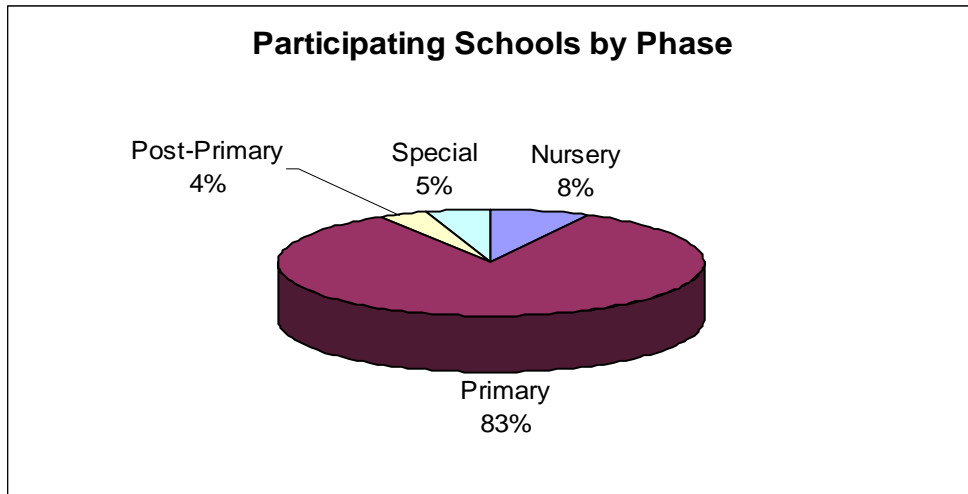


Chart 4.4.1

Within those primary schools the greater number of activities is targeted at the Key Stage and Key Stage 2 children. However Chart 4.4.2 below clearly demonstrates the wide range of people who benefit from the Extended Schools programme, across all school sectors and the wider community. There is still a small focus on pupils and their families from the different Ethnic Communities but as families get more established within their communities the support needed is reduced.

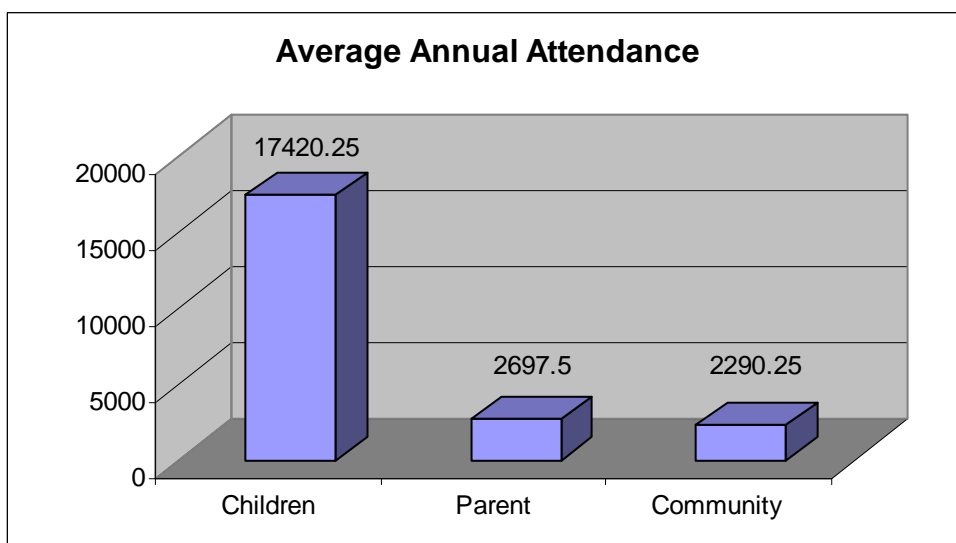


Chart 4.4.2

4.5 Time of Day

As expected the majority of Activities are listed as taking place after school and would run normally between the hours of 2pm and 5pm, taking into account programmes for KS1 pupils which run from 2pm until the end of the school day. It is also interesting to note 11% of activities are offered in the evening, which caters for parents and the wider family and community. This is a very encouraging development, which has continued to grow over the past 4 years.

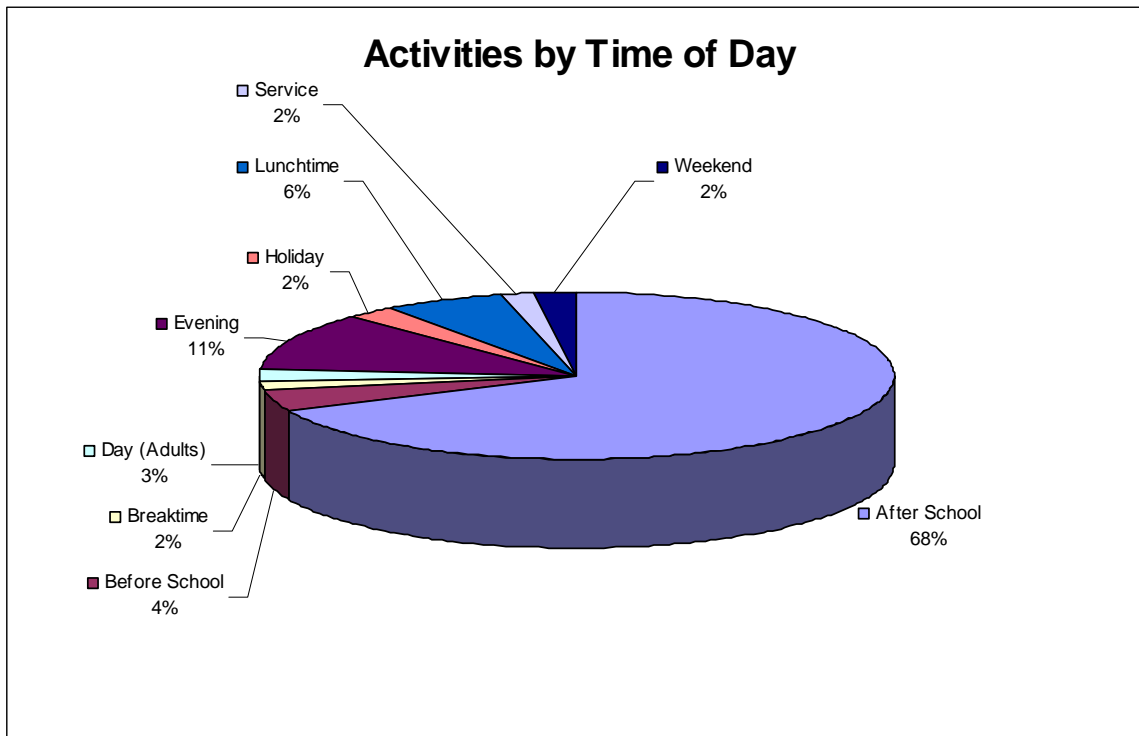


Chart 4.5

4.6 Impact on Children, Families and Communities

82% of SELB schools report the benefits for pupils as Very Good and 18% as Good, which is a very positive outcome of the schools' self evaluation process this year.

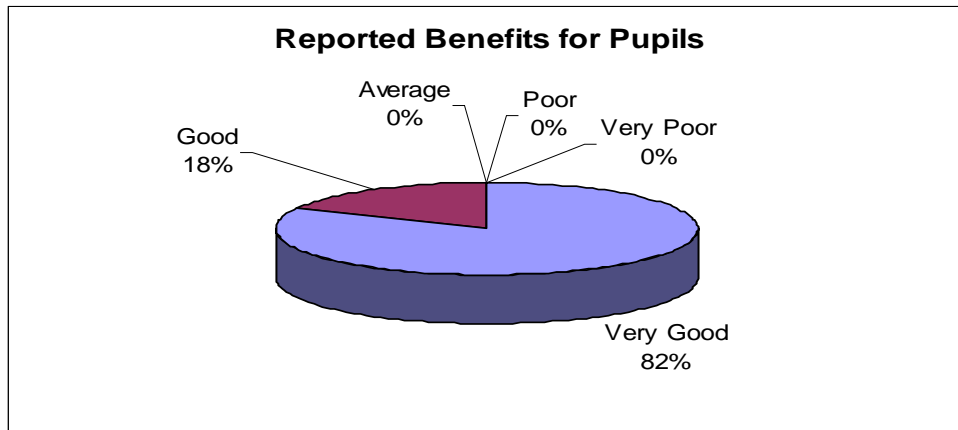


Chart 4.6

A number of responses from schools are shown below:

- Levels of achievement in literacy and numeracy have been raised. Many pupils have been supported in completing homework. Pupils have developed skills in ICT, Arts & Crafts and Gaelic games.
- Increased self esteem; confidence; language development; participation in creative activities and development of gross motor and fine motor skills. Parents' understanding of how to help their child has developed.
- Development of children's spoken English especially for all children who have English as their 2nd language.
- Increased attainment levels for some children. As we do not charge for our activities we know that some children avail of them who would not otherwise be able to e.g. some children from the Traveller and new minority communities.

4.7 Reported Benefits for Schools

It is very encouraging to note that 83% of schools rate the benefits of the Extended Schools programme as Very Good with only 1% seeing it as average.

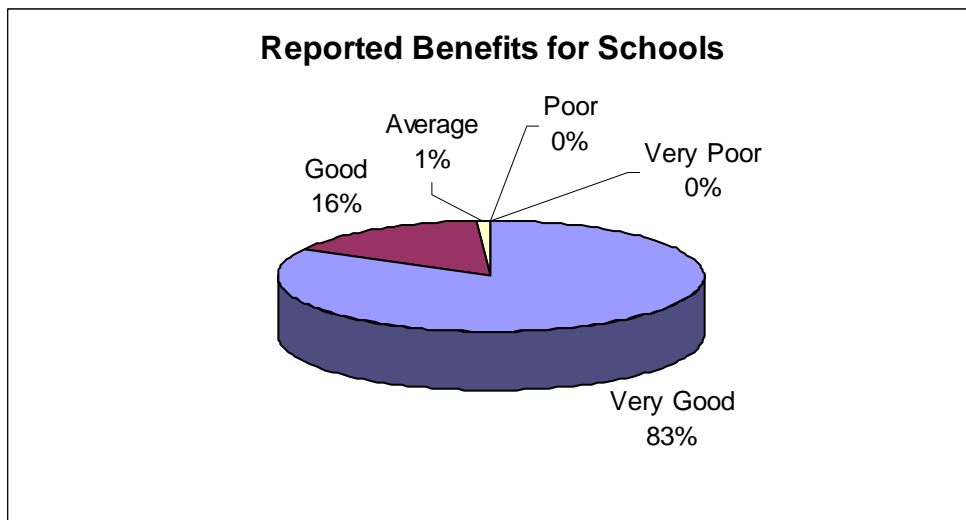


Chart 4.7

A number of responses from schools are shown below:

- For children, staff and parents to become involved in daily 'extra-curricular' activities illustrates how committed we are to enhancing the learning experiences of our children.
- The benefits for the school can be summed up in the ETI's comment in their recent Inspection Report - An extensive range of activities is offered through the Extended Schools programme; a number of these programmes are having a positive effect on the children's well-being and achievements.
- The Staff of the Extended School's Programme are the staff that work in the school everyday and are able to build an excellent rapport with the children and work fantastically as a team.
- The school staff got a great sense of success because as well as the school grounds looking absolutely super; the relationships we built with the parents and families were invaluable. These relationships can only assist us in developing the children's skills in other areas of the curriculum

4.8 Reported Benefits for Parents

Schools report that 79% of parents rate the benefits of the Extended Schools programme as either Very Good or Good and a further 14% rating Average

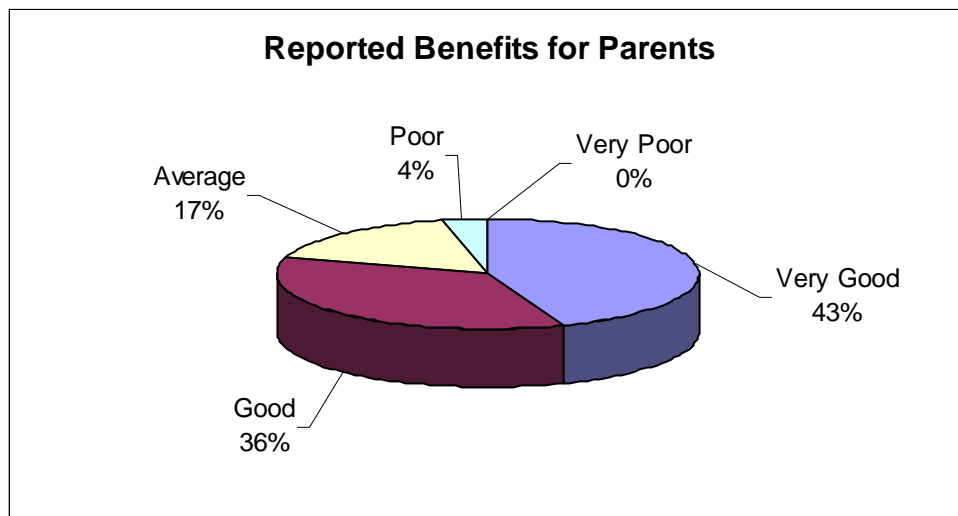


Chart 4.8

A number of responses from schools are shown below:

- The children have the ability to help parents in home computing. Parents happy to see pupils improved scores in test results and ICT Accreditation. Parents usually have an opportunity to come into school to view their children's Power Points and are generally impressed with the standard of work;
- Improved chances of career improvements through attending courses and receiving specialist training, improved levels of health and fitness, greater cooperation between home/school;
- Parents really enjoying being in school, therefore the relationships between parents and staff have been strengthened. Parents feel they have a better understanding of teaching and learning in school and out of school. Parents' self confidence and self esteem improved
- The extended schools clubs provided a safe haven for pupils who were from one parent families who worked shifts. The parents that attended the courses enjoyed 'being back at school' and were more confident in the use of ICT and more aware of healthy eating

4.9 Reported Benefits for Community

Some schools find it difficult to differentiate in reporting between family and community so therefore the responses perhaps reflect this. However it is pleasing to see over a quarter of schools reporting Very Good and over half reporting Good benefits for their community. Schools will continue to be encouraged to explore how best they can engage their local community to see can improvement be reached in future years.

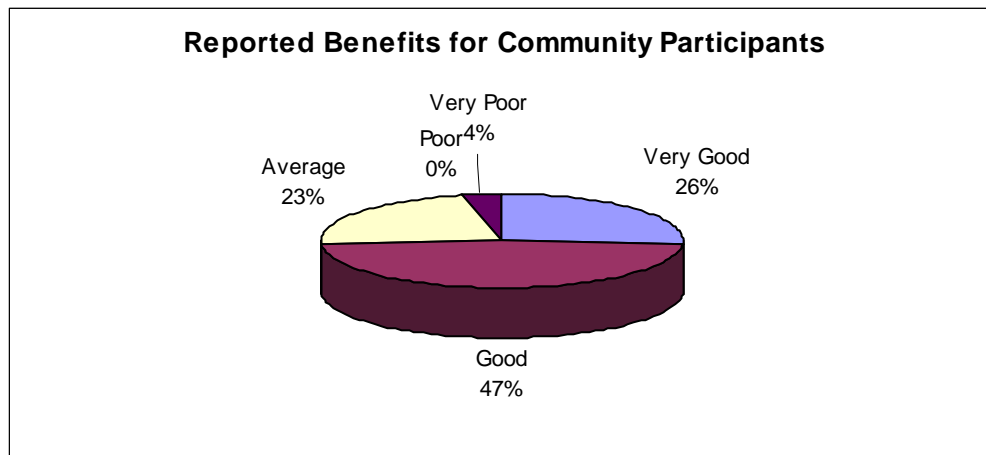


Chart 4.9

- Stronger community/school links, greater collaboration between community groups and parents, greater understanding of the way in which the school can provide resources and facilities to members of the local and wider community.
- An integrated approach benefits everybody. SureStart continue to be involved as and when personnel and services are suitable. Using a parent who is a lecturer in a local FEC proved a useful link.
- Bessbrook is a community that realises that the education of their children opens new doors and offers their children new opportunities. They have been very committed to the Extended Schools Programme and are very aware of the positive effects that it has on their community.
- All of the projects undertaken have increased community links, especially with the cluster group involving 6 local schools, the Armagh Rhymers, Tom Sweeney and Dr. Meruna from the Armagh Observatory.

5.0 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. It is very encouraging to see that 59% of schools are very aware of the importance of the total integration of the Extended Schools programme within the whole school, while 37% are increasingly aware of this and only a very small 4% reporting little impact.

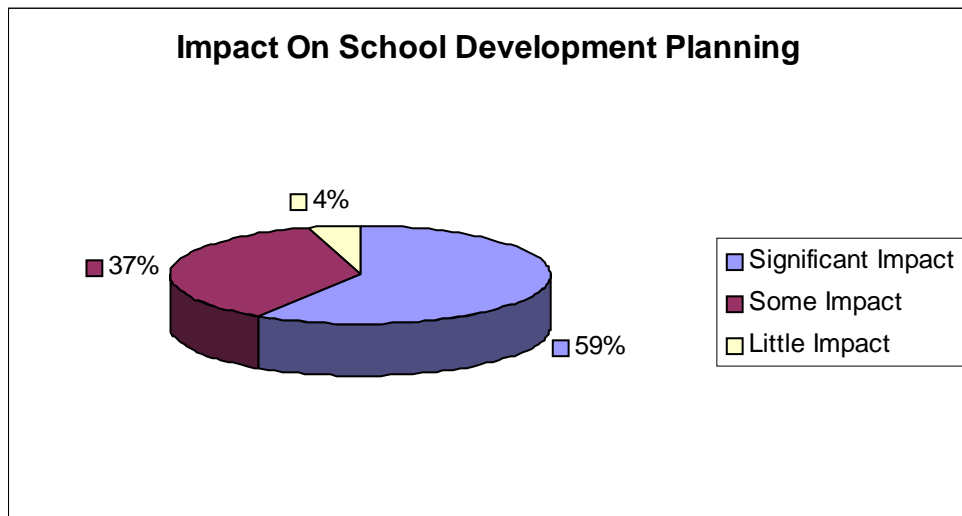


Chart 5.0

A random selection of school responses are noted below:

- This years SDP has had a strong Literacy focus; incorporating Thinking skills and Personal Capabilities. Some programmes from The Extended Schools Programme have impacted on this area of teaching and learning. Both the Morning Club; for all age groups; and the After School club; for P1-P3; have encouraged a greater independence in the children. They are better able to self-manage and to work with others. This is evident in the classroom. Their talking and listening skills have been developed. This has been especially evident with the younger children in P1. Their fine and gross motor skills have been developed which has led to increased self esteem; again mostly with children from P1. Children who attended The Cinema Club are now more capable of communicating their thoughts and ideas; in both
- Verbal and written form improved.. Their ability to express their ideas and opinions on the World Wide Web has been developed with children contributing to film reviews on-line. During work carried out in the Eco-schools club; children have had to make telephone calls

to a phone recycling company; write; carry out and review Action Plans; devise plans for raising money to buy new school bins; discuss issues; take minutes of meetings and make up the rota for carrying out energy monitoring and litter collection. These are all skills required for life and children from P2 to P7 have acquired these skills. All of the children have made a valuable contribution to the club.

- Development of ICT was a central component of our SDP. Having purchased interactive whiteboards and implemented a school website club we developed the ICT skills to such an extent that all pupils in P4 and P7 were able to attain CEA ICT accreditation. We are waiting for levels to be returned to us and therefore cannot state how many achieved each level. This data should be available by the end of the summer term. Analysis of whole school data in Literacy and Numeracy indicate an improvement in almost all score bands in each subject. A cross referencing exercise between participation in Extended Schools activities and performance in English and Maths summative attendance indicates that scores for 78% attendees have improved.
- The School Development Plan also aims to encourage more parental involvement within the school. With the provision of adult learning classes and the Dads n' Lads programme the Extended Schools programme has greatly contributed to this. The parents are more aware of the positive role that the school plays in the development of their children and this has helped to foster greater relationships between home and school.
- As a school we have been introducing and developing our PDMU programme and the added use of Playground Pals as Peer Mediators has helped the children to see that the techniques they are learning in the classroom translate into the playground. Through our introduction of the 'World Around Us' subject within the Revised Curriculum we have been able to continue educating the children on Healthy Eating and living Healthy Lifestyles. Therefore; our Good Start Club; 223 Club; Pm Club and After School Sports have all complemented this perfectly.
- Literacy - We have developed two outdoor reading areas; enabling pupils to read at break/lunch time and to engage socially with friends/other pupils. Feedback from parents regarding our Literacy Programmes has been very positive and they are more inclined to approach teachers for advice; particularly at Foundation Stage. Running records and class assessments indicate improvement in pupil performance. Pupils' self-esteem and confidence have increased. Links with the local library are in place. Health and Fitness -

Provision of fruit break three days per week continues to heighten pupil awareness of the need to eat healthily and influences pupil's personal attitudes to diet. Soccer/Gaelic coaching continues to be popular and the pupils have enjoyed much success; winning tournaments in both sports and improving fitness levels and skills. Irish Dancing is very well attended and again pupils have enjoyed much success; winning the Co. Armagh Education Cup at Portadown Festival and competing successfully at Ballyclare Festival. Creative Arts - The school choir continues to enjoy success; performing publicly at numerous events throughout the year and enabling pupils to grow in confidence and to improve their music skills. The Creative Craft Club remains as popular as ever and this year; pupils combined their creative skills with some business acumen to create Easter cards; selling them to local businesses and combining their profits with the proceeds of an Easter Raffle to present a cheque to the Southern Area Hospice. Administration - The Principal and Extended Schools Coordinator monitor the impact of the programmes.

6.0 Reported Impact on Quality Indicators

The new NIESIS programme requested and enabled schools to analyse the impact of the Extended Schools programme against four Quality Indicators: Reducing Underachievement, Fostering Health, Well Being and Social Inclusion, Improving Life Chances and Developing the Integrated Delivery of Support and Services

6.1 REDUCING UNDERACHIEVEMENT

6.1.1 Improving Attendance

64% of schools comment very positively with 32% collating a range of quantitative data. When schools had not directly targeted attendance in their Action Plans, in some cases they did not score this statement as they may not have considered Extended Schools to have had an overall impact

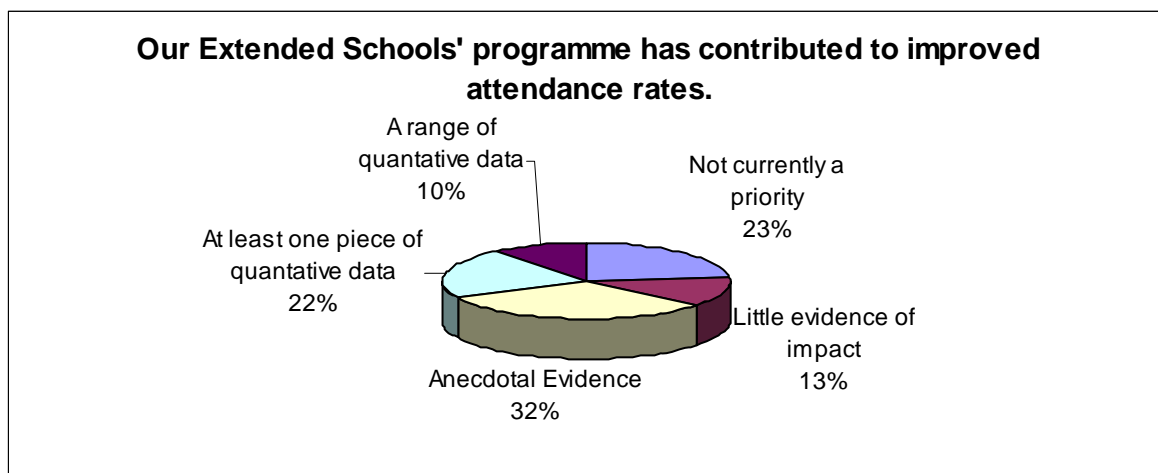


Chart 6.1.1

A random selection of school responses are noted below:

- The number of children whose percentage attendance is less than 85% has been reduced from 70 in October to 47 pupils in April.
- % attendance 08/09: 94.8% attendance 09/10: 95.4. Improved attendance through: healthier lifestyles and greater desire to attend because of the breakfast club, after school activities and attractive learning environment.
- Since the beginning of the academic year we have seen a noted improvement in the attendance rates at both the homework club and at school. Numbers have increased at

homework club by approximately 20 percent and attendance of children that were previously struggling before joining homework club has also increased.

- Our attendance rates for the year 2008/2009 were 89.5%. The percentage up until March 31st 2010 was 92.2%, a rise of 2.7%. The clubs on offer encourage pupils whose attendance may have been problematic to come to school on the days of the clubs.
- Attendance was above national average for first time in number of years.

6.1.2 Raising Standards

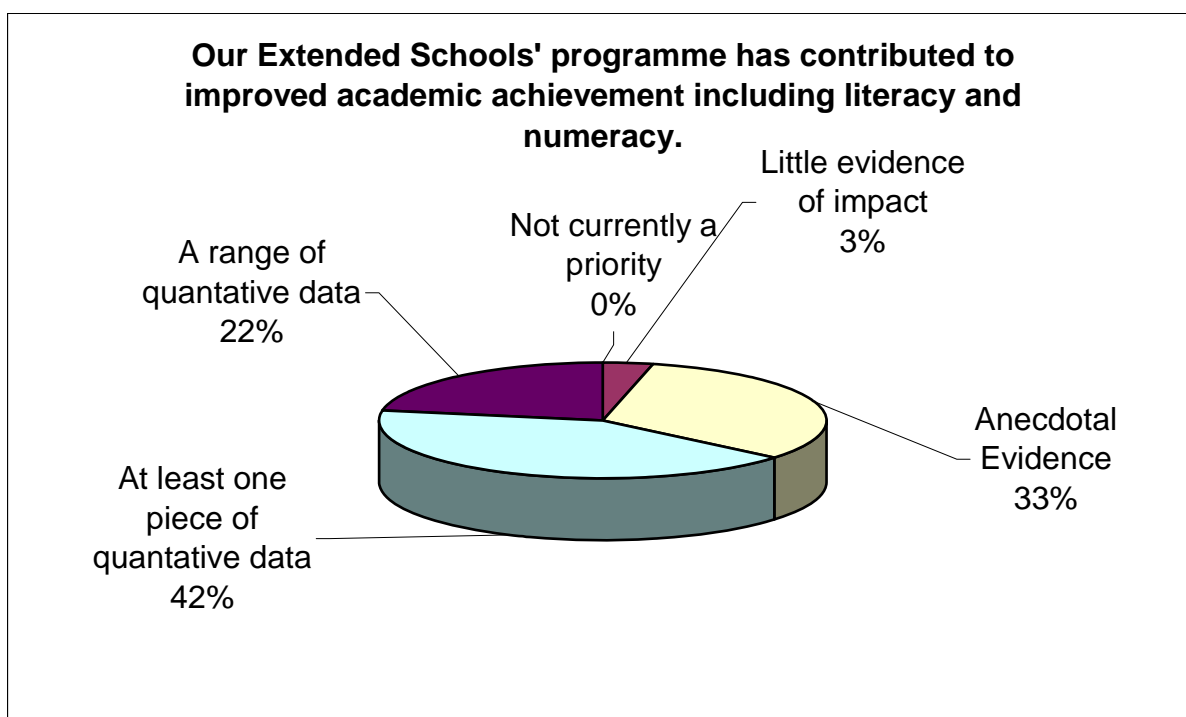


Chart 6.1.2

97% of schools were able to demonstrate a range of evidence from anecdotal to qualitative data to demonstrate the impact their Extended Schools had on raising academic achievement. The small number of schools who did not see this a priority or had little evidence to demonstrate that their programme had any impact will need further support and encouragement on how best they can develop and monitor suitable action plans. Those schools who are benefiting from Extended Schools funding are ideally placed to be able to go a long way to meet the requirements of the Department of Education's 'Every School a Good School' policy.

A random selection of school responses are noted below:

- ❖ The assessment scores have improved since the introduction of literacy/numeracy after school sessions.
- ❖ End of Key Stage Assessments: 07/08 KS1(Level 3) Lit 34.55 Num 41.82
KS2(Level 5) Lit 40.00 Num 48.24 08/09 KS1(Level 3) Lit 41.07 Num 48.24.
KS2(Level 5) Lit 36.99 Num 53.42 Our results show improvement in all areas but one.
- ❖ Comparisons of NFER Scores 08/09 with 09/10. 83% of target group made improvements in Literacy. 67% of target group made improvements in Numeracy.
- ❖ Those young people who attended the Maths revision club achieved a 90% pass rate A* - C. Those young people who attended the Sociology revision club achieved an 80% pass rate A* - C. A school mentor was employed to engage with underachieving pupils in Year 12 to help raise their levels of attainment.

6.1.3 Enhancing the learning environment

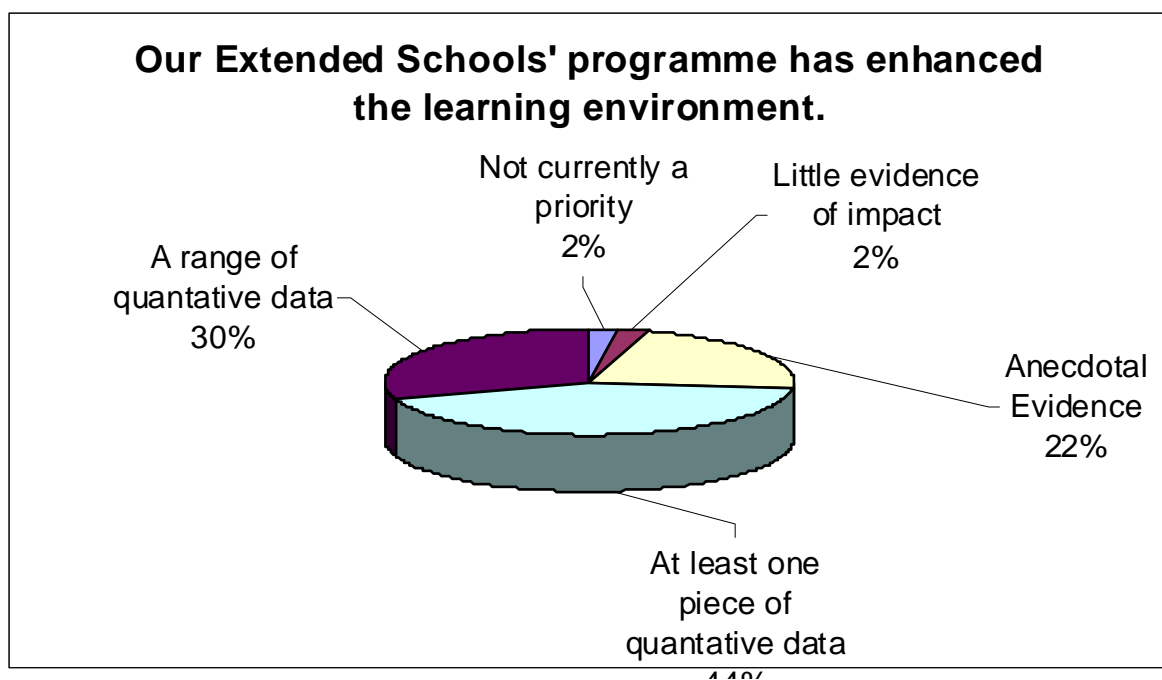


Chart 6.1.3

43% demonstrated 'At least one piece of quantitative data' (figure not shown on graph) 96% of schools were able to demonstrate some evidence of positive impact on their learning environment, with the majority (74%) quoting quantitative data. It was encouraging to note that only 2% did not see this as a priority or provide little evidence of impact.

A random selection of school responses are noted below:

- Through Extended Schools Funding we were able to purchase new Art and ICT resources which has greatly improved the children's learning environment. Our Gardening Programme has also improved our Outside Learning Area which is part of our extended curriculum
- Most significantly. New signage, paths, plays areas, resources, trees; raised beds etc provided by Extended schools and Parents Support Group have changed the outdoor environment. we hope to continue on developing this next year.
- The provision of equipment- for play, ICT and sports, and furnishings has helped to create a wonderful, positive learning environment within our school.
- The various workshops/activities provided a wide range of options/choices to both parents and children to enhance their learning.
- We now have a fantastic additional outdoor resource which is accessible to all pupils.
- The learning environment and school in general has been enhanced through the Drama production and also through Eco club, children have put a lot of work into making the learning environment attractive and inviting in a 'green way'

6.1.4 Making Informed Decisions

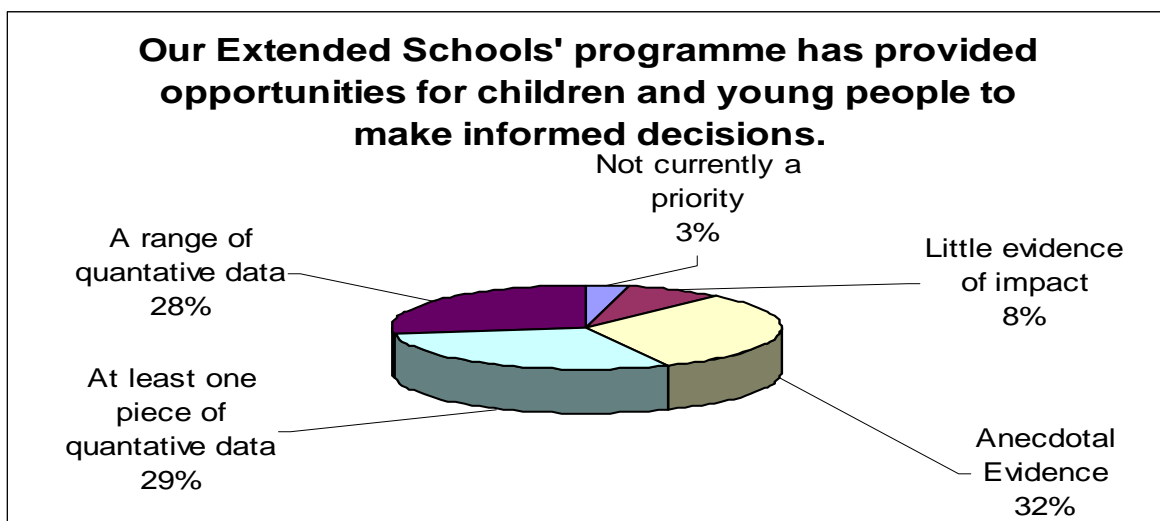


Chart 6.1.4

It is encouraging to see that schools in general have been able to demonstrate that their pupils have had an opportunity to make informed decisions. Those who either did not show or did not see this priority will be encouraged to develop this area in the future.

A random selection of school responses are noted below:

- Our School Council and Eco Committee has been established and are involved in decision making
- Our Environmental Studies Programme has informed children about making the right choices for the environment, i.e. recycling, sustainability etc.
- Some children have greater responsibilities for equipment in playgrounds, helping younger children and the Personal Dev. Programme that P7 pupils attended were all highly successful and great opportunities to develop better decision making in our children.
- Through the Reading Partnership the children targeted can now make informed choices when choosing a book to read at their own level. Children are deciding what to plant in the garden; which plants suit our climate. Making decisions on how to improve our school and the environment.
- Choosing to stay and begin to take responsibility for their learning.
- The majority of our children are making healthy choices at breaktime. Over 70% of our children avail of our healthy break programme.
- Through the Mentoring Programme, Counselling and XL Prince's Trust our pupils have the chance to be empowered in various pastoral and academic issues. Through their responses to evaluations it is apparent they are more confident in knowing about choices

6.1.5 Overcoming barriers to learning

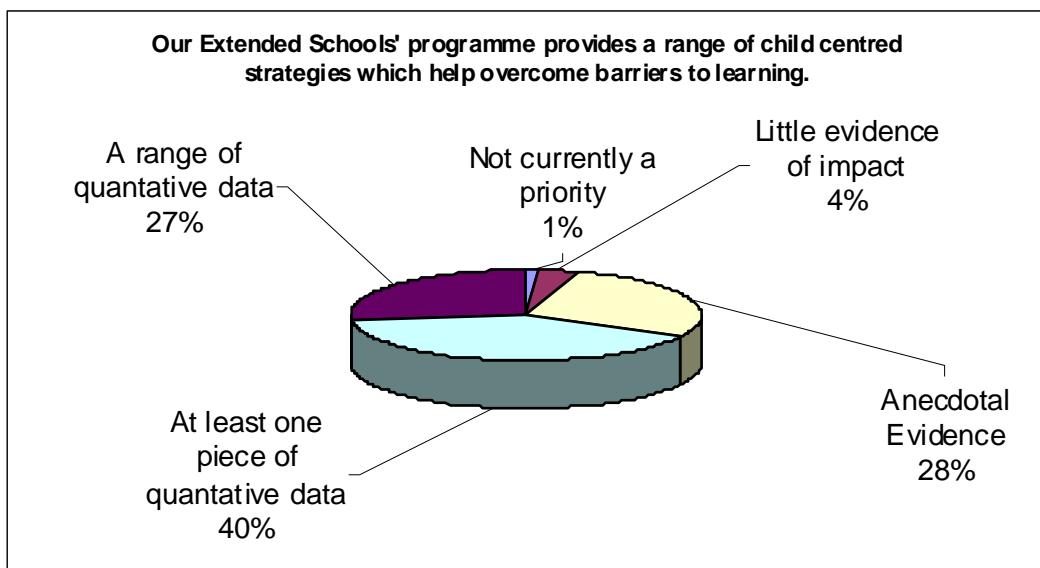


Chart 6.1.5

95% of schools were able to demonstrate that their provision of strategies to overcome barriers to learning had a very positive impact for all involved. All schools will continue to be encouraged to develop relevant Action Plans to meet this outcome.

A random selection of school responses are noted below:

- Drama allows children of all abilities to succeed orally. Social skills are improved in our Breakfast club and Afterschool club. The breakfast club also provides a healthy, nutritious breakfast so children are more ready to learn
- The provision of new and innovative sporting opportunities for pupils in the Learning Support Centre has helped provide purposeful and pupil-based learning experiences which encourage participation, engagement and enjoyment.
- Smart Moves and Happy Hearts and Heads in particular, were focused on ensuring children had techniques they could use in class or at home to address learning, concentration and social and emotional issues.
- Additional resources, especially for children with Special Needs, enabling staff to better deliver the appropriate strategies.
- The small groups offered 1-1 support to children. A variety of activities and teaching strategies allowed leaders to provide a broader learning environment in a more practical hands-on way. Workshops were over-subscribed.

6.1.6 Reducing Underachievement – Conclusions

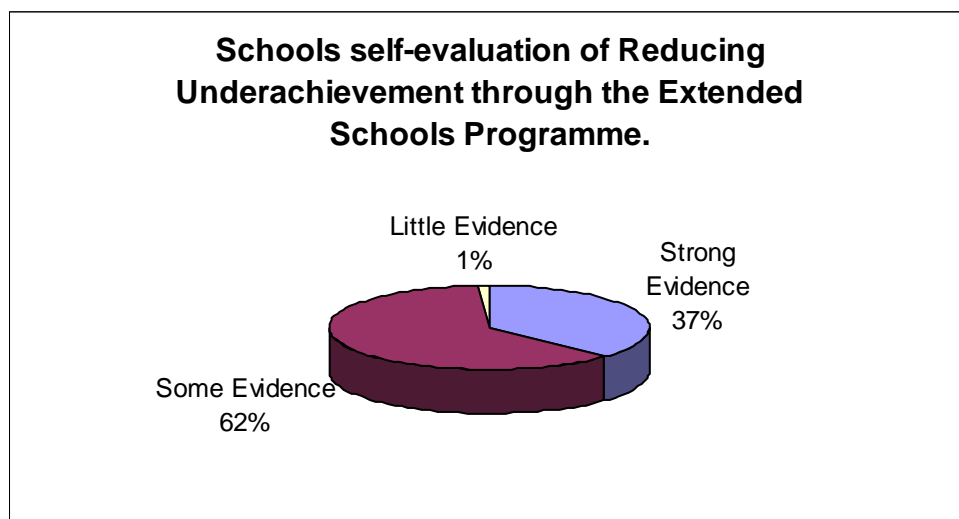


Chart 6.1.6

99% of schools have clearly shown that the Extended Schools programme has contributed to Reducing Underachievement. The very small number of schools (1%) will

certainly be encouraged and supported to focus on this within future Action Plans. 62% showing some evidence is very encouraging and it is hoped that this will increase in future years.

7.0 FOSTERING HEALTH, WELLBEING AND SOCIAL INCLUSION

7.1.1 Supporting children make healthy lifestyle choices

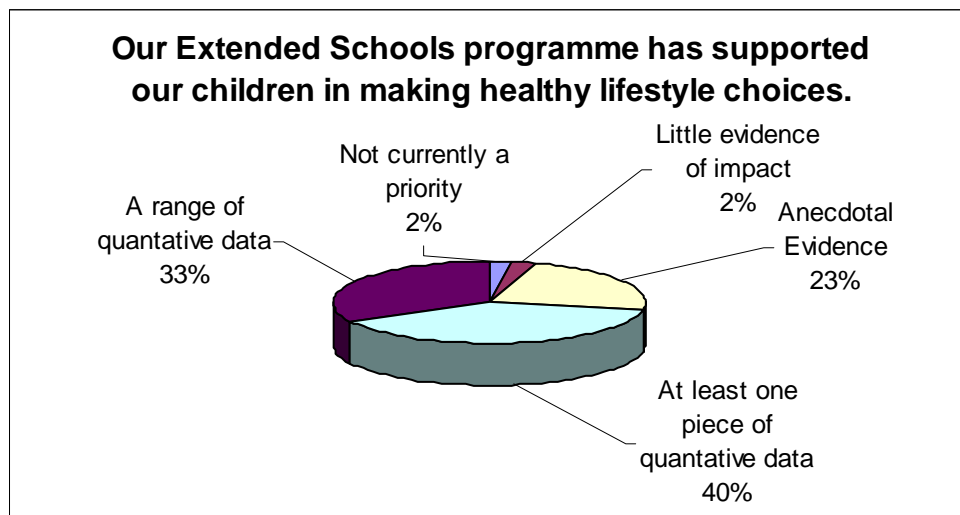


Chart 7.1.1

A majority of schools have delivered a wide range of programmes which met this indicator, with only 2% showing little impact and 2% who did not see it a priority in this year's programme.

A random selection of school responses are noted below:

- The children are more aware of our environment and the different ways to keep fit through our dance classes and Food Class Evening, which were part of our Cluster Extended Schools Activities.
- A very successful healthy break scheme operates in Foundation Stage. Pupils on a daily basis make healthy break choices while at the same time developing self management skills, a key personal capability to be developed in the NI curriculum.
- Children are discussing the importance of healthy eating and using this knowledge to decide what to plant in our vegetable boxes. Children are becoming better at participating in sporting events in and outside of school.
- Positive Evaluations and Full- Attendance sheets for the Cook-It Programme and Fruitelicious Club where both parents and children participated showed full attendance. Each week parents and children prepared and ate food together and

carried out the same activity with families at home. Workshops were over-subscribed.

- The majority of our children are making healthy choices at breaktime. Over 70% of our children avail of our healthy break programme. Many children also participate in our sporting clubs.
- Excellent Healthy Eating course provided healthy options for picnics, lunches etc. Children in school have been provided with a healthy fruit snack for break twice a week.
- The range of fruit and vegetables grown by the Gardening Club is amazing. The children have used these to cook and bake e.g. vegetable soup, potato bread, rhubarb crumble etc and the children have then eaten what they've made, often eating fruits & vegetable

7.1.2 Participation in Physical Activity

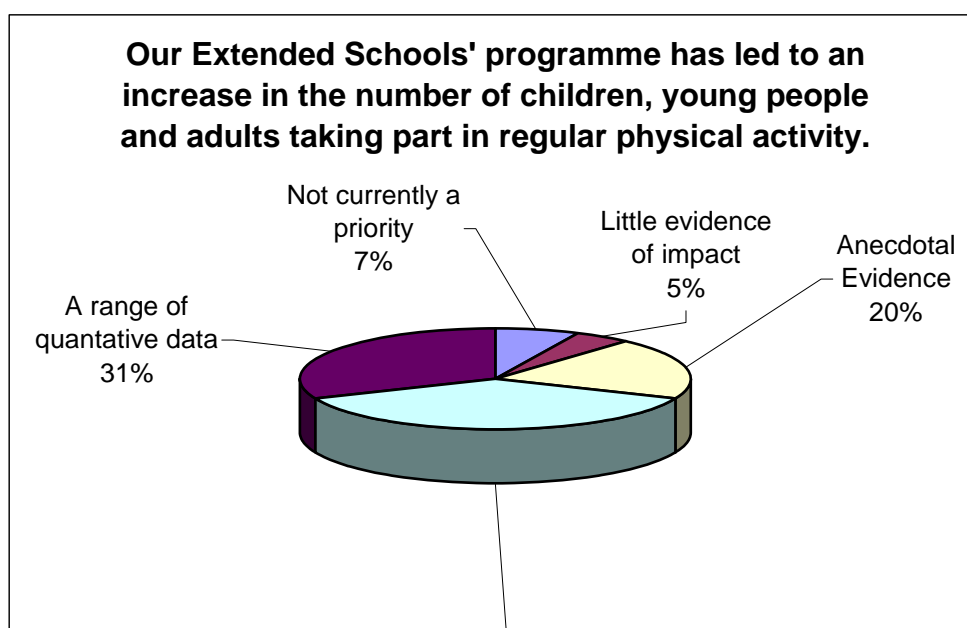


Chart 7.1.2

37% reported they had 'At least one piece of evidence], (not shown on graph)

A majority of schools (74%) demonstrated that their Extended Schools activities and services had a very positive impact on increasing the number of children, young people and adults taking part in regular physical activity. Those schools that did not focus on this will be encouraged to see how future action plans could be developed to support this outcome.

A random selection of school responses are noted below:

- Through funding to develop our outside play area there has been an increase in the community usage by the local Gaelic Football Team, from Under 8's to adult teams.
- Afterschool club where the younger children were given more opportunities to take part in physical activity and also with the gardening club for the older children.
- Good attendance at the adult keep fit class with statistics to prove the level of fitness had increased. Good attendance at the dance class from all ranges of ages.
- As previously stated, thirty minutes physical activity is given to the children before beginning homework. Activities range from free play to football with many others in between.
- Various after schools activities (including those aimed for adults in the community) involve physical activity e.g. Hip Hop Dance, Football, President's Award, Irish Dancing and Fitness. Attendance rolls from week to week can confirm a regular commitment.
- Yes- through some of our ICT games parents and children have engaged in some exercises at home. Also some parents and their children have made small garden patches at home, which involve a lot of exercise.

7.2.3 Enhancing access to specialist support

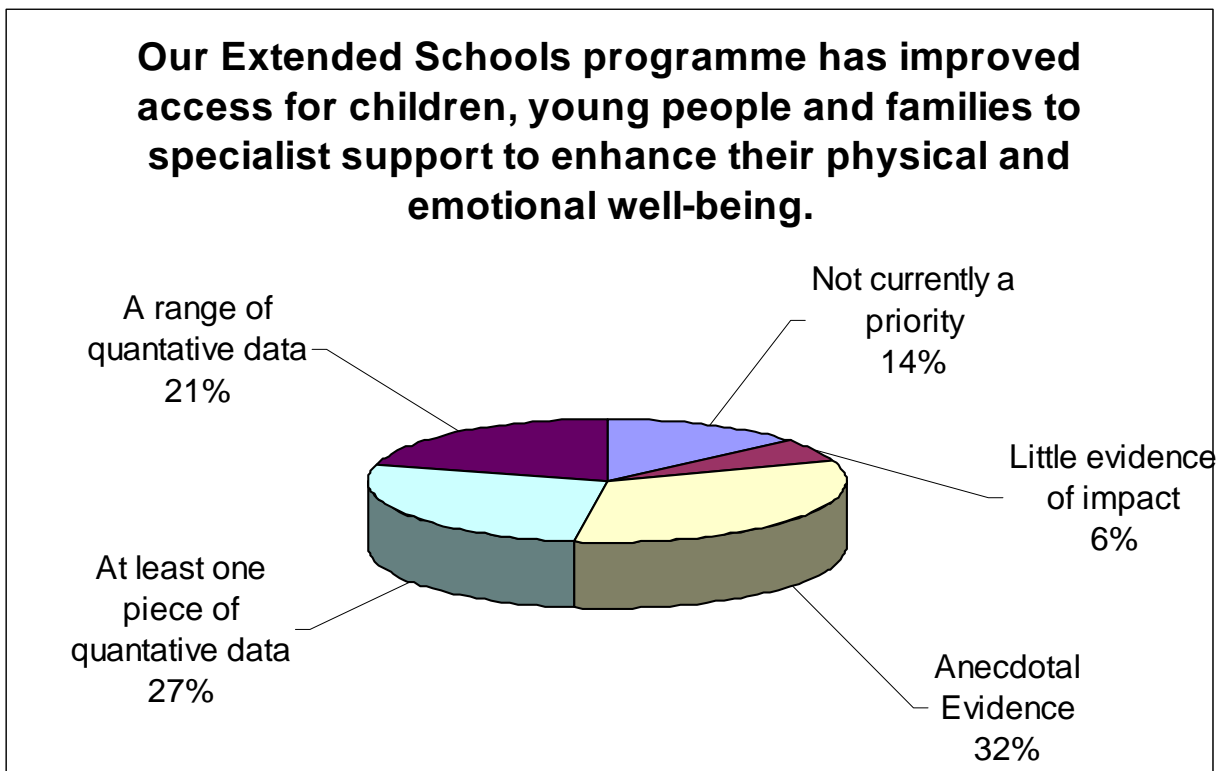


Chart 7.2.3

A significant number of schools have accessed Extended Schools funding to improved access to specialist support to enhance the physical and emotional well-being of their pupils and families

A random selection of school responses are noted below:

- The Smart Moves and Happy Hearts and Heads activities have introduced a small number of parents and children to the benefits of Brain Gym; the Learning Breakthrough Programme and the Nurtured Heart Approach via one to one meetings; attendance at the after school clubs; and phone calls.
- Music has an important impact upon the emotional well being of many of our pupils and compensates for communication and physical difficulties. DVD evidence
- Our counselling programme is very popular and successful in dealing with emotional issues in schools and is readily accessed by families, immediate and

extended members. This has significantly impacted on the children who attend, noted through their attitude in school.

- The bereavement workshop provided specialist support to families and school staff in terms of their emotional well being in coping with the stress of loss.
- The counsellor works with young people and their families and has access to other agencies which can support them further e.g. Barnardos, Women's Aid etc

7.2.4 Respecting Diversity

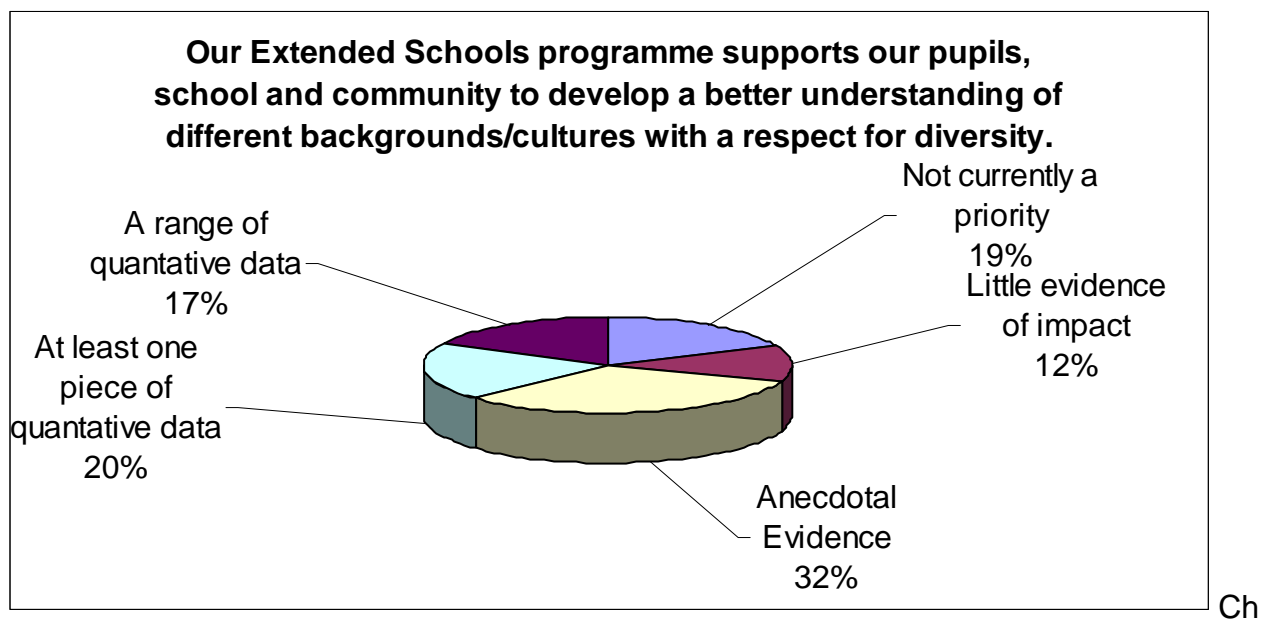


Chart 7.2.4

69% of schools recorded that they had evidence to show their Extended Schools programme was having a very positive impact on this indicator. In a number of schools their pupils would be from one community and as such they may have thought this indicator was not relevant to them. However 69% have reported that they felt their Extended Schools programme did contribute to having a positive impact on this indicator.

A random selection of school responses are noted below:

- Working together in a relaxed atmosphere after school supports better understanding among the pupils. All our activities included children from all nationalities and backgrounds within the schools involved.

- The tutor who was responsible for the dance programme comes from Africa and the children who participated in this activity gained a better insight and respect for a person from a different background and culture.
- Quite a number of newcomer pupils participate in our clubs. As a result a number of these pupils now play Gaelic Football and Soccer with local clubs.
- Final performance involved pupils with disabilities working alongside and in collaboration with mainstream pupils. Mutual understanding of each other was developed through this experience. DVD evidence
- The cookery club invited parents from different cultures to demonstrate recipes particular to their region.

7.2.5 Supporting parents

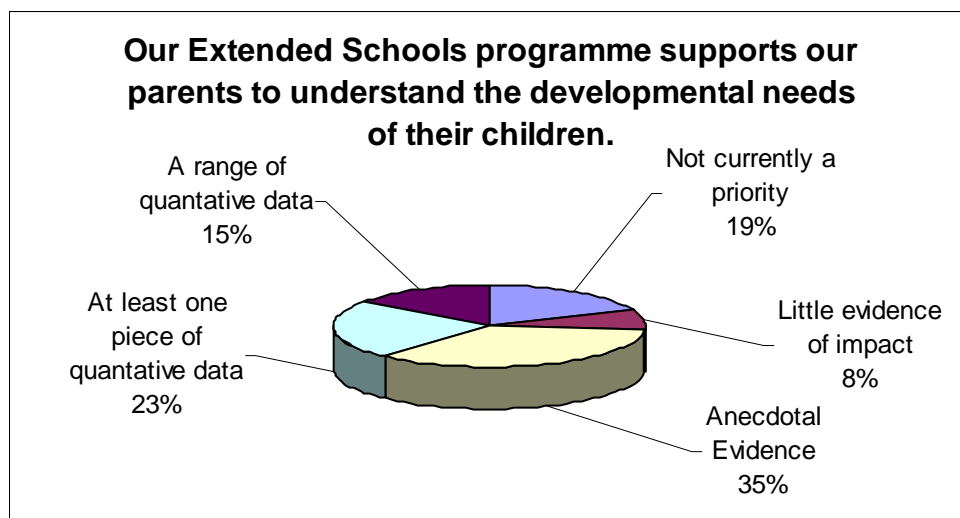


Chart 7.2.5

The responses indicated above would show that at this stage a significant number 73% of schools do see their Extended Schools programme impacting on this indicator with 19% cases who do not see it as a priority. All schools will be encouraged to see how this area of work can be incorporated into their School Development Plan and how best Extended Schools funding could be used in the future.

A random selection of school responses are noted below:

- Through positive parental evaluations we have received feedback that our parents are aware of their kid's needs and interests.
- The Smart Moves programme was particularly beneficial regarding this area. Meetings with a few parents were arranged to provide info and ideas. Liaison with

the SENCOs re implementing the Learning Breakthrough Programme for individual children with SEN has been an important aspect re our follow on plan.

- Parental Numeracy Workshops, LNI, ICT and Cook It Programmes educated parents on the developmental needs of their children.
- Our Foundation Stage Language & Communication activity has targeted Primary 1 pupils with language difficulties, specifically receptive and expressive language; their parents have been made aware of their children's needs in language development
- Parents are a vital part of the working of the homework club and are constantly kept updated on their children's progress in homework club through the staff and children themselves.

7.2.6 Fostering health, Emotional Well-being and Social Inclusion – Conclusions

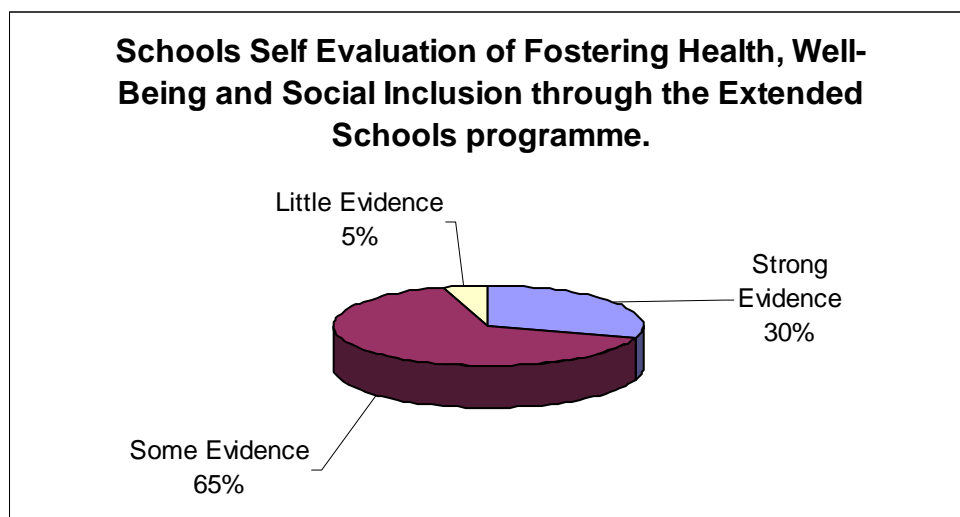


Chart 7.2.6

It is encouraging to see that 95% of schools reported that they have strong or some evidence of impact on Fostering Health, Emotional Well-being and Social Inclusion as a result of their Extended Schools programme. This is an area which schools should continue to develop and where at all possible demonstrate an increase from Some Evidence to Strong Evidence in the future.

7.3 IMPROVING LIFE CHANCES

7.3.1 Developing social, academic and vocational competencies

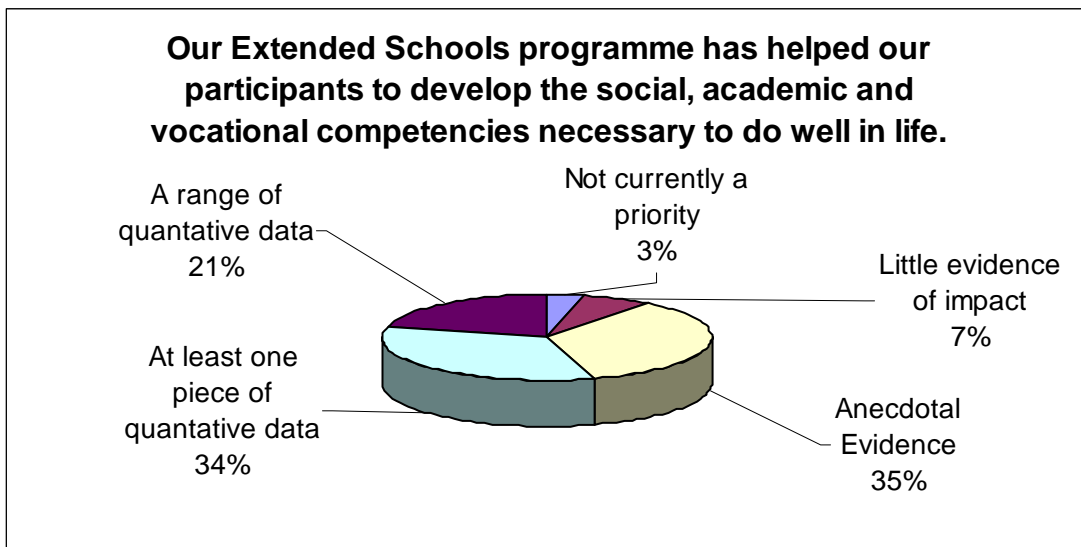


Chart 7.3.1

A significant majority of schools have indicated they have some evidence that their Extended Schools programme has helped participants to develop the social, academic and vocational competencies necessary to do well in life. 55% have quantitative data to support this and 35% have anecdotal evidence to also support this.

A random selection of school responses are noted below:

- Parents have made new friends and have become socially involved in the school and some who did not go on to further education feel they would like to do courses for example in ICT.
- The completion of adult learning courses has helped provide greater opportunities for developing academic competences and the provision of facilities has encourages a greater sense of social cohesion
- Some programmes have supported academic development, e.g. Reading/Book Club. Others have introduced pupils to vocational skills e.g. photography and animation
- A number of activities including Mini Enterprise, Residentials and Day Trips have encouraged our children to develop social skills with the aim of enhancing their academic achievements.

- ❖ Our links with the Southern Regional College have been expanded and we are now offering a number of courses with accreditation which will benefit adults.
- ❖ Our University Cookery programme along with the icebreaker has helped to equip our older students with the skills necessary to begin independent living.

7.3.2 Providing accredited pathways

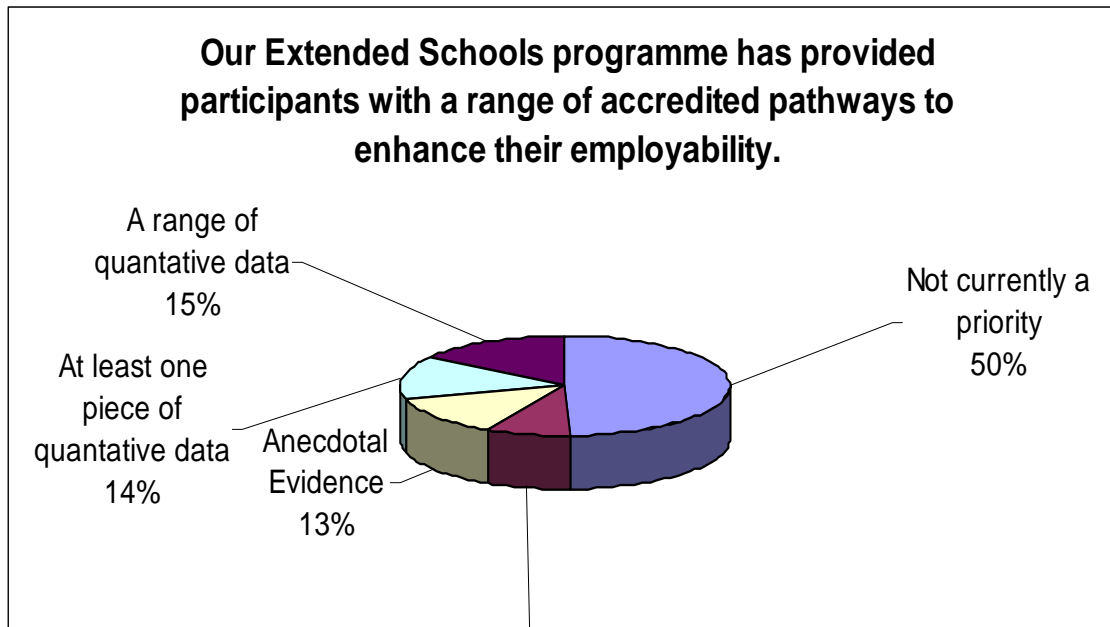


Chart 7.3.2

8% demonstrated they had 'Little evidence' (missing from graph)

It is important to note that schools should be aware of and make use of the expertise of local Further Education College, possibly hosting out of centre classes, which could be more attractive and accessible to their local community. Although it would appear that 50% of schools do not see this as a priority they could well have interpreted this as not being relevant to them if they did not have an accredited adult programme. The 42% of schools however who reported positively on this indicator will be asked to share their experiences with the other schools, through the SWELB Newsletter and future Information Sessions

A random selection of school responses are noted below:

- The Extended Schools Programme has enabled the P7 children to achieve level 4 in the CCEA Accreditation in UICT. This will enhance their employability.
- In conjunction with the local community based organisation participants had a selection of accredited training programme courses to avail of.

- As part of the C.A.P.S. Cluster Extended Schools Programme our Primary 7 children were offered the opportunity to participate in a Basic first Aid Course and received a certificate on completion which they could use when applying for jobs when they are older.
- Some members of our community have used the courses which they have participated in as a stepping stone to becoming Classroom Assistants.
- Practical experience of horticulture and gardening has enhanced the pupils experience in this area and resulted in accredited programs at Key Stages 3 & 4.
- ICT Club was closely linked to CCEA ICT Accreditation completed by P4 and P7 pupils.
- Through mentoring and booster classes these are increasing chances of success at GCSE. President's Award and xL are accredited courses which increase employability. 7 Silver and 5 Bronze President's awards were gained along with 15 xL Princes trust awards
- There are a number of accredited courses that have been delivered this year. The ESOL course for adults will improve employability for EAL parents and other adults in the community. The Essential Skills accreditation will ensure that pupils who may not attain a GCSE in English will have a qualification that will allow them to progress to further education or employment. The Duke of Edinburgh Award is a widely recognised qualification that will enhance the young people's employability and access into voluntary and community work.

7.3.3 Enhancing the benefits of education

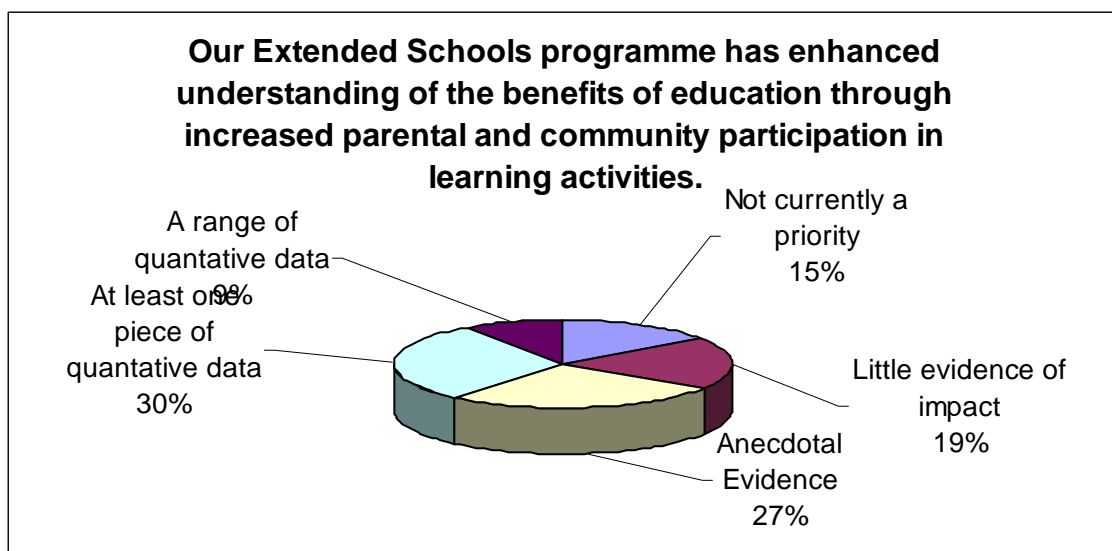


Chart 7.3.3

Although it is very encouraging to see a large majority of schools engaging very proactively to meet this indicator, a significant number of schools did not focus on this within the 09/10 year. However a number of these schools did acknowledge this gap in their provision and with support and encouragement will hopefully work on this within the 10/11 programme.

A random selection of school responses are noted below:

- Through our cluster work pupils worked closely with parents to produce short videos, often focussing on the local community.
- Attendance in adult classes including English Language, as well as sporting interests within the school has helped encourage a greater awareness of parental/community participation
- The 3 evening creative craft workshops for parents and children offered parents a great opportunity to share an enjoyable and positive learning experience with their child.
- Parents now see education as a life long process.
- Parental Attendance and Evaluation offered positive feedback on increased parental and community participation in learning activities.
- Our Extended Schools programme has illustrated time and time again that the ability to learn is not simply contained within the walls of a classroom. It is as much in the playgrounds, streets, bedrooms and dining tables of every household.
- Parents are informed when their child is on the mentoring programme as working with them and informing them of progress is key to the success of it. Also, the IT classes in school for parents and the community on Wednesday evenings has been very successful
- The consolidation of partnership between parents, school and community has been achieved. The school crest depicts all 3 elements; the experience has brought our crest to life. Evidenced through written and verbal feedback.
- Parents have commented on the benefits they have seen in their relationship with their children. Understanding that doing the simple things in life with them and spending time with them has taught parents that learning takes place all the time.

7.3.4 Maximising access to services and activities

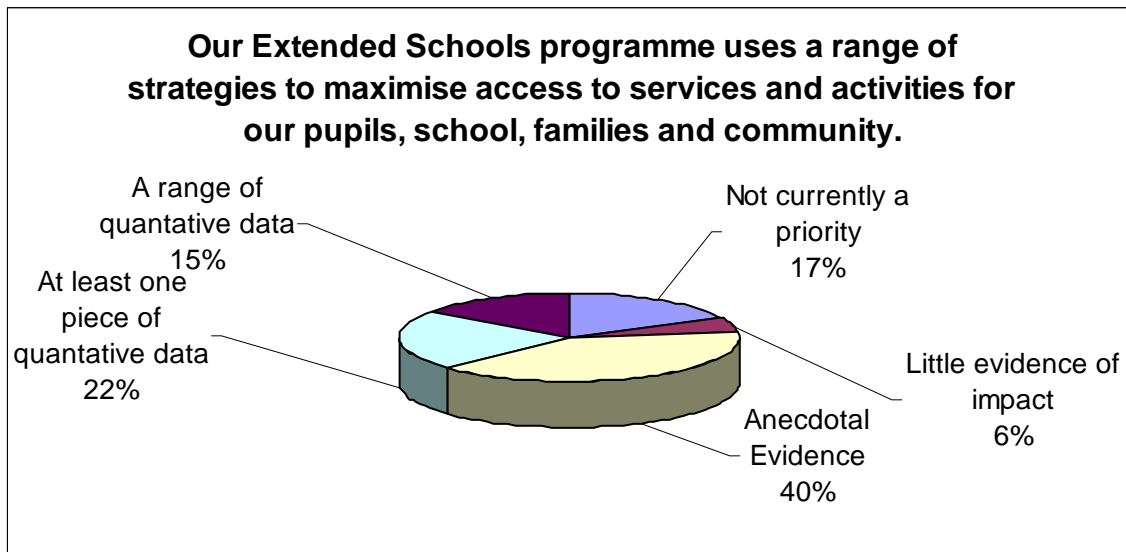


Chart 7.3.4

Although a number of schools would indicate they did not focus on this indicator a significant number's evidence (77%) clearly demonstrate how they are employing a range of strategies to maximise access to services and activities for their whole community.

- A random selection of school responses are noted below:
- By engaging with community groups, working with the parent association, work with other local schools we have developed strong links which helps to
- Extended Schools offered a range of strategies to deliver a wide range of programmes such as the Computer based ICT and LNI programmes as well as the practical Cook It and Numeracy programme.
- Our Extended Schools programme is purposely a diverse and challenging project which involves a lot of commitment by staff members, pupils, parents and outside agencies so as to give our children/ community the best education possible.
- We used community groups (Armagh Rhymers and Tom Sweeney, specialist services (Cruse Bereavement Care), and our own expertise from members of the BOG teachers and families to deliver services and activities for the pupils and the community.

- Working in partnership with the SELB music service, the staff of the AMMA Centre and with the Dramarama language programme has opened opportunities for community group to pursue further.
- Yes, we had to do our Extended School programmes either in the evening when Mums and Dads were finished work and could access the courses or on Saturdays when all members of the community made it a family day.
- Strategic initial planning to incorporate a wide range of activities, ages and academic ability. Planning to ensure the School development Plan is taken into account and that involvement of local community and parents is linked in as many ways as possible

7.3.5 Developing contributors to society

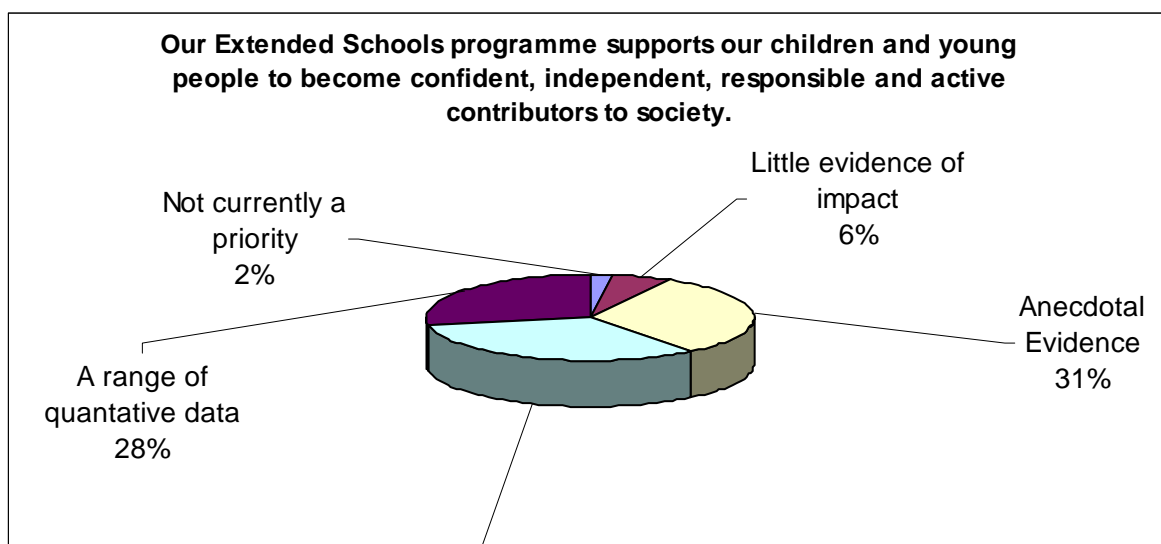


Chart 7.3.5

32.5% demonstrated 'At least one piece of quantitative data (missing from graph)

The majority reported that their Extended Schools programme had made a significant impact on this indicator and they had a range of evidence to support this. Only 2% of schools did not report this as a priority, but this might well have been an oversight in completing their reports.

A random selection of school responses are noted below:

- The feedback from parents and pupils acknowledges the positive impact that the various pupil based projects have had on their confidence, ability and willingness to become responsible and active contributors to society
- Learning new skills. Involvement in team sports and healthy activities. Being successful and more confident in their own abilities all happened as a result of our activities this year.
- Our Extended Schools programme reflects the school's ethos of raising confidence and self-esteem. Children are supported in developing new skills (art, ICT, sport, gardening etc). Our after school Homework club aims specifically to boost children's confidence
- Pupils attending homework club are encouraged to work out their homework problems maturely and confidently with a member of staff. Pupils independently come in after play time and start homework with no fuss, showing a responsible and independent attitude
- Through the Student Representative Council ideas are shared with staff members and implemented, where possible, with the help of the children.
- A wide range of activities promotes the confidence of pupils in developing their strengths and weaknesses making them responsible for their own learning and thus adding to them becoming active contributors to society.
- Through drama, mentoring, counselling, motivational training our young people have had the opportunity to enhance their self esteem, self confidence, self awareness and enhance their personal and social development.
- Parent's attendance at clubs in school allows their children to work on joint projects such as vegetable growing. The children have gained confidence and responsibility in their preparation for the Best Kept School Award.

7.3.6 Improving Life Chances - Conclusions

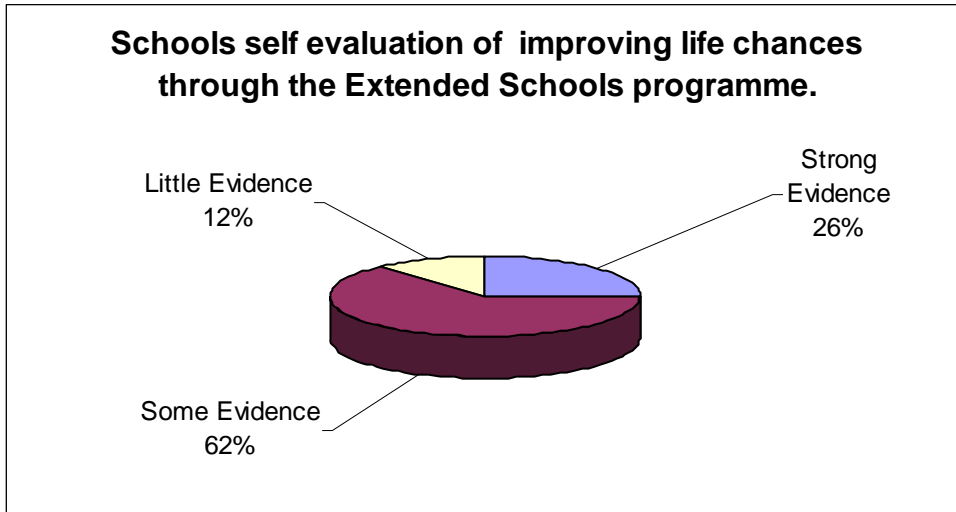


Chart 7.3.6

It is encouraging to see that 88% of schools are able to demonstrate that their programmes have had a positive impact on Improving Life Chances. The 12% who recorded little evidence of positive impact on this indicator will be supported and encouraged to focus on this area of work in the future.

7.4 DEVELOPING INTEGRATED DELIVERY OF SUPPORT AND SERVICES

7.4.1 Monitoring children accessing support

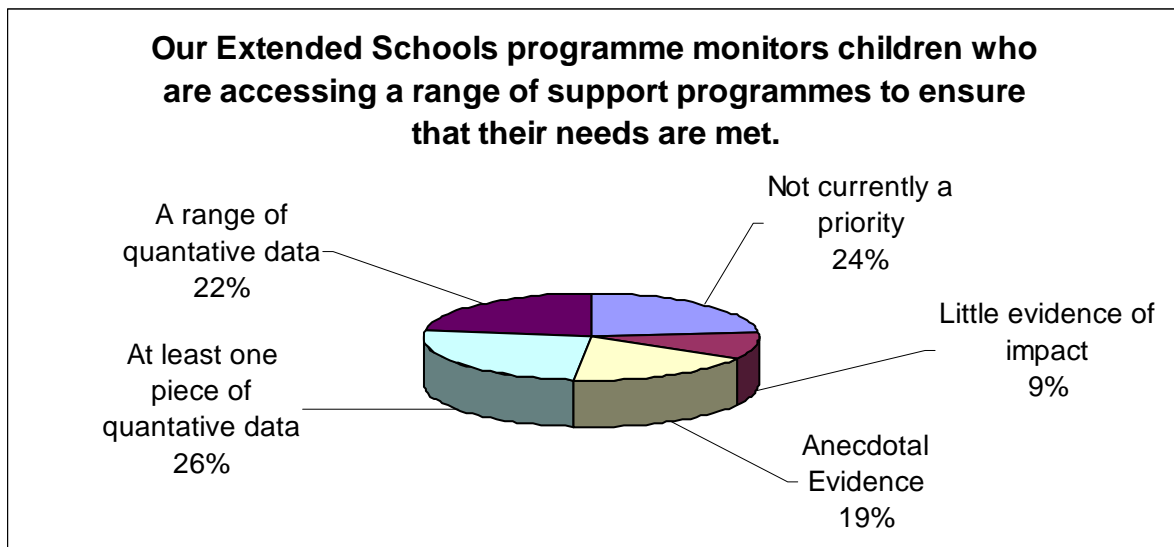


Chart 7.4.1

It has always been stressed that Extended Schools funding must be used to support those children and young people identified as most in need and where additional programmes would have a positive impact on their lives. 67% of schools are clearly aware of the importance of identifying who will most benefit from this additional funding and some very worthwhile programmes have been developed. However it is noted that 24% do not currently see this indicator as a priority and this will need to be addressed, through reiterating how schools can best use data already in their schools to identify how they could address this indicator in future years.

A random selection of school responses are noted below:

- Feedback and meetings with specialists teachers responsible for the care of SEN pupils relating to providing purposeful learning experiences
- All our Extended Schools Programmes are targeted specifically for those pupils who are most in need. Class teachers and SENCOs have a significant role in this process ensuring appropriate identification of specific children.
- Specific pupils were targeted for the various programmes on offer. Progress is monitored through analysis of NFER and INCAS Scores alongside NRIT Scores from year to year to track progress of targeted children. Attendance and Evaluation sheets are also used

- The Foundation Stage Language & Communication activity, which targeted Primary 1 pupils with language difficulties, has been carefully monitored.
- Reading Partnership children included some of those on the SEN register/those receiving 1-1 assistant support. This helped ensure that IEP targets were being met.
- Participant's attendance is monitored and all have completed evaluations. Pupils who attended the revision classes were tested on a regular basis and the informal setting enabled them to identify needs and for teachers to help meet those needs.
- We have cross referenced pupils attending clubs with SEN register, Social Services and in school support initiatives.

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7.4.2 Working with stakeholders

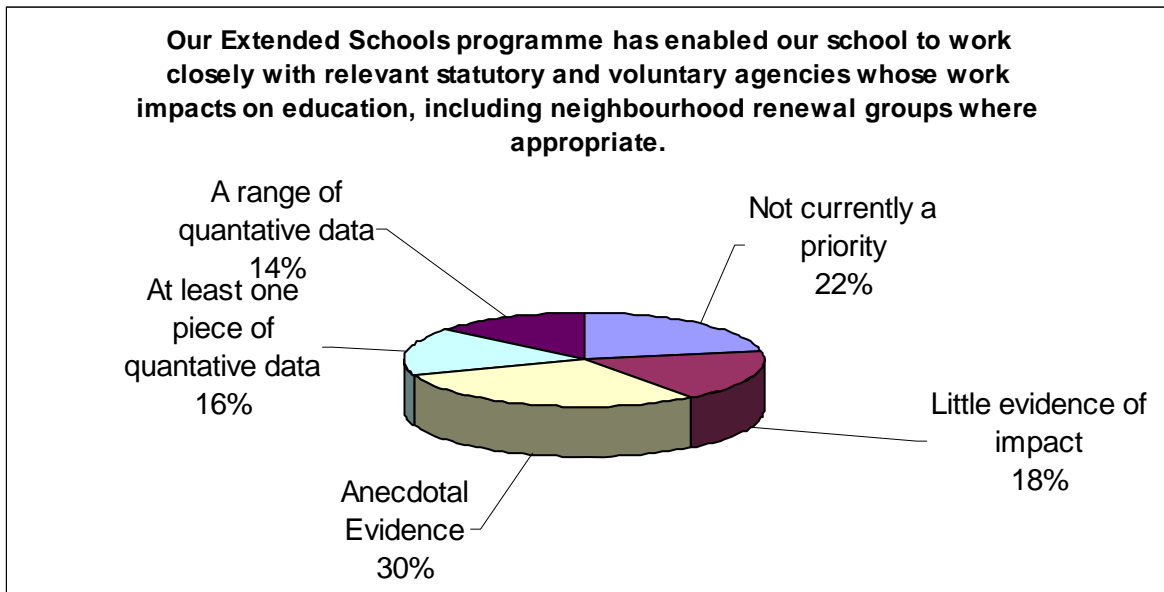


Chart 7.4.2

The majority of SELB schools are not in Neighbourhood areas and as such some schools may not have interpreted this section as relevant to them.. In many cases schools do work with outside agencies etc but not specifically through their Extended Schools programme so they have not given themselves credit and have not included this in their returns. Hopefully examples of good practice will raise awareness in those schools and they will report more favourably in future years if relevant.

A random selection of school responses are noted below:

- The establishment of the community based homework club through involvement with a neighbourhood renewal group. The running of adult learning classes with the support of Community Based Organisations
- We have worked closely with the community group Gaelphobal an Lorgain who organised an Irish Language Summer Camp in Taghnevan Community Centre.
- Our Extended Schools programme has enhanced our cooperation with SELB, health professionals (for example Occupational Therapy) our neighbourhood renewal group, as well as voluntary organizations such as local sports clubs.
- We have worked in co-operation with St. Mary's Youth Club and four members of our staff have made a worthwhile contribution to their after school and summer scheme programmes.

- Working with Mrs P Kavanagh, an SELB Youth worker, this gives us access to agencies she is involved with. Also, through having an independent counsellor working with our pupils this allows open access to facilitate other agencies which can benefit our pupils
- Our involvement with ARKSURESTART was so valuable to us and our parents.
- As a continuation of and addition to the work of our programme we worked with the local Sure Start Speech and Language and Occupational Therapists and Family support workers including translators for our children with English as an additional language.

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7.4.3 Enhancing and augmenting existing provision

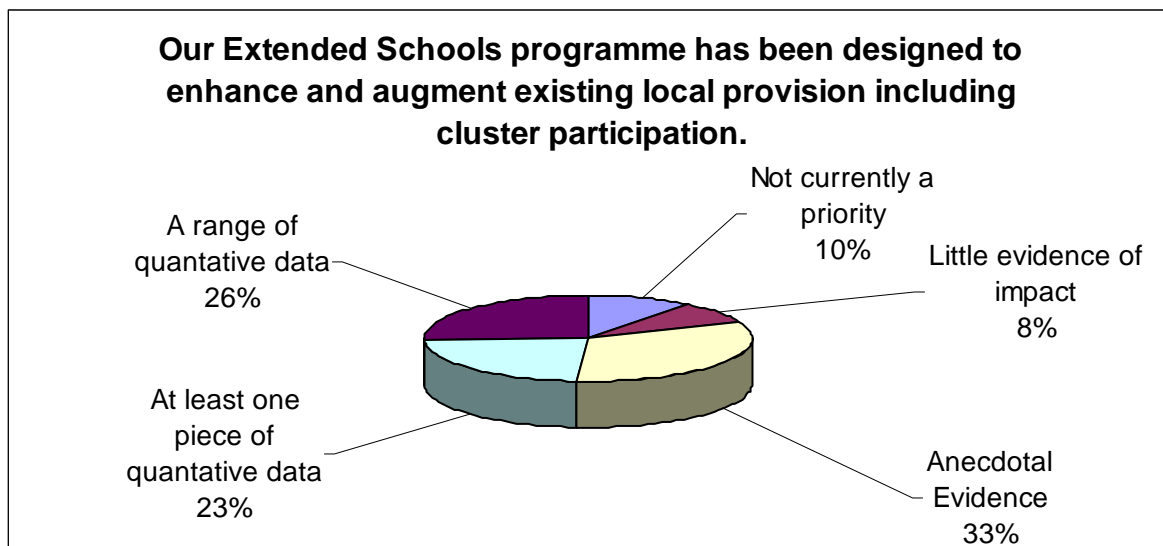


Chart 7.4.3

Schools in general had very little awareness of what was available in their local community at the start of the Extended Schools programme in 2006. There has been significant development since then with over 82% reporting evidence of impact on this indicator. It is encouraging that only 8% reported little evidence and 10% who at the time of their report did not see this indicator as a priority. A number of schools perhaps focussed too much on their cluster programme and how it benefitted their school rather than local provision as such so the results might be slightly skewed.

A random selection of school responses are noted below:

- Very successful work completed in the cluster group. This includes, for the first time, work on a cross community basis; something which had been missing in the local village for many years.
- School took part in a local cluster which helped improve community relations. School has developed links with local hockey club.
- Our school is part of the Newry & Mourne Extended Schools cluster. We have structured our Extended Schools programme to work in conjunction with the cluster, for example in scheduling our Summer Scheme to avoid a clash with cluster activities.
- We have had use of the local Community Association hall and have clustered with a number of local primary schools under the co-ordination of St .Joseph's High School Crossmaglen.
- We have a robust cluster group which has provided fantastic opportunities for all children within our school. Our children have been involved in drama performances and have also been involved in regeneration of the local area.
- Pupils and parents participating in our literacy programmes are encouraged to access the local library and to become members. School visits are also made.
- Extended Schools identified pupils and supported them to engage with SELB Youth Services "Diversity Programme".
- Our Heritage project and Orchestra project have seen us create enhanced links with our feeder primary schools and develop relationships with their staff beyond the usual contact of PS liaison teacher, primary seven teachers and SLT.

7.4.4 Utilising partnership funding

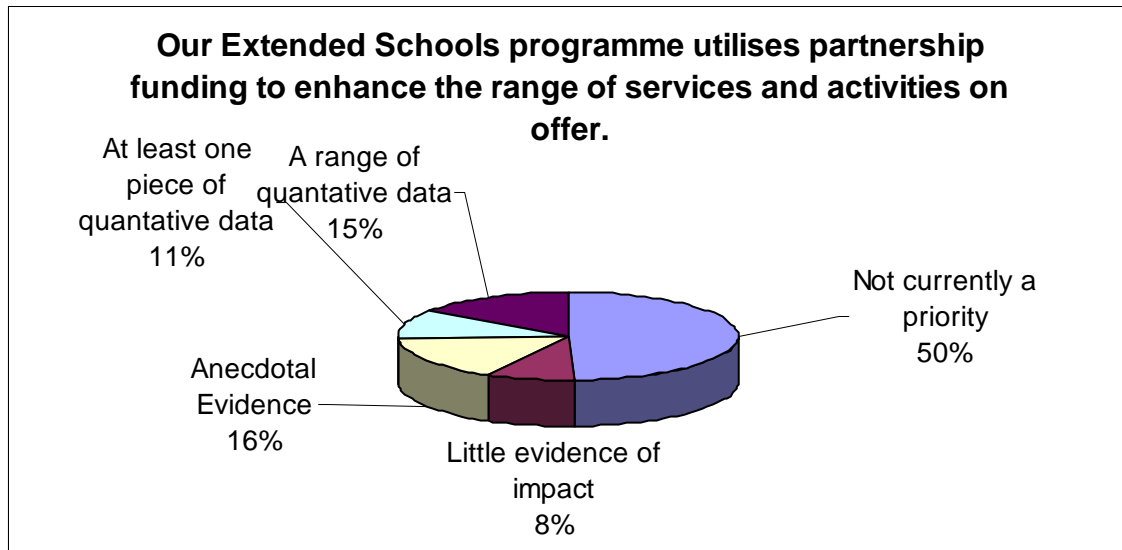


Chart 7.4.4

Seeking external funding is not seem as a priority for 50% of schools, mainly through lack of time and dedicated personnel to explore what could be available. However some 32% have in some way or other benefitted from additional funding either through Neighbourhood Renewal, Big Lottery or local councils and stores. This is an area which could if developed give some security and longevity to their out of school hours programme but in the current financial climate will be very challenging.

A random selection of school responses are noted below:

- The provision of activities like the community homework club which enables partnership funding to be spent for the betterment of other young people from different schools
- We are currently trying to enter a bid for Big Lottery Funding to help enhance work already started through Extended Schools.
- The ECO club received some funding for planting trees from the local council.
- In the past we have had money form Awards For All which did mean we could provide a bigger selection of clubs for a longer period. But as yet we have been unsuccessful in our application this year.
- We have accessed funding from Neighbourhood renewal and Big Lottery Funding. We need to do more on this.

- Joint funding with Brownlow Neighbourhood Renewal and other agencies has proved successful in developing the mobile as an ICT suite, classroom and out-reach centre for the local community.
- Our PTA support some of our activities and are helping us seek funding from other bodies
- We secured £150 from the B&Q Better World Programme to support our Garden Project.
- Worked with Dungannon District council, Fivemiletown PTA and Extended School programme to support Clogher Valley Primary School Choir of the year competition which provided an opportunity for eight schools in the area to get together and perform.

7.4.5 Developing capacity of staff

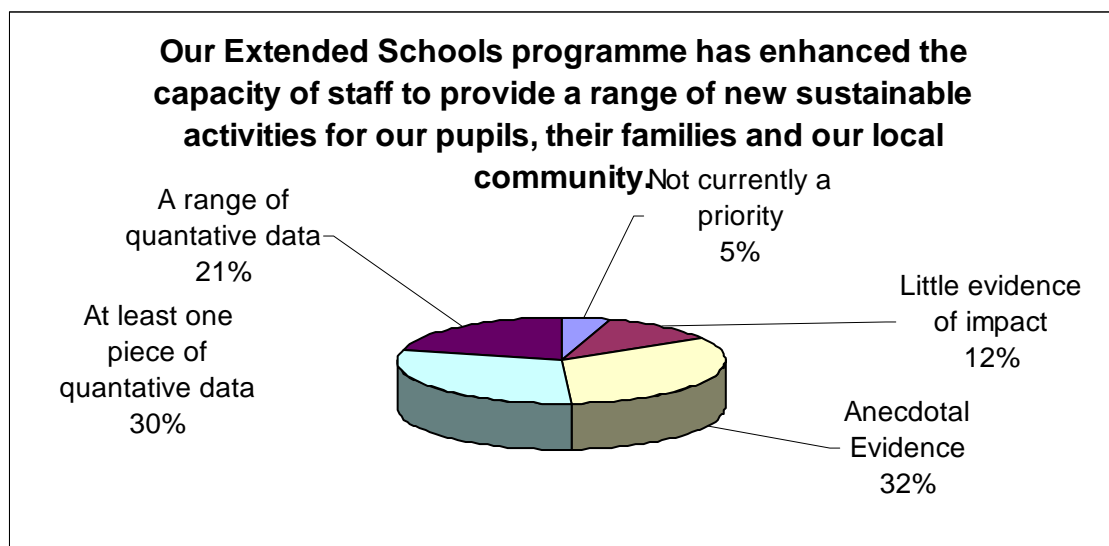


Chart 7.4.5

A random selection of school responses are noted below:

- Opportunities for all staff. One staff member has taken the responsibility for school Council development, another for Eco Schools. A classroom assistant lead the healthy break week and three assistants are heavily involved in the Breakfast Club and After Schools Club
- All teaching staff and non teaching staff were involved and this enhanced their own skills e.g. ICT and Gardening.

- Staff would feel more confident and now have a range of new ideas for music, drama, art and performance from involvement in this project which will enhance future work within the school.
- Extended Schools has definitely given staff a new range of activities to benefit their pupils.
- Some members of staff have received training, for example the Foundation Stage Language & Communication activity incorporated training from the Language & Communication Service. Staff have gained experience and confidence in delivering after school activities.
- Our teachers, classroom assistants, domestic assistants, lunchtime supervisors and caretaker have made increasingly valuable contributions to our extended schools programme. Classroom assistants are willing to undertake Reading Partnership training next year.
- Senior management feel up-skilling of staff especially auxiliary staff as being significant. Ext.Sch co-ordinator experience of being a middle manager.
- A number of staff have been involved in delivering classes to adults and found it both challenging and rewarding. Other staff has facilitated activities that were new to them and were completely different to what they teach in school.
- Staff development opportunities have been enhanced with the implementation of the ICT Accreditation Programme, the Digital Literacy project, the numeracy project, the world drumming and the nursery programme.
- Our caretaker has become a keen gardener! Our Secretary is helping to co-ordinate the Extended Schools Programme. Parents have become very active members of the Bunscoil.

7.4.6 Integrating the Delivery of Support and Services – Conclusion

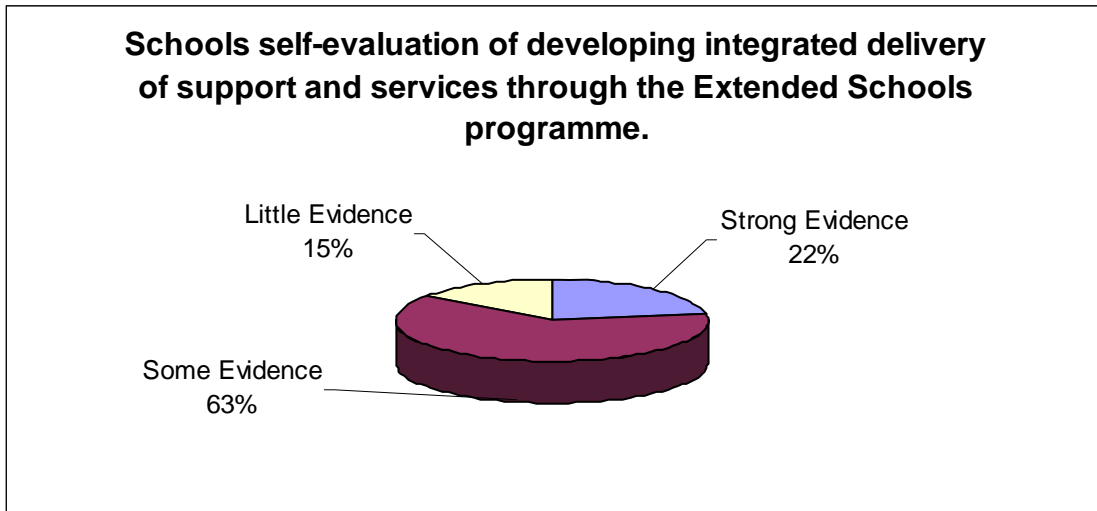


Chart 7.4.6

The Extended Schools programme has enabled 85% of schools to demonstrate that it has had some or strong evidence of impact on Developing Integrated Delivery of Support and Services. The small 15% of schools who have not developed this very important area of work will be encouraged and supported in the future to help them achieve an improvement. The delivery of well thought out targeted provision is what the Extended Schools programme is all about and it will therefore be in a position to make an even greater contribution to reducing under achievement and improving the lives of children within those areas currently receiving funding.

8.0 Engagement With Community, Voluntary And Statutory Agencies

The guidance and advice provided by board officers to schools from the inception of the Extended Schools programme has enabled significant progress to be made in this very important area of work. It is evident from the 2009/10 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. The range of agencies continues to expand and the range of relationships varies from advice given to and the provision of activities/services on behalf of the schools.

The 7 Neighbourhood Renewal programmes in the SELB have enabled 41 schools to access additional funding and more importantly develop good links with their local community groups, voluntary and statutory agencies. Extended School Clusters have also proved very successful in sharing of ideas and personnel.

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.

Appendix 2 lists those Community, Voluntary and Statutory agencies who are engaged in Extended Schools programmes in the SELB area.

8 Dissemination of Good Practice

In general schools are quite modest about their achievements and would often see their Extended Schools programme as being good but perhaps not exceptional. Board Officers however have been able to identify some interesting pieces of work during their regular contact with schools and have been able to highlight this work on NIESIS with material sourced by the 5 ELB's Good Practice Sub Group. The 5 ELB Extended Schools Officers were also tasked with developing a number of 'Materials' which will be accessible on the NIESIS website, these included:

Communication Strategy Accessing and Managing External Funding

Cluster Guidelines Family Support Guidance Document

Community Learning

Appendix 3 Samples of Good Practice as noted in Schools' Annual Reports

The SWELB Extended Schools team has continued to produce its newsletter termly during the 2009/2010 year. The Newsletter highlights the many wonderful projects across both boards and has been an invaluable tool in sharing good practice for schools. Those schools who came into the programme over the past two years have appreciated learning about the wide range of Extended Schools programmes and this has inspired them and encouraged them to think outside the box.

9 Cluster Meetings

Cluster meetings have enabled schools to share ideas and good practice and have enabled schools to start to look at their whole community rather than just their immediate school community. Clusters in general met once per term but bigger clusters met more regularly and where possible board officers attended some of these meetings.

10 0 Extended School Clusters

The Extended Schools policy encourages schools to work in partnership, both with each other and with outside agencies. Extended Schools funding encouraged and facilitated this by providing an additional 15% funding for each school if they were members of a Cluster which had to have at least 3 schools. (See *Appendix 4*) Geographically a number of clusters are either Maintained or Controlled schools only but in a couple of areas Extended Schools funding has enabled schools to work in partnership across both Communities and in some instances for the first time.

During 2009/10 Clusters collaborating on a number of themes to produce activities/services, which included:

- | | |
|--------------------|---------------------------|
| ❖ Art/Craft/Design | Breakfast Club |
| ❖ Community Links | Cookery |
| ❖ Drama/Dance | First Aid |
| ❖ Health & Fitness | Homework Club |
| ❖ ICT & Key Skills | Language Club |
| ❖ Summer Scheme | Youth Activities & Skills |
| ❖ Literacy | Numeracy |

The NIESIS data shows that the main target groups were Key Stage 2 & 3, Parent and pupil, Whole Community and Whole Family. Schools have been very positive about their membership of a cluster stating some of the following benefits:

- Being part of a Cluster group allows the eight schools to work closer together to foster and develop stronger partnerships between each other and the wider community.
- Young Carers visited all schools in the cluster group to raise awareness and help identify young people who would fall within the definition of a young carer
- Diversity Summer Scheme allowed 15 pupils from all over South Armagh to work with an Asian community in Lancashire looking at cultural diversity and anti racism workshops.
- The main benefits for the community as a result of cluster activity this year is the integration of local youth and the forging of lasting friendships. This integration will hopefully contribute to a more tolerant future for the town in which prejudice and sectarianism are a thing of the past.

- The community can now fully utilize a stretch of the River Bann that was regenerated by The River Bann Action Group; comprised of children from cluster schools.

11 SELB Implementation

11.1 The Extended Schools team continued to provide support as and when needed, through regular phone calls, emails and visits to schools.

11.2 Training

3 Information sessions on 'Demonstrating Impact' were delivered in January/ February 2010. 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. This year's sessions allowed schools to explore strategies which will hopefully enable them to demonstrate the impact and benefits of their extended schools programme for targeted children, young people, their families and communities. The involvement of C2K Officer was crucial as he was able to demonstrate the benefits of the SIMS system to enable schools to clearly show how their Extended Schools programme carried out the above. The sessions focused on:

- Identifying Key Data
- Reviewing Progress
- Sharing Practice
- Literacy / Numeracy & Extended Schools
- Networking – a very valuable part of the day, sharing ideas and information formally and informally

Feedback was very positive as noted in the following comments:

- C2k presentations interesting and informative
- Interested in Assessment Manager for monitoring extended schools
- Fast moving, informative & relevant/ new ideas
- Better focus on monitoring- how & why
- Demonstrating impact, qualitative/quantitative data very helpful
- Tasks were very useful to generate new ideas

The SELB Extended Schools Team also offered in house training to Link Officers in 09/10. This ensured that all relevant board Officers were updated on the Extended Schools programme and NIESIS. Link Officers now have access to NIESIS which will enable them to be aware of their school's Extended Schools programmes and how they best support their School Development Plans.

11.3 Monitoring

Between November and January 2009/10 the Extended Schools Officers completed 88 Monitoring visits using the NIESIS online system. It was encouraging to see 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 advice for improvement where needed. It became apparent that many teachers had found the activities enjoyable and beneficial despite the additional workload on teaching Principals.

All schools have received ELB Officer advice and 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.

11.4 S/WELB PROJECT BOARD

The SELB Extended Schools' team would like to acknowledge the support of the S/WELB Project Board. As the Education and Library Boards were stood down in December 2009 in anticipation of ESA, the SELB was replaced with a dramatically reduced Interim Board. Therefore, between December 2009 and March 2010 a S/WELB Project Board was not constituted. The S/WELB Project Board held 4 meetings during the period (April 09 – December 09). In addition Project Board members and Board Officers attended numerous assessment sessions to review submitted action plans.

12 Key Learning Points and Recommendations

As this report reflects on the 3rd full year and 4th funded year of the Extended Schools programme, it is encouraging to see how schools have improved on the planning and delivery of relevant programmes and they are all now much more focused on meeting the needs of the Extended Schools Policy document. The ETI Survey of June 2009 indicated areas which needed to be improved on and it is felt that schools and board officers have worked well towards meeting as many of these areas as possible.

62% of schools reported that they had strong evidence of reducing underachievement and a further 37% showed some evidence of tackling this outcome. 30% also reported strong evidence of fostering health, well-being and social inclusion. However as in previous years schools still have some difficulty in recording strong evidence of improving life chances 26% and integrating the delivery of support and services 22%. It is hoped in the future that schools will be able to record some improvement on these two areas with board support.

NIESIS has been an invaluable tool to assist schools in their self-evaluation including data gathering and clear precise monitoring which can only improve future programmes. All Action Plans have to be clearly linked to the relevant School Development Plan to ensure approval will be given. Schools will continue to be reminded that they must be able to provide measurable evidence for relevant plans within their Extended Schools programme or plans will be rejected by the Project Board

It is very encouraging to see that 97% of schools reported that their Extended Schools programme has contributed to improved academic achievement including literacy and numeracy. Schools will continue to be reminded of the importance of targeting pupils to raise their standards using C2K- SIMS where at all possible.

The benefit of clustering has been highlighted in this report and support will continue to be given to clusters especially new clusters which will form in 2010/11. Schools will be encouraged to continue to develop good working relationships where at all possible with their local youth service providers and across sectors to

improve cross community collaboration and to reduce duplication and increase inclusion.

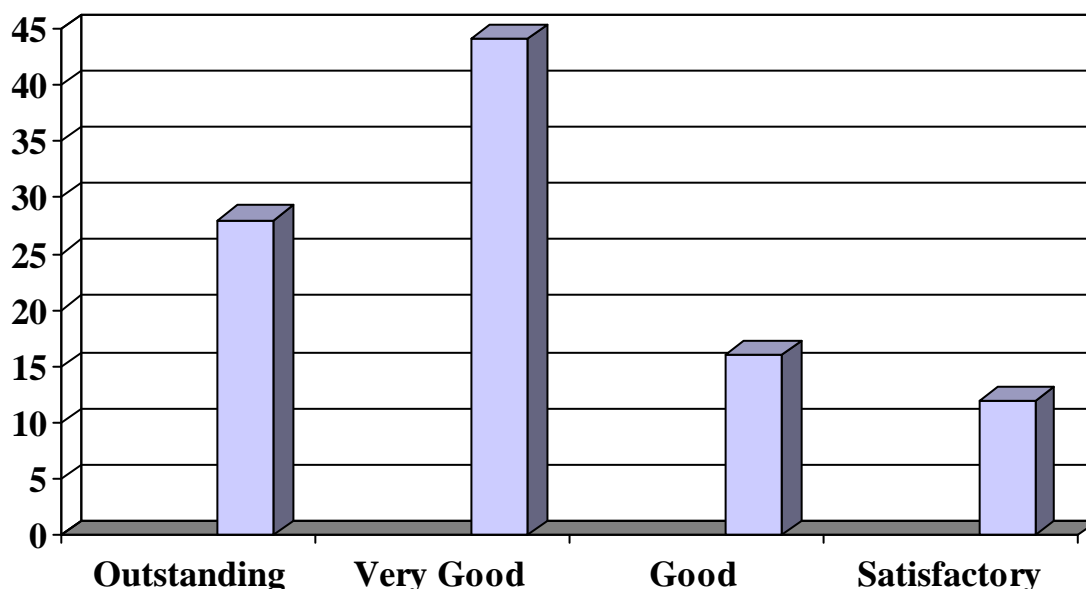
Schools will continue to be reminded that when they engage with any external agencies, whether voluntary or commercial that it is their responsibility to ensure that all personnel will have updated Criminal Checks carried out and that they will give good value for money and meet the needs of the participants within each programme.

As the ETI survey (May 2009) highlighted that there is a real need for the Extended Schools funding to be allocated well in advance of the end of the financial year and with some guarantee that schools will remain in the programme or a planned exit strategy with funding is set in place. This was already raised in the ETI Report October 2007,

“The short timescales involved in the allocation and distribution of funding have not proved helpful for longer-term or coherent area-based planning.”

13 Conclusion

The Extended Schools Annual Reports continues to show that the Extended Schools Initiative is making a difference and feedback from ETI, Extended Schools Annual Reports and Monitoring Visits support this. ETI 'Evaluation of Extended Schools' July 2010 reports that there is evidence of significant further improvement



Schools now acknowledge the importance of ensuring that their Extended Schools programme supports and works in tandem with their School Development Plan and the school improvement process as a whole and this will of course include the implementation of the Revised Curriculum.

Schools continue to see the benefits that the Extended Schools programme delivers for the school, their pupils, families and the wider community. Many schools have come to really value the programme and the ethos behind it and also realise how the Extended Schools programme supports the 'Every School A Good School' policy through being able to reflect and respond to the needs of the local community.

Clusters have really enabled schools to work together for the betterment of their local community by sharing ideas and expertise. Clusters have expanded to include schools who have never received Extended Schools funding or who may have exited the programme and they are to be congratulated in their willingness to share their funding.

APPENDICES

Appendix 1 SELB ELIGIBLE SCHOOLS - ALLOCATION 2009/10

DE Ref	Extended Schools 2009/10	Core Amt	15% Cluster	Revised Total Amt
5010992	LURGAN MODEL PS	£19,525	£2,929	£22,454
5011127	CARRICK PS	£26,150	£3,923	£30,073
5011129	HART MEMORIAL PS	£24,450	£3,668	£28,118
5011137	NEWTOWNHAMILTON PS	£9,400	£1,410	£10,810
5011175	CORTAMLET PS	£11,250	£1,688	£12,938
5011179	BESSBROOK PS	£12,800	£1,920	£14,720
5011190	TULLYGALLY PS	£16,300	£2,445	£18,745
5011596	CRAIGAVON PS	£13,525	£2,029	£15,554
5011649	KILKEEL PS	£28,650	£4,298	£32,948
5011684	ANNALONG PS	£17,350	£2,603	£19,953
5012615	BALLYTREA PS	£12,800	£1,920	£14,720
5012632	DONAGHMORE PS	£7,350	£1,103	£8,453
5012643	STEWARTSTOWN PS	£6,000	£900	£6,900
5012649	COAGH PS	£7,900	£1,185	£9,085
5016065	DICKSON PS	£16,450	£2,468	£18,918
5016080	DRUMGOR PS	£22,200	£3,330	£25,530
5016088	FIVEMILETOWN PS	£17,650	£2,648	£20,298
5016117	BALLYORAN PS	£23,175	£3,476	£26,651
5016200	QUEEN ELIZABETH II PS (POMEROY)	£5,700	£855	£6,555
5030972	ST OLIVER PLUNKETT PS	£14,050	£2,108	£16,158
5030975	ST MALACHY'S PS	£11,000	£1,650	£12,650
5031070	ST MICHAEL'S PS	£7,500	£1,125	£8,625
5031086	CLONALIG PS	£15,025	£2,254	£17,279
5031088	DROMINTEE PS	£18,175	£2,726	£20,901
5031110	CHRISTIAN BROTHERS' PS	£26,000	£3,900	£29,900
5031126	MOUNT ST CATHERINE'S PS	£20,550	£3,083	£23,633
5031133	ST MALACHY'S PS	£20,125	£3,019	£23,144
5031146	ANAMAR PS	£6,600	£990	£7,590
5031148	ST PATRICK'S PS	£25,625	£3,844	£29,469
5031158	ST PATRICK'S PS	£26,750	£4,013	£30,763
5031163	ST BRIGID'S PS	£16,825	£2,524	£19,349
5031169	ST BRIGID'S (DRUMILLY) PS	£9,600	£1,440	£11,040
5031176	ST PETER'S PS	£26,200	£3,930	£30,130
5031183	ST PATRICK'S PS	£29,100	£4,365	£33,465
5031184	ST ANTHONY'S PS	£30,890	£4,634	£35,524
5031188	ST JOSEPH'S PS	£18,888	£2,833	£21,721
5031213	ST CLARE'S CONVENT PS	£21,450	£3,218	£24,668
5031340	ST JOSEPH'S CONVENT PS	£30,890	£4,634	£35,524
5031576	ST COLMAN'S ABBEY PS	£22,500	£3,375	£25,875
5031669	ST JOHN'S PS	£14,575	£2,186	£16,761
5032692	ST MARY'S PS	£14,350	£2,153	£16,503
5032699	ST MARY'S PS	£18,400	£2,760	£21,160
5032703	ST PETER'S PS	£19,300	£2,895	£22,195
5032713	DERRYCHRIN PS	£12,900	£1,935	£14,835
5032717	ST PATRICK'S PS	£18,475	£2,771	£21,246

5032736	ST MARY'S PS	0	0	0
5036001	ST MARY'S PS	£10,000	£1,500	£11,500
5036033	ST JOSEPH'S PS	£18,250	£2,738	£20,988
5036064	ST MALACHY'S PS	£24,650	£3,698	£28,348
5036087	ST MARY'S PS	£25,625	£3,844	£29,469
5036099	ST PATRICK'S PS	£20,700	£3,105	£23,805
5036101	ST BRENDAN'S PS	£28,100	£4,215	£32,315
5036108	ST JOSEPH'S PS	£12,000	£1,800	£13,800
5036110	ST JOSEPH'S PS	£25,500	£3,825	£29,325
5036118	ST MARY'S PS	£19,075	£2,861	£21,936
5036122	JONESBOROUGH PS	£11,900	£1,785	£13,685
5036130	ST LAURENCE O'TOOLE'S PS	0	0	0
5036173	ST JOHN THE BAPTIST PS	£27,000	£4,050	£31,050
5036433	ST MALACHY'S PS	£25,000	£3,750	£28,750
5036504	ST PATRICK'S PS DUNGANNON	£33,100	£4,965	£38,065
5036545	ST COLMAN'S PS	£17,650	£2,648	£20,298
5036586	PRESENTATION PS	£19,225	£2,884	£22,109
5036590	PRIMATE DIXON PS	£29,025	£4,354	£33,379
5036633	ST FRANCIS PS	£33,480	£5,022	£38,502
5046597	BUNSCOIL AN IUIR	£13,300	£1,995	£15,295
5116189	MILLINGTON NURSERY SCHOOL	£8,200	£1,230	£9,430
5116197	KILKEEL NURSERY SCHOOL	£8,500	£1,275	£9,775
5116198	FIVEMILETOWN NURSERY SCHOOL	£5,700	£855	£6,555
5136217	ST JOHN THE BAPTIST NURSERY	£8,200	£1,230	£9,430
5136342	ST MALACHY'S NURSERY SCHOOL	£8,200	£1,230	£9,430
5210016	KILKEEL HIGH SCHOOL	£33,140	£4,971	£38,111
5230056	ST JOSEPH'S BOYS' HIGH SCHOOL	£28,850	£4,328	£33,178
5230108	ST MARY'S HIGH SCHOOL	£31,380	£4,707	£36,087
5230157	ST PAUL'S HIGH SCHOOL	£40,330	£6,050	£46,380
5230167	ST JOSEPH'S HIGH SCHOOL	£31,490	£4,724	£36,214
5230192	ST JOSEPH'S HIGH SCHOOL	£29,150	£4,373	£33,523
5230213	LISMORE COMPREHENSIVE SCHOOL	£36,750	£5,513	£42,263
5230256	DRUMCREE COLLEGE	£23,700	£3,555	£27,255
5230278	HOLY TRINITY COLLEGE	£33,210	£4,982	£38,192
5250216	BROWNLOW INT COLLEGE	£29,200	£4,380	£33,580
5316519	RATHORE SCHOOL	£13,525	£2,029	£15,554
5316523	SPERRINVIEW SPECIAL SCHOOL	£11,100	£1,665	£12,765
82				£1,803,872

0 Schools due to close on 31 August 2009	Total (inc)	£1,803,872
1 New School	New schools	
4 Schools re-entering programme	Re-entering schools	
2 Schools turned down funding in 2009/10	Turned down schools	£0
0 VGS/GMI Schools	Less vgs/gmi	£0
	Total	£1,803,872
	Total exiting schools	£1,225
	Total buffer schools	£75,873
	Actual 09/10 Allocation (rounded)	£1,881k
	Allocation to date – May (rounded)	£1,832k
	Balance Due	£49k

SELB BUFFER SCHOOLS - ALLOCATION 2009/10

DE Ref	BUFFER School	% of total pupils living in a NRA/30% most deprived wards/SOAs	% of total pupils entitled to free school meals	Core Amt	Buffer 50% of core amt	15% Cluster	Total Amt
5016007	MILLINGTON PS	48	20	£31,330	£15,665	£2,350	£18,015
5036057	ST MALACHY'S PS	39	22	£6,550	£3,275	£491	£3,766
5046637	GAELSCOIL UI NEILL	27	32	£14,950	£7,475	£1,121	£8,596
5110017	RAILWAY STREET NURSERY SCHOOL	23	19	£5,600	£2,800	£420	£3,220
5230088	ST PAUL'S JUNIOR HIGH SCHOOL	50	23	£29,650	£14,825	£2,224	£17,049
5230160	ST BRIGID'S HIGH SCHOOL	49	34	£20,850	£10,425	£1,564	£11,989
5316521	CEARA SPECIAL SCHOOL	45	35	£12,100	£6,050	0	£6,050
5316577	LISANALLY SPECIAL SCHOOL	31	29	£12,500	£6,250	£938	£7,188
8							£75,873

SELB EXITING SCHOOLS - ALLOCATION 2009/10

DE Ref	Exiting School Name	Core Alloc	25% Amt Alloc
5046241	DRELINCOURT INFANTS SCHOOL	£4,900	£1,225
1			£1,225

Appendix 2 Community, Voluntary and Statutory agencies who are engaged in Extended Schools programmes in the SELB area.

- A SPECIALIST IRISH TEACHER LIVING IN THE VICINITY WITH PREVIOUS SECONDARY SCHOOL EXPERIENCE WILL DELIVER THE PROGRAMME
- TEACHER IS A VISITOR ONLY DELIVERING THIS SPECIFIC PROGRAMME.
- 1 Engineer
- 3 external tutors
- A Specialist Peripatetic Teacher will come into the school
- A.C.E. Speech and language therapist and Occupational therapist SHSSB
- Action Renewables
- Advice from School Health / School Dentist
- Aileen Matthews - GAA Coach
- All Set
- Ambassadors In Sport
- AMMA Centre
- An Cumann Gaelach
- Literacy Team (SELB)
- Anastacia Walls- Dance teacher

- Any Bright Ideas
- ARKE Surestart
- Armagh City Football Club
- Armagh Council
- Armagh County Board
- Armagh Diocese youth worker
- Armagh Planetarium
- B.E.A.M
- Ballinderry Shamrocks GAA Club
- Bank of independent tutors
- Bannwater Crafts
- Board Representative for Linguistic Phonics
- Bardic Educational Arts & Media
- BEAM Creative Network Donaghmore
- Beam Drama Group, Belfast
- Belonging to the School Community
- Ben Best The Tree of Knowledge
- Breakthru Centre, Dungannon
- C2K
- Cappagh Re-generation Group
- Carlingford Adventure Centre
- CASS.Advisor
- CASS -relevant programmes for whiteboard
- CCEA
- CCN Landscape Contractors
- Club VO2 Self Defense Instructors.
- Cluster Co-ordinator - Jonathan Guy
- Coaches from Glasdrumman GAA and Ulster Council GAA coaches
- Colm Clarke Hillwalking for Schools
- Community and Involvement officer PSNI
- Confederation of Community Groups - Newry
- Conservation Volunteers
- Literacy team -SELB and School Maintenance Officer
- Cookstown District Council
- County Board Coach
- County Derry GAA Coaching
- Craigavon Borough Council
- Craigavon Borough Council - Watersports and Ski Slope Centres
- Crown Jesus Ministries
- Cruse Bereavement Services
- Culloville Youth Club
- Cuman na nBunscoil
- Dance tutor
- DELTA Team
- Dental Agency
- Dentist School Nurse
- Department for Education and Learning Neighbourhood Renewal
- Dragon House Chinese Restaurant
- Drama Tutor: Fiona Thompson
- Dungannon Council
- Dungannon Ladies' Hockey Club
- Ecoplastic Recycling Ltd

- Elkan NI Training. Speech and Language Support for Under 5's
- Emergency Medical Supplies
- Employ a Home Economics teacher from the local regional college and also members of the current staff at the school.
- EMS (Emergency medical Supplies Training Provider)
- Eternal cookery organisation
- External Yoga tutor.
- Facilitated by Maura Johnston
- Feile Dramaíochta An Iuir
- Filmclub
- Cinemagic.
- Fiona Mullan - International Award Leader
- Fitness Coach
- Fivemiletown Methodist Church - hire of Wesleyan Hall.
- Fivemiletown Primary School PTA
- Football coach
- French teacher
- Fruit supplier
- GAA Football and local Hurling Club
- GAA Ulster Council Coaches
- Gaelphobal an Lorgain
- Gaeltacht at Loch an Iuir
- Giggles Day Care Centre
- Gilford Library
- Grassroots football
- Grid Club
- Grounds Maintenance Contractor
- Gymnastics coach
- Health and social services speech and language department
- Heartstart UK
- Hockey coach
- Hopscotch organisers
- IFA - Newry City Newry Golf Centre
- Independent Counselling Service
- Intend to link with local newspapers and radio station for pupils to gain experience
- Invite community members into school to give advice on how they use their positions to work in the community
- Irish Dancing Coach
- Irish Football Association
- Irwins bakery
- Jacqueline McCarthy - Spanish Teacher
- Jenni Conn (Monkeynastix)
- Jim Mc Keown - drama/dance coach
- Jo Jingles Moyraverty Arts and Drama Society
- Joanne Hill (Language Teacher)
- Jonathan Harty - Local farmer
- JustHost.com
- Kilkeel Golf Club
- Kilkeel Hockey Club
- Kilkeel Leisure Centre Staff
- Killymoon Golf Club
- Language & Communication Service (SELB)
- Literacy Support Service CASS

- Local Artist - Art
- Local Artist – Choir
- Local Church in Stewartstown
- Local coach who provides extended activities in the local community.
- Local Drama tutor
- Local Suppliers
- Lurgaboy Outdoor Pursuits Centre
- Lurgan Tennis Club
- MADS (Moyraverty Arts and Dramatic Society)
- MAKING MUSIC WORKSHOP
- Market Place Theatre and Arts Centre.
- Marsden Heights Community College Nelson Lancashire
- Members of the local council to come to talk with children about problem solving, decision making and the process of equality for all
- Mentor employed with teaching experience
- Michelle Boyle - Speech and Drama Teacher
- Migrant Workers Project
- Millennium Court Arts Centre
- Modern Languages Programme
- Mons Wheeler
- Mourne Young Defenders Flute Band
- Brian Mc Mahon - Professional Actor
- Multi Sensory Club
- Multi skills coach
- Musicworks NI
- Newry & Mourne District Council & National Trust
- Newry and Mourne Drama Feis
- Newry City Soccer Club
- Newry Golf Academy
- Newry Swimming Pool
- NI Volleyball Association (coach)
- NIAVAC
- Northern Ireland Conservation Volunteers
- Northern Ireland Youth Sport
- Occupational Therapy Department The Educational Kinesiology Trust, London
- Olivers - Fruit Suppliers
- Outside agencies for Dance, Drama and Music.
- Parent Teachers Associations
- Parent who is a college lecturer in I.T.
- Parents/Classroom Assistants who have attended Partnership course in Teacher's centre.
- Parkanaur Manor House
- Partner agency: Cookstown District council Match funding will be received from CDC
- Paul Diamond
- Paulette Daly - dance instructor
- PIPS Training
- Playboard - Belfast
- President's Award
- PSNI
- Railway Street Nursery School, College Farm Nursery School, Scotwell House Nursery School, Dara Play Group, O' Fiach Playgroup
- Reading Partnership Training & Paired Reading Training by SELB
- S.E.L.B Art / Design Team

- S.E.L.B. Music Service
- Saint Patrick's Academy
- Buranvon Arts Centre and Cookstown District Council
- School Nurse
- School Trends
- Schools Meals Service
- Scoil Dramiochta Comhairle
- SELB (Shannaghmore)
- SELB - Linda Finch The Duke of Edinburgh Award
- SELB DELTA
- SELB groundworks and maintenance dept.
- SELB Library Service
- SELB Music Service
- SELB STEM Co Ordinator
- SELB Youth Service
- Share Centre, Lisnaskea
- Skipping Workshops NI Ltd
- South West College
- Southern Health & Social Services Board
- Southern Health & Social Services Speech & Language Therapy
- Southern Regional College Newry
- Southern Regional College Armagh
- Newry South Armagh Rural Women's
- Specialist Primary School Art Teacher affiliated to the Revised Curriculum
- Specialist Primary School ICT Teacher affiliated to the Revised Curriculum
- Specialist Primary School Music Teacher affiliated to the Revised Curriculum
- Springwell centre
- St Oliver Plunkett Youth Club
- St Pius X College, Magherafelt
- St Vincent de Paul
- St. Ciaran's College, Ballygawley - Sports Outreach Programme
- St. Joseph's Grammar , Donaghmore - link with PE Dept
- St. Mary's Youth Centre
- Student Enrichment Services
- Sure Start
- Teresa McBride Drama Teacher (external)
- The Green Machine - environmental group
- The Organic Centre
- Dungannon Golf Club
- The Rural Health Partnership Women & Family Health Initiative
- The Yoga Therapy Centre Newry
- Theme Team Artists
- Tidyni - eco-schools
- Tir na nOg GAC
- Traveller Support
- Triathlon coach
- Tura Arutura
- Tutors from the Southern Regional College (SRC)
- Ulster Council GAA Down Co. Board GAA
- Ulster Orchestra
- Ulster Theatre Company
- Fivemiletown College

- Various Senior Citizens Clubs
- W5 Belfast
- YENI Business
- Young voices
- Youth Leaders
- Youth Sport South/ NI TT Association
- Youth Sport Stretch and Play Monkeynastics

Appendix 3

Sample of Innovative Practice noted in Schools' Annual Reports

The Dance Costume Workshop was very popular with P6/7. children. Children had no experience of working with materials and did not understand the design process required to make a fully functional outfit. They learned how to work safely with sewing machines

We introduced Bring-a-Dad to School Day where the children were able to come to school in the early evening along with a male relative. This proved to be so successful and enjoyed so much by the children and their Dads that we extended our evenings and offered the same programme to the Mums. The programme was very simple with activities being set up for the parents and children to work on together. In the morning after the first Dads session we had Mums coming in to look at what the children and Dads had been working on the previous evening. The response was so positive one of our Grandparents joked about putting on a dress and coming to the Mums evening. We hope to organise further evenings next year and build on this year's success.

Music (instrument)-(1) increases self confidence (2) close gap between 'rich and poor' (3) raises esteem in family and child. Let's Move - (1) provides sensory movement and other opportunities that will enhance the ability of the child to learn and achieve.

The Duke of Edinburgh award has raised academic standards within the practical side of the course; while also aiding the pupils own experience. Pupils whose behaviour may have been a problem have taken on this activity and shown a real positive attitude. All have shown great leadership skills and great mental attitude to a physically and mentally demanding activity.

A series of media workshops organised for our primary 7 pupils proved to be extremely enjoyable and worthwhile. The produced an excellent DVD.

We introduced a Sensory Club; where selected pupils; with a high staff ratio do the TACPAC programme or a relaxation session in a multi sensory area in a classroom. TACPAC is an activity which combines touch and music to promote communication and social interaction; sensory; neurological and emotional development. We believe; having tried these pupils in different clubs that they get the most out of this one.

Book Club Project Years 3 + 4 - Children in Years 3 and 4 were targeted for additional support in Reading. Based on the adult Book Club idea; children were provided with texts which were then read and discussed in a group session. Books selected were age appropriate in terms of interest and were a mixture of easy reads and those which needed a higher level of support. A range of approaches were adopted. Book knowledge; author; title; blurb etc was reinforced; and attempts were made to decide genre and predict content. There was a mixture of silent reading; reading aloud by individual children and reading by the facilitator. Word attack skills were revised and a have a go attitude was encouraged. Parents were given information about the project and were offered ideas to support their children's reading at home. A wide range of activities based on the texts were used to encourage close reading and re-reading; to stimulate imagination and to record information and ideas in alternative ways. The main aims of the project were to provide opportunities to reinforce existing reading skills and to read for pleasure. We feel the children enjoyed the sessions and the fact that the pupils now own the books that were read is a valuable aspect of the project. Hopefully they will re read them and sustain the interest which we hope we have created.

The First Aid programme was very successful and has been shared through the Extended Schools newsletters. As a result of this I had two schools contact me for more information and they want to run the same activity.

We trained teaching staff in the use of Jolly Phonics. The training was then given to Parents. Sessions were then given to Year 3 and Year 4 pupils. This action plan was successful, pupil's literacy levels in class rose

We had one action plan here in the nursery school targeting Speech and Language difficulties; we believe that the overall impact was immense and one of the best improvements we made to the development of the school. Firstly; the staff developed new skills through their participation in the Elklan Programme for Supporting Children under 5s with Speech and Language Difficulties. Some of the staff also chose to complete course

work which led to them achieving new qualifications. The skills learnt were extremely valuable for the daily interaction with the children. Secondly; the parents were brought on board and they were given a 4 week course to develop new ways of spending quality time with their child while improving their child's speech and language. The attendance was good and all the parents that participated felt it a valuable experience. Finally; the children identified with speech and language difficulties in term one were given extra support each week and over the course of term two and three. Staff and parents found an immense improvement among the concentration; pronunciation; syntax and EAL children identified. In addition; the other children in the school also benefited from the early intervention as the time given to the specific small groups meant more time was also available for the other children in the school. Specific strategies have now been drawn up in the school for the needs identified this year and will be able to be used in future as a working document to support the children.

Creating an exciting and interesting outdoor play area has been very beneficial to the pupils. They are enjoying the opportunity to engage in creative and practical play - and will do for years to come!

The Parents Club over the past 2-3 years has developed an Organic Garden. We have a fruit garden including gooseberries; raspberries; blackberries and

strawberries; a vegetable garden; a herb garden and Irish Fruit trees. Some of the parents from the first year of the garden have continued to provide their expertise and they maintain the plots over the summer holidays. A local gardener came in at the beginning to share his knowledge and the parents continued to learn more themselves through books and the internet. The children are able to support their parents by planting seeds during the day and by using the vegetables and fruit for their healthy snack and in their cookery class. This supports their language development; their knowledge of the environment and enhances their pre-science and pre-maths skills. It also helps their social and emotional development as they have to work with their peers and their parents. The children also now have the opportunity to learn about bio diversity.

The development of a school stringed orchestra has been greeted with exceptional approval by the parents and local community. Extended Schools funding has allowed us to access tuition from the SELB music service; to purchase the necessary instruments and to construct a secure storage facility for the instruments. The orchestra is made up of

pupils who have had no particular training in music and over the course of two years have been developed to a level which has allowed the school to participate at Newry Feis 2010; finishing 3rd. The orchestra has also played at the Confirmation mass and will be performing an end of year concert in June. In this the second year of extended schools; for us; the creation of an orchestra has provoked the greatest response from parents; children and the community. An initiative which has elevated the self esteem of the whole school community.

The 12 week extended schools community healthy cookery programme was very successful this year. The programme was advertised in local church bulletins and via text message to all parents through the school texting service. There was an average of 22 adults per session. Participants learned how to prepare and cook a variety of healthy meals. The class was facilitated by a Home Economics teacher and a classroom assistant and was held in a HE room. Feedback from evaluations completed by participants report that they had gained new skills; became more aware of nutrition value of foods and felt more confident in preparing and cooking more healthy meals for their families. Participants will be able to transfer this knowledge and help develop the skills for their children to use in the future.

Thank to our Irish Language class we were successful in winning £2,000 for our school!

Our Gardening Club has gone from strength to strength this year. Much of this is down to the knowledge; drive and vision of the classroom assistant who leads the club and who is facilitated by two other assistants. The club members range in age from 7 to 9 and never miss a session. This club has really engaged the imagination of the community above all others - probably because its output is so visible. The fact that one of the assistants is a great cook has also helped as the children have used their school-grown produce to create a range of delicious dishes. Several fathers have helped out - in the building of raised beds; the construction of an arched trellis for climbing plants and the provision of an old greenhouse to grow plants from seed. The club work hard at improving the appearance of the school through planting flowers and shrubs attractive to bees; birds and insects. This in turn has provided a wealth of real life samples for science studies of minibeast etc. A super club with big plans for the future!

Two class members from Y5-Y7 have formed the School Council. The children have audited current outdoor resources; ordered new required resources and started to zone the playground. The group decided to focus in on development in the playground for

Foundation and KS1. The playground resources recently have been placed in the yard and this is providing enjoyment and fun through an educational and stimulating range of resources. The School Council and older children in the school work with teachers and supervisors in arranging resources and in storing and managing these. It is hoped this will be further developed and that the development will be continued into KS2 in future years.

Our Evening Cookery Classes which took place in Ballytrea primary School and St. Mary's primary School were great nights. People from all side of the community took part and attendance levels were fantastic. Both evening were thoroughly enjoyed by all.

We have developed a school garden from an area in our school which was overgrown with brambles. We had business in the community representatives along with parents come into school to clear the area. We then had children design what they would like the area to look like. We had Northern Ireland Trust Volunteers and the Southern Health Trust come in and help lay out all of the garden boxes and they worked with us for a whole year to plant the boxes right through until harvest time. We now have a rolling programme which is used in the garden club where different fruit and vegetables are planted and all classes tend one of the garden boxes throughout the season.

Appendix 4 Details of SELB schools involved in clusters

DE Ref	Cluster Name	DE Ref	School Name
<i>Armagh Cluster</i>		<i>Portadown Cluster</i>	
511 0017	Railway Street NS	501 1129	Hart Memorial PS
503 1183	<i>St Patrick's PS (Armagh)</i>	501 6117	Ballyoran PS
503 1126	<i>Mt St Catherine's PS</i>	503 6173	St John The Baptist PS
503 1110	<i>Armagh CBS PS</i>	513 6217	St John The Baptist NS
503 1133	<i>St Malachy's PS, Armagh</i>	503 6586	Presentation PS
523 1060	<i>St Brigid's HS, Armagh</i>	511 6189	Millington NS
531 6577	<i>Lisanally School</i>	501 6007	Millington PS
		523 0256	Drumcree College
<i>Brownlow Cluster</i>		<i>Lurgan Cluster</i>	
501 1127	Carrick PS	503 6633	St Francis PS, Lurgan
501 6065	Dickson PS	523 0088	St Paul's JHS
501 6080	Drumgor PS	501 0092	Lurgan Model
525 0216	Brownlow Int College	<i>Moortown Cluster</i>	
501 1190	Tullygally PS	503 2703	St Peter's PS (Moortown)
503 1184	St Anthony's PS	503 2717	St Patrick's PS, Mullinahoe
503 6101	St Brendan's PS	503 2713	Derrychrin PS
523 0213	Lismore Comprehensive		

<i>South Armagh Cluster</i>		<i>NAMES Cluster</i>	
503 1146	Anamar PS	503 1213	St Clare's Convent PS
503 1086	Clonalig PS	503 1340	St Joseph's Convent PS
503 1148	St Patrick's PS(Crossmaglen)	503 1576	St Colman's Abbey PS
503 6099	St Patrick's PS, Cullyhanna	504 6597	Bunscoil an luir
503 1163	St Brigid's PS, Glassdrummond	531 6519	Rathore

503 6087	St Mary's PS, Mullaghbawn	513 6342	St Malachy's NS (Carnagat)
523 0167	<i>St Joseph's High School (Cross)</i>	503 6433	St Malachy's PS (Carnagat)
Coalisland Cluster		503 1158	St Patrick's PS (Newry)
503 6590	Primate Dixon PS	523 0056	<i>St Joseph's Boys HS</i>
503 2692	St Mary's PS(Stewartstown)	523 0108	St Mary's HS, Newry
523 0192	<i>St Joseph's College (Coalisland)</i>	Dromintee Cluster	
Bessbrook Area Cluster		5031088	Dromintee PS
503 0975	St Malachy's PS Ballymoyer	5030972	St Oliver Plunkett PS
503 1169	St Brigid's PS Drumilly	5036132	Jonesborough PS
503 1176	St Peter's PS, Cloughreagh	Cookstown Cluster	
503 1188	St Joseph's PS, Meigh	503 6108	St Joseph's PS (Kileenan)
523 0157	St Paul's HS, Bessbrook	503 2699	St Mary's PS (Dunnamore)
503 6064	St Malachy's PS, Camlough	523 0278	<i>Holy Trinity College</i>
503 6110	St Joseph's PS (Bessbrook)		
Pomeroy Area Cluster		The Mourne Cluster	
503 6118	St Mary's PS (Pomeroy)	501 1684	Annalong PS
503 6033	St Joseph's PS, Galbally	503 6545	St Colman's PS, Kilkeel
501 2632	Donaghmore PS	503 6001	St Mary's PS Glasdrumman
501 6200	Queen Elizabeth II PS		

DE Ref	Cluster Name	DE Ref	School Name
The Cairn Cluster		Kilkeel Cluster	
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 6057	St Malachy's PS, Drummullan		Fivemiletown Cluster
503 2692	St Mary's PS, Stewartstown	511 6198	Fivemiletown PS
		501 6088	Fivemiletown NS
*** = non Extended School		5032736	St Mary's PS ***

	*** = non Extended School		
	Newtownhamilton Cluster		Bessbrook Cluster
5011137	Newtownhamilton PS	5011179	Bessbrook PS
5011175	Cortamlet PS	5011152	Kingsmills PS ***
5016028	Keady PS ***	5011019	Mullaglass PS ***
Newtown Cluster		Dungannon Cluster	
5031070	St Michael's PS	5036504	St Patrick's PS
5031139	St Oliver's PS ***	5420304	St Patrick's Academy ***
5031108	Clea PS ***	St John's Cluster	
5031166	St Michaels PS Clady ***	5031669	St John's PS
5011119	Darkley PS ***	Gaelscoil Uí Neill Cluster	
Gilford Cluster		5046637	Gaelscoil Uí Neill
5011596	Gilford PS	5420073	St Joseph's GS ***
Sperrinview Cluster		2230138	Dean McGuirc College (WELB) (participated but no funding)
5316523	Sperrinview School		
5420073	St Joseph's GS ***		
5032734	St Mary's Cabra ***		*** = non Extended School
5066554	Windmill IPS ***		

