



# **EXTENDED SCHOOLS ANNUAL REPORT 2006/2007**



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## Appendices

*The information provided in this SELB Annual Report is taken from the individual Extended Schools' Annual Reports, (81/83 individual schools received to date) information and analysis of Action Plans and Monitoring Forms and training provided during the first year of Extended Schools initiative.*

## **1.0 Introduction and Context**

The Children and Young Peoples Funding Package is seen as having the potential to make a very significant contribution to the Government's 10 year Strategy for Children and Young People in Northern Ireland and the Extended Schools initiative is at the core of this package. This initiative enables schools to provide activities and service, which seek to raise school standards, fostering the health, well-being and social inclusion of children and young people and the regeneration and transformation of local communities. The Initiative has being built around an Outcomes Framework which provides a basis on which action planning can take place within individual Extended Schools and, if appropriate, within a cluster of schools. The five High Level Outcome areas below are underpinned by the crosscutting theme of 'Living in a Society which respects their rights'.

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

## **2.0 Overview of the Extended Schools Programme in the SELB 2006-2007**

A total of 83 schools within the SELB were selected in 2006/07 year to take part in the Extended Schools programme with a total budget of £1,757,844 (*See Appendix 1*) and Table A below shows the breakdown of Extended Schools by sector in the SELB area.

**Table A**

<b>School by sector</b>	<b>No of Schools</b>	<b>Total SELB</b>
Controlled Nursery Schools	4	14
Maintained Nursery Schools	3	6
Controlled Primary Schools	22	91
Controlled Integrated Primary Schools	0	1
Maintained Primary Schools	37	128
Other Maintained Primary Schools	1	4
Grant Maintained Integrated Primary School	1	5
Controlled Secondary Schools	1	18
Controlled Integrated Secondary School	1	1
Maintained Post Primary School	9	18
Grant Maintained Integrated Colleges	0	3
Controlled Grammars	0	3
Voluntary Grammar	1	11
Special Schools	3	5
<b>TOTAL</b>	<b>83</b>	<b>308</b>

- 2.1 Schools were first advised of their inclusion in this initiative on 6<sup>th</sup> June with the Policy document released on 29 June. The Policy's deadline of the 30 November for receipt of all Action Plans followed by a 6 week turn around period for the board and PMB to assess and approve all plans meant that schools only received approval in early January with many unable to start activities for a number of weeks.
- 2.2 The lack of time and knowledge in carrying out full audits in advance of action planning along with the absence of agreed staffing costs and payment procedures required for the Extended Schools initiative had a detrimental impact on the first Action Plans. This led to a number of schools submitting quite basic plans and a considerable delay in getting action plans activated and expenditure undertaken.
- 2.3 From the Annual Reports returned we have found that the number of actual activities undertaken differ greatly from the approved Action plans. Many schools found a need to change their action plans when attendance dropped below a viable level or they had difficulty finding qualified and vetted coaches/tutors and this has been a significant problem especially in rural communities. One principal commented:
- “Frustrating not being able to find a bigger range of sports coaches in the area ...”*
- 2.4 The delay in delivery of essential resources though ordered in good time led to the cancellation of some activities. These issues along with renovations in a number of schools, the upgrading of IT systems and a number of ill/absent Principals had a significant impact on a number of schools.
- 2.5 Schools and the board were unhappy with the delay in the publication of the Extended Schools Policy, the release of RTU's Extended Schools Toolkit and the provision of the Financial Guidelines for the different sectors. It is felt however that these teething problems have been mainly solved and the 07/08 year should run much more smoothly.
- (See Appendix 2, detailing the challenges faced by schools)*
- 2.6 The ETI Baseline Survey was carried out in October 2006, one month into the new term when schools were just beginning to explore how best they could deliver Extended Schools. This survey highlighted a number of problems experienced by schools including a lack of knowledge by some Principals of the support offered and provided by the board. However given the timing of the visit and the fact that principals had only attended their first information session on the 25<sup>th</sup> August this was to be expected especially with a number of new teaching principals.

2.7 Taking the above into consideration however a large number of schools did provide very good programmes for pupils and schools with a smaller number offering more limited activities for parents and communities. Furthermore the training and information sessions provided by the Extended Schools team, and the ongoing support including school visits throughout the year has enabled schools to show a marked improvement in 07-08 Action Plans with a much more positive impact for schools, pupils, families and communities.

### **3.0 Baseline Audits**

The timing of the Extended Schools Initiative made it very difficult for schools to carry out detailed relevant audits with the four beneficiary groups in advance of the new school year. Schools did carry out surveys within the school and through questionnaires to parents and the community, however there was a poor parent response rate in many cases.

3.1 As the Extended Schools Initiative has developed schools have increased their amount of research, consulting with many external providers, including local community, voluntary and statutory organisations as they seek to ensure they complement existing provision in their local area and meet any gaps where possible and prevent duplication. A number of Principals now sit on local Partnership Boards and Neighbourhood Renewal Education Sub Committees which allow sharing of information and the opportunity to develop closer relationships.

3.2 Schools recognised the importance of meeting needs but also acknowledged that they would not be able to meet all needs identified within their Extended Schools budget or indeed within the school buildings. Many schools have appointed external coaches/tutors and agencies to deliver projects, monitor and evaluate outputs and outcomes.

#### **Example of Audits undertaken**

- Questionnaires to pupils and parent, discussions with pupils
- Questionnaires to parents, teachers, governors and P6/P7 pupils
- Spoke to parents at school meetings
- Pre registration meetings with parents
- Informal discussions with pupils and parents
- School circulars
- School Council consulted for ideas and feedback
- Meeting with local Community Groups to obtain their perspective and suggestions
- DELTA programme
- Local Camogie Club
- Surestart and other agencies
- Use of Consultancy to identify areas of need within a cluster

#### 4.0 **Breakdown Of Extended Schools Activities**

82/83 Extended Schools participated in the Initiative during 2006/07 with one Good Practice School delaying its programme until September 2007.

4.1 All activities within the SELB Extended Schools Initiative are aligned to at least one of the 5 High Level Outcomes. Even though a number of activities contribute across a number of High Level Outcomes, for assessment and reporting purposes each activity has been assigned to the High Level Outcomes judged most relevant and this is illustrated in Table B.

4.2 Table C details the number of participants involved in activities set against High Level Outcomes.

#### **Number of Activities**

<b>Table B</b>  <b>Activity</b>	<b>High Level outcomes</b>				
	<b>Being Healthy</b>	<b>Enjoying, Learning &amp; Achieving</b>	<b>Living in Safety &amp; with Stability</b>	<b>Experiencing Economic &amp; Environmental Well-being</b>	<b>Contributing positively to Community &amp; Society</b>
<b>Breakfast Club</b>	<b>28</b>				
<b>Childcare am</b>				<b>1</b>	
<b>Childcare pm</b>					
<b>Environmental awareness</b>				<b>7</b>	
<b>Sport</b>	<b>79</b>				
<b>Health Awareness</b>	<b>24</b>				
<b>Creative &amp; Expressive activities</b>		<b>67</b>			
<b>After School Recreational Activities</b>		<b>28</b>			
<b>Lunchtime Activities</b>		<b>5</b>			
<b>Curriculum Support</b>		<b>68</b>			
<b>EAL Activities Pupils &amp; parents</b>					<b>8</b>
<b>Community Learning</b>					<b>14</b>
<b>Parenting Classes</b>			<b>8</b>		
<b>Community Recreational</b>					<b>27</b>
<b>Totals</b>	<b>131</b>	<b>168</b>	<b>8</b>	<b>8</b>	<b>49</b>

## Number of Participants

**TABLE C**

Activity	High Level Outcome				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
<b>Breakfast Club</b>	<b>813</b>				
<b>Childcare am</b>				<b>60</b>	
<b>Childcare pm</b>					
<b>Environmental awareness</b>				<b>133</b>	
<b>Sport</b>	<b>2142</b>				
<b>Health Awareness</b>	<b>1433</b>				
<b>Creative &amp; Expressive activities</b>		<b>1710</b>			
<b>After School Recreational Activities</b>		<b>863</b>			
<b>Lunchtime Activities</b>		<b>175</b>			
<b>Curriculum Support</b>		<b>1491</b>			
<b>EAL Activities Pupils &amp; parents</b>					<b>150</b>
<b>Community Learning</b>					<b>199</b>
<b>Parenting Classes</b>			<b>116</b>		
<b>Community Recreational</b>					<b>592</b>
<b>Totals</b>	<b>4388</b>	<b>4239</b>	<b>116</b>	<b>193</b>	<b>941</b>

4.3 Table B shows that Being Healthy and Enjoying Learning and Achieving are the predominant High Level Outcome, out of a total of 364 activities, 82% are for these outcomes. It was clear from the outset of the initiative that in the first year these would be the focus of the majority of activities with plans to expand into the other areas when schools were confident with what was expected from this initiative.

4.4 The SWELB Project Management Board noted this with concern in their meeting in November where schools had been asked to submit Action Plans for the two-year period and approval was only given to March 2007. This allowed schools the time to plan and ensure they would deliver a programme targeting the 4 beneficiary groups and meet the 5 High Level Outcomes for the second year of the programme. The following statements support this:

- Programmes to deliver Being Healthy and Enjoying Learning and Achieving were relative easy for schools as they could clearly see how they would impact on their targets of raising standards and achievements and the activities were familiar to schools if in different formats.

- Projects such as NOF Out of School Hours programme and the Healthy Schools Initiative had provided some schools with relevant experience in running such projects.

4.5 It is clear that a significant number of schools had difficulty in meeting the three High Level Outcomes of ‘Contribute Positively to Community and Society’, ‘Living in Safety and Stability’ and ‘Economic and Environmental Well Being’ as they are relatively new concepts for many schools. However schools have taken on this challenge and developed 57 interesting programmes in the 06/07 year with 10% of total participants engaging in these activities (See Table C).

4.6 This was a very new way of working for schools but also a new challenge for many within the local community who may well have had a negative experience with their own schooling or with their children. Schools realised they needed to reach out and through relevant programmes raise the esteem and empower families and communities to ensure all benefited from the Extended Schools programme.

4.7 Opening schools to the wider community has raised a number of issues in regards to Child Protection, Insurance etc. The SELB Extended Schools team has worked hard with schools in dealing with these issues and in the development of the 07/08 action plans and as a result the number of activities/services, which deliver these three High Level Outcomes has increased. The following statements from Schools Annual Reports recognise this:

- Making school an even more focal point in this community, bringing parents closer and fulfilling all pupils recognised needs
- Parents have a more positive attitude towards the school, the fact that the school and the community are being linked is also added value

## 5.0 **Monitoring and Evaluation**

The 83 Monitoring visits carried out in May by the Extended Schools team highlighted very positive feedback from participating pupils, parents and the wider community. The participants had found the activities enjoyable, beneficial and a sense of achievement was noted by many.

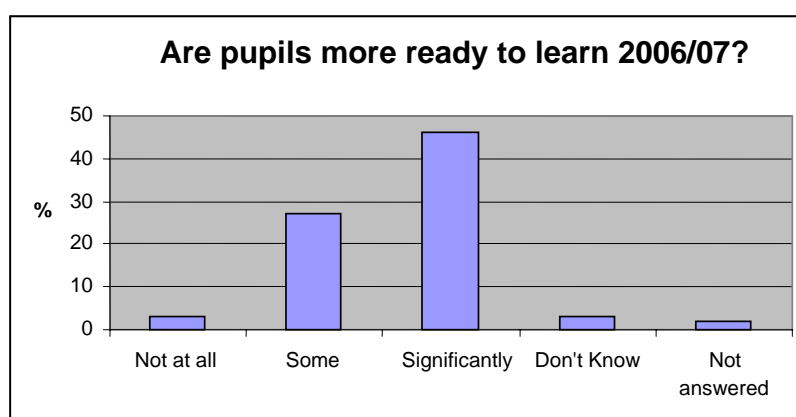
5.1 However the additional workload on teaching Principals in particular was rather onerous and this impacted in some cases on the enthusiasm in delivering the programme. Schools were required to demonstrate in their Action Plans how they planned to monitor and evaluate their activities and the

annual monitoring visits allowed board officers to observe these systems and give advice for improvement where needed.

## 6 Barriers to learning and Pupils readiness to Learn

Schools reported that one full term of activity could not have had any long term impact on raising standards and achievements and we recognise that schools will need a considerably longer period of time before they can report effectively on the impact on raising standards and achievements.

Are pupils more ready to learn? (06/07)		
	Schools	%
Not at all	3	3.7
Some	27	33.3
Significantly	46	56.7
Don't Know	3	3.7
Not Answered	2	2.6
	<b>81</b>	<b>100</b>



## 7. Innovative Practice

The schools have been very modest in identifying good or innovative practice yet many have put in place administrative systems and programmes of activity and services which can and have been replicated in other schools and communities. (See Appendix 3 for details of innovative practices)

## 8. Extended Schools Cluster

The Extended Schools policy encourages schools to work in partnership, both with each other and with outside agencies. This was reinforced through the provision of an additional 15% funding per school if 3 or more funded Extended Schools formed a cluster.

8.1 During 2006/07 a total of 68/83 Extended Schools were part of 17 clusters (See Appendix 4) collaborating on a number of themes to produce activities/services, which included:

- Peer Mediation
- Dads and Lads Club
- Literacy support to parents

- Support for single parents
- Drop in service for adults for Ethnic Minority Community
- Cross Community Drama Production
- Playing for Peace basketball
- Multi-Sports
- Adult Education Classes

8.4 A number of Clusters have appointed external co-ordinators to enhance the provision on offer to the cluster schools, families and communities. In some cases they have been non teachers and this has brought a wider outlook on what can be achieved within and without schools.

8.3 Clusters have also benefited from sharing coaches/tutors both within cluster activities and as individual schools and have also found the sourcing of resources easier as a group.

8.4 The schools have reported many benefits of being part of a cluster and some are listed below.

- Break down of barriers for P 7 pupils joining the Secondary school
- Bring pupils together often for the first time
- Share and maximise the use of space and build links with the community
- Safe environment for children and parents to work together on a common theme
- Strong links were made between schools which all want to develop further

## **9.0 Engagement With Community, Voluntary And Statutory Agencies**

As evident from the Monitoring and Annual Reports a large number of Schools in 2006/07 embraced 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 consultation that has taken place with some of the groups listed below.

- Local sports co-ordinators
- Speech and Language services
- Local leisure facilities
- Youth Sport
- Local Sports clubs
- Further Education Colleges
- Women & Family Health Initiative
- Rural Health Partnership

- Surestart
- Local Community Centres

9.1 Surestart, Neighbourhood Renewal Partnerships, Counselling services are a number of agencies who have enjoyed working with board officers and our schools in delivering programmes. It is clear from the 2007/08 Action Plans that more schools are establishing good working relationships with these agencies.

## **10.0 Benefits For Parents And Community**

10.1 All Extended Schools experiences have been positive, providing opportunities for increased participation, improved levels of engagement with parents and the wider community, and have raised educational standards and achievements with the potential to take this to another level.

10.2 The Annual reports submitted have highlighted some of the following:

- Parents have enjoyed working together with their children in an Art programme and found the experience most valuable, worthwhile as well as enjoyable;
- Making school an even more focal point in this community, bringing parents closer and fulfilling all pupils recognised needs;
- Parents have a more positive attitude towards the school, the fact that the school and the community are being linked is also added value;
- Extended school activities has improved parents organizational difficulties regarding child care;
- Non Nationals more included into the life of the school;
- School now caters for children 8am – 5pm each day;
- Extended hour for P1/P2 pupils has had the most positive outcome, children are eager to stay and all parents had very positive comments.

10.3 The schools Annual Reports suggest that the initiative has had a positive effect on the participating children, schools, families and communities. The majority of the 83 schools have reported associated benefits in attendance, behaviour, self-esteem, and confidence with both pupils and families.

10.4 A total of 364 activities have been offered in 2006/07 with 9,877 participants drawn from the four beneficiary groups and all have been very well received.

## 11.0 **SELB Support**

Training and Information sessions have been provided by the SELB Extended Schools Team and the Regional Training Unit. Four Sessions in the SELB area in September, late January/early February and April proved very popular with excellent attendance in all centres.

- 11.1 Schools were given support in the setting up of new administrative systems for the financial management of the Extended Schools Initiative. These information days also included the opportunity to share good practice and ideas from Extended Schools in England and Wales and across the boards. One on one support and advice is provided as and when needed and we have received very positive feedback on than.
- 11.2 All support materials can be accessed via the SELB website, [www.selb.org.uk/schools](http://www.selb.org.uk/schools). Provision of training and information sessions for principals and co-ordinators will continue during 2007/08 with 8 Information sessions planned over the autumn and spring term. RTU continue to offer training for Extended Schools Co-ordinators and this is circulated to all schools.
- 11.3 The SELB Extended Schools Team also offered Board of Governor training and Governors evaluations showed the Extended Schools Initiative and the training to be worthwhile. Governors were made aware that they should be updated on a regular basis by their principal to ensure that the action plan is effective and delivering good value for money.

<b>Number of training sessions</b>	<b>Number of Governors Attending</b>		<b>Overall Course Evaluation</b>	
	<b>Total No</b>	<b>Average per session</b>	<b>V Effective</b>	<b>Effective</b>
2	37	18	82%	18%

## 12.0 **Extended Schools Financial Management**

<b>Extended Schools 2006/07 Allocation</b>	<b>£1,757 K</b>
<b>Extended Schools 2006/07 Expenditure</b>	<b>£ 365K</b>
<b>Carryover into 2007/08 Financial Year</b>	<b>£1,392K</b>

- 12.1 The Extended Schools budget which is allocated on a financial year has caused considerable management problems as the schools' action plans have naturally operated on an academic year. The late start of the initiative in 2006/07 coupled with the late delivery of resources and delays in payment of staff resulted in a large carry over which was not reflective of the activities which had taken place.
- 12.2 As the Extended Schools funding is added to the schools delegated budget it is necessary for schools to carefully monitor their extended school spend to avoid problems with their normal school allocation. As it is part of the delegated budget the board relies on schools to provide the relevant budget information as and when required. All schools have received board support in how to document, manage and report on their extended schools funding and record it on a monthly basis and this has enabled us to produce a more accurate figure when requested by DE.

### **Conclusion**

Feedback from Extended Schools Annual Reports and Monitoring Visits have shown that the Extended Schools Initiative can and has made a difference. Even in the short period of delivery time schools have been surprised and delighted with the response from pupils, families and communities. A number of Principals noted Extended Schools would work well with the implementation of the Revised Curriculum and that Extended Schools has a strategic and important role in the future of schooling and learning and this has been reflected in a significant number of School Development Plans.

At the start of the initiative there was a significant number of Principals who were daunted and indeed sceptical with the short lead especially creating additional workload and pressure at the start of the new year. However their experience to date has shown that the benefits far out weigh any initial concerns and they are now excited about the future of this initiative. The SELB Extended Schools team looks forward to 2007/08 to see programmes develop and become more established with greater involvement, responsibility and ownership from all community, voluntary and statutory stakeholders.

**The SELB Extended Schools team would like to acknowledge the support of the SWELB Project Management Board which includes, the Chair and Deputy Chair of the SWELB Education Committee, representatives from Playboard, CCMS, Investing for Health, DSD, NCH NI, SHSCT, DEL and SWELB officers. The assistance of the Project Board has been crucial in the overall assessment process and the development of the Extended Schools Initiative. Their time and commitment in attending 7 meetings during the first year (Sept 06 – March 07) was much appreciated.**

### 13.0 Key Learning Points and the Way Forward

- Schools have acknowledged how the Extended Schools Initiative has contributed to the engagement of individuals and families in aspects of school life. This has led to a number of schools planning beyond 2008 to see how they can continue to meet the needs identified through the Extended Schools audit.
- The opening up of schools to families and communities has had a dramatic impact on family life and there is an expectation from families and communities that this will continue.
- It is hoped that the Extended Schools programme extends well beyond the current funding period, consistent with the 10 year Children & Young Peoples package.
- Continuation of funding is needed to allow schools to plan and embed this Extended Schools initiative within the core services of the school and its community. This would then ensure that the aim of the package is achieved as stated by the Secretary of State on 7<sup>th</sup> March 2006:

**“To reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well being and social inclusion ...”**

# APPENDICES

## CHALLENGES

## Appendix 1

- Staffing , no internal interest in Co-ordinator post, had to be done by Principal;
- Finding appropriate facilities, time and staff;
- Paperwork, co-ordination of all players/stakeholders;
- Keeping records of expenditure and invoices;
- Acquiring resources, slow delivery of goods ordered;
- Reconciling spreadsheets with spend;
- Budget management difficult at first but ELB support has helped overcome difficulties;
- The need to involve parents more intensively;
- Commitment of staff/parents and pupils;
- Prompt payment of staff;
- Setting up systems to safely account where the pupils were during the additional hours to the school day;
- Time - lack of time as a Teaching Principal to organise, deliver and maintain programmes;
- Time - devising the programme, administration, finding staff, communicating with everyone;
- Time - time for planning and the initiation of the programme;
- Some children found it difficult to get a lift home after some of the activities;
- This must be part of a well funded, long term programme if it is to benefit the school and community as proposed.

<b>SELB Extended Schools and Budget Allocations</b>		
<b>DE Ref.No.</b>	<b>School Name</b>	<b>2006/2007 Allocation</b>
511 6197	Kilkeel NS	£ 8,300
511 6198	Fivemiletown NS	£ 5,700
511 0017	Railway Street NS	£ 5,700
511 6189	Millington NS	£ 8,300
513 6217	St John The Baptist NS	£ 8,200
513 6342	St Malachy's NS	£ 8,200
513 6631	Drumnamoe NS	£ 8,200
501 1684	Annalong PS	£ 16,300
501 6117	Ballyoran PS	£ 24,050
501 2615	Ballytrea PS	£ 12,700
501 1179	Bessbrook PS	£ 13,375
501 1127	Carrick PS	£ 27,200
501 2649	Coagh PS	£ 9,900
501 1175	Cortamlet PS	£ 9,300
501 1596	Craigavon PS	£ 14,275
501 6065	Dickson PS	£ 16,525
501 6080	Drumgor PS	£ 23,250
501 6088	Fivemiletown PS	£ 17,875
501 1129	Hart Memorial PS	£ 24,500
501 6028	Keady PS	£ 6,200
501 1649	Kilkeel PS	£ 30,130
501 0992	Lurgan Model PS	£ 20,275
501 6007	Millington PS	£ 31,050
501 6543	Moyallon PS	£ 18,250
501 1137	Newtownhamilton PS	£ 11,100
501 6200	Queen Elizabeth II PS (Pomeroy)	£ 6,800
501 2643	Stewartstown PS	£ 6,800
501 1190	Tullygally PS	£ 18,250
506 6554	Windmill Integrated PS	£ 21,150
503 1146	Anamar PS	£ 6,400
503 1110	Armagh Christian Brother's PS	£ 25,400
503 1086	Clonalig PS	£ 15,025
503 2713	Derrychrin PS	£ 13,975
504 6637	Gaelscoil Ui Neill	£ 13,225
503 1126	Mt St Catherine's PS	£ 20,425
503 6590	Primate Dixon PS	£ 29,930
503 1184	St Anthony's PS	£ 30,910
503 6101	St Brendan's PS	£ 27,050
503 1213	St Clare's Convent PS	£ 21,550

<b>DE Ref.No.</b>	<b>School Name</b>	<b>2006/2007 Allocation</b>	
503 6545	St Colman's PS, Killeel	£	19,825
503 6610	St Francis of Assisi PS	£	23,250
503 6633	St Francis PS(Lurgan)	£	33,060
503 6173	St John The Baptist PS	£	27,025
503 1669	St John's PS (Gilford)	£	14,650
503 6110	St Joseph's PS(Bessbrook)	£	26,600
503 1340	St Joseph's Convent PS	£	30,870
503 6108	St Joseph's PS (Killeenan)	£	10,100
503 0975	St Malachy's PS(Ballymoyer)	£	10,800
503 6433	St Malachy's PS(Carnagat)	£	26,850
503 6057	St Malachy's PS (Drummullan)	£	6,700
503 6363	St Mary's PS(Aughnacloy)	£	10,800
503 6043	St Mary's PS(Banbridge)	£	27,900
503 2699	St Mary's PS (Dunnamore)	£	18,100
503 2736	St Mary's PS (Fivemiletown)	£	6,500
503 6118	St Mary's PS (Pomeroy)	£	19,675
503 2692	St Mary's PS(Stewartstown)	£	13,750
503 1166	St Michael's PS(Clady)	£	8,500
503 1070	St Michael's PS(Newtown)	£	9,200
503 1148	St Patrick's PS(Crossmaglen)	£	23,800
503 1158	St Patrick's PS(Newry)	£	27,575
503 1183	St Patrick's PS(Armagh)	£	28,975
503 6047	St Patrick's PS(Annaghmore)	£	21,800
503 6099	St Patrick's PS(Cullyhanna)	£	21,150
503 1176	St Peter's PS(Cloughreagh)	£	25,700
503 2703	St Peter's PS(Moortown)	£	20,200
503 1135	St Oliver's (Carrickrovaddy)	£	8,100
503 1103	Tannaghmore PS	£	32,950
525 0216	Brownlow Int College	£	28,525
523 0278	Holy Trinity College	£	33,650
521 0016	Killeel HS	£	33,550
523 0213	Lismore Comprehensive	£	36,260
523 0256	Drumcree College	£	26,975
523 0056	St Joseph's Boys HS	£	28,775
523 0167	St Joseph's College(Crossmaglen)	£	30,990
523 0192	St Joseph's College(Coalisland)	£	30,330
523 0108	St Mary's HS, Newry	£	30,990
523 0293	St Patrick's College, Dungannon	£	31,310
523 0088	St Paul's JHS, Lurgan	£	29,790
531 6521	Ceara School	£	12,100
531 6577	Lisanally School	£	12,600

<b>DE Ref.No.</b>	<b>School Name</b>	<b>2006/2007 Allocation</b>	
531 6519	Rathore School	<b>£</b>	<b>12,500</b>
501 2720	Dungannon PS	<b>£</b>	<b>10,525</b>
542 0062	St Colman's College, Newry	<b>£</b>	<b>17,205</b>

- Teaching Irish to parents to support their children as 1/10 of all pupils taught through the medium of Irish
- Story Sacks with parents while their children engage in Art work at the same time
- Heartstart programme
- Drama and Art programmes have provided the pupils with many new experiences
- P2 Literacy Programme by lead school with its cluster partners, parental evaluation and pupil progress was such that school did not need the MIST Forward Together Programme
- Environmental Care programme – an interdisciplinary approach to develop the high level outcome within a 176 year old school where pupils are now more aware of the need to have a duty of care to their environment
- Drama Club involving the children with the local community
- Speech and Language Programme
- Stop Motion Animation Project

**Details of schools involved in clusters**

**Appendix 4**

DE Ref	School Name	DE Ref	School Name
<b>Cluster 1</b>		<b>Cluster 2</b>	
511 6197	Kilkeel NS	501 6080	Drumgor PS
501 1649	Kilkeel PS	525 0216	Brownlow Int College
521 0016	Kilkeel HS	501 1190	Tullygally PS
<b>Cluster 3</b>		523 0213	Lismore Comprehensive
511 6198	Fivemiletown NS	<b>Cluster 4</b>	
501 6088	Fivemiletown PS	503 2703	St Peter's PS(Moortown)
503 2736	St Mary's PS (Fivemiletown)	503 6057	St Malachy's PS (Drummullan)
<b>Cluster 5</b>		503 2713	Derrychrin PS
511 0017	Railway Street NS	<b>Cluster 6</b>	
503 1183	St Patrick's PS(Armagh)	503 1146	Anamar PS
531 6577	Lisanally School	503 1086	Clonalig PS
<b>Cluster 7</b>		503 1148	St Patrick's PS(Crossmaglen)
511 6189	Millington NS	503 6099	St Patrick's PS(Cullyhanna)
513 6217	St John The Baptist NS	503 1135	St Oliver's (Carrickrovaddy)
501 1129	Hart Memorial PS	523 0167	St Joseph's College(Crossmaglen)
501 6007	Millington PS	<b>Cluster 8</b>	
501 6543	Moyallon PS	503 6590	Primate Dixon PS
501 6117	Ballyoran PS	503 2692	St Mary's PS(Stewartstown)
503 6173	St John The Baptist PS	503 6118	St Mary's PS (Pomeroy)
523 0256	Drumcree College	503 6047	St Patrick's PS(Annaghmore)
<b>Cluster 9</b>		523 0192	St Joseph's College(Coalisland)
503 6610	St Francis Of Assisi PS		
503 0975	St Malachy's PS, Ballymoyer		
501 6028	Keady PS		
503 1166	St Michael's PS(Clady)		

<b>Cluster 10</b>		<b>Cluster 11</b>	
501 2615	Ballytrea PS	503 1340	St Joseph's Convent PS
501 2649	Coagh PS	503 1213	St Clare's Convent PS
501 2643	Stewartstown PS	503 6433	St Malachy's PS(Carnagat)
503 6057	St Malachy's PS (Drummullan)	503 1158	St Patrick's PS(Newry)
<b>Cluster 12</b>		523 0056	St Joseph's Boys HS
501 1596	Craigavon PS	523 0108	St Mary's HS, Newry
503 6101	St Brendan's PS	<b>Cluster 13</b>	
503 1669	St John's PS (Gilford)	501 0992	Lurgan Model PS
503 6043	St Mary's PS(Banbridge)	503 1103	Tannaghmore PS
<b>Cluster 14</b>		513 6631	Drumnamoe NS
501 1179	Bessbrook PS	503 1166	St Paul's JHS, Lurgan
503 1070	St Michael's PS(Newtown)	503 6633	St Francis PS Lurgan
501 1137	Newtownhamilton PS	<b>Cluster 15</b>	
503 6110	St Joseph's PS(Bessbrook)	503 6108	St Joseph's PS (Killeenan)
		503 2699	St Mary's PS (Dunnamore)
<b>Cluster 16</b>		523 0278	Holy Trinity College
501 1127	Carrick PS	<b>Cluster 17</b>	
531 6521	Ceara School	503 1184	St Anthony's PS
501 6065	Dickson PS	503 6101	St Brendan's PS
		523 0213	Lismore Comprehensive

## Activities for Pupils Parents and Community

## Appendix 5

- More positive attitude now towards music as it is their choice
- Increased confidence especially in quieter children
- Positive effect on children's social skills
- HC Improved level of collaboration, between peers and increased sense of achievement
- Increased positive attitude towards learning and enhanced opportunities to learn and develop new skills
- BC Improved concentration spans, punctuality and behaviour during school hours
- Positive effect on social skills, ability to hold social conversations and level of collaboration between peers
- Very positive impact on children's punctuality and awareness in class
- BC Pupils taking part remain alert and attentive throughout the morning
- Pupils are now much more confident in IT and also see the enjoyment of sport, how it caters for all abilities and its link to being healthy
- Parents workshop parents more aware do how to help their children's learning and development
- Sports increased fitness levels, self-esteem and motivation
- Keep fit classes for parents, friends and neighbours made it a more fun and sociable event
- Paired reading programme was very well supported and feedback from parents very positive and support from local library was very beneficial
- Creative Craft Club enabled pupils to develop their creative imagination and to improve their self management/organisational skills and their ability to engage co-operatively with others
- Healthy Eating Club a brilliant success, it has impacted very positively with more children having fruit throughout the week
- Pupils recognise its nutritional value
- Literacy and Numeracy Impact difficult to measure until tested at the end of year. Pupils identified through school tests
- Children's enthusiasm evident as they took part in themed literacy activities. The use of maths games helped to enthuse the younger children
- Team Games development Some children with difficult behaviours are involved as 'organisers' which has helped them avoid difficulties associated with free play and raised their self esteem
- Pupil Gardening Club Children were able to take home small quantities of vegetables to eat at home

## **Benefits And Positive Outcomes From Activities**

## **Appendix 6**

- Parents are now more able to support children who are taught through the medium of Irish
- Substantial benefit to school, parents and local community
- Greater variety of activities and a more consistent approach to delivery
- School has gained more equipment
- Children have developed new skills/talents and become more motivated
- Children gaining a very positive approach to school
- School has become more open to the local community
- Raised awareness to the benefits of external agencies
- Closer relationship with school by providing local availability of sports and other facilities
- Children more confident, independent with increased motivation and self esteem
- Greater parental involvement in children's learning
- Non English speaking community have become actively involved in the school enjoying Mass with a Lithuanian curate.
- Parents have enjoyed training in curriculum areas
- More community involvement in school
- Parents welcome initiatives and local community are very pleased
- Parents appreciative of the range and quality of the activities provided
- Greater awareness of needs of parents and children