



**SOUTH EASTERN EDUCATION
AND LIBRARY BOARD**

2006/7 Annual Report

Extended Schools Programme



September 2007

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1. Introduction and Context

Children and Young Peoples Funding Package

The Extended Schools concept is at the core of the Children and Young Peoples Funding Package, providing activities and services which seek to raise school standards, fostering the health, well-being and social inclusion of children and young people as well as helping to regenerate local communities.

Selected schools have implemented the Extended Schools Programme in the context of “Developing an Extended School”, which is defined by the Department of Education as:

- working with pupils, families and the community, as an essential element in raising the standard of pupils’ achievement;
- building partnerships with neighbouring schools, community, voluntary and statutory organisations;
- strengthening families and communities through providing opportunities for lifelong learning and personal development; and
- using its accommodation flexibly and outside of school hours for the good of learners and the community

Extended Schools - High Level Outcomes

Each school was asked to frame service delivery around one or more High Level Outcome (HLO) areas based around a central outcome ‘Living in a Society which respects their rights’. These High Level Outcomes are central to the Governments ten year Strategy for Children and Young People and are detailed below:

- Being Healthy
- Enjoying, Learning and Achieving
- Living in Safety and with Stability
- Economic and Environmental Well Being and
- Contributing Positively to Community and Society

Key dates for Extended Schools Programme 06/07

Schools were asked to work to the following timescale for the Extended Schools Programme during 2006/7

Announcement of Extended Schools funding	16 June 2006
Selected schools confirm participation in Extended Schools Programme – Expression of Interest by:	29 September 2006
Schools to submit Action Plans by:	30 November 2006
ELB’s to sign off Action Plans by:	5 January 2007
All schools to receive monitoring visit by ELB staff	June 2007
All schools to submit 06/07 Annual Reports	22 June 2007
ELB’s to submit Annual Reports to Department of Education	28 September 2007

Information used for this report

This report is based upon the following information received during the course of the first year of the Extended Schools Programme (up to end of March 2007).

- Annual Reports returned by schools (65 out of 75 schools involved have submitted an Annual Report);
- Summary information from Monitoring Visits paid to each school involved in the Extended Schools Programme during May/June 2007 (all 75 schools visited);
- Issues raised by schools during the year through regular contact with SEELB Officers – this includes training sessions, individual and group meetings and one to one contact with the SEELB Extended Schools staff;
- Feedback from the SEELB Extended Schools Project Board which met regularly throughout the year.

2. Summary - SEELB Extended Schools Programme 2006/7

Schools involved

75 schools in the SEELB area participated in the Extended Schools Programme in 2006/7. In addition 2 schools were added to the programme as “Good Practice” Schools (1 x Controlled Primary School, 1 x Grant Maintained Integrated Primary School). 45 of the 77 schools also agreed to work together in clusters to jointly deliver extended services.

Extended Schools Funding

For the financial year 2006/7 a total of £1.466m was allocated to 76 schools with the Grant Maintained Integrated School involved under “Good Practice” receiving its allocation directly from the Department of Education. A summary of the funding for the Extended Schools Programme is available in Section 3.

Extended Schools Project Board

An Extended Schools Inter-Agency Project Board, which included representatives from Education, Health and Social Services, Department of Social Development and the Voluntary/Community sector, was established in November 2006. This Project Board met regularly and recommended for approval Action Plans from all the schools involved by the end of January 2007. Key issues raised by the Project Board are available in **Appendix VII**

Services Provided

In the first year a wide range of extended schools activities and services have been introduced. These include breakfast and after school clubs, parent support programmes including adult learning opportunities, delivery of much needed external services into schools and community use of schools. Tables B, C & D provide more details on the activities introduced. Schools have focused on two High Level Outcomes areas– Enjoying Learning and Achieving and Being Healthy – that have been mainly targeted at pupils. A number of schools have used the Extended Schools Programme to provide services for parents and adults in the wider community whilst others have demonstrated innovative approaches to service delivery. Details of innovative practice are contained in **Section 2** and a synopsis of school responses on how innovative their provision has been is contained in **Appendix VI**.

Benefits/Impact/Outcomes

Although only in its first year schools reported that the Extended Schools Programme has resulted in a range of benefits. These included improvements in attendance, behaviour, self-esteem and attainment levels for pupils. The vast majority of schools indicated in the Annual Report returns that the Extended Schools Programme had made either “some” or a “significant” impact on removing barriers to learning for pupils.

In addition schools also reported a positive impact for parents and the wider community. Further details of the impacts and outcomes are contained in **Section 8** and in **Appendices I & IV**.

Challenges

Schools reported that the short lead in time for the programme meant that many practical and management issues had to be addressed as the programme progressed. This did not make the establishment of extended services any easier. In addition, some schools felt that the preparation and administration associated with the programme was time consuming - especially in the case of teaching principals. Sourcing of staff to deliver the Extended Schools Programme has been a challenge for some schools but in the majority of schools staff already in the school have taken on this duty. Other challenges noted by schools include accommodation and transport with the latter a particular difficulty for special schools. In many cases schools have chosen to appoint an Extended Schools Co-ordinator and this has greatly assisted the principal with the management of the Extended Schools Programme. More details of the challenges reported by schools are contained in **Section 9** and in **Appendix V**.

Development areas

Aside from the need for schools to develop their range of provision further throughout 2007/8, specific development areas include working more collaboratively with the wider community and developing more partnerships with external agencies. Where clusters are in place these should be encouraged to establish external links on behalf of the group of schools involved. It is also vital that schools recognise clearly the link between Extended Schools and the raising of standards by embedding their Extended Schools provision within the School Development Plan. Summary details of development areas contained in **Section 12**.

3. Finance

Schools were selected to participate in the Extended Schools Programme according to Department of Education criteria based on social deprivation measures. The 75 SEELB schools that met the criteria and the 2 Good Practice schools received a total of £1,466k funding from the Children and Young Peoples Funding Package. The breakdown of schools per education sector is detailed below:

28	Controlled PS
18	Maintained PS
1	Other Maintained PS
2	Controlled Integrated PS
6	Controlled Nursery Schools
7	Maintained Nursery Schools
4	Controlled Post-Primary Schools
3	Maintained Post Primary Schools
<u>6</u>	Special Schools
75	Schools

In addition 2 schools - 1 Controlled Primary School and 1 Grant Maintained Integrated Primary School - received funding as Good Practice Schools.

Table A below summarises how schools managed their funding in Year 1 (financial year - April 2006 to 31 March 2007). It should be noted that schools did not have a full financial year in which to use their funding and many therefore planned to carry forward funding into the new financial year. The actual expenditure, as identified by schools, was £690k leaving a carry forward amount by schools of £776k into the 07/08 financial year. In addition schools have received a total allocation of £1456k in 07/08.

Table A - Summary of Extended Schools Funding

2006/7 Allocation to schools	£1466k
2006/7 Actual Spend as notified by schools	£690k
2006/7 Carry Forward	£776k
2007/8 DE Allocation	£1456K
2007/8 Total Budget Inc Carry forward	£2232k

4. High level outcomes

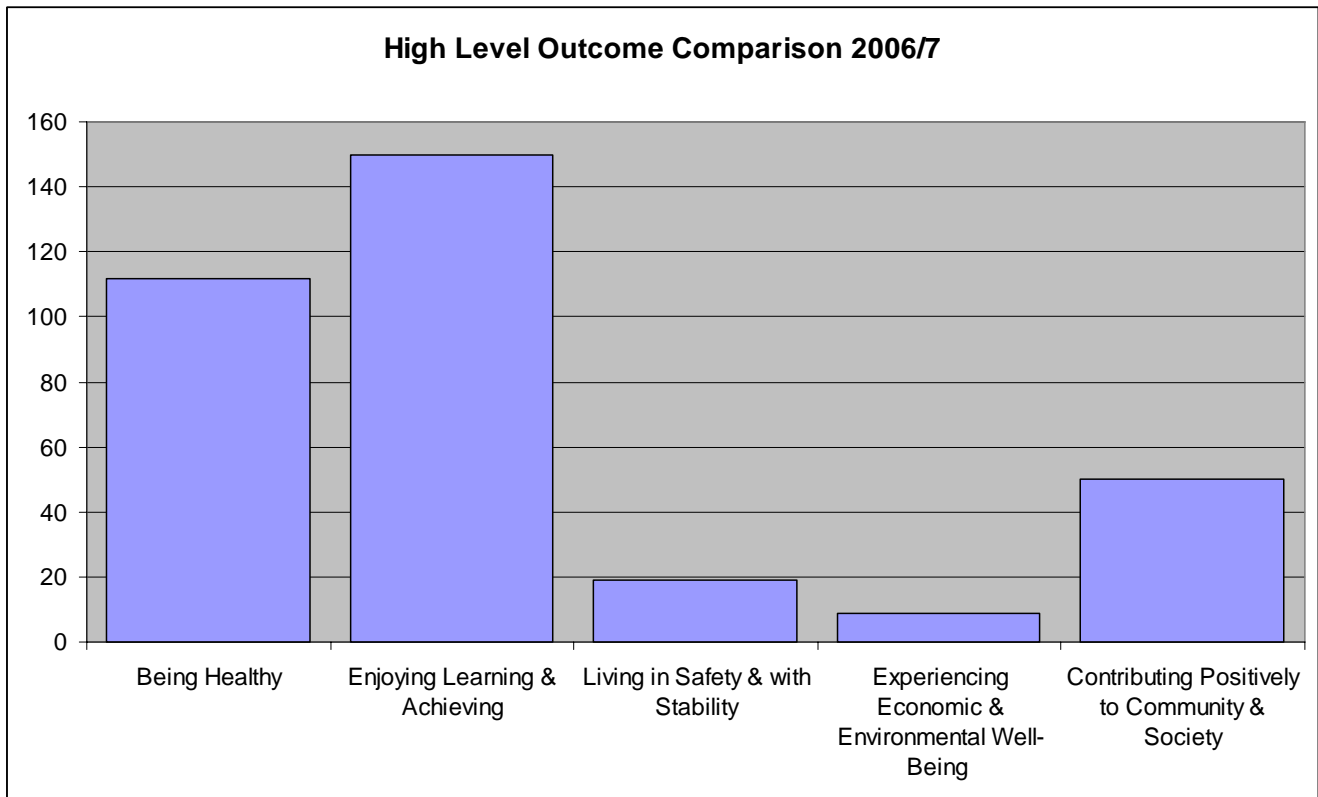
Each school involved in the Extended Schools Programme was asked to achieve positive impacts in one or more of the 5 High Level Outcome areas (see **Section 1** above). Action Plans submitted by each school or cluster of schools indicated which of the High Level Outcomes each activity or services aimed to impact on and how this was planned to take place.

Table B over summarises the range of activities introduced by SEELB schools in 2006/7 and how these activities link to the 5 High Level Outcomes (HLOs).

Table B – Activities/Services to High Level Outcome areas 06/07

<u>Extended School Activities and Services</u>	High Level Outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living In Safety And Stability	Experiencing Economic And Environmental Well Being	Contributing Positively To Community & Society
After School Club		29			
Specialist Clubs/Skills/Support			19		
Art/Drama/Dance		24			
Breakfast Club	25				
Charity Awareness					5
Citizenship					7
Counselling	8				
Eco Activity				9	
Educational Visits		4			
English as an Additional Language		5			
*Family Support Worker					3
First Aid	4				
Food Hygiene		1			
GCSE Booster Classes		6			
Health Awareness/Promotion	12				
Healthy Break/Water for All Schemes	20				
Healthy Playgrounds	6				
ICT Provision (for adults & pupils)		31			
Languages		3			
Literacy/Numeracy		10			
Lunchtime Club		2			
Science Clubs		1			
Music Clubs		21			
Outdoor Pursuits Programme	1				
Parenting/Family Support Programmes					29
Resident/Community Meetings					1
Sign Language					2
**Speech & Language Support	5				
Sports Provision	30				
Story Sacks/DELTA/Toy Book Library		9			
Summer School		5			
Walking Bus	1				
Youth Outreach					3
Totals	112	151	19	9	50
* 3 Family Support Workers across 7 schools				Total	341
** 5 Speech & Language Therapists working across 14 schools					

Chart A below highlights the comparisons of High Level Outcomes for 2006/7



It is important to note that activities provided by schools in the programme can impact on more than one High Level Outcome area. For example an after school sports activity could contribute to Being Healthy as well as Enjoying Learning and Achieving. For the purposes of this Annual Report the SEELB has used the schools interpretation of the main HLO that an activity focused on.

Tables B and Chart A highlight the fact that the main High Level Outcomes areas in 06/07 are **Being Healthy** and **Enjoying Learning and Achieving**.

Feedback from schools during 06/07 would indicate that there are a number of reasons for this:

- *Previous experience*
 Almost all schools have experience in the delivery of services/activities in after school clubs and activities (Enjoying Learning and Achieving) and Health Promotion initiatives (Be Healthy). For many schools it has been more manageable to begin activities and services in these areas especially given the short lead-in time reported by schools. Conversely the other High Level Outcome areas are relatively new to many schools and introducing activities/services focusing primarily on these areas required more research and preparation. It should be noted however that post primary schools, in general, were more likely to deliver services under these HLO areas.
- *Time*
 Schools indicated that more time was required to research needs and possible services in HLO areas such as Living in Safety and with Stability and Contributing Positively To Community And Society

- *Feedback from Parents*

Feedback from parents as part of the audit consultation process confirmed that parents were supportive of schools providing after-school facilities (Enjoy and Achieve & Being Healthy)

The SEELB worked with schools throughout the year to raise awareness regarding possible services/activities that could be delivered in those HLO's less popular with schools during Year 1.

5. Activities & Numbers attending

Individual Action Plans

Analysis of the returns received by SEELB as at September 2007 (65 out of 75) confirms that the **341** activities/services introduced during 06/07 were attended by **9,780** participants. It should be noted that some of the same participants will have been counted more than once for some activities/services.

Table C shows a breakdown of participants per each activity for pupils and parents/adults as reported by schools.

Table C – Participants in Extended Schools Programmes 06/07

Extended School Activities and Services	Pupils	Parents	Total
<i>After School Clubs</i>	937		937
<i>Specialist Clubs/Skills/Support</i>	518	12	518
<i>Art/Drama/Dance</i>	224		224
<i>Breakfast Clubs</i>	848		848
<i>Citizenship programmes</i>	211		211
<i>Counselling</i>	50		50
<i>Eco Activity</i>	52		52
<i>Educational Visits</i>	123		123
<i>English as an Additional Language</i>	12	29	41
<i>Family Support Worker</i>	3	5	8
<i>First Aid</i>	10	34	44
<i>GCSE Booster Classes</i>	310		310
<i>Health Awareness/Promotion</i>	992		992
<i>Healthy Break/Water for All</i>	1408		1408
<i>Healthy Playgrounds</i>	647		647
<i>ICT Provision (for adults & pupils)</i>	199	136	335
<i>Languages</i>	101	50	151
<i>Literacy/Numeracy</i>	4	32	36
<i>Lunchtime Club</i>	84		84
<i>Music Clubs</i>	378		378
<i>Outdoor Pursuits Programme</i>	202		202
<i>Parenting/Family Support Programmes</i>		215	215
<i>Resident/Community Meetings</i>		16	16
<i>Speech & Language Support</i>	29	82	111
<i>Sports Provision</i>	1326	65	1391
<i>Story Sacks/DELTA/Toy Book Library</i>	29	32	61
<i>Summer School</i>	99		99
<i>Youth Outreach</i>	270		270
Totals	9072 (92%)	708 (8%)	9780

The majority (92%) of participants and users of Extended Schools activities/services in 06/07 were pupils.

Some schools reported that not all planned activities (as per initially submitted Action Plans) took place. Reasons for this included:

- Lack of available coaching/tutors
- Time taken to vet appropriate people
- Management issues – insurance, child protection etc - meant that a planned activity was not viable after further investigation.
- Change of circumstances in school e.g. change of principal, departure of staff

In the majority of cases where this happened, the planned activity has been postponed rather than cancelled. Schools have kept SEELB updated on changes to their proposed Action Plans.

Cluster Action Plans

A vital part of the Extended Schools Programme is to encourage schools to work with other schools. As well as using resources more efficiently through a shared approach, the cluster approach can often assist schools to avail of a service that they would be unable to access individually. In 2006/07 a total of 45 schools out of 77 SEELB schools clustered together to provide services. For 2007/08 this changed to 46 out of 75 schools since two schools closed in June 2007 but three schools have set up a new cluster. Six schools not in receipt of funding in the Extended Schools programme have nevertheless benefited from being involved in a cluster. One cluster involved a school in SEELB linking with 3 schools in the BELB area to deliver services. Table D over details the Extended Schools Cluster arrangements for 2006/7

Clusters worked on a range of themes to jointly deliver services. These included:

- Appointment of joint co-ordinator
- Sports clubs and team activities
- After schools clubs
- Family support workers
- Partnership with Health Trust to deliver additional Speech and Language support for pupils and training for teachers
- Adult classes/parent classes
- Cross community provision
- Sharing of premises and resources
- Shared Training

Examples of benefits of cluster arrangements as identified by schools in SEELB include:

- *The cluster of 4 local schools helps to promote good practice and extend our knowledge and understanding of age appropriate exercise.*
- *The cluster working with a voluntary organisation, combining experience and learning from both the statutory and voluntary sectors.*

TABLE D

SEELB Extended Schools Clusters 2006/7

Colin - Twinbrook St Mark's PS St Luke's PS St Luke's NS St Kieran's PS Our Lady Queen of Peace PS Scoil Na Fuiseoige Oakwood Int PS St Colm's HS	Downpatrick 1 Convent of Mercy NS Convent of Mercy PS St Patrick's PS	Downpatrick 2 De La Salle HS Convent of Mercy PS St Colmcille's PS St Patrick's PS	Downpatrick 3 Downpatrick NS Downpatrick PS Convent of Mercy NS
Downpatrick 4 St Colmcille's NS St Colmcille's PS Knockevin Special	Castlereagh Dundonald PS Dundonald HS Brooklands PS Tullycarnet PS Kings Road NS Cregagh PS	Killyleagh Killyleagh PS St Mary's PS St Colmcille's HS	Lower Ards Peninsula Portaferry Int. PS Portavogie PS Kirkistown PS St Mary's PS, Portaferry
Lisburn St Patrick's HS Dunmurry HS Lisnagarvey HS	Lisburn/Belfast Holy Trinity NS Holy Child NS St Michael's NS St Teresa's NS	Lambeg Lambeg PS Charley Memorial PS* Hilden Int PS	Hillsborough Beechlawn Special School Meadowbridge PS* Downshire PS* Anahilt PS* Brookfield Special Friends' Prep.*
Millisle/Ards Millisle PS St Finian's PS Victoria PS, Ballyhalbert	Colin - Poleglass Good Shepherd NS Good Shepherd PS St Kieran's NS St Kieran's PS St Therese NS		

* denotes schools not in receipt of Extended Schools funding

6. Audit

A sound basis for any school offering new extended services is to audit needs of pupils', parents and the wider community so that the school can then provide something that is needed and will be used by targeted groups. Schools were therefore encouraged to carry out audits and consult with relevant stakeholders before embarking on any new service provision. The short lead-in time from confirmation of funding (late June 2006) to Action Plan submission (end November 06) made comprehensive auditing very difficult for many schools. However all schools did base their provision on a needs identification process that could be carried out within the required timescales. A variety of methods were used including:

- Questionnaires to parents
- Questionnaires to pupils
- Verbal feedback from parents
- Previous experiences
- Discussions at staff meetings and feedback from staff
- Feedback/meetings with local community groups
- Feedback/meetings with external organisations
- Research into local area and school needs
- Attendance at community forums and other community infrastructure meetings

Consultation with the wider community

One area that schools have sought to develop as the year progressed is in consulting at a wider level amongst local voluntary community and statutory organisations. The time taken to carry out this process effectively has been raised by schools as a challenge and this continues to be an area of development for 2007/8. Examples where this has taken place include where schools have:

- Attended Interagency meetings
- Used existing partnerships and links to introduce Extended Schools activities/services
- Invited external organisations to cluster meetings
- Attended SEELB training events where external organisations have been present

The SEELB Project Board noted at a very early stage of the programme that without extensive consultation the danger of duplication or displacement of existing voluntary and community services exists. As well as working with schools and external organisations on an ongoing basis the SEELB held local area workshop meetings for schools in March 07. The purpose of the workshops was to assist schools on the Action Planning process and to encourage schools to consult on as wide a range as possible to avoid such displacement taking place.

7. Engagement with Community, Voluntary and Statutory Agencies

All schools have some experience of working in partnership with external agencies and/or other schools. The Extended Schools Programme provided an opportunity for schools to build upon previous experiences and to establish new partnerships. Indeed there are examples of innovative practice during 06/07 where schools have engaged in meaningful partnerships to jointly deliver services. These include:

- Cluster agreements with Health Trusts to deliver additional speech and language support training for staff and additional support for pupils.
- Cluster arrangements with third party organisations to provide Family Support Workers
- Provision of Counselling support.
- Use of Institutes of Further and Higher Education to provide adult education opportunities for the wider community.
- Use of various statutory and voluntary/community providers to develop support for ethnic minorities in school.

Where partnership agreements have been developed/ established as a direct result of the Extended Schools Programme, schools reported benefits to pupils, staff and parents. Examples of school comments include:

- “Engagement with external agencies has been vital to the life of the project in attempting to develop the concept of community within the school ”
- “The level of expertise was invaluable, especially for a small school”
- “The cluster work relied heavily on external agencies and we found them extremely helpful”

However it should be noted that this still remains an area for development for the Extended Schools Programme since the level of partnership and collaboration with outside agencies has been modest across all the schools involved.

Extended Schools Project Board

An Extended School Project Board was established in accordance with DE guidelines. Organisations represented on this Project Board are:

- South Eastern Education and Library Board (SEELB)
- Council for Catholic Maintained Schools (CCMS)
- Department of Social Development
- Eastern Health and Social Services Board/Health and Social Services Trust
- Department of Employment and Learning
- Playboard (as nominated by Northern Ireland Voluntary and Community Association)

The role of the Project Board is to recommend for approval action plans submitted by schools and clusters. Six meetings took place throughout 2006/7 and all schools had action plans recommended for approval.

The Project Board, in the process of its deliberations, did note the following key issues and development areas:

- Lead in time for programme was too short
- Risk of displacement/duplication of services exists
- Need for more community consultation, engagement and involvement
- Need for more co-ordination of services in local areas
- “Value for money” of school proposals difficult to assess – cost comparisons not available

A summary of these issues, as agreed by the SEELB Extended Schools Project Board, is provided in **Appendix VII**

The Project Board has been crucial in the development of the Extended Schools Programme in a very fast moving first year and the SEELB would like to place on record its acknowledgement of the hard work, co-operation and guidance of the members of the SEELB Extended Schools Project Board.

8. Benefits/Outcomes/Added Value

Annual Report returns provided by schools indicate that, although not without its challenges, the first year of the Extended Schools Programme has had a positive impact on pupils, parents and the wider community. The Extended Schools Programme has provided opportunities for increased participation, improved levels of engagement with parents and the wider community and raised educational standards for pupils. As well as recording tangible benefits such as improved punctuality, decreased levels of poor behaviour and a reduction in suspensions and expulsions, schools also recorded impacts in areas that can be more difficult to measure – schools have noted improvements in levels of self-esteem, confidence and social skills for pupils as well as improved relationships between parents and school staff.

A number of schools acknowledged that given that the Extended Schools Programme had only been in operation for a short period of time, benefits and impacts will need to be measured over a longer period of time to give a more accurate picture.

Examples of the Impacts and Outcomes reported by schools include

- “Residents Groups Meetings mean less vandalism at the school and improved living conditions in the community”
- “The Parent Support Room has improved social inclusion, supported pupil’s learning and encouraged greater parental involvement and better homeworks”
- “Pupils develop excellent interpersonal skills – they had a real sense of security and well-being especially the autistic children who attended”
- “The activities “re-engage” otherwise disaffected pupils”
- “I could not believe how extended schools has made a difference to the school. Children are less aggressive, are doing homework and are now getting a breakfast - the list is endless!”

A summary of the Impacts as reported by schools is contained in **Appendix I**

A summary of Outcomes can be found in **Appendix V**

It should be noted that whilst the feedback gathered by schools was generally positive not all activities/services were successful. In some cases programmes for parents were not well attended or in other cases the service provided did not meet the needs of the participants. Whilst the audit process is an important indicator of whether a service would be successful, schools reported that often it was not until running the particular programme could they then get an indication of long term success.

9. Challenges

The schools reported challenges in the following main areas:

- Timescale involved
- Administration, management and practical issues
- Accessing suitable provision
- Accommodation
- Transport (Special, Rural Schools)
- Extending the school day for Nursery pupils

Many of the practical/management challenges have been overcome as Year 1 progressed. Examples of how challenges have been overcome by schools are detailed below

Challenge	Overcome by
Continued pupil commitment to activities	Close monitoring of attendance and highlighting issues to parents
Accommodation	Sourcing out certain activities/services to the local community in future
Transport difficulties in a rural setting	Use of community transport initiatives
Getting staff commitment to various activities	Getting feedback from staff and including staff in the planning and delivery of activities
Providing an appropriate and interesting programme of activities to cater for all pupils	Forward planning and discussion with relevant people. Timetabling and goodwill have overcome many problems
Too many children too few places	Having different children take part each term
Achieving a shared understanding of the purpose, vision and practicalities of what a cluster was	Continued dialogue, sharing ideas and increasing Trust

In general, key factors in meeting the challenges posed by the Extended Schools Programme are as follows:

- Appointment of co-ordinators within schools (although this is not always possible)
- Use of external facilities / services or “buying in” of services to lessen the burden on school staff to deliver
- Flexibility and commitment of school staff
- Linking with other schools to get advice and ideas for service delivery
- Information from service providers
- Training/advice from SEELB

Schools continue to face challenges related to accommodation, transport and other management/practical issues.

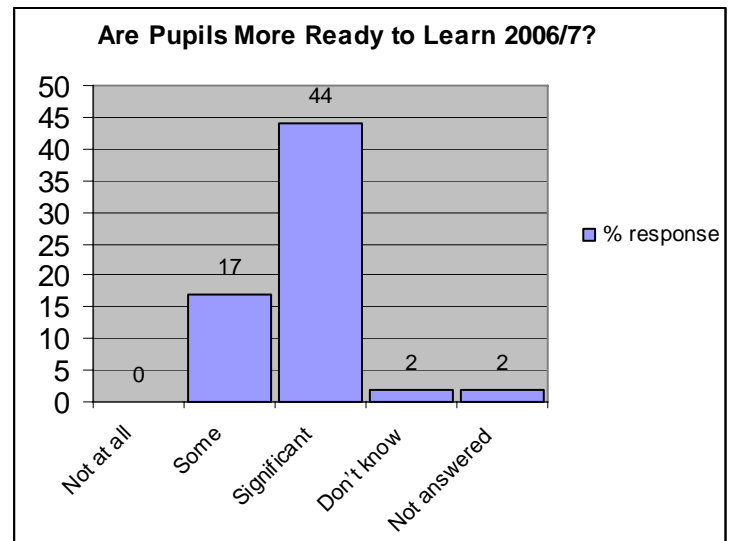
10. Barriers to Learning/Pupils Ready to Learn

Schools reported that it is difficult to measure comprehensively the impact of Extended Schools services in the short space of time the programme has been running. Nevertheless schools were asked to respond to the question ‘to what extent did the Extended Schools Programme remove the barriers to learning or make pupils more ready to learn?’. Table E below summarises the response from schools. The latter part of the question, ‘making pupils more ready to learn,’ was certainly met as an outcome, and analysis of the qualitative evaluations provides evidence that as a result of the Extended Schools Programme a positive difference has been made to the lives of participating pupils, parents, families and communities. It is anticipated that in future years this will be further developed and built upon with even greater impacts on inclusion, participation and ultimately learning, achievement and raising standards.

Chart B

Table E

Are pupils more ready to learn? (06/07)		
	Schools	%
Not at all	0	0
Some	17	26
Significant	44	67
Don't know	2	3
Not answered	2	4
Totals	65	100



11. Innovative Practice

Although many schools have focused on providing what they consider “basic” Extended School services such as breakfast, after schools clubs and other pupil focused services, a significant number of schools identified a range of innovative practices introduced under the Extended Schools Programme. Often those schools that have previously established Extended Schools services found it easier to introduce more innovative practices although this was not always the case.

Appendix VI sets out a summary of the innovative practices outlined by schools in their Annual Reports. Most notable among these include:

- Cluster arrangements to deliver additional Speech and Language Therapy Support in partnership with the Health Trust.
- Providing pastoral care support during a breakfast club for post primary pupils.
- Employment of a Family Support Worker via a third party provider by cluster of schools.
- Parents running a Breakfast Club.
- An Inter-generational ICT Club that uses primary school pupils to facilitate ICT Tuition for Senior Citizens.
- Good Practice management and administrative procedures introduced to ensure smooth running of the Extended Schools Programme.

A number of SEELB schools have publicised their innovative practice on the RTU Toolkit for Extended Schools.

12. Key Learning Points

The key learning points from Year 1 are:

Community consultation/engagement/involvement

Some schools have focused efforts on engagement of the local community groups. Where this has occurred there has been benefits noted for pupils, families and the community itself. This is however an area where development is required in Year 2 as the level of engagement across all schools in the programme is modest. Community consultation and engagement also reduces the likelihood of displacement or duplication of existing services

Links to Raising Standards/School Development Planning

Long term success and impact of Extended School provision can only be guaranteed if it becomes embedded in the culture of the school. It is therefore vital that Extended School delivery becomes part of long term school development planning process.

Partnership working with External Agencies

In Year 1 there were examples of SEELB Schools establishing formal links with external statutory and non-statutory organisations to deliver services. It is important that, beyond Year 1, more SEELB schools look to engage third party deliverers to provide services. As well as providing services that schools are not equipped to provide, it can also be the case that these providers can reduce the burden on existing school staff to deliver services themselves. Examples of good practice and the positive experiences of schools should be used to assist other schools in this area.

Management/Appointment of co-ordinators

In Year 1 a number of schools pointed out that the general management and administration involved with preparing and delivering the Extended Schools Programme was time consuming and quite onerous. Where schools have been able to engage staff in a co-ordination role within the school this has not been as big a problem. A number of school principals have indicated that given their experiences of Year 1 without co-ordination in place, they will look to have this co-ordination in place for Year 2.

13. Conclusion

In the first year of the Extended Schools Programme a wide range of services and activities have been introduced. Although these services have only been in place for a short period of time feedback from schools indicates a positive impact on pupils, parents and the wider community. Schools have been able to implement their planned activities often in the face of tight deadlines and ongoing uncertainties over practical issues that were a feature of the initial implementation period. Many schools have used the first year of the programme to establish structures and overcome practical difficulties whilst focusing on delivery of pupil centred services such as after school provision to pupils. This in turn is often meeting a demand made by parents. Analysis of School Action Plans indicate that Enjoying, Learning and Achieving and Being Healthy are the main High Level Outcome area that schools have focused on. These schools will be encouraged by the SEELB to further develop their provision to include services in other High Level Outcome areas and to provide support for parents and engage with the wider community. A significant number of schools have been able to develop innovative approaches to Extended Schools delivery involving cluster provision, engagement with external agencies and delivering services to the wider community. It is important that good practice in this area is used to help the development of Extended Schools in 2007/8.

Appendix I – Impacts – Synopsis of school responses

Pupils

- Pupils gained a sense of adventure, knowledge and respect for their environment.
- The Media project has made learning fun and has helped build pupils self-esteem and confidence.
- Pupils' general health enhanced owing to increased fitness.
- After School Club - the pupils developed excellent interpersonal and intrapersonal skills; they had a real sense of security and emotional well-being especially the autistic children who attended.
- Highland dancing – “unbelievably successful” this year. Many of the participants took part in and won external competitions, great links forged with Ulster-Scots agency.
- Non-academic after school provision improved behaviour in the classroom.
- Breakfast club - a very positive impact, children are well settled by the time school starts.
- Youth club/drop in centre very successful where children are in a safe and controlled environment.
- Breakfast club [had] a great impact on the community, children viewed the club as a social gathering.
- Playground initiative - whole school involved, teachers noted that the children are less aggressive towards each other.
- After school club helped the participating children to develop social and language skills.
- Promoting purposeful play - improved levels of positive purposeful play at break and lunchtime.
- Clear indications that sound, healthy eating patterns are emerging through the breakfast club and healthy eating scheme.
- Youth Sport (football) building self-esteem in children
- Breakfast club - children better equipped and energised to start the day, reductions in number of overweight children and increased levels of concentration.
- Music activities have increased self-confidence and physical co-ordination.
- After school club has resulted in improvement in standard of homework, development of art, sports and games.
- Sports coaching has improved skills and teamwork.
- Our Breakfast club led to better social skills.
- The cinema club helped pupils develop the skill of discussion.
- Breakfast club means the children are much more settled arriving in class.
- Children from the Breakfast Club attend better and are well behaved.
- Children's English class built up children's confidence in talking and listening [For children with English as a second language]
- New Life Counsellor improved behaviour and willingness to discuss problems. Better results in class work and more active learning, less suspensions
- Neuro-Development conference raised awareness of problems which affect teaching and learning.
- More home works and course work completed on time. Increase in self esteem and confidence noted.

Parents

- Stress Clinic is very popular with parents and much needed in the area.
- Aerobics for staff/parents - fitter and healthier staff and parents, an improved relaxed atmosphere.
- Parents and pupils enthuse about the Arts provision and Sports Focus.
- Story Sacks - feedback from parents and children excellent.

- Family support worker provides valuable bridge between school and homes of children experiencing difficulty, enhancing the learning and achievements of pupils targeted.
- Stock Sack Library an invaluable resource of high quality materials and encourages parental input in the learning experience and process.
- After school club- very positive feedback by children and parents.
- Homework club questionnaires to teachers and parents and pupils indicate homework is no longer an issue in the home.
- Breakfast club has facilitated a number of parents returning to work and study.
- DELTA facilitates parents/school relationship and encourage/support parents to play an active role in their child's education.
- Parent Support Room has improved social inclusion, supported pupil's learning and encouraged greater parental involvement and better home works.
- After school Youth Club for children with Severe Learning difficulties - parents appreciate the opportunity for their children to go out socially with their own friends.
- Positive Parenting Course had a great impact on those attending.
- Breakfast Club - Parents appreciate the early start to the school day.

Community

- The sense of the school moving toward being a community school was greatly enhanced.
- The project acted as a springboard for the local council to build a new community playground in the school grounds.
- Use of the school by local sports clubs has meant that the school is held in higher esteem in the local community.
- Resident's group meetings mean less vandalism at the school and improved living conditions in the community.
- The Aerobics class improved friendships within the wider community and increased awareness of healthy lifestyle.
- Adult computer class increased confidence and understanding of how ICT is being tackled within school.

Appendix II – School responses on the Audit Process – how it was carried out and what it meant

- Parent and child questionnaires were very useful as [we then realised] many of their needs were not being met.
- Parents and pupils completed questionnaires.
- Very useful talking to parents re their interests and needs.
- Consultation with other schools.
- Consultation via PTA meetings, flyers and questionnaires.
- Our school examined the School Development Plan and developed ideas in relation to those objectives alongside the outcomes of the Extended Schools Project.
- Meetings with local community groups - we also performed an internal audit amongst staff.
- Questionnaire at beginning of the year and evaluation at the end. Both staff and parents involved in this. Children gave oral feedback to staff and parents.
- We spoke to parents in groups and sought their views through our monthly school bulletin.
- PTA were consulted and teachers were consulted at a special staff meeting.
- Questionnaire sent to parents, given out after church services and copies left in library. Great response from parents. Consulted verbally and through age appropriate surveys for children.
- Consultation with Community Housing Association. Pupil forum established. Parental survey proved most effective method.
- Informal interviews with parents and voluntary groups.
- We offered choices and gave parents options to make suggestions.
- As a new Principal I used Extended Schools auditing as a way of making personal contact with all pupils and most parents - very helpful.
- Prioritised needs and aligned our Extended Schools services to the Development Plan.
- Cluster activities were driven by consultation between School Heads, Co-ordinators and Teachers in conjunction with our partner organisation, the YMCA.
- Liaising with South and East Trust, therapists were assigned to complete a screening process to target children in the cluster schools.

Appendix III - Engagement with External Agencies

- This has been vital to the life of the project in attempting to develop the concept of community.
- Invaluable help to the school and also getting a lend of equipment saved spending money unnecessarily.
- Speech Therapy Department, excellent to have room to offer this facility to parents.
- The level of expertise was invaluable, particularly for a small school.
- We have engaged with other agencies to a great extent, they have provided ideas and practical help.
- The cluster of 4 local schools helps to promote good practice and extend our knowledge and understanding of age appropriate exercise.
- Everyone has been very helpful and surprisingly aware of the Extended Schools Programme.
- Made excellent use of North Down and Ards Institute.
- We plan to continue to build on the use of external agencies.
- Excellent - an invaluable resource who works with ethnic minorities in the Health Care Trust.
- NSPCC - excellent relationships established.
- The cluster work relied heavily on external agencies and we found them extremely helpful.
- We are currently working in partnership with South and East Belfast Trust. Very valuable partnership.

Appendix IV - Outcomes

Pupils

- The activities “re-engage” otherwise disaffected pupils.
- Children gained more experiences than originally planned.
- Increased pupil confidence and positive pupil/teacher relationships.
- The children’s self esteem has increased tenfold. I cannot emphasize how much I am delighted with this programme.
- Healthy break has had beneficial effects on children’s diet and tooth decay.
- Improved relationships between pupils and teachers.
- The children and parents benefit from the programme.
- This initiative has allowed us to provide more depth to the understanding of our own pupils who have been born in NI [Multi-Cultural Resource Centre]
- Staff noted an improvement in the children’s listening skills and ability to follow instruction as they went about their nursery day. [Speech and Language Programme]
- I could not believe how extended schools has made a difference to the school. How did we ever survive before! Children [now] being less aggressive, doing homework, children who didn’t take breakfast now taking one - the list is endless.
- We have a much greater level of involvement of pupils in after school activities.
- All children were able to build friendships with peers and positive relationships with adults.
- It has impacted on the children’s general classroom behaviour and their ability to concentrate.
- Many children got the chance to try out a different sport and also learned to work in a team.
- Attitudes to learning have improved.
- The ‘added value’ has been very noticeable both from parents and pupils.
- Music activities have enhanced physical and language development and increased awareness of the arts.
- Better standards in homework.
- Working relationships are stronger between staff and pupils.
- Increased self-esteem for those pupils involved in helping with breakfast/break club.
- Children concentrating better and being well settled and ready to begin the day.
- Children benefited greatly - confidence, self-esteem, develop relationships, improved achievement, sense of achievement and well being.
- Pupils are open to new challenges and experiences, resulting in raising self-esteem and confidence.
- There has been a reduction in suspensions and no expulsions.
- Better motivation, interest in school and good behaviour.
- Social inclusion, nutritional standards improved, improved table manners, an aid to working families, calmer in the playground.
- Breakfast club has had a very positive impact, both in terms of attendance and pupil participation and alertness in class.

Parents

- Parental involvement with the school and relationship with staff improved.
- Parents and teachers are reporting an improvement in maths since attending Magical Maths.
- The stress clinic is benefiting parents’ wellbeing.
- Relationships with parents have improved as a result of the Extended Schools Programme.
- Children have enjoyed socialising with pupils across the key stages and this has seen them get to know each other more and has had positive impacts in the yard and dinner hall.

- The story sacks have enriched the literacy teaching within the school and furthered this into the home through the borrowing scheme.
- Strengthening links between school and home.
- Parental involvement has increased with the provision of courses providing certificates.
- Parents [now] have the opportunity to work or further their education or enjoy free time.
- Greater parent involvement in school.
- Parents self-esteem and skills improved and supported
- The confidence gained by the parents has helped them become so much more involved in the life of the school.
- Engaging parents that have little contact with the school.
- Encouraging parents to engage more in the life of the school.

Community

- The school has developed a real community focus with the school day operating from 8am - 10pm
- Enhanced links with wider community.
- Very positive benefit to school extra sporting success, school extends into community with before/after school provision.
- Good relationships with wider community.
- The school facilities are utilised by a greater number of people and the community have an increased awareness of the facilities available in the school.
- Links established with local businesses.
- Parents and community given the chance to use resources they could not access before.
- Great interest from after schools in the service we 'normally' provide and support from local community.
- Greater community involvement.
- People coming in [to school] that have never had pupils in the school.

Appendix V - Challenges

- Much time was needed to plan and implement the activities
- Initial challenges were pupil commitment to activities. Close monitoring of attendance and highlighting the issue to parents helped us to overcome this.
- None really as we have been used to providing extended school activities.
- Payment having to be made through the budget.
- Time taken to implement programme increased work levels.
- Major problem for our school has been accommodation, we will source out certain activities/clubs to local community for term one 2007/2008.
- Transport difficulties - very rural setting. This was overcome by using both SEELB and Peninsula Community Transport.
- Teaching principal - time limited, attending many meetings.
- The major challenge was to think of activities/services to provide. Liaising with other schools and outside agencies has proved to be a very useful source of ideas.
- Time taken to write, organise, finance and monitor the plans.
- Finance - hard to keep track of superannuation etc.
- Additional burden created by necessary accountability procedures.
- Administration and organising time consuming. Action planning and reporting quite onerous.
- Getting assistants to become involved with the playground initiative, overcome by asking adults how they enjoyed their days when they were young, running a workshop etc. Getting children to attend homework club overcome by advertising, writing to parents.
- One challenge has been in encouraging parents to sign up for courses.
- Challenge was to organise a programme of activities within a fairly short period of time and to stay within budget. Last year was very much a learning experience.
- Sorting suitable accommodation, requisitioning resources, employing right quality of staff, in-service training and time management.
- Finding time to contact people/set up meetings.
- Ensuring attendances remained constant, balancing the books, meeting the demands of the community, keeping people well informed of activities.
- Planning an appropriate and interesting programme of activities to cater for all pupils. This has been overcome by forward planning and discussion.
- Timetabling and goodwill have overcome any difficulties.
- Financial barriers - Extended Schools money has been difficult to access due to bureaucracy
- Time required for planning and managing very time consuming.
- Challenges overcome by the persistence and enthusiasm of the staff involved.
- A teacher on the premises at all times is a challenge!
- Organisation of the programme and the paperwork involved.
- Working closely with two other schools in the cluster was difficult in terms of liaising and designating time to do so.
- Release for co-ordinator. Breaking down the 'them and us' mentality with parents.
- No significant challenges to date.
- Main challenge was staff absence.
- Preparation time and storage.
- Too many children, too few places. Overcome by having different children taking part each term.
- Pricing and predicting things like uptake from parents/pupils.
- Achieving a shared understanding of the purpose, vision and practicalities of what a cluster was. Has been overcome by continued dialogue, sharing ideas and increasing trust.

Appendix VI – Innovative Practices

- Cinema club experience - use of film and film making to promote learning.
- Establishment of a Stress Clinic for parents and the wider community within the school.
- Library provision for pre-school and adults has been unique and appreciated by the community.
- The diversity and extensive nature of our [After Schools] programme has ensured that we have a minimum 80% participation and we hope to build upon that in the new academic year.
- The provision of a cluster Family Support Worker to support to individuals in school and at home.
- Breakfast club doubles as a Pastoral Care Centre which has helped pupils in a number of ways.
- The lunchtime club has enhanced positive behaviour in school at lunchtime and they have taken ownership of the facilities, treating equipment and their peers with respect.
- Proactive working with various groups of people from many ethnic backgrounds. Pupils have been able to sample customs, dance, music and much more from other countries. This helps towards our mutual understanding of people.
- Generations Together project - adult IT classes innovative in that pupils are used as facilitators.
- Playground initiative, to see children positively participate in activities that were originally Belfast games has been a revelation.
- We had a special Day of Celebration in May when we invited parents into the school to showcase a range of activities which included Extended Schools activities.
- We are especially pleased with the parents running our breakfast club.
- Using North Down and Ards Institute tutors has benefited the pupils, parents and community. Making a promotional DVD.
- Our summer scheme is structured based purely on Literacy and Numeracy - a unique opportunity for local children.
- Super Saturdays, started May 2007. Outdoor pursuits planned by and for the whole family.
- Music and drama for P1/2 extending their day from 2-3pm - costly but superb.
- The employment of a Speech and Language Therapy assistant across 2 schools.
- The Neuro-Development programme was pioneered in St. Patrick's HS to assist teachers in understanding and addressing the needs of pupils with challenging behaviour. It has now been rolled out to Lisnagarvey and Dunmurry HS, with a conference held in Lisburn Civic Centre.
- Parent workshops have exceeded expectation - important to keep going next year.
- Physiotherapy for Downs Syndrome children in local community hosted on the school premises
- Social skills training for ASD pupils.
- The cluster itself - the three schools working with a voluntary organisation, combining experience and learning from both the statutory and voluntary sectors.

Appendix VII – SEELB Extended Schools Project Board Key Issues for 06/07 (agreed March 07)

Timescale

The timescale allocated to the approval process of the Action Plans has been the single most decisive factor influencing the work of the Project Board. With the majority of Action Plans arriving close to or on the November 30th deadline this meant a 5 week turnaround period for Action Plans to be approved (5th January 07). The Christmas holiday period reduced this period even further. The result has been that it has not been possible to scrutinise each Action Plan in the level of detail required. This in itself has given rise to a number of related issues:

Displacement/Duplication of existing services/activities

Project Board members have noted concern over possible duplication/displacement of already established services (usually by the voluntary/community sector). The wide range of after schools clubs in particular coupled with the short timescale that the SEELB and the Project Board have to approve Action Plans has meant that it has not been possible to assess existing local provision along side proposals submitted by Schools

Community consultation/engagement/involvement

The general pattern of the Action Plans in the first year has been that schools for the most part have focused primarily on familiar areas where they find delivery more manageable i.e. delivery of services to pupils such as after schools activities and breakfast clubs. There has also been evidence that parental support/involvement is a key delivery area. The level of wider community involvement through consultation is, however, an area that needs further development. Feedback from the Project Board members suggests that this consultation has not happened at a level outlined in the DE Guidance document. It should be noted that there are a number of examples of good practice where consultation with the local community has taken place and has shaped the Extended Activities/Services provide.

Co-ordination of service provision in local areas

The Project Board has noted in some instances schools in the same locality have proposed the provision of services in similar need areas. Although each school (or group) has identified need for their specific area and the services are not an exact duplication of other proposals there is often scope for a more co-ordinated approach. However where schools are not in a cluster arrangement the Project Board has only been able to recommend that the individual school reflect the need to work with other schools/agencies in their Action Plan.

Cost Comparisons/Value for Money

When considering individual Action Plans it was difficult for the Project Board to consider what is considered a reasonable cost for the purchase of common Extended Schools services and activities since each individual school plan was different. Similarly there were a small number of occasions when it was not easy to assess if what was being proposed by the schools would offer “value for money” – either in terms of the money the school was proposing to spend but also in relation to the proportion of the overall budget being used for a particular service/activity.