

**Department of
Education**

**Evaluation of Full
Service School
Project
organised under
the Renewing
Communities
Programme**

**Public Sector
Consultancy**

**In association
with Professor
Alan Dyson**

June 2008

Final Report



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1 EXECUTIVE SUMMARY

1.1 Introduction

In May 2007, BearingPoint¹, in conjunction with Professor Alan Dyson was commissioned by the Department of Education (hereafter referred to as DE) to provide consultancy support to undertake an evaluation of Full Service School Project organised under the Renewing Communities Programme.

1.2 Terms of Reference

The terms of reference for this Framework, were set out in the Department of Finance and Personnel (DFP) Central Procurement Directorate (CPD) Invitation to Tender and in the BearingPoint proposal of 23 April 2007.

The Department of Education wishes to appoint an external contractor to conduct an evaluation of 2 Full Service School Projects funded under:

- Measure 1.8 of the Renewing Communities Programme; and
- Measure 1.1 of the Urban II Programme.

The successful service provider must:

1. *Assess the effectiveness of the various actions put in place in terms of their impact in the key areas identified for the Renewing Communities and Extended Schools programmes. Impacts should be assessed in terms of positive outcomes for learning, and teaching, and also for the wider community (e.g. better parental involvement with their children's education);*
2. *Identify good practice and lessons learnt in how to go about practical implementation of a Full Service School, especially with regard to linkages to other programmes, especially Neighbourhood Renewal;*
3. *Suggest the longer terms outcomes which might be expected from particular activities or groups of activities;*
4. *Draw comparison with Full Service School programmes in England in terms of scope, coverage, issues and impacts;*
5. *Make recommendations regarding a larger programme to mainstream Full Service School provision, including an assessment of the funding implications;*
6. *Make two presentations on the results of the evaluation together with recommendations, prior to submitting the draft final written report.*

Subsequent to BearingPoint's appointment to undertake the evaluation, the organisations in receipt of funding under Measure 1.1 of Urban II elected not to proceed with this evaluation. Therefore, the evaluation focuses solely on the Full Service School Project funded under Measure 1.8 of the Renewing Communities programme.

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1.3 Our Methodology

Our approach included:

- Desk Research.
- Stakeholder Interviews including:
 - **Statutory Agencies and Other Local Bodies** who stand to get deliverables from this project which will show a contribution to their objectives. Consultees included:
 - Department of Education (DE) - John Caldwell, Steven Law (School Improvement Branch);
 - Department for Social Development (DSD) - Russell McCaughey, Community Engagement Team (Voluntary and Community Unit);
 - Belfast Education and Library Board;
 - Full Service Extended Schools (FSES) Operational Group;
 - Health Action Zone (HAZ) - Mary Black and Caroline Bloomfield;
 - Regional Training Unit - Caroline Karayiannis (Development Officer, Extended Schools).
 - **Service Providers:** we undertook (mainly) telephone interviews with a range of organisations (many voluntary and community organisations) providing services under the FSES umbrella to access information on the level of service provided, how this was managed and funded and any assessment of impacts.
 - **Teachers, Pupils and Family Representatives (1-to-1 Consultation):** we interviewed school representatives (Governors representative, Head Teachers, Full Service Schools Co-ordinators, teachers, parents and pupils with specific involvement in FSES activities).
 - **Teachers, Pupils and Family Representatives (self completion surveys):** we issued questionnaires in both schools to:
 - staff (teaching and non-teaching) – 88 completed
 - pupils – 169 completed
 - parents – 48 completed
- Identifying Good Practice lessons / Case Studies from consultation and research.
- Comparison with Full Service School Programmes in England.
- Consideration of projecting longer term outcomes and mainstreaming Full Service School Provision in Northern Ireland.

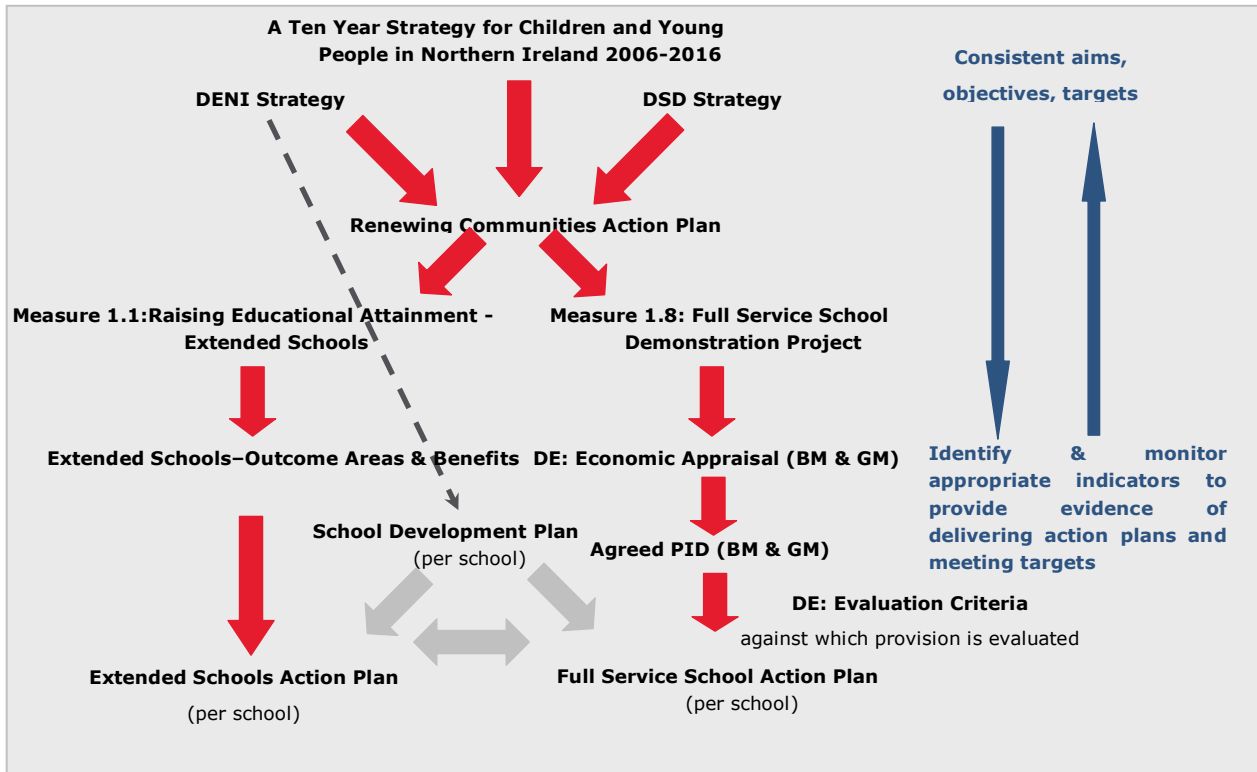
1.4 Policy Context

Figure 1 illustrates the framework for the relationship between the Full Service School Demonstration Project and relevant Government strategies.

From the 'top down', at an overarching level, the aims and objectives of the Ten Year Strategy for Children and Young People set the context for aspects of DE and DSD strategy. In turn, these drive the aims and objectives for the (education aspects of) Renewing Communities Action Plan and in this context, the Extended Schools and the Full Service School Demonstration Project. The specific aims, objectives and impacts for these two initiatives should reflect the overarching strategies from which they are derived.

Considering a 'bottom up' approach, by monitoring and evaluating the Extended Schools Action Plans and the Full Service School Action Plans within each school, the schools should be able to provide evidence of meeting indicators which help to contribute to aims and objectives in School Development Plans, Renewing Communities Action Plan, DE and DSD Strategies and ultimately, the Ten Year Strategy for Children and Young People.

Figure 1: Rationale for Full Service Extended Schools – Policy Linkages



1.5 Full Service School Demonstration Project

The Full Service Demonstration Project was initiated in Boys' Model and Model School for Girls in September / October 2006. The total cost of the project is £700k over 2 years. The DE Economic Appraisal sets out the following objectives for the Full Service School Demonstration Project:

- SMART Objectives

To provide a full service school which will integrate services by bringing together professionals from a range of services for the provision of education, family support, health and other community services;

To raise performance in the Full Service Schools and in linked primary schools.

- Objectives arising from the Need section

To provide a range of services and activities, to help meet the needs of children, their families and the wider community;

To encourage collaboration and partnership with neighbouring schools and statutory and voluntary sector organisations operating in the local community; and

To increase the level of attainment of pupils.

The Project Initiation Document for the Full Service School - Demonstration Project sets out the following objectives:

- To raise educational attainment;
- To improve parental involvement;
- To provide a comprehensive range of services on a single site, including access to health services, adult learning, community activities and study support;
- To increase attendance and to promote inclusion;
- To establish / maintain partnerships with Neighbourhood Renewal, outside agencies, feeder primary schools and other schools in the area;
- To audit current provision as baseline and to identify current need in the community by November 2006;
- To devise an action plan or strategy for implementation by December 2006;
- To monitor and evaluate provision against an agreed set of criteria by early 2008;
- To provide 8 am to 6 pm wrap around provision for 48 weeks of the year.

The benefits that the demonstration project is intended to deliver are set out in the DE Economic Appraisal (and summarised below). These benefits correspond closely with the benefits associated with Extended Schools (see Table 1.1).

Table 1.1: Non-Monetary Costs and Benefits

Benefits for:	Extended Schools: Benefits	DE Economic Appraisal: Benefits
all pupils:	Improved learning and achievement	Higher levels of pupil achievement
	Increased motivation and self-esteem	✓
	Improved access to specialist support to meet pupils' wider needs	✓
	Increased positive attitude towards learning	Positive attitude towards school
	Enhanced opportunities to learn new skills and talents and develop existing skills and talents	Opportunities to learn new skills and talents and develop existing skills and talents
	Improved health and well-being	✓
the school:	Additional facilities and equipment	✓
	Greater opportunities for staff for flexible working and career development	✓
	Improved collaboration with neighbouring schools and youth provision	✓
	Enhanced partnership working with the community and statutory agencies	✓
	Greater awareness of the community and pupil diversity	✓
	Greater appreciation of the parents' role within education	✓
families:	Improvements in child behaviour and social and health skills	✓
	Better understanding of families' backgrounds, cultures, concerns, goals and needs	✓
	Greater parental involvement in children's learning and development	✓
	Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	✓
	More opportunities for local adult education and family learning	✓
	Greater availability of specialist support for families	✓

Benefits for:	Extended Schools: Benefits	DE Economic Appraisal: Benefits
communities:	Improved community planning and better access to essential services	✓
	Improved local availability of sports, arts and other facilities	✓
	Local career development opportunities	✓
	Improved outcomes for families and children	✓
	Better supervision of children outside school hours	✓
	Closer relationships with the school	✓
statutory and voluntary agencies	n/a	Improved access to pupils and parents
	n/a	Improved relationships with schools
	n/a	Improved quality of service

Source: DE Extended Schools Guidance and DE Economic Appraisal for the Full Service School Demonstration Project (October 2006)

The Full Service School Demonstration Project has provided a wide range of activities and initiatives in both schools, with a full time Co-ordinator employed in each school to oversee these. These cater for parents, pupils and the wider community and seek to provide for / address a wide range of issues including: direct and indirect support for learning through attendance; attainment; extra-curricular activities, health and well-being; family support, transition support, etc.

1.6 Consultation

Key issues highlighted from consultation are summarised in Table 1.2. Feedback from all consultees was generally positive and enthusiastic, although there were some areas in which it was felt that improvement could be made. An extensive suite of surveys with parents, pupils and staff also provided positive feedback, as did consultation with service providers, however many of these did not provide a response and this may be an indication of a wider issue regarding engagement / involvement with schools.

Table 1.2: What has worked well / Challenges for FSES

What has worked well	Challenges
<ul style="list-style-type: none"> ■ Drawing on previous experience e.g.: Communities in Schools (Model School for Girls). ■ Joint working / initiatives – Boys’ Model and Model School for Girls – allow schools to share ideas / learning and take advantage of economies of scale to run joint activities. ■ Enthusiastic and committed staff: core FSES team and other teaching / non-teaching staff involved. ■ Importance of the ‘right’ people with the ‘right’ skills / personalities and knowledge / experience of the schools: <ul style="list-style-type: none"> ● Many FSES staff have had previous roles in the schools – know how the schools work, understand the culture and are well known, accepted from the outset; ● Non-teaching staff more readily accepted than teaching staff by pupils and families in addressing personal / family problems. ■ Wide variety of services / initiatives developed & delivered in relatively short timescales. ■ Evolving programme – flexibility to replace / amend some initiatives if not successful. ■ Individual (pupil) success stories: e.g.: improved attendance / behavioural issues addressed / support provided to address ‘baggage’. Also knock on impact of removing ‘disruption’ to other pupils. ■ Benefits for teachers: <ul style="list-style-type: none"> ● range of supports to which they can refer pupils; ● access to specialist skills that they may not have; ● issues addressed that they don’t have time for; ● ‘peace of mind’: pupils’ problems being addressed. ■ Regular FSES team meetings (FSES Coordinator, Attendance & Parenting Officers, Transition Teachers (GM only) in each school); review progress, plan ahead. ■ FSES Coordinators and others share information on range of supports being provided for specific pupils (through Multi-Disciplinary Team in GM, Integrated Guidance Panel in BM). ■ Opportunity presented by new school buildings – purpose built facilities / ‘curiosity’ factor leading to greater community involvement. ■ Links strengthened between schools and other organisations (statutory / voluntary and primary schools) through the Operational Group. ■ Expertise and contacts built up. 	<p>FSES PROJECT</p> <ul style="list-style-type: none"> ■ Short timescales for baseline audit & developing / planning a programme of activity. ■ Steep learning curve for all involved. ■ Funding: Short term ‘pilot’ project yet long term (3-5 years) to deliver impact: this creates a challenge for schools. Schools are keen to fully commit, but if there is a possibility that project funding may cease, schools have to be mindful of how far expectations are raised and may have to consider an ‘exit strategy’. ■ Sustainability: How to sustain what has been achieved (funding) and ensure there is a legacy (i.e. vicious circle - of deprivation coupled with low educational attainment - is broken). ■ Links with statutory health provision–slow to develop–some progress now. ■ Vol & Comm service providers: <ul style="list-style-type: none"> ● Wide range of providers (time consuming to manage); ● Can be short term / 1-off provision => no SLA; ● Dependent on them to feedback re: monitoring / evaluation. ■ Difficult to engage / attract/get ‘buy in’ from parents/community. Issues include: <ul style="list-style-type: none"> ● Social - deprivation in local community; ● Cultural attitudes – low aspirations, do not value education; ● Physical distance of schools from catchment area; ● Distinct geographic areas (separate identities / communities issues) from which pupils are drawn. ■ Targeting initiatives/support on those who need it most. <p>BROADER ISSUES</p> <ul style="list-style-type: none"> ■ Wide range of initiatives in schools – difficult to isolate specific impact of FSES. ■ Year on year comparisons difficult – these cannot be ‘like for like’ as each year group will be starting from a different base (e.g. academic ability). ■ Changes in school-age population profile.

1.7 Comparison with GB

An assessment of Full Service and Extended Schools provision in GB has drawn many parallels with experience in NI. This comparison also highlights challenges faced by Extended schools in England have faced a series of challenges:

- Collaboration with other agencies.
- Managing funding.
- Policy instability.

Experience in GB also highlights challenges of evaluation. The impacts of extended schools are difficult to identify and assess because of:

- the variability of approach between schools,
- the multiple aims of and possible outcomes from extended school provision,
- the length of time it may take for outcomes to be identifiable,
- the lack of good measures for many potentially valuable outcomes from extended provision,
- the different starting points of schools which become 'extended' (some have years of experience in working in this way; others none),
- the lack of any clear criteria for differentiating extended from 'non-extended' schools in a situation where very nearly all schools go, to varying extents, beyond their core business of teaching the curriculum in standard school hours.

Using a mixed approach, including theory of change, the FSES evaluation identified a series of important outcomes:

- powerful impacts on disadvantaged and vulnerable young people in terms of their engagement with learning, their educational achievements and, in all probability, their longer term life chances;
- impacts on other outcomes for these students in terms of health (e.g. reductions in teenage pregnancies) and family stability;
- some evidence of 'narrowing the gap' between lower and higher attaining students;
- less powerful but more widespread impacts on other students in terms of engagement with learning and the development of pro-social behaviours and attitudes;
- powerful effects on some disadvantaged and vulnerable adults in terms of self-image, engagement with learning, employability and the management of personal and family problems;
- indications of the possibility of impacts on communities in terms of engagement with learning, reductions in unemployment, community cohesion, and problem-solving capacity;
- positive impacts on school performance and on the standing of the school locally.

The idiosyncratic and context-bound nature of extended schools in England makes it difficult to identify a single set of outcomes which each should be expected to generate. This approach also runs the risk of imposing inappropriate measures on schools trying to achieve quite different things. Nonetheless, the English experience does suggest that there is a 'menu' of impacts and outcomes which most schools, to differing extents, might draw upon.

This list would be most useful if negotiated with schools, but might include:

For students

- speedier and more effective resolutions of personal and family difficulties (including health issues);
- engagement / re-engagement with learning;
- enhanced curricular/extra-curricular opportunities;
- improved attainments;
- more secure progression beyond school to the next stage of learning (or employment).

For families

- speedier and more effective resolutions of family difficulties;
- more positive family dynamics;
- greater engagement of parents with learning and changed view of themselves as learners;
- greater support of children’s learning;
- greater and more positive engagement with schools.

For adults

- speedier and more effective resolutions of personal difficulties;
- greater engagement with learning and changed view of themselves as learners;
- enhance attainments, qualifications and skills;
- enhanced employability and employment;
- reduced poverty.

For communities

- enhanced community skills base and greater attractiveness to employers;
- reduced unemployment and poverty;
- enhanced community leisure, arts and sports opportunities;
- improved health outcomes;
- reduced street crime rates;
- enhanced community cohesion.

For schools

- improved performance on attainment, attendance, exclusion measures;
- enhanced internal cohesion and more positive ethos;
- greater capacity to respond to potentially disruptive student and family problems, including reduced demands on teachers;
- enhanced standing in local communities, leading to improved recruitment and better community relations.

1.8 Projecting Long Term Outcomes

We considered two areas from the Terms of Reference which require us to:

- suggest the longer term outcomes which might be expected from particular activities or groups of activities;
- make recommendations regarding a larger programme to mainstream Full Service School provision, including an assessment of the funding implications.

On the basis of projecting longer term outcomes and taking into account typical costs, we would expect to develop a case for mainstreaming Full Service School Provision in Northern Ireland.

However, what has become apparent from the evaluation and comparison with experience in GB is that owing to the variability of FSES provision, it is not possible to quantify and easily set out a definitive list of outcomes that could be achieved over time.

In the absence of definitive measures, we have set out instead (Section 7.2) an overview of outcomes – posing some questions about fundamental, underlying issues which need to be addressed and may not have been fully explored in this pilot project.

We have also put forward some proposals with regard to mainstreaming Full Service provision (Section 7.3) including a more structured strategic approach, and a central co-ordinator to support a number of different Full Service Extended Schools with consistent, robust tools and templates, as well as signposting and guidance.

1.9 Conclusions and Recommendations

1.9.1 Conclusions

Table 1.3 presents our summary conclusions against each of the terms of reference.

Table 1.3: Summary Conclusions

Terms of Reference	Conclusions
<p>Assess the effectiveness of the various actions put in place in terms of their impact in the key areas identified for the Renewing Communities and Extended Schools programmes. Impacts should be assessed in terms of positive outcomes for learning, and teaching, and also for the wider community (e.g. better parental involvement with their children's education);</p>	<p>In Section 4.7, we set out an assessment of progress against FSES plans and targets. In many cases, it is simply too soon to say whether FSES provision has made a real difference – after a little over a year of intervention, it is difficult (nor would we expect to see a tangible, measurable impact). It is also difficult to isolate the effect of FSES given the wide range of other initiatives in schools.</p> <p>With regard to assessing impacts, however, it is worth noting, that:</p> <ul style="list-style-type: none"> ■ A lack of SMART objectives making evaluation difficult; ■ A focus on 'output' targets; ■ Year on year comparisons difficult – these cannot be 'like for like' as each year group will be starting from a different base (e.g. academic ability); ■ Changes in school-age population profile (baseline constantly changing) also have an effect on comparisons over time. <p>In Sections 5.3 and 5.4, there is clear evidence of perceived benefits for pupils, schools, parents, families, the wider community and statutory and voluntary agencies. Although these are based on perceptions of consultees, there is a 'feel-good' factor about the initiative. This was apparent in 1-to-1 meetings as well as survey results.</p>

Terms of Reference	Conclusions
<p>Identify good practice and lessons learnt in how to go about practical implementation of a Full Service School, especially with regard to linkages to other programmes, especially Neighbourhood Renewal;</p>	<p>In Section 4.8, we set out some specific case study examples of interventions which have worked well in the Boys' Model and Model School for Girls. These include: Multi-Disciplinary Support, Attendance, Support for Parents and Families, Transition Teachers and Maintaining Quality of Teaching.</p> <p>With regard to practical implementation / mainstreaming of a Full Service School, specific points are identified in Section 7.3 relating to developing and implementing such a project. This suggests a more structured approach supported by a central co-ordinator role – shaped by learning from the evaluation of the work in the Model Schools and also taking into account resource constraints.</p> <p>It was generally felt that there was scope to develop more strategic linkages with other programmes / initiatives and organisations including Neighbourhood Renewal. Whilst some organisations are invoked in the project through delivering services or membership of the Operational Group, and the FSES Coordinators both sit on a number of partnerships and multi-agency groupings, there is a need for a more strategic approach to multi-agency, collaborative working.</p>
<p>Suggest the longer term outcomes which might be expected from particular activities or groups of activities;</p>	<p>In Section 7.2, we consider the difficulties in specifying predetermined longer term outcomes.</p>
<p>Draw comparison with Full Service School programmes in England in terms of scope, coverage, issues and impacts;</p>	<p>In Section 6, we have described Full Service and Extended Schools programmes in GB and drawn out key learnings from these. Many of the issues highlighted in the Model Schools resonate with findings from GB.</p>
<p>Make recommendations regarding a larger programme to mainstream Full Service School provision, including an assessment of the funding implications.</p>	<p>With regard to practical implementation of a Full Service School, specific points are identified in Section 7.3 relating to developing and implementing such a project. This suggests a more structured approach supported by a central co-ordinator role – shaped by learning from the evaluation of the work in the Model Schools and also taking into account resource constraints.</p>

1.9.2 Recommendations

This section details our recommendations. This includes learning for the pilot project specifically and for the wider implementation of Full Service provision.

The evidence available in the report suggests that the development of FSESs in NI has many similarities to their development in England and many other countries. There is a broad welcome from most of those involved and some early indications that positive outcomes will emerge in time. At the same time, there seem to be the usual difficulties in setting up complex partnerships and forms of provision.

What is particularly striking – though not necessarily unusual in these circumstances - is the diversity of aims in the initiative, and the current focus on finding short-term outcome measures. It may now be time to build on what has been achieved to date by trying to develop a longer-term and more strategic approach. In order to develop such an approach, we make the following recommendations:

- **Recommendation 1: a) For the Model Schools, we recommend developing a causal analysis of the situation that the schools are trying to address.** This has already been begun to the extent that information is available on the difficulties faced by the schools and the pupils, families and communities they serve. However, there is no evidence as yet that this information has been brought together in a way which explores the dynamics which underlie those difficulties. **b) For a wider roll-out of Full Service provision, we recommend a needs based assessment as a critical first step.**
- **Recommendation 2: a) For the Model Schools, we recommend developing a coherent, long-term strategy to change the situation identified in the causal analysis.** This means identifying how the situation needs to change in the long term, and how schools and their partners can put in place actions to bring about these changes. These actions have to do more than pick off problems one by one. They have to address the underlying dynamics of the situation as revealed by the causal analysis. There must be some flexibility in the plan, to allow for a changing external environment and unforeseen circumstances. **b) For a wider roll-out of Full Service provision, we would recommend development of a coherent, long-term strategy to change the situation identified in the causal analysis.**
- **Recommendation 3: a) For the Model Schools, we recommend involving and engaging appropriate partners in a meaningful way.** Currently, schools seem to be involving partners on an ad hoc basis. However, a more strategic approach is needed in which schools ensure that their partnerships include:
 - a) services, agencies and decision-makers who are responsible for strategic developments in the areas they serve, and
 - b) community members and their representatives who can ensure that FSES provision meets needs as intended beneficiaries themselves perceive them.

It is likely to be the case that the initiatives taken by schools will have to be harmonised with development strategies beyond the schools. Simply assembling a large number of targets and allocating some of these to FSESs is not to be confused with a genuinely coordinated strategic approach, and is unlikely to be adequate. **b) For a wider roll-out of Full Service provision, we recommend ensuring that appropriate partners are engaged and that there is buy in at strategic and other levels from the outset.**

- **Recommendation 4: a) For the Model Schools, we recommend developing appropriate long-term evaluation plans.** Whilst it is important that (individual) outcomes continue to be monitored, the next stage in evaluation has to take into account both the long-term nature of some outcomes and the complex processes through which they are likely to be generated. The evaluation plan has to be based on the fundamental analysis of situation dynamics and on the (strategic) long term aims of the initiative, rather than simply on a monitoring of performance indicators. Making use of tools such as Logic Models will provide a useful framework for evaluation plans. **b) For a wider roll-out of Full Service provision, we recommend identification of long term outcomes at the outset and ensuring that appropriate (and robust) systems are developed to track these.** It is also

important to recognise the long term nature of these interventions in establishing any system to assess impacts.

- **Recommendation 5:** a) **For the Model Schools and others involved in Full Service provision, we recommend establishing a forum to share and exchange good practice and experience.** A number of principals from Belfast visited Ballymun in Dublin recently. In many ways, the Belfast FSEs are more advanced than their counterparts there seem to be. However, the integrated and strategic nature of planning in Ballymun is striking and might provide a model on which the Belfast schools could usefully build. Another example includes the work underway in Ballymurphy developing the Full Service Community Network. By bringing together representatives of various Full Service initiatives, there is clearly scope for learning and sharing of experience, as each model has been developed in a different way. b) **For a wider roll-out of Full Service provision, we recommend sharing learning and experience through a similar forum.**

- **Recommendation 6:** a) **For the Model Schools, we recommend building on the existing vision and leadership to ensure that the Full Service project continues to be driven forward.** A committed 'champion'(s) is vital to ensure the success of the initiative; drive and enthusiasm are critical to the success of the project, as are innovation and (measured) risk-taking. In order to ensure the ongoing success of the project, it is essential to recognise and support the importance of this aspect of the project and to regularly challenge and self-evaluate. b) **For a wider roll-out of Full Service provision, we recommend that a key individual is identified to communicate the vision and seek buy in from stakeholders.** This vision will be informed by the preliminary causal / needs based analysis. A strong leader must also be identified and appointed to initiate and deliver any such project.

2 INTRODUCTION

In May 2007, BearingPoint², in conjunction with Professor Alan Dyson was commissioned by the Department of Education (hereafter referred to as DE) to provide consultancy support to undertake an evaluation of Full Service School Project organised under the Renewing Communities Programme.

In this section we set out the terms of reference for the evaluation and outline our approach to the evaluation.

2.1 Terms of Reference

The terms of reference for this Framework, were set out in the Department of Finance and Personnel (DFP) Central Procurement Directorate (CPD) Invitation to Tender and in the BearingPoint proposal of 23 April 2007.

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The successful service provider must:

1. *Assess the effectiveness of the various actions put in place in terms of their impact in the key areas identified for the Renewing Communities and Extended Schools programmes. Impacts should be assessed in terms positive outcomes for learning, and teaching, and also for the wider community (e.g. better parental involvement with their children's education);*
2. *Identify good practice and lessons learnt in how to go about practical implementation of a Full Service School, especially with regard to linkages to other programmes, especially Neighbourhood Renewal;*
3. *Suggest the longer terms outcomes which might be expected from particular activities or groups of activities;*
4. *Draw comparison with Full Service School programmes in England in terms of scope, coverage, issues and impacts;*
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2.2 Our Methodology

We set out a draft methodology in our proposal document of April 2007. This was discussed and refined during the project planning meeting with the Department of Education on 6 June 2007 and at a meeting of the Evaluation Steering Group on 19 June. The key stages of work agreed are outlined below.

■ Stage 1: Overall Project Planning and Agreement of Detailed Project Plans for the Different Schools.

The output from Stage 1 was a Project Initiation Document (PID) agreed with the Steering Group setting out the detailed approach and timescales, and highlighted communication with the key stakeholders, in order to ensure their engagement in the project over the timescales.

■ Stage 2: Desk Research and Development of Stakeholder Plans per School.

The output from Stage 2 was an assessment of information available and information required for each of the Schools then the identification of the gaps and the areas for action. Consultation plans for each school were also developed.

■ Stage 3: Stakeholder Interviews and Case Studies.

Stage 3 consisted of two broad areas of work:

- accessing the existing information needed or the new information as it becomes available.
 - this was mainly done through a series of meetings with the Full Service School Coordinators to collect information and establish processes and procedures being used;
 - we also accessed information from DE.
- conducting primary research with (see Appendix 7):
 - Statutory **Agencies and Other Local Bodies** who stand to get deliverables from this project which will show a contribution to their objectives. We met / consulted with a number of groups and individuals to review the project (assessing progress to date) including and how it is expected to contribute to the relevant objectives. We also explored potential future funding options for these and other schools reference implementing Full Service activities. Consultees included:
 - Department of Education (DE) - John Caldwell, Steven Law (School Improvement Branch);
 - Department for Social Development (DSD) - Russell McCaughey, Community Engagement Team (Voluntary and Community Unit);
 - Belfast Education and Library Board;
 - Full Service Extended Schools (FSES) Operational Group;
 - Health Action Zone (HAZ) - Mary Black and Caroline Bloomfield;
 - Regional Training Unit - Caroline Karayiannis (Development Officer, Extended Schools).
 - **Service Providers:** we undertook (mainly) telephone interviews with a range of organisations (many voluntary and community organisations) providing services under the FSES umbrella to access information on the level of service provided, how this was managed and funded and any assessment of impacts. This included:

- Barnardo's;
 - Belfast Metropolitan College;
 - Community Education Programme – Stakeholder Development;
 - Contact Youth;
 - Forum for Action on Substance Abuse (FASA);
 - Greater Shankill Alternatives;
 - HYPE (Health for Youth Through Peer Education);
 - One Stop Shop;
 - Opportunity Youth;
 - Public Initiative for the Prevention of Suicide and Self harm (PIPS);
 - Police Service Northern Ireland (PSNI);
 - Sentinus;
 - School Health and Alcohol Reduction Project (SHAHRP) – Lisburn YMCA;
 - Shankill Women's Centre;
 - Skills for Life Via Education (SOLVE);
 - StreetBeat;
 - Extern – From Strength to Strength;
 - Young Enterprise.
- **Teachers, Pupils and Family Representatives (1-to-1 Consultation):** we interviewed school representatives (Governors representative, Head Teachers, Full Service Schools Co-ordinators, teachers, parents and pupils with specific involvement in FSES activities), in each school in order to:
 - understand their motivation for involvement and their perceptions on the impact that FSES activities were having;
 - discuss the specific activities involved at a school level and the process used to identify the need for the activity and the implementation process and impact to date;
 - review the activities they said they would deliver, check these are being delivered and the rationale for these (if it exists);
 - understand their assessment of where the school was with regard to agreed performance indicators and how far the school had progressed and the evidence for this;
 - discuss the level of linkages with local groups and government representatives and the level of engagement with each;
 - discuss the progress made and any learnings from the process which has been and is still being implemented and what could be improved on in future implementations.
 - **Teachers, Pupils and Family Representatives (self completion surveys):** we issued questionnaires in both schools to:
 - staff (teaching and non-teaching) – 88 completed
 - pupils – 169 completed
 - parents – 48 completed

These sought views on the extended activities including motivation for participating, the impacts (e.g. including changes in behaviour and attitudes) that the activities have had on them (and for staff - workload levels, training and development and commitment to the future of the project).

■ **Stage 4: Good Practice lessons.**

The output from Stage 4 is based on the consultation and research to date. From this, we have identified and documented good practice in evidence in the processes and systems used, the activities developed and implemented and in the monitoring and evaluation. We have also specifically documented case studies of practices that have been proven to have worked very well and which therefore provide local good practice examples for others. These have been written in a way which will be helpful to others considering such activities and will document the process that was used, the learnings from this and the contacts and networks that were essential to the success.

■ **Stage 5: Compare with Full Service School Programmes in England.**

The output from Stage 5 was a review of the impacts costs and benefits of Full Service School Programmes in England and a comparison with the situation in Northern Ireland.

■ **Stage 6: Project longer term outcomes from Activities and Make Business Case for Mainstreaming Full Service School Provision in Northern Ireland.**

The output from Stage 6 is an assessment of likely longer term outcomes and the development of a costing model built on assumptions developed from the previous consultation work and agreed with the Steering Group and a meeting to review the emerging findings and implications for funding.

■ **Stage 7: Presentation and Reporting.**

We presented our emerging findings to the Evaluation Steering Group on 19 December 2007 and to DE on 14 March 2008, before compiling a draft report (issued to DE on 17 April 2008). Two final presentations were made: to DE (29 April 2008) and to the FSES Project Steering Group on 23 May 2008. This report takes into account feedback received on the on the draft report.

2.3 Format of the Report

The remainder of this final draft report is set out as follows:

- Section 3: Strategic Context
- Section 4: Full Service School Demonstration Project
- Section 5: Consultation Findings and Research
- Section 6: Lessons from GB
- Section 7: Long Term Outcomes and Case for Mainstreaming
- Section 8: Conclusions and Recommendations

Appendices are presented in a separate report and include: a summary of the consultation with service providers and more information from the surveys issued to staff, pupils and parents.

2.4 Acknowledgements

We would wish to acknowledge the time and effort invested by a range of individuals during the course of this evaluation.

We would like to thank the Evaluation Steering Group members and in particular, John Caldwell and Steven Law from DE School Improvement Branch for making themselves available for meetings and for providing access to the information that we required to conduct this evaluation.

We would also like to offer particular thanks to the Full Service School Coordinators, Janice Clarke (Model School for Girls) and Jonny Smith (Boys' Model) for their significant input to the evaluation. This included making themselves available for numerous meetings to discuss and describe the activities and processes which constitute the FSES project and their impacts, provision of a wide range of information regarding progress against targets, co-ordinating our schedule of 1-to-1 consultation with staff, pupils and parents in each school and facilitating the issue and collection of staff, parent and pupil questionnaires.

In addition we would wish to acknowledge the time invested by staff, parents and pupils in both schools and representatives of other organisations who took their time to take part in our suite of consultation during the course of the study.

3 STRATEGIC CONTEXT

3.1 Introduction

In this section, we consider the strategic context for the project being evaluated and in particular linkages between key strategies, policies and initiatives and the Full Service Projects. This focuses on the strategic context at the inception of the project; inevitably there have been changes in the policy environment since then.

The Department of Education (DE) has a Full Service School Demonstration Project funded under Measure 1.8 of Renewing Communities. In order to evaluate the Full Service projects, the evaluator needs to understand and develop an evaluation framework, which will assess the extent to which the projects have contributed as projected to:

- DE – Objectives and Targets;
- DE Extended Schools Programme;
- DSD – Objectives and Targets; and
- Measure 1.8 of the Renewing Communities Programme aims, objectives and targets.

In this section, we set out these separate objectives and targets and the ways in which they are planned to interact and link together.

It is also important to take into consideration linkages with other broader initiatives in the area under consideration, including:

- Neighbourhood Renewal / Neighbourhood Partnerships;
- North Belfast Community Action Unit / Community Empowerment Partnerships;
- A Ten Year Strategy for Children and Young People in Northern Ireland 2006-2016; and
- Belfast Health and Social Care Trust Initiatives.

3.2 The Department of Education in Northern Ireland

In the Strategic Plan for Education April 2006-March 2008, the following vision of the education system is set out:

“To educate and develop the young people of Northern Ireland to the highest possible standards, providing equality of access for all”.

Realising this vision requires co-ordination across the education sector and alignment of effort toward the achievement of agreed outcomes. The aim of the Strategic Plan is to provide leadership and direction to all those within the education sector in Northern Ireland by setting out a clear and agreed agenda for action.

In order to meet PSA targets the Education Sector must undertake a wide variety of actions. The Department of Education has worked with key education partners to develop a high-level Strategic Framework to help bring order to the complex planning environment. This is organised around 4 Strategic Themes (see Table 3.1).

Table 3.1: DE Strategic Themes

Theme	Strategic Aims
1.Valuing Education	1.1. To promote the value of education. 1.2 To create a desire for learning.
2.Fulfilling Potential	2.1 To provide flexible learning opportunities that meet the varying needs and abilities of all young people. 2.2 To raise educational attainment for all young people. 2.3 To foster the personal development of young people, including an understanding of their rights and responsibilities in society. 2.4 To foster creativity and provide young people with the knowledge and skills for life, employment and further learning.
3.Promoting Equality and Inclusion	3.1 To ensure equality of access to education and youth service provision and to facilitate parental choice as far as possible. 3.2 To promote respect for, and value for, diversity, equality and human rights.
4.Resourcing Education	4.1 To secure the necessary funding to deliver a high quality education and youth service. 4.2 To use resources efficiently, effectively and equitably to support and improve learning. 4.3. To have highly skilled and motivated teachers, youth workers and support staff. 4.4 To have high quality leadership and governance across the education and youth service.

Source: DE Strategic Plan 2006-2008

Delivering on these themes is intended to deliver the following desired outcomes for the education sector:

- Widespread recognition of the value and benefits of education to the individual, society and the economy.
- Motivated young people who enjoy and are engaged in learning, encouraged and supported by their parents or carers.
- All young people having access to an Education and Youth curriculum in settings that meet their individual learning needs.
- Education attainment levels for young people that are the best in the Organisation for Economic Co-operation and Development (OECD) and reduced differentials between pupils from different circumstances.
- Young people with the self-esteem to be confident, happy and ambitious and contribute positively to their local community and wider society.
- Young people who are creative and have developed, to their full potential, the skills, attitudes and expectations needed to live, work, learn and play in a global society.
- Young people who have access to appropriate learning provision, and are educated, as far as possible, in accordance with their wishes and the wishes of their parents.
- Young people educated in a safe and caring environment where they are respected and receive the support they need.
- All those involved in the education and youth sectors demonstrating respect for those from different backgrounds and circumstances and valuing diversity as enriching society.
- Education and youth services organised appropriately and funded to meet the objectives agreed by government.
- Young people in all education and youth work settings having appropriately resourced and cost effective provision to allow them to benefit from learning and achieve their full potential.
- The varying learning and development needs of young people met by highly skilled and motivated teachers, youth workers, other staff and volunteers.

- Everyone in the education and youth sector fully understanding, appropriately skilled for and committed to their role in delivering high quality co-ordinated service and creating inspired, ambitious school communities.

The Full Service School Project aims to make a contribution to all of these objectives and outcomes to different extents. The Full Service Project also allows the Department to recognise that schools can make a valuable contribution to their local areas, in a number of ways, for example making their facilities available to the community generally and promoting community engagement projects; working with pupils and parents to make them aware of how to live healthy and stay safe, to become active citizens in their local communities and to access services and opportunities that are available to help them improve their own quality of living and well being. In doing so, the Department is making a contribution to the objectives and targets of other Department and Cross Cutting Initiatives. In addition, the importance of tackling education disadvantage and how this is in its own right is driving problems in other areas of society.

The Department of Education Business Plan 2006-07 includes actions which are aligned to the Strategic Plan for Education; several of these which are directly relevant to the Full Service Schools projects are highlighted in Table 3.2.

Table 3.2: Selected Actions: DE Business Plan 2006-07

Strategic Aim	Strategic Outcome	Education Service Objectives by 2008	Actions by 2008	DE Business Plan 06/07	Lead Division
1.2 To create a desire for learning.	Motivated young people who enjoy and are engaged in learning, encouraged and supported by their parents or carers.	Develop the role of schools and youth organisations as learning hubs for the community.	1.2.2 To develop and implement Extended Schools Policy from September 2006.	Issue guidance and put in place funding and support arrangements, including monitoring and evaluation, to establish extended schools from September 2006.	Improving Education Division.
2.2 To raise educational attainment for all young people.	Education attainment levels for young people that are the best in the Organisation for Economic Cooperation and Development and reduced differentials between pupils from different circumstances.	Enhance the capacity of young people to learn by promoting their physical, mental and emotional welfare.	2.2.5 Implement actions set out in the Children and Young People's Package (see Section 0).	Work with other Departments to ensure coordinated delivery of actions relating to speech and language therapy, early years provision, etc. from September 2006.	Policy, Research & Youth Division.
		Improve the performance of schools and of groups of pupils who are regarded as underachieving.	2.2.9 To implement the proposals within the "Renewing Communities" Action Plan by 2008 (see Section 0).	Draw up implementation plan, in conjunction with BELB and relevant Departments, and begin to put proposals into effect from September 2006.	Improving Education Division.
3.1 To ensure equality of access to education and youth service provision and to facilitate parental and pupil choice as far as possible.	Young people who have access to appropriate learning provision, and are educated, as far as possible, in accordance with their wishes and the wishes of their parents.	Ensure equality of access to the Youth Service, in line with the Youth Work Strategy.	3.1.6 Develop further Youth Outreach provision in disadvantaged areas by 2008.	Extend youth outreach provision in Belfast through Renewing Communities initiative and in other disadvantaged areas through Children and Young People's Package from September 2006.	Policy, Research & Youth Division.

Source: DE Business Plan 2006-7

3.3 Extended Schools Programme

The Extended Schools Programme formed part of the Renewing Communities Action Plan - Measure 1.1 Raising Educational Attainment (see Section 3.5). This Measure is funded by the Children and Young People funding package (in excess of £100m of additional funds for children's educational services), a cross-cutting package established by the Secretary of State as part of the 2006-08 Priorities and Budget process. The approach to targeting of resources follows two broadly complementary approaches (area based, drawing on Neighbourhood Renewal areas, but recognising that there are areas of disadvantage beyond these) and client based (reflected in the target groups for each of the themes). Schools with significant numbers of pupils drawn from the most disadvantaged communities will be given priority status and help to establish quickly the proposed new 'extended school clusters'. Government also expects those areas of poor attainment identified by the (Renewing Communities) Taskforce to be primary targets for this initiative.

The criteria which schools were required to meet (criteria currently being reviewed) in order to access this tranche of Extended Schools funding was as follows:

- Post-primary schools – with 51% or more of their pupils drawn from a Neighbourhood Renewal Area or from the 30% most deprived wards;
- Nursery, Primary or Special Schools – located in a Neighbourhood renewal Area or from the 30% most deprived wards;
- All Schools – with a free school meal entitlement of 37% or more and not selected as above.

The Department of Education is the lead Department in taking forward the development of the Children and Young People funding package, in collaboration with the Department of Health Social Services and Public Safety, the Department for Social Development, and the Office of the First Minister and Deputy First Minister. An Inter-Departmental Group co-ordinates the package.

The aim of the Children and Young People funding package is:

'To reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well-being and social inclusion through the integrated delivery of the support and services necessary to ensure every child has the best start in life'.

It seeks to reduce social, health and educational differentials and give children and young people from the most disadvantaged backgrounds the best possible start in life. There are 6 key themes:

1. extended schools;
2. extended early years' provision;
3. looked-after children and vulnerable young adults;
4. youth outreach initiative;
5. child protection;
6. children with special needs and disabilities.

Theme 1, the Extended Schools Programme aims to widen the role of schools and allow them to become true centres of their community. It includes:

- £10m (in each of 2006/07 and 2007/08) for front-line activity in schools;
- £1.75m in 2006/07 and £1.8m in 2007/08) for school based counselling support;

- 1.75m in 2006/07 and £1.8m in 2007/08) for Creative Learning Centres;
- £0.5m in 2006/07 and £0.8m in 2007/08) for centralised services.

The money may be used for breakfast clubs and after school activities (e.g. after school study support, youth, sport and leisure activities) and payments will be made direct to School Heads who are best placed to know what their communities and pupils need. The package will also support additional counselling, speech and language therapy and educational psychology for schools. It will also promote integrated delivery of services by offering day care, social and health services and therapy provision on site.

The Extended Schools concept is at the core of the Children and Young People funding package and some £10m has been earmarked to support activities based on schools’ particular circumstances and needs per year for the next two years. The new £10m has to be spent on new activities and initiatives, rather than supporting existing extended service initiatives. The focus is on supporting learning, healthy lifestyles and creativity, with funding allocated directly to schools. This is a regional policy to be applied consistently across all Board areas.

The Children and Young People Funding Package is seen as having the potential to make a very significant contribution to the Government’s 10 Year Strategy for Children and Young People in Northern Ireland (see Section 3.6) and within this, Extended Schools have a particular role to play. The strategy is being built around an Outcomes Framework which provides a basis on which action planning can take place within individual Extended Schools and, if appropriate, across groups of schools.

The high level outcome areas based around a central outcome “Living in a Society which respects their rights” are:

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

Ultimately, in the case of Extended Schools, Government wishes to see the establishment of the school as the hub of its local community and it being an organisation which engages positively and actively with neighbouring schools and statutory and voluntary and community sector organisations operating in the local community – all efforts concentrated on meeting the needs of the pupils in the school and the wider community.

DE has produced detailed guidance on what an Extended School looks like and what typical services it can offer. It sets out clearly that what services are provided in Extended Schools should be driven by local needs.

DE also sets out the potential expected benefits as noted in Table 3.3.

Table 3.3: Extended Schools: Benefits

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

Benefits for the school:	Additional facilities and equipment
	Greater opportunities for staff for flexible working and career development
	Improved collaboration with neighbouring schools and youth provision
	Enhanced partnership working with the community and statutory agencies
	Greater awareness of the community and pupil diversity
Benefits for families:	Greater appreciation of the parents' role within education
	Improvements in child behaviour and social and health skills
	Better understanding of families' backgrounds, cultures, concerns, goals and needs
	Greater parental involvement in children's learning and development
	Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals
Benefits for communities:	More opportunities for local adult education and family learning
	Greater availability of specialist support for families
	Improved community planning and better access to essential services
	Improved local availability of sports, arts and other facilities
	Local career development opportunities
Benefits for communities:	Improved outcomes for families and children
	Better supervision of children outside school hours
	Closer relationships with the school

Source: DE Extended Schools Guidance

3.4 The Department for Social Development

The Department for Social Development has strategic responsibility for:

- social security, pensions and child support;
- housing; and
- urban regeneration and community development.

Its Mission Statement is:

'Together, tackling disadvantage, building communities' provides the overarching theme for the work that we do. This is supported by our vision, which is 'to be an organisation which delivers high quality services, provides value for money and values its people'.

In its Corporate Plan 2006-2008 and Business Plan 2006/07, it sets out three strategic objectives. It is the third objective which is of most importance to use in this evaluation.

- To improve the physical, economic, community and social environment of neighbourhoods, towns and cities in Northern Ireland with a particular emphasis on tackling disadvantage.

Under this objective, there are four main strands of activity:

- Regenerating Areas and Communities;
- Promoting Viable and Vital Towns and City Centres;
- Support for the Voluntary and Community Sector;
- Developing and Empowering Communities.

There is a clear linkage between the Full Service Schools Projects and the Regenerating Areas and Communities strand, which is concerned with the implementation of Government's Neighbourhood

Renewal Strategy. That strategy seeks to tackle the complex multi-dimensional nature of deprivation in an integrated way, reducing inequalities within and between urban communities, promoting social inclusion and making a real difference to people's lives. Selected PSA of particular relevance are illustrated in Table 3.4.

Table 3.4: Selected PSA Targets from DSD Corporate Plan 2006-2008 and Business Plan 2006/07

Strategic Objective 3: To improve the physical, economic, community and social environment of neighbourhoods, towns and cities in Northern Ireland with a particular emphasis on tackling disadvantage				
Spending Area: Urban Regeneration and Community Development Group				
Planned Citizen Outcomes	Public Service Agreement Targets	Actions	Targets	Budget (£m)
Regenerated urban areas and strong communities	By 2010, in conjunction with other government departments, agencies and public bodies, implement the Neighbourhood Renewal Strategy, which aims to close the gap between the quality of life for people and marginalized groups in the most deprived neighbourhoods and the quality of life in the rest of Northern Ireland.	Establish Neighbourhood Partnerships.	To have established Neighbourhood Partnerships in the 32 Primary Neighbourhood Renewal Areas by 31 August 2006.	Resource:21.318m Capital 0.411m Total 21.729m
		Produce Neighbourhood Vision Frameworks.	To have produced Neighbourhood Vision Frameworks in the majority of the primary Neighbourhood Renewal Target Areas by 30 November 2006.	
		Produce and implement Neighbourhood Action Plans.	To have approved 3 –year Neighbourhood Action Plans by 31 March 2007.	Resource includes £9410k Peace II Interreg and Urban II
		Implement interim projects prior to full Neighbourhood Renewal Action Plans being completed.	To progress Phase 11 projects in Neighbourhood Renewal Areas and implement a range of initiatives to tackle physical, economic and social deprivation and community development projects by September 2006.	(Budget is for all actions under PSA 6 – not all shown here)
	Each year build capacity within communities, particularly communities where capacity is weakest, by supporting the voluntary and community sector to help deliver government objectives.	Provision of a range of strategic funding programmes in support of the voluntary and community sector addressing disadvantaged in the context of a “Shared Future”.	During 2006/07 strengthen communities through expenditure of £5m to deliver the Outreach Programme, Community Investment Fund, Local Community Fund and Community Conventions.	Resource 19.79m Capital 7.3m Total 27.09m (Budget is for all actions under PSA 8 – not all shown here)

Source: DSD Corporate Plan 2006-2008 and Business Plan 2006/07

3.5 Renewing Communities

Renewing Communities is the Government’s response to the Report of the Taskforce on Protestant Working Class Communities. That Taskforce looked in detail at the impact of Government services in Protestant communities and considered the needs of disadvantaged Protestant communities. It identified a number of fundamental problems which need to be addressed if the needs of disadvantaged Protestant communities are to be tackled effectively. Educational disadvantage is a priority area. A lack of social cohesion, active citizenship and civic leadership are also key factors, as is the effectiveness of some public services. A critical factor is the damaging influence of paramilitary organisations.

The Renewing Communities Action Plan reflects how Government aims to tackle disadvantage across all communities but identifies particular actions that are a priority for Protestant communities. A number of pilot projects are testing new approaches to tackling the problems of a number of disadvantaged Protestant communities. The Action Plan places a particular priority on improving education as a way of addressing the needs of certain disadvantaged communities. The Plan identifies five Key Areas for action (see Table 3.5).

Table 3.5: Renewing Communities: Key Areas

Key Area	Description
1. Improving Life Prospects	Priorities will include tackling poor levels of educational achievement and vocational attainment together with the related low employability.
2. Building Communities and Social Cohesion	We will focus on both physical and social regeneration together with strengthening the capacity of groups and organizations working to tackle disadvantage.
3. Growing Civic and Community Leadership and Active Citizenship	We will support and encourage stronger leadership, strengthening the capacity of individuals to work together for their communities. We will support and encourage volunteering and encourage in particular the greater participation and contribution of civic leaders, the business community, the churches and trade unions.
4. Improving Public Service Delivery and Outcomes	Government will work to deliver high quality public services to all disadvantaged communities, focusing services to meet the needs of particular communities. Priorities will be enhancing educational achievement, improvements in health and engaging communities in public service delivery.
5. Freeing Communities from Paramilitary and Criminal Influence	We will address offending behaviour, reduce the fear of crime, work to put an end to violence and to reduce, and eventually remove, the presence and influence of paramilitary organizations in all communities.

Source: Renewing Communities Action Plan

Renewing Communities is one of Government’s cross cutting initiatives that recognises that the problems associated with disadvantage can only be tackled by taking a joined up approach at government level, and also at an operational level. Responsibility for implementing specific actions within the Renewing Communities Action Plan lies with numerous departments and agencies. However, the Community Engagement Team within the Voluntary and Community Unit (DSD) has overall responsibility for administering the Plan and ensuring that this cross-departmental initiative is fully implemented.

3.5.1 Key Area 1: Improving Life Prospects

The Taskforce identifies clearly the low level of educational attainment in some Protestant working class communities and the damaging impact this has on the life chances of the young people concerned due to lack of basic skills. Under this Key Area, there are 24 Measures, with delivery on these led by various

Departments including DE, DEL, DETI, DEL, DHSSPS and DSD. Some initiatives are focused on specific geographic areas, whilst others are Northern Ireland wide.

The initiatives include the introduction of new programmes to help young parents support their children’s education and schoolwork, the provision of more intensive professional support for those who need it during school years and enhanced opportunities for these young people to get vocational qualifications and decent jobs.

Additional support for children in school will be provided; this includes support for extended school hours, from 8am to 6pm, focusing on supporting learning, healthy lifestyles and creativity, with funding being allocated directly to schools.

Measures from the Renewing Communities Action Plan which are of particular relevance to the Full Service Schools Projects are described in Table 3.6.

Table 3.6: Renewing Communities Action Plan: Key Area 1 – Measures Relating to Full Service Schools

Key Area 1: Improving Life Prospects by Raising Educational Achievement, Vocational Attainment and Employability		
Measure	Description	
1.1 Raising Educational Attainment	The Children and Young People funding package (announced March 2006), will address the needs of children and young people over a two year period. It provides funding for a range of actions under the 6 key themes. The overall objective of the package is to reduce underachievement and improve the life changes of children and young people.	Location: All areas of Northern Ireland Timescale: 2006-2008 Funding: Over £100m (Children & Young People Fund) Lead: Department of Education (DE)
1.8 Full Service School Demonstration Project	A number of full service extended schools will be operational by the end of 2006. One of these schools will be selected and established as a demonstration project; clearly demonstrating how community access, full health and social services provision and childcare can come together in a full service school.	Location: North Belfast, Shankill Timescale: 2006-2008 Funding: £350,000 pa Lead: Department of Education (DE)
1.10 Community In School Programme	An expansion of the existing pilot programme designed to engage additional schools in North and West Belfast not presently participating in the original pilot.	Location: North and West Belfast Timescale: 2006-2008 Funding: £100,000 pa Lead: Department of Health (DHSSPS)

Source: Renewing Communities Action Plan

- Measure 1.1 – see Theme 1, the Extended Schools Programme, described in Section 3.3.
- Measure 1.8 focuses on providing significant funding for extended school activities in 2 schools in North Belfast (Model School for Girls and Belfast Boys’ Model School). This complements the Department of Education Extended Schools programme (noted under Measure 1.1 and described in Section 3.3), which provides smaller amounts of funding (indicative budgets range from £4k to £44k) to a large number of schools (over 450 identified in the Extended Schools Programme) in deprived areas (including the 2 schools which will benefit from the Measure 1.8 funding).
- Measure 1.10 – see Section 3.8 for details of the Communities in Schools programme which is run under the auspices of Belfast Health and Social Care Trust.

3.5.2 Key Area 2: Building Communities and Social Cohesion

The Renewing Communities Action Plan supports Neighbourhood Renewal in tackling disadvantage, with new programmes focusing on improving public service delivery and outcomes, building both the social and physical infrastructure of those communities, and supporting a growing civic leadership.

Considering actions under Key Area 2, several of these focus on Neighbourhood Renewal Areas, for example:

- Measure 2.1 Expansion of Neighbourhood Renewal (additional funding of £2m);
- Measure 2.3 Areas at Risk (£1.5m pa for capacity building; in Belfast Neighbourhood Renewal will be complemented by the work of the Belfast Area Partnership);
- Measure 2.4 Strategic Regeneration Framework for Belfast (setting strategic context for important initiatives including Neighbourhood Renewal);
- Measure 2.5 Targeted Regeneration (commissioning physical redevelopment master plans for specific areas in Belfast as part of Neighbourhood Renewal Action Plan for these areas).

3.6 Neighbourhood Renewal

Neighbourhood Renewal (NR) is Government's main vehicle in the drive to tackle disadvantage. In June 2003, Government published 'People and Place: A Strategy for Neighbourhood Renewal', which aims to tackle the complex, multidimensional nature of deprivation in Northern Ireland's most disadvantaged urban neighbourhoods. The Strategy, resulting from extensive consultation in 2001/02, identified the need to move away from a project-by-project approach to one which was more planned, long-term and integrated.

The Strategy is now the main framework for intervention in the deprived areas of Northern Ireland; it represents a long term approach, working towards outcomes that may take up to ten years to achieve. Ultimately, it seeks to improve the quality of life and life prospects for all people living in the most disadvantaged communities. This 7-10 year strategy, launched in 2003 had a total budget of £56 million.

The Strategy is designed to promote joined-up working and achieve cross-cutting outcomes across Government to help close the gap between the quality of life for people in the most deprived neighbourhoods and the rest of society. Neighbourhood Renewal has four interlinking strategic objectives:

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

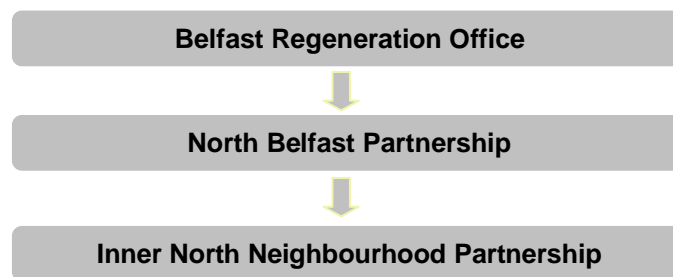
The Strategy stated that it would target those neighbourhoods which were within the worst 10% of electoral wards as measured by the Noble Multiple Deprivation Measure and the worst 10% Enumeration Districts as measured by the (Noble) Economic Deprivation Measure, to create Neighbourhood Renewal

Areas. The list of designated areas includes some areas in Belfast and Londonderry as well as 15 in other towns and cities across Northern Ireland. In North Belfast, four Neighbourhood Renewal Areas have been identified:

- Crumlin / Ardoyne;
- Inner North Belfast;
- Upper Ardoyne / Ligoniel; and
- Rathcoole.

Belfast Regeneration Office (DSD) is the lead for Neighbourhood Renewal in Belfast and has produced an Implementation Plan which sets out the process, areas and timetable for implementation. A key element of the Strategy is the identification of Neighbourhood Partnership Boards (representative of the key political, statutory, community, voluntary and private sectors in each Neighbourhood Renewal Area) to identify needs and oversee delivery. Key Neighbourhood Renewal Structures are illustrated in Figure 2.

Figure 2: Neighbourhood Renewal Structures



North Belfast Partnership was contracted to play a key role in the delivery of Neighbourhood Renewal in North Belfast. It has been tasked to undertake five specific responsibilities:

- Ensure that the Partnership is “representative” of North Belfast as a whole and the four Neighbourhood Renewal areas in particular;
- Help to establish four Neighbourhood Renewal Partnership structures;
- Help to draw up four “Neighbourhood Renewal Action Plans” in the four Neighbourhood Renewal areas;
- Help to complete four “Neighbourhood Renewal Action Plans” in the four Neighbourhood Renewal areas;
- Identify and develop “Action Plans” within the Department’s “Areas at Risk” pilot programme.

As noted in Section 3.5.2, some additional funding has been made available for Neighbourhood Renewal to take account of the broadening of areas eligible for this initiative. Following a review of Noble in 2005, the Northern Ireland Statistical and Research Agency published the new NI Multiple Deprivation Measure 2005. As a result, boundaries of some existing target areas will be revised to include additional communities for example, parts of Coalisland, Devenish (Enniskillen), Andersonstown, Ligoniel and Upper Ardoyne. Some of the current Neighbourhood Renewal areas will also be expanded. This will result in an additional 44,000 people being targeted under the Neighbourhood Renewal Strategy.

3.7 Ten Year Children's Strategy

Government's 'A Ten Year Strategy for Children and Young People in Northern Ireland 2006-2016' has a stated aim: to ensure that by 2016 all our children and young people are fulfilling their potential. The Vision is as follows:

'Our vision is that all children and young people living in Northern Ireland will thrive and look forward with confidence to the future'.

The Strategy is being built around an Outcomes Framework, with high level outcome areas based around a central outcome "Living in a Society which respects their rights"; these are:

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

The outcomes framework is underpinned by a number of supporting themes as follows:

- the need to adopt a 'whole-child' approach, which gives recognition to the complex nature of our children's and young people's lives;
- working in partnership with those who provide and commission children's services, taking account of the future arrangements following the Review of Public Administration in Northern Ireland;
- securing and harnessing the support of parents, carers and the communities in which our children and young people live;
- responding appropriately to the challenges we face as a society emerging from conflict and recognising that our children and young people are key to securing a more stable and peaceful future for us all;
- making a gradual shift to preventative and early intervention approaches without compromising those children and young people who currently need our services most;
- developing a culture where the views of our children and young people are routinely sought in matters which impact on their lives;
- ensuring the needs of children are fully assessed using agreed frameworks and common language and that the services they receive are based on identified needs and evidence about what works; and
- driving towards a culture which respects and progresses the rights of the child.

3.8 Health and Social Services

From 1 April 2007, the Belfast Health and Social Care Trust assumed responsibility for services provided by Belfast City Hospital, The Royal Hospitals, The Mater Hospital, Greenpark Healthcare Trust, North and West Belfast and South and East Belfast HSS Trusts. The new Trust has three key targets:

- to provide safe and modernised services;
- to meet Government targets on access to treatment and care;
- to balance the books.

Prior to April 2007, the North and West Belfast HSS Trust had a role in the delivery of **Measure 1.10** in the Renewing Communities Action Plan (see Section 3.5.1 and Table 3.6); this is now being undertaken under the auspices of the Belfast Health and Social Care Trust.

The context for **Measure 1.10** is the Fit Futures: Focus on Food, Activity and Young People cross-departmental taskforce that was established by the Ministerial Group on Public Health in August 2004 in response to concerns about the rising levels of overweight and obesity in children and young people. The role of the taskforce was to examine options for preventing the rise in levels of overweight and obesity in children and young people and to make recommendations to the Ministerial Group on priorities for action. The taskforce identified six priorities for action (see Investing for Health - Fit Futures: Focus on Food, Activity and Young People (January 2006)):

- Developing Joined-Up Healthy Public Policy;
- Providing Real Choice;
- Supporting Healthy Early Years;
- Creating Healthy Schools;
- Encouraging the Development of Healthy Communities;
- Building the Evidence Base.

Under the fourth of these priorities (Creating Healthy Schools), one of the initiatives is Community in Schools. This approach recognises the importance of holistic approaches to health improvement, including through peer support systems as well as the involvement of parents, families and the wider community.

The **Communities in Schools** programme is a consortium of six post primary extended schools in North and West Belfast. It was set up five years ago to co-ordinate the work of a range of statutory and voluntary agencies, community groups and business at the schools to support the teachers, the pupils and their families. It acts as a bridge between the community and the schools, bringing a full range of support services on to the school site while also making the school a resource at the centre of disadvantaged communities. To support the children's education, improve health and nutrition and offer a safe environment within which social skills and confidence could be developed, the healthy eating breakfast clubs were set up in all six schools over four years ago as a partnership between the Health and Education sectors, schools and parents.

The breakfast club in St Gemma's is an excellent example of before-school provision. It now has a daily attendance of 60-70 pupils and approximately 7 or 8 teachers also now choose to come into school early to have breakfast with the pupils. In addition to the obvious contribution to nutrition and providing children with a safe place to be before school, benefits attributed by St Gemma's to the breakfast club include:

- improvement in school attendance and punctuality in targeted pupils;
- helping children to start the school day on time, calm and ready to learn;
- improved social cohesion among pupils, resulting in better relationships and improved behaviour;
- closer and improved relationships between the pupils and the teachers;
- pupils who have become involved in the breakfast clubs are more easily engaged in other Communities in Schools programmes;
- parents have also acknowledged and supported the benefits of the healthy eating breakfast clubs.

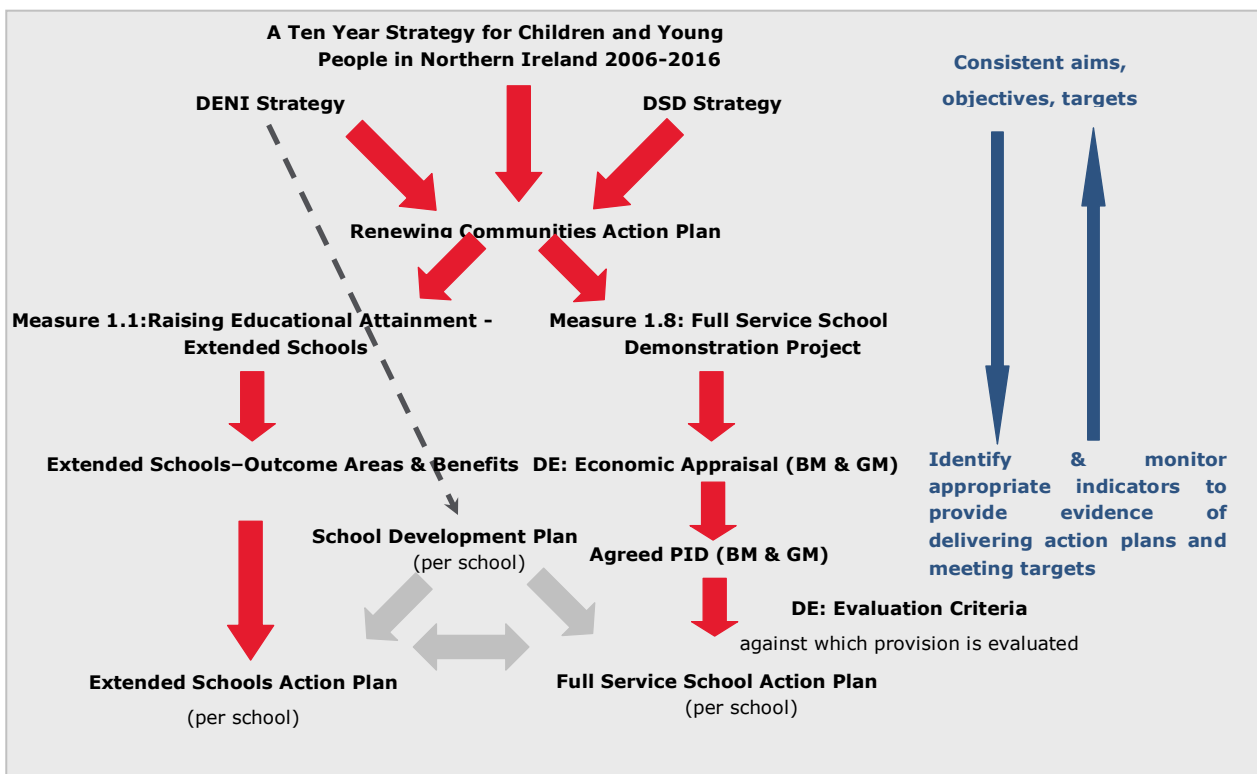
3.9 Summary

Figure 3 illustrates the framework for the relationship between the Full Service School Demonstration Project and relevant Government strategies.

From the ‘top down’, at an overarching level, the aims and objectives of the Ten Year Strategy for Children and Young People set the context for aspects of DE and DSD strategy. In turn, these drive the aims and objectives for the (education aspects of) Renewing Communities Action Plan and in this context, the Extended Schools and the Full Service School Demonstration Project. The specific aims, objectives and impacts for these two initiatives should reflect the overarching strategies from which they are derived.

Considering a ‘bottom up’ approach, by monitoring and evaluating the Extended Schools Action Plans and the Full Service School Action Plans within each school, the schools should be able to provide evidence of meeting indicators which help to contribute to aims and objectives in School Development Plans, Renewing Communities Action Plan, DE and DSD Strategies and ultimately, the Ten Year Strategy for Children and Young People.

Figure 3: Rationale for Full Service Extended Schools – Policy Linkages



4 FULL SERVICE SCHOOL DEMONSTRATION PROJECT

4.1 Introduction

The purpose of this section is to describe the Full Service School Demonstration Project based in the Belfast Boys' Model School and Belfast Model School for Girls. In this section, we consider:

- Section 4.2 - Rationale / Evidence of Need;
- Section 4.3 - Links to Stakeholders and Other Initiatives;
- Section 4.5 - Aims, Objectives and Targets;
- Section 4.6 - Operational;
- Section 4.7 - Assessment of Performance against Targets;
- Section 4.8 - Good Practice / Case Studies.

4.2 Rationale / Evidence of Need

The rationale for the Full Service School Demonstration Project is best described in terms of the following (connected) issues:

- Widespread social deprivation;
- Low educational attainment (and impacts on employment, life chances, etc.);
- Funding opportunities presented through the Renewing Communities Action Plan, including Extended Schools and opportunities presented through operating as a Full Service School.

Each of these issues is briefly described in the following Sections (4.2.1, 4.2.2 and 4.2.3).

4.2.1 Social Deprivation and Disadvantage

Widespread social deprivation within the catchment areas of the Boys' Model and Model School for Girls is well documented:

Free School Meals

The Belfast Boys' Model School has a current enrolment of around 950 pupils. The proportion of pupils entitled to Free School Meals uptake (see Table 4.1) is around 43% across the whole school; but much higher (>40%) in Years 8 – 12 slightly lower (<30% in Years 13 and 14). The proportion entitled to Free School Meals has increased across all years since October 2007.

Table 4.1: Belfast Boys' Model School – Pupil Numbers and Free School Meals

Year	October 2007			March 2008		
	No. of Pupils	No. Entitled to FSM	% Entitled to FSM	No. of Pupils	No. Entitled to FSM	% Entitled to FSM
8	149	66	44.3%	149	67	45.0%
9	160	73	45.6%	159	80	50.3%

Year	October 2007			March 2008		
	No. of Pupils	No. Entitled to FSM	% Entitled to FSM	No. of Pupils	No. Entitled to FSM	% Entitled to FSM
10	143	55	38.5%	143	59	41.3%
11	185	82	44.3%	185	89	48.1%
12	193	64	33.2%	193	76	39.4%
13	92	23	25.0%	91	25	27.5%
14	27	4	14.8%	27	8	29.6%
Total	949	367	38.7%	947	404	42.7%

Source: Belfast Boy's Model School– DENI 2007 Summary Return (October 2007), FSES Coordinator (March 2008)

The Model School for Girls' current enrolment is around 1,000. The proportion of pupils entitled to Free School Meals uptake (see Table 4.2) is 36% across the whole school; but much higher (>44%) in Years 8 – 10; slightly lower (30-35% in Years 11 and 12) and less than 20% in Years 13-15.

Table 4.2: Belfast Model School for Girls – Pupil Numbers and Free School Meals

Year	No. of Pupils	No. Entitled to FSM	% Entitled to FSM
8	130	58	44.6%
9	176	78	44.3%
10	168	78	46.4%
11	167	58	34.7%
12	182	57	31.3%
13	111	19	17.1%
14	62	12	19.4%
15	7	1	14.3%
Total	1003	361	36.0%

Source: Belfast Model School for Girls – DENI 2007 Summary Return (October 2007)

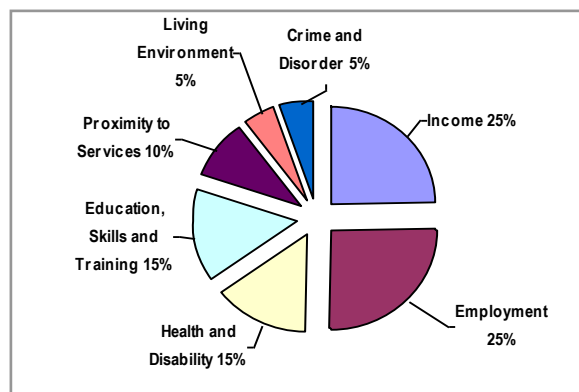
Many of the pupils who attend both schools live in the Shankill area of Belfast. This area is described by published statistics for the Shankill 1 and Shankill 2 Super Output Areas in Table 4.3 and Table 4.4.

Noble Index of Multiple Deprivation

The Northern Ireland Multiple Deprivation Measure 2005 (NI MDM 2005), commonly referred to as the 'Noble Index'³, is a comprehensive study of Multiple Deprivation Measures in Northern Ireland. It offers more up-to-date and detailed information than the previous 2001 edition. The main unit of analysis, Super Output Areas (SOAs), are aggregates of previously defined Output Areas (OAs) and were designed to help analyse the smallest practicable spatial scale. SOAs are a relatively small scale unit, containing an average of around 1800 people. The Northern Ireland Multiple Deprivation Measure 2005 was constructed by the Social Disadvantage Research Centre at the University of Oxford.

³Measures of Deprivation May 2005; Social Disadvantage Research Centre; Michael Noble et al.

The NI MDM 2005 examines deprivation from the perspective of seven key domains (as with the 2001 edition), each of which is allocated a relative weighting to produce the Multiple Deprivation Measure (as illustrated). The seven key domains are calculated from 43 separate indicators which develop those used in NI MDM 2001. As far as possible, the actual data that has been used to determine these indicators is based on 2003 figures.



The NI MDM 2005 domains, along with two supplementary measures (Income Deprivation Affecting Children and Income Deprivation Affecting Older People) are all presented at SOA level. Each indicator has been assessed and scored in relation to the prevalence of disadvantage present. These scores are then ranked in relation to their comparative position within the 890 SOAs within Northern Ireland - so that a rank of 1 is most deprived and a rank of 890 is least deprived. Note that NI MDM 2005 is based on geographical boundaries in place at the time of the 2001 census.

NI MDM 2005 data relating to the Shankill 1 and Shankill 2 SOAs is presented in Table 4.3.

Table 4.3: Noble Index of Multiple Deprivation – Ranks (where 1 is most deprived)

Domain	Weight % contribution to MDM	Super Output Area	
		Shankill 1	Shankill 2
Multiple Deprivation Measure (MDM) Combines information from all seven domains weighted according to measures noted.	n/a	7	2
Income Captures extent of income deprivation in an area Receipt of 'out-of work' and 'in-work' benefit.	25%	19	9
Employment Measurement of enforced exclusion from the world of work (16 – 59). 'Employment deprived' are defined as those who want to work but are unable to do so through unemployment, sickness or disability.	25%	11	7
Health Deprivation and Disability People whose quality of life is impaired by poor health and/or disability or whose life is cut short by premature death.	15%	8	1
Education Skills and Training Key educational characteristics relating to two separate sub domains which are lack of: - qualifications among adults; and - access and attainment among children and young people.	15%	2	1
Proximity To Services Measures the extent to which people have poor geographical access to certain key services measured in terms of road distance to the nearest services.	10%	865	866

Domain	Weight % contribution to MDM	Super Output Area	
		Shankill 1	Shankill 2
Crime And Disorder Measures the rate of crime and disorder at small area level, which is sub-grouped into two separate domains, crime and disorder.	5%	93	6
Living Environment Identifies deprivation relating to the environment in which people live, including Housing quality, Housing access, and Outdoor physical environment indicators.	5%	44	79
Income Deprivation Affecting Children (IDAC) Percentage of SOA population under 16 living in families in receipt of one of the means-tested Child Poverty Benefits i.e.: Income Support and Job Seekers Allowance Income-Benefit or Working Families Tax Credit / Disabled Person's Tax Credit whose equivalised income was below 60% of median before housing costs. A supplementary stand-alone measure which is a contributory part of the overall Income Deprivation Domain. It is not included within the NI MDM 2005.	n/a	16	11
Income Deprivation Affecting Older People (IDAOP) Percentage of SOA population People aged 60 and over who are Income Support / Job Seekers Allowance-Income Benefit claimants aged 60 and over and their partners (if also aged 60 or over). A supplementary stand-alone measure which is a contributory part of the overall Income Deprivation Domain. It is not included within the NI MDM 2005.	n/a	70	40

Source: 'Northern Ireland Multiple Deprivation Measure 2005' (NISRA, May 2005)

The Noble Index of Multiple Deprivation provides stark evidence of the extent of deprivation in Shankill 1 and Shankill 2. Both are in the top 10 (out of 890) most multiply deprived SOAs in Northern Ireland and both are within the top 10 (out of 890) most deprived SOAs in terms of the Education and Health domains. With the exception of the Proximity of Services Domain, both SOAs are within the top 10% most deprived SOAs in Northern Ireland on all domains.

The Boys' Model School is located in Ballysillan 3 SOA and the Model School for Girls is located in the Cliftonville 2 SOA – these have multiple deprivation ranks of 264 and 420 respectively i.e. within top 30% most multiply deprived and within top 50% most multiply deprived SOAs overall.

Census

Some of the key statistics from the 2001 Census at SOA level provide an insight into the profile of the population within the Shankill 1 and Shankill 2 SOAs and how these compare with Belfast overall and Northern Ireland. These are illustrated in Table 4.4.

Table 4.4: Key Statistics Census 2001

Area	Measure	Shankill 1	Shankill 2	Belfast	NI
Overall	Total population	1,806	1,978	277,391	1,685,267
Age Structure	% of the resident population under 16	24.09	23.97	21.72	23.62

Area	Measure	Shankill 1	Shankill 2	Belfast	NI
Health	% people with a limiting long term illness health problem or disability	34.27	36.80	24.24	20.36
	% people of working age with limiting long-term illness	29.98	33.18	19.61	17.15
	Births (2004)	32	46	3,423	22,318
	% of births to unmarried mothers (2004)	78.1	73.9	53.5	34.5
Education / Qualifications	% of population aged 16-74 with no qualifications	68.73	72.75	41.82	41.64
	% of population aged 16-74 with Highest qualification attained: Level 1 (GCSE (grades D-G), CSE (grades 2-5), 1-4 CSEs (grade 1), 1-4 GCSEs (grades A-C), 1-4 'O' level passes, NVQ level 1, GNVQ Foundation or equivalents)	18.65	14.52	14.76	17.23
	% of population aged 16-74 with Highest qualification attained: Level 2 (5+ CSEs (grade 1), 5+ GCSEs (grades A-C), 5+ 'O' level passes, Senior Certificate, 1 'A' level, 1-3 AS levels, Advanced Senior Certificate, NVQ level 2, GNVQ Intermediate or equivalents)	5.86	6.40	13.31	16.36
	% of population aged 16-74 with Highest qualification attained: Level 3 (2+ 'A' levels, 4+ AS levels, NVQ level 3, GNVQ Advanced or equivalents)	3.58	4.02	10.88	8.98
	% of population aged 16-74 with Highest qualification attained: Level 4 (First degree, NVQ level 4, HNC, HND or equivalents)	2.44	1.41	12.24	10.93
	% of population aged 16-74 with Highest qualification attained: Level 5 (Higher degree, NVQ level 5 or equivalents)	0.73	0.89	6.97	4.87
	Economic Activity	% of population aged 16-74 who are economically active ⁴	41.53	36.04	56.93
% of population aged 16-74 who are unemployed		9.53	8.12	5.41	4.14
% of unemployed (16-74), long term unemployed ⁵		55.56	55.05	42.62	40.41
Community Background	% Protestant and Other Christian (including Christian related) Community Background	94.7	94.0	48.6	53.1

Source: Census 2001 (NISRA Census Office), Births 2004 (NISRA Demography Branch)

Comparing Shankill 1 and Shankill 2 SOAs with Belfast and Northern Ireland overall:

- Age profile: Shankill 1 and Shankill 2 SOAs have slightly higher proportions of their populations aged under 16 compared to Belfast, but on a par with Northern Ireland overall;
- Health: Shankill 1 and Shankill 2 SOAs have notably higher proportions of the population (overall and of working age) with a limiting long term illness health problem or disability. There are also high proportions of births to unmarried mothers (more than double the Northern Ireland average);

⁴ Includes Employed Full-Time, Employed Part-Time, Self Employed, Unemployed, Full-Time Student.

⁵ 'Long-term unemployed' are those who stated that they have not worked since 1999 or earlier.

- Education: around 70% of the populations in Shankill 1 and Shankill 2 SOAs have no qualifications compared to around 40% in Belfast and N Ireland overall;
- Education: % of population aged 16-74 with Highest qualification attained: Level 1: Shankill 1 is on a par with Northern Ireland whilst; Shankill 2 with a slightly lower % is on a par with Belfast;
- Education: % of population aged 16-74 with Highest qualification attained: Level 2, 3, 4, 5: Shankill 1 and Shankill 2 have considerably lower % than Belfast and N Ireland on all of these measures;
- Economic Activity: Shankill 1 and Shankill 2 SOAs have lower % who are economically active, higher % who are unemployed and in particular long term unemployed;
- Community Background: Shankill 1 and Shankill 2 SOAs are both largely single identity areas with over 90% of the populations in each SOA identifying as Protestant and Other Christian. In contrast, the Model School for Girls is located in the Cliftonville 2 SOA where 18.2% of the population identifies as Protestant and Other Christian. The Boys' Model School is located in Ballysillan 3 SOA where the 88.2% of the population identifies as Protestant and Other Christian.

Clearly this socio-economic profile has a significant influence on the community and the young people from these areas.

4.2.2 Low Educational Attainment (and impacts on employment, life chances)

The DE Economic Appraisal for the Full Service School Demonstration Project (Measure 1.8) sets out contextual information for the project. It notes deficiencies in the current educational profile - poor educational attainment, a high proportion of leavers with no qualifications and a vicious circle in terms of longer term impacts on employment and life chances.

Many of the schools within the North Belfast and Shankill areas have a high percentage of pupils performing below expected levels. Only 5% of children attending primary schools in the Shankill area proceed to grammar school. Overall performance levels are amongst the lowest in Northern Ireland and a high proportion of children leave school with poor or no qualifications. This lack of educational qualification impacts on their employment prospects and their longer-term life chances and thus the cycle of disadvantage continues.

Source: DE Economic Appraisal for the Full Service School Demonstration Project (October 2006)

Statistics on educational attainment and proportion of leavers with no qualifications are included in Sections 4.7.1 and 4.7.2. Appendix 4 includes information on leaver destinations for the Boys' Model School, the Model School for Girls in 2006/07 and for all schools between 2001/02 and 2005/06.

Across all schools, the most common destinations are Higher Education (37.4%), Further Education (28.5%) and Training (17.7%). The proportion going on to Employment is 11.3%.

In the Model School for Girls, the most common destinations are: Employment (27%), Further Education (21%), Job Skills Training (18%) and Unemployed (12%). Higher Education accounts for 7% of leavers, but 10% move to other schools.

In the Boys' Model School the most common destinations are: Job Skills Training (33%). Unknown (25%), and Employment (16%). Higher Education and Further Education account for 8% of leavers respectively.

4.2.3 *Renewing Communities and Extended Schools*

As noted in Section 3.5, Renewing Communities is the Government's response to the Report of the Taskforce on Protestant Working Class Communities. Launched in 2006, it includes actions based around 5 key areas:

- Improving Life Prospects;
- Building Communities and Social Cohesion;
- Growing Civic and Community Leadership and Active Citizenship;
- Improving Public Service Delivery and Outcomes; and
- Freeing Communities from Paramilitary and Criminal Influence.

The Full Service School Demonstration Project was intended to link to key areas 1-4 in the Renewing Communities Action Plan and in particular Key Area 1 (Improving Life Prospects) which includes:

- **Measure 1.1: Raising Educational Attainment.** Through the Children and Young People Fund (CYP), actions under this Measure aim to redirect spending to new areas and new policies focused on improving the life chances of the next generation. Amongst initiatives supported, the CYP provided funding for the Extended Schools Programme. This is about extending the role of schools by establishing them as centres of the community through offering services and learning opportunities before and after the traditional school day. Examples include: breakfast clubs, after school clubs and through improved integration of local services. The Extended Schools Programme contributes to the achievement of the 5 key outcome areas in the Ten Year Strategy for Children and Young People:
 - Being Healthy;
 - Enjoying Learning and Achieving;
 - Living in Safety and with Stability;
 - Experiencing Economic and Environmental Well-being; and
 - Contributing Positively to Community and Society.

The DE Economic Appraisal notes that 'a Full Service School is a fully functioning extended school'.

- **Measure 1.8 Full Service School Demonstration Project.** There is substantial research, available nationally and internationally, which suggests that a Full Service School can have a positive impact not only on pupils' learning but also in community regeneration and capacity building.

Multi-agency working is an important dimension of a Full Service School. The DE Economic Appraisal also notes the opportunity for multi-agency working as an approach to address these issues.

This situation requires a fresh approach – one which recognises that schools cannot operate in isolation but require the support of other schools, statutory and voluntary organisations, the community and parents. The available evidence on the Full Service School and multi-agency working supports this approach:-

- the Communities in Schools pilot project in BELB has received a very positive evaluation;
- ongoing research commissioned by DfES in England highlights the positive impact of Full Service Extended Schools.

Source: DE Economic Appraisal for the Full Service School Demonstration Project (October 2006)

It was expected that a full service school will become a focal point for local residents to participate in community life; the school would focus on all the needs of the pupils at the school, engage with families

and include the wider community. The school would also make provision for pre-school services, sports facilities, and lifelong learning and can also be a base for other local services such as community libraries, leisure facilities, and of external services such as health providers.

The general aim however was to raise standards of pupil motivation, aspiration, achievement and behaviour and contribute to a wide range of other government targets including childcare, children's services, community cohesion, neighbourhood renewal, adult learning, health inequalities and crime reduction.

The Government wished to test the Full Service School concept in an area of severe social deprivation to identify the issues involved at a local level. It was agreed that a specific project was required to audit current provision and needs, identify actions to be taken and set out monitoring and evaluation criteria. Reports on this pilot project will therefore inform the wider consideration of Government policy for Full Service Schools. As part of the Renewing Communities Action Plan, it was therefore intended to organise a Demonstration Project to assess the benefits and issues involved in establishing a Full Service School.

4.2.4 Selection of Model Schools

Given the focus of Renewing Communities (as a response to Tackling disadvantage in Protestant working class areas), the North Belfast / Shankill area was identified as a location for the pilot exercise.

Belfast Boys' Model School and Belfast Model School for Girls were identified by the BELB as potential locations for this Demonstration Project though other schools, principally feeder primary schools, may also be involved. Both schools responded favourably.

4.2.5 Summary: Rationale for Demonstration Project

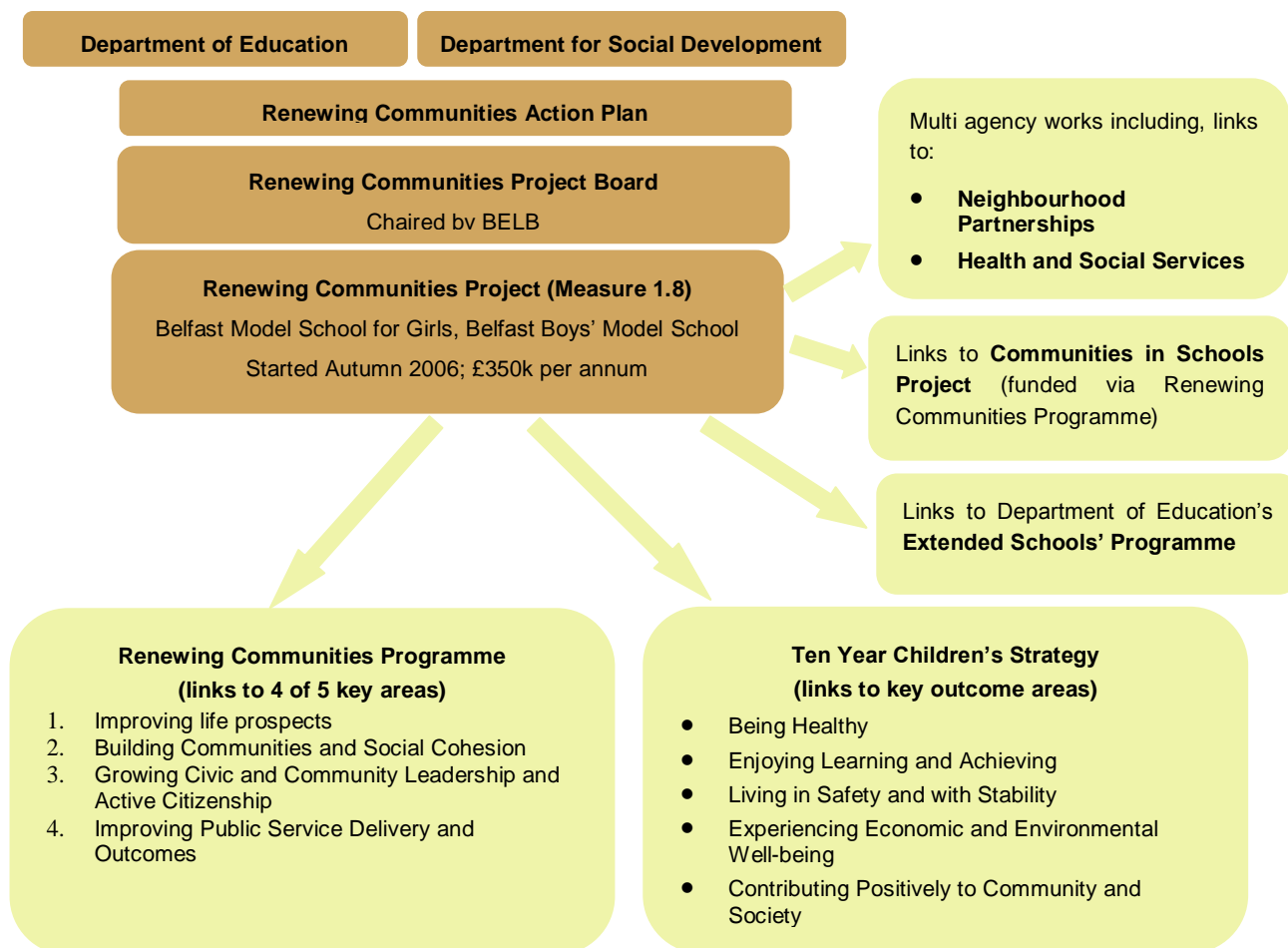
In summary, the rationale for the Full Service School Demonstration Project is rooted in several inter-connected issues; these include:

- Seeking to address low educational attainment (and impacts on employment, life chances, etc);
- Recognition of widespread social deprivation in the catchment areas of the selected schools and the need for additional supports and interventions;
- Capitalising on opportunities presented through funding and activities supported through the Extended Schools Programme;
- The opportunity to pilot the Full Service School approach to determine benefits and identify lessons to inform future Government policy. This includes methods of working (including multi-agency approaches) as well as specific activities and initiatives offered and the impact that these have on educational attainment and the wider community.

4.3 Links to Stakeholders and Other Initiatives

Figure 4 illustrates the key stakeholders in this project as well as linkages between the project and key aims and other initiatives. At a strategic level, 'joined up' working is encouraged and consideration is given to other activities which are happening in parallel in order to avoid unnecessary duplication.

Figure 4: Renewing Communities Project: Linkages



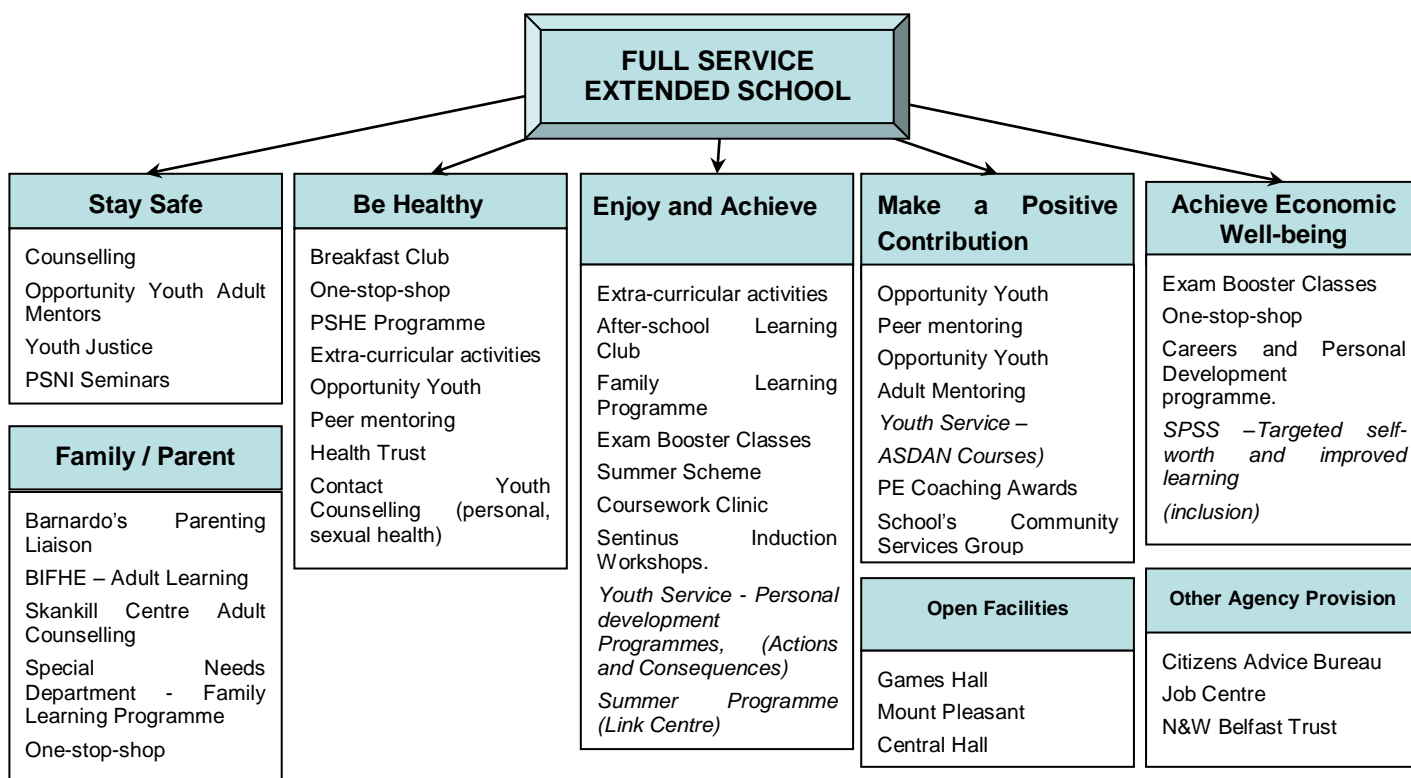
4.4 Schools – overview of service provision

4.4.1 Belfast Boys' Model School

The Belfast Boys' Model School is a Controlled School with an enrolment of around 1000⁶. In 2008/2009, it employed 74 teaching staff and 24 non-teaching staff. The school includes an extensive range of specialist accommodation (Science, Technology and Language suites Library and Resources areas, ICT suites, media area, music suite). There are also playing fields and a pavilion adjacent to the school; the school also uses facilities in the nearby Ballysillan Leisure Centre.

Figure 5 illustrates the wide range of activities and initiatives offered through Full Service Extended School provision in the Boys' Model School.

Figure 5: Full Service Extended School Provision in Boys' Model



Key: Entries in italics Youth Service elements (3.6 Funding)

Source: Boys' Model Full Service School Action Plan

A major building programme is currently underway – the school was granted a multi-million pound allocation to initiate this new build school due for completion in 2009. This will include state of the art facilities (drama suite, fully equipped fitness gym, astro-turf pitches, etc.) for use by both pupils and the local community.

⁶ BELB Transfer Booklet 2006/2007

Within the school, there is a Special Needs Team to assist pupils with learning difficulties; the school also offers Vocational Guidance. Awards attained by the school include:

- The prestigious Sportsmark Award;
- Investor in People Award;
- European dimension recognised by the presentation of the 'International School Award'.

In terms of extra curricular activities, the school has around 26 clubs and societies; involvement with Extended Schools Initiative has enhanced before and after school hours' provision.

4.4.2 Belfast Model School for Girls

The Belfast Model School for Girls is a Controlled School with an enrolment of 1010⁷ in 2007/08; this had reduced slightly to 980 in 2008/09.

Table 4.5: Belfast Model School for Girls – Staff and Pupil Numbers

Year	No. of Teaching Staff	No. of Non Teaching Staff	No. of Pupils
2005/06	70	50	1052
2006/07	68.5	53	1040
2007/08	67.5	56	1010
2008/09	65.5	57	980

Source: FSES Coordinator

School accommodation includes an extensive range of facilities and a new build commenced in Spring 2007 on adjacent playing fields. This purpose built accommodation will include community facilities, a creche and a theatre. The school is an ICT Specialist School.

Currently, the school offers extra-curricular activities including:

- Wide range of sporting activities; the GMSport programme in operation and facilitates links with primary schools in the local area;
- Choirs and orchestras; drama; dance;
- Computer Club;
- Scripture Union;
- Duke of Edinburgh Award Scheme in operation in school;
- Girls also participate in a range of external competitions, e.g. Young Enterprise;
- Breakfast Club to encourage healthy eating;
- After School Club - 2 days per week.

The school employs a full time School Counsellor who provides individual / group support for pupils. The Learning Support Centre provides extra support for those pupils who, for whatever reason, find it difficult to cope with the normal school situation e.g. physical injury, returning to school after a prolonged period of illness, literacy and numeracy difficulties or bereavement.

⁷ BELB Transfer Booklet 2006/2007

Through the Full Service Extended School pilot, the school provides a wide range of services and activities, before, during or beyond the school day, to help meet the needs of children, their families and the wider community; some examples included in Table 4.6.

Table 4.6: Services in Model School for Girls through FSES

Model School for Girls – FSES Service Provision⁷⁺⁸		
Projects for pupils:		
1. Breakfast Club	9. School Counsellor	20. Intergenerational Project
2. Homework Club	10. Careers Project	21. Peer Mentoring Coursework Clinic
3. Toplink	11. SAMS	22. Summer Scheme
4. Health Initiatives	12. Pathways	23. Revision Workshops
- Healthy Eating	13. Bytes	24. Easter Booster Classes
- Smoking	14. Student Voice	25. Youthbank
- Drug	15. Attendance Co-ordinator	26. Year 8 Reading Programme
- Alcohol	16. Contact Youth Counsellor	27. Women's Tech
- Confidence & Self Esteem	17. One-Stop-Shop	28. Vocational Education Programme
- Bullying	- Social Worker	- Design & Construction
- Relationships	- Community worker	- Office Administration
5. Dental	- Nurse	- Hair & Beauty
6. School Nurse Services	18. New Life Counselling	29. Breakfast ICT Club
7. GMS Sport	19. Small Group Work	
8. Induction Programme	- Rock Challenge	
- Residentials	- Pupil Director	
- Sentinus		
- Year 8 BBQ		
Projects for parents:		Community projects:
1. Parenting Co-ordinator	- Home Visits - Meeting & Greeting - Phone Calls	1. Community forum
2. Parenting Room		2. Yellow Pages directory of Businesses
3. Adult Learning Classes (BIFHE)		3. Primary School links programme
4. Parenting Classes (Barnardo's)		- Sentinus
5. Parents and Friends of Model School for Girls		- Music Programmes
- BBQ Year 8 - Internet Safety		4. Transition Teacher
- Healthy Eating - Stress and Relaxation		5. Neighbourhood Renewal
6. Link to other Support Services		6. Health Fair
- Citizens Advice Bureau - PIPS (Adult Counselling)		7. "The Fire Within"
- New Life Counselling (Family Counselling) - HYPE (Relationships)		8. Using of School Facilities
- FASA (Drugs Awareness) - One-Stop-Shop (Health)		9. Health Initiatives
7. Childminding Facilities		10. Intergenerational Project
8. Attendance Officer		

4.5 Aims, Objectives and Targets

4.5.1 Broad Aims

In broad terms, the Full Service School Demonstration Project is intended to address the impact of social deprivation and support children.

The project also seeks to achieve the following (as noted in the DE Economic Appraisal):

- The potential of the full service school as a means of developing a new relationship between the school and the local community.

⁸ School Websites

- Recognition that learning underpins the prosperity and optimism of communities and that in turn the health of the community underpins successful learning.
- Improving local services through increasing the role of the school within the local community and having services located within the school as a means of:
 - reinforcing the importance of education;
 - seeking to redress the negative perceptions that many parents hold about education and the lack of importance placed on education by many parents;
 - removing barriers to teaching and learning and ultimately leading to a greater uptake of services by children and their parents.

4.5.2 Objectives

The DE Economic Appraisal sets out the following objectives for the Full Service School Demonstration Project:

■ SMART Objectives

To provide a full service school which will integrate services by bringing together professionals from a range of services for the provision of education, family support, health and other community services;

To raise performance in the Full Service Schools and in linked primary schools.

■ Objectives arising from the Need section

To provide a range of services and activities, to help meet the needs of children, their families and the wider community;

To encourage collaboration and partnership with neighbouring schools and statutory and voluntary sector organisations operating in the local community; and

To increase the level of attainment of pupils.

The Project Initiation Document for the Full Service School - Demonstration Project sets out the following objectives:

- To raise educational attainment;
- To improve parental involvement;
- To provide a comprehensive range of services on a single site, including access to health services, adult learning, community activities and study support;
- To increase attendance and to promote inclusion;
- To establish / maintain partnerships with Neighbourhood Renewal, outside agencies, feeder primary schools and other schools in the area;
- To audit current provision as baseline and to identify current need in the community by November 2006;
- To devise an action plan or strategy for implementation by December 2006;
- To monitor and evaluate provision against an agreed set of criteria by early 2008;
- To provide 8 am to 6 pm wrap around provision for 48 weeks of the year.

The PID noted that the first phase of the project was to develop an agreed Action Plan by January 2007 which set out a range of actions for the Full Service Schools and which are designed by June 2008. The second phase will be delivery of the agreed plan.

4.5.3 Deliverables

The PID for the Full Service School - Demonstration Project sets out the following deliverables for the first phase of the project as follows:

- A report discussing the issues which the Full Service School should address, including evidence of need;
- An action plan setting out what actions are to be taken, together with timescales, costs, activity indicators (e.g. the number pupils attending GCSE booster classes) and outcomes (e.g. the outcomes for those pupils (benchmarked if possible) (See Section 4.5.5);
- Proposed arrangements for managing the delivery of the action plan (See Section 4.6.1);
- Monitoring and evaluation arrangements, including arrangements for a final report (See Section 4.6.4); and
- Development of an on-line toolkit or support system which can be used / adapted by other schools.

The PID also noted that the project will review the current provision in both schools and links in relation to statutory and non-statutory agencies, parents and the community. The scope includes:

- Identification and evaluation of all stakeholders and their requirements.
- Identification of a pilot group from which objectives can be measured.
- Management structure team established and methods of communication identified.
- Policies, procedures and plan of action for managing the project devised.

4.5.4 Benefits

The DE Economic Appraisal sets out a number of following benefits to be achieved through the Full Service School Demonstration Project – see Table 4.7. These benefits correspond closely with the benefits associated with Extended Schools (see Table 3.3). There are however some slight differences in terms of specific benefits and the Benefits for Statutory and Voluntary agencies are introduced as a new feature; these are not included within the Extended Schools benefits.

Table 4.7: Non-Monetary Costs and Benefits

Benefits for:	Extended Schools: Benefits	DE Economic Appraisal: Benefits
all pupils:	Improved learning and achievement	Higher levels of pupil achievement
	Increased motivation and self-esteem	✓
	Improved access to specialist support to meet pupils' wider needs	✓
	Increased positive attitude towards learning	Positive attitude towards school
	Enhanced opportunities to learn new skills and talents and develop existing skills and talents	Opportunities to learn new skills and talents and develop existing skills and talents
	Improved health and well-being	✓
the school:	Additional facilities and equipment	✓
	Greater opportunities for staff for flexible working and career development	✓
	Improved collaboration with neighbouring schools and youth provision	✓
	Enhanced partnership working with the community and statutory agencies	✓
	Greater awareness of the community and pupil diversity	✓
	Greater appreciation of the parents' role within education	✓

Benefits for:	Extended Schools: Benefits	DE Economic Appraisal: Benefits
families:	Improvements in child behaviour and social and health skills	✓
	Better understanding of families' backgrounds, cultures, concerns, goals and needs	✓
	Greater parental involvement in children's learning and development	✓
	Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	✓
	More opportunities for local adult education and family learning	✓
	Greater availability of specialist support for families	✓
communities:	Improved community planning and better access to essential services	✓
	Improved local availability of sports, arts and other facilities	✓
	Local career development opportunities	✓
	Improved outcomes for families and children	✓
	Better supervision of children outside school hours	✓
	Closer relationships with the school	✓
statutory and voluntary agencies	n/a	Improved access to pupils and parents
	n/a	Improved relationships with schools
	n/a	Improved quality of service

Source: DE Extended Schools Guidance and DE Economic Appraisal for the Full Service School Demonstration Project (October 2006).

4.5.5 FSES Action Plans and Targets

In order to implement the Full Service School Demonstration Project, each of the schools developed an Full Service School Action Plan and associated targets fulfilling one of the objectives noted in the PID (see Section 4.5.2) and producing a key deliverable noted in the PID (see Section 4.5.3). These complemented Extended School Action Plans produced by each school.

(Note: Although the schools developed separate plans, the underlying ethos was one of collaboration between the two schools – with specific activities developed to address issues within each school, but also a number of joint / collaborative projects e.g. Summer Scheme. Collaboration was also important given the previous experience of the Model School for Girls in the Communities in Schools' project and the lessons learnt from involvement in this).

The plans were produced in a relatively short timescale – from project launch in October 2006 and sign off in December 2006. Timescales were dictated by the Department's requirement to get plans in place – however, given the short timescales for development, it was accepted that there would be some flexibility in delivery and implementation.

Responsibility for development of the plans lay largely with the Full Service Extended School Co-ordinators. The plans were developed based on:

- Full Service Extended School Co-ordinators liaising with Principals, Vice Principals, Senior Management Teams and other staff in each school as well as with each other to develop a programme of activities and initiatives – some unique to each school and some joint activities.
- Existing School Development Plans.

- Taking into account existing provision and gaps identified.
- Existing research / studies relating to the area. There had been a significant amount of consultation in the area in recent years through various community initiatives (e.g. Dunlop report, development of CEP's etc.). The schools were aware of 'consultation fatigue' in the local community, but equally aware that information was readily available setting out community needs with regard to learning. At the time of preparing the plan (late 2006), a relatively recent report proved useful. This report was 'A Public Private Partnership Rebuilding of the Belfast Girls' and Boys' Model Schools Report on a Community Consultation (October 2003)'. It had been undertaken by the Greater Shankill Partnership and the North Belfast Partnership on behalf of BELB to elicit local community views on the 'life-long learning' potential from the PPP rebuilding of the two schools. Consultation included pupils, staff, parents and the wider community.
- Input was sought from pupils and parents through questionnaires, but given the relatively short timescales, response rates were quite low and this did not yield particularly useful input. In hindsight, the Co-ordinators did not feel that the surveys were the most appropriate way to get parental input in particular, given the levels of disengagement and lack of interest in school and education generally.
- Input from external agencies and service providers. Both schools had already established relationships and worked with a number of external agencies and service providers; this provided another useful input to the development of the Action Plans in terms of lessons learned and what had worked well before. In particular, specific input was forthcoming from Mary Black (Health Action Zone).
- The FSES Co-ordinator in the Model School for Girls had previous experience of the Communities in Schools programme (involving multi-agency working in 6 schools in North and West Belfast) and this provided useful insights in shaping the content of the Action Plans.
- However, all of those involved felt that to do justice to the preparation of the Action Plans, longer timescales would have been of benefit.

The Model School for Girls and the Boy's Model School Action Plans were organised using a template with the following key pieces of information: Activity; Baseline Information; Details of Programme; Delivery; Costs and Source of Funding; Outputs; Monitoring and Evaluation.

The Model School for Girls Full Service School Action Plan consists of the activities (with target groups) in Table 4.8.

Table 4.8: Belfast Model School for Girls – Full Service Activities and Target Groups

Activity Name	Target Group
Parenting Programme	Parents; Pupils; Community; Nursery Schools; Primary Schools
Parenting Co-Ordinator	Parents; Pupils; Staff Community; Schools
Pathways Alternative Education Programme	Disaffected And Poor Attenders In Years 11 + 12
Music Programme	Feeder Primary School; Model School for Girls Pupils; Community
Year 8 Residentials	Year 8
Summer Scheme*	Years 8 And 9
Coursework Clinic, Reading And Revision Workshops	Year 12; Year 8
Full Service School Coordinator	Whole School
Easter Booster Classes*	Year 12

Activity Name	Target Group
Health Outreach	Pupils And Family Members, Cluster Schools And Wider Community.
Student Voice	Whole School
Welcome Host Award	Year 11 Occupational Studies Students Year 13 Leisure And Tourism Students
Pupil Support Unit	Pupils Experiencing Behavioural Problems
Attendance Officer (Non-Teaching)	Whole School
6 th Form Mentoring Support	6 TH Form
Transition Support	P7 Pupils Year 8 Pupils
Afterschool Programme Rock Challenge And Stage School Chess Club Animation And Fashion Club	Whole School

* Summer Scheme and Easter Booster Classes joint activities with Boys' Model

Source: Model School for Girls Full Service School Action Plan

The Model School for Girls Extended School Action Plan is focused on the initiatives and activities illustrated in Table 4.9; links to the high level outcomes within the Extended Schools Programme are also indicated.

Table 4.9: Belfast Model School for Girls – Extended Schools Activities, Target Groups and Links to Extended Schools Outcomes

Name	Target Group	Outcome 1: Living in Safety and with Stability	Outcome 2: Be Healthy	Outcome 3: Enjoying Learning and Achieving	Outcome 4: Experiencing Economic and Environmental Well Being	Outcome 5: Contributing Positively to Community and Society
Toplink Festival	Year 11 pupils Primary 6 pupils		✓		✓	
Sentinus Initiative	Primary 7 girls in feeder primary schools and in the surrounding area.					✓
GMSport	Whole school Primary schools Wider community including those with physical disability		✓			✓
Breakfast club	Whole school		✓	✓		
After school Learning and Homework Club	Whole school			✓		
Transition Support	P7 pupils			✓		

Source: Model School for Girls Extended School Action Plan.

The Boys' Model School Full Service School Action Plan is focused on the initiatives and activities in Table 4.10.

Table 4.10: Belfast Boys' Model School – Full Service Activities and Target Groups

Activity Name	Target Group
Barnardo's parenting coordinator	Parents.
Opportunity Youth adult mentor	Individual pupils whose challenging conduct or poor social skills are hampering their personal development.
Attendance Officer (non-teaching)	Whole School.
Sentinus outreach programme	Primary 7 pupils from feeder primary schools.
Family learning programme	Parents/siblings of SEN and less able pupils.
Numeracy and Literacy Support Programme	Particularly for those pupils without a statement of Educational Special Needs. A particular focus will be on those pupils who benefited from Literacy and Numeracy support in Year 8 & 9.
Student support unit	The focus will be on the promotion of positive behaviour among those pupils exhibiting persistently challenging behaviour.
Transition phase programme (transition from school based learning environment to work-based learning environment)	Pupils aged 16 – 19.
Adult education programme	Parents and adult members of the community.
GCSE coursework clinic	Year 12 pupils, failing to meet agreed deadlines for coursework.
Easter booster classes*	Year 12.
Summer scheme*	Year 8 & 9.
Year 8 residentials	Year 8.
Health outreach	Pupils and family members, Cluster Schools.
Adult counselling	Parents / Adult Family members.
Higher force explorer programme	Cohort of Year 1 Pupils exhibiting poor interpersonal skills and a lack of career aspiration.
Men's health night	Men.
Women's Aid Staff Training (On Domestic Violence/ Impact of Children Training)	Staff.
Welcome host award	Year 13 & 14. Travel & Tourism Students.

* Summer Scheme and Easter Booster Classes joint activities with Model School for Girls

Source: Belfast Boys' Model School Full Service School Action Plan

The Boys' Model School Extended School Action Plan is focused on the initiatives and activities illustrated in Table 4.11; links to the high level outcomes within the Extended Schools Programme are also indicated.

Table 4.11: Belfast Boys’ Model School – Extended Schools Activities, Target Groups and Links to Extended Schools Outcomes

Name	Target Group	Outcome 1: Living in Safety and with Stability	Outcome 2: Be Healthy	Outcome 3: Enjoying Learning and Achieving	Outcome 4: Experiencing Economic and Environmental Well Being	Outcome 5: Contributing Positively to Community and Society
After school Learning and Homework Club	Whole school			✓		
Breakfast club	Whole school		✓			
Promotion of sport, personal fitness and health within the school	Whole school		✓	✓		
Promotion of music within the school	Junior school pupils			✓		✓
Personal development courses Peer Mentoring Active citizenship Young Men’s programme	Year 13					✓
Media studies collaboration project with St Louise’s College	Year 12 Media Studies Pupils			✓		✓
Prison-me no way programme	Pupils in Years 8-11					✓
Welcome Europe Modern Languages Course	Year 13					✓

Source: Boys’ Model School Extended School Action Plan

High level targets from each school’s Action Plans are set out in Table 4.12 and Table 4.13. The Model School for Girls Plan is organised under 2 main areas: pupil and cluster – each target is also linked to one of the 5 outcome areas from the Extended Schools Programme. The Boys’ Model School Plan is organised under the 5 outcome areas from Extended Schools (and the Ten Year Strategy for Children and Young People).

Table 4.12: Belfast Model School for Girls – FSES Targets

FSES Targets ⁹		
	Link to Extended School Outcomes	Target
Pupil		Attainment
	Enjoying Learning and Achieving	Yellis scores for class of 2007 are to be at least zero residual.
	Enjoying Learning and Achieving	Maintaining and improving GSCE grades.
		GCSE 5A* - C: 43%
		GCSE 5A* – E: 79%
		Leaving with no qualifications: 1%
		Attendance
	Being Healthy Enjoying Learning and Achieving	Attendance level of 89% is achieved.
		Literacy and Numeracy
	Enjoying Learning and Achieving	Achieve KS3 targets (as predicted using MIDYIS predictions/historical data) in English and Maths.
		English Level 5: 63%
		Maths Level 5: 22%
		English Level 6: 52%
	Maths Level 6: 16%	
	These will be teacher assessments	
Enjoying Learning and Achieving	The number of Year 8 pupils with reading age of above 9.6 is increased by 10%	
	Readiness to Learn	
Enjoying Learning and Achieving	To develop a programme of regular self reflection and target setting with pupils in Years 8, 9 , 10, 11 and 12.	
Being Healthy	Pupil confidence and motivational levels are improved. To be assessed by questionnaire.	
Being Healthy	A programme of health promotion will be put into place for Years 8-12 to increase the health of the young person making it possible for them to attend school and access learning.	

⁹ Targets derived from School Development Plan, School Statistics 2005/06, Northern Ireland Free School Meals statistics, MIDYIS and YELLIS predictions and School Improvement

FSES Targets ⁹				
	Link to Outcomes	Extended School		Target
Cluster				Behaviour
	Enjoying Learning and Achieving Living in Safety and with Stability			Reduction in the number of pupils referred to the PSU for a second time by 5%. Reduction in the number of total days suspension to 50 per school year.
				Progression
	Contributing Positively Community and Society		to	At least 60% Year 12 pupils return to Y13. At least 90% Year 13 pupils complete Y13.
				Collaboration
	Contributing Positively Community and Society		to	Collaboration with 18 cluster Primary and 5 Nursery schools is developed and maintained. At least 8 Curricular and Extra Curricular programmes, are to be offered involving a total of at least 15 primary schools. Maintaining and developing work with current 25 Community providers.
				Transition
	Enjoying Learning and Achieving Contributing Positively Community and Society		to	A Transition Teacher will be employed to plan and deliver a transition programme. At least 15 Primary Schools to be included in this transition programme.
				Community
	Contributing Positively Community and Society		to	Maintaining and developing work with current 25 community providers. A community forum established with at least 15 providers.
			Parents	
Enjoying Learning and Achieving Contributing Positively Community and Society Experiencing Economic and Environmental wellbeing		to and	At least 0.5% of parents / community engage in adult learning. A parent forum established with at least 18 parents.	

Table 4.13: Boys' Model School – FSES Targets

Target
Live in safety and with stability
Adult Counselling – 10 families will benefit from the service provided by this service.
Opportunity Youth – 15 pupils will benefit from the Adult Mentoring programme.
Be Healthy
Attendance at the Breakfast Club will increase from an average of 75 pupils to 100 pupils per day.
Due to the increased focus on health and the Boy's Model being a Health Promoting School, pupil awareness of the characteristics of a Healthy Lifestyle will improve. This will be assisted by the placement of members of the One Stop Shop team on site. Pupil surveys will be conducted to assess attitudinal change.
Pupil involvement in extra-curricular activities will increase, through the acquisition of additional equipment and the offering of additional clubs. The overall number of pupils involved will increase by 15%.
Enjoy and Achieve
Attendance 2007 – 2008
The focus will be primarily on pupils with less than 90% attendance. The intention is to improve the overall attendance figure by 3%.
GCSE Attainment 2007 (Review for 2008)
Focus on pupils who engaged with enrichment strategies; Coursework Clinic and Revision classes.
A* - C GCSE attainment will improve by 3% overall.
Literacy and Numeracy 2007 – 2008
The Family Learning Programme and the Literacy Enrichment programme will be introduced. The number of pupils who were engaged in the programme, their views and those of their parents will be used as a qualitative measure of outcomes. A target group of 12 families will be engaged in the programme.
Evidence of Transferable Skills will be assessed by subject teachers. Likert Scale tests will be utilised to compare self-esteem attitudinal changes to learning of the target pupils before and after a programme of support.
Contribute Positively to Community and Safety
Suspensions 2007 – 2008
The intention is to reduce the number of days of suspension by 35%. The Student support facility and multi-agency support strategies will be employed to achieve this goal.
Adult Engagement 2007 – 2008
A target of 10 adult education classes with a total complement of 50 people will be engaged over the course of the year.
Parent Voice

Target

A Stakeholder Community Group will be established. Their role will be to advise the Board of Governors on the choice of programmes and opportunities that the group believe are important to parents and members of the community. An Action Plan will be produced and the key elements will be delivered through the Full Service Programme.

Achieve Economic and Environmental Well-being

Barnardo's

Those families who engage with the Parenting Matters Programme and associated support, will develop skills to successfully manage the behaviour of their children and foster positive relationships at home. Evidence will be based on a qualitative audit of parents and pupils by Barnardo's.

A target of 15 families will be engaged in the programme over the one year period.

4.6 Operational

4.6.1 Management

The management structure for the project consists of the following tiers:

■ Strategic / Steering Group or Project Board

Membership: This group includes:

- John Caldwell (DE, School Improvement Branch);
- Russell McCaughey, VCU, DSD;
- Mary Black, Health Action Zone;
- Two BELB representatives;
- School Principals (J. Keith, Boys' Model and J. Graham, Model School for Girls);
- Representatives of school Senior Management Team (Alan Logan, Senior Teacher, Boys' Model and Susan Logan, Senior Teacher, Model School for Girls).

The two FSES Co-ordinators would also attend meetings as required. This group is chaired by the Belfast Education and Library Board (BELB).

Remit:

- To monitor the work of the Operational Management Group and to make suggestions, recommendations and decisions.
- Creation of monitoring and evaluation criteria.
- To allocate the budget as required.
- To meet on a regular basis.
- Agree policies and procedures.

This team would meet monthly with other meetings as required.

■ Operational Management Group

Membership: This group comprises:

- Representatives of school Senior Management Team (Alan Logan, Senior Teacher, Boys' Model and Susan Logan, Senior Teacher, Model School for Girls);
- FSES Co-ordinators: Jonny Smith (Boys' Model), Janice Clarke (Model School for Girls);
- Peter Dornan, BELB Extended Schools Co-ordinator;
- Caroline Karayiannis, Regional Training Unit;
- Caroline Bloomfield, Health Action Zone;
- Margaret Graham, Senior Nurse Manager, Belfast Trust;
- John Duffy, Multi-Agency Planner, Eastern Health and Social Service Board;
- Community Representatives: Billy Drummond, Greater Shankill Alternatives;
- Primary School Principals: Miriam Bell, Seaview Primary, Terry Leathem, Glenwood Primary.

Remit: The remit of this team is to:

- Implement recommendations from Strategic group.
- Report on a regular basis to the Strategic group.
- Complete audit and plan of action.
- Implement plan of action.
- Monitor and evaluate based on agreed criteria.

This team would meet on a monthly basis with more frequent meetings at the commencement of the project.

■ **Boys' Model School (internal management arrangements)**

- The Full Service School Coordinator and other FS staff (Attendance Coordinator, Parenting Coordinator) meet on a weekly basis to review progress and plan for the week ahead.
- The Full Service School Coordinator also meets the Student Support Unit (SSU) Panel on a weekly basis to review pupils who have been referred to the SSU and consider what action is required.
- The Full Service School Coordinator liaises informally with the Vice Principal to keep him apprised of key issues relating to the project.
- The Full Service School Coordinator is co-opted onto the Integrated Guidance Panel which includes Heads of School and Careers. This group meets on a monthly basis and considers issues relating to discipline, punctuality, attendance, uniform. Through this group, relevant information is fed into the School Senior Management Team.
- The school is currently developing a Multi-Disciplinary Team (which will include the Full Service School Coordinator, Special Educational Needs Coordinator (SENCO), Behaviour Modification Coordinator, Education Welfare Officer, Secondary Pupil Support Service (SPSS)) to ensure that relevant information is shared on which pupils are receiving which support to avoid duplication / overlap of provision and to ensure that everyone is kept informed of interventions.
- The Full Service School Coordinator keeps Heads of Year and Form Tutors informed of interventions relating to pupils in their Year / Form.
- The Full Service School Coordinator also prepares regular reports for meetings of the Board of Governors on progress.

■ **Model School for Girls (internal management arrangements)**

- The Full Service School Coordinator and other FS staff (Attendance Coordinator, Parenting Coordinator, Transition Teachers) meet on a weekly basis with Mrs Susan Logan (Senior Teacher) to review progress and plan for the week ahead.
- The Full Service School Coordinator also meets with Mrs Susan Logan (Senior Teacher) and the Principal on a weekly basis and to identify any issues which need to be brought to the attention of the Senior Leadership Team e.g. impact on pastoral issues.
- The Full Service School Coordinator also sits on a Multi-Disciplinary Team which meets on a monthly basis and includes Education Welfare Officer, Educational Psychologist, Vice Principal, SENCO, Secondary Pupil Support Service (SPSS), School Counsellor and representatives of Learning Mentors. At this meeting information is shared on which pupils are receiving which support to avoid duplication / overlap of provision and to ensure that everyone is kept informed of interventions.
- The Full Service School Coordinator keeps Heads of Year and Form Tutors informed of interventions relating to pupils in their Year / Form.
- The Full Service School Coordinator also prepares regular reports for meetings of the Board of Governors on progress.

4.6.2 Funding

The budget for the Full Service School Demonstration Project was £700k over 2 years. This was set aside across the 2006/07 and 2007/08 financial years i.e. £350k split between the schools in each year.

Allowing for project initiation and bedding in, only £100,000 was issued in 2006/07 with allocations issued in several tranches. Baseline provision for 2007/08 is £500k of which, £493k has issued (see Table 4.14). The balance of funding, should be available next year.

Table 4.14: Full Service School Demonstration Project – Funding Allocation

Measure 1.8 Supporting Full Service School Demonstration Project: Funding Allocation		
	2006/07	2007/08
Boys' Model Allocation	£40,000	£245,000
Girls' Model Allocation	£60,000	£255,000
Total	£100,000	£500,000

Note: the remainder of £7,000 for 2007/08 was allocated on 30 November 2007.

Source: DE

A profile of costs by activity in each school is illustrated in Table 4.15 to Table 4.18.

Table 4.15: Belfast Model School for Girls – FS Funding

Programme	Budget (2 yrs)	Source
Parenting Programme	£25,000	Renewing Communities Measure 1.8
Parenting Co-ordinator	£26,000	
Pathways Alternative Education Programme	£20,000	
Music Programme	£41,000	
Year 8 residentials	£9,000	
Summer Scheme	£20,000	
Coursework Clinic, Reading and Revision Workshops	£10,000	
Full Service School Co-ordinator	£75,000	
Easter Booster Classes	£10,000	
Health Outreach	£0 ¹⁰	
Other Costs (Outreach centres, transport costs, admin, hospitality, study visits, care-taking)	£8,000	
Student Voice	£1,800	
Welcome Host Award	£5,000	
Pupil Support Unit	£26,000	
Attendance Officer (Non-teaching)	£24,000	
6 th Form Mentoring Support	£15,000	
Transition Support	£20,000	
After School Programme / Rock Challenge and Stage School / Chess Club / Animation and Fashion Club	£5,200	
Total*	£341,000	

Note*: The balance of £9k was allocated to set up costs including recruitment of Coordinator.

Source Belfast Model School for Girls Full Service School Action Plan

¹⁰ None of the FS budget used for Health Outreach; other resources redeployed to facilitate the delivery of this aspect of FSES.

Table 4.16: Belfast Model School for Girls – ES Funding

Programme	Budget (2 yrs)	Source
Toplink Festival	£4,000	Extended Schools
Sentinus Initiative	£6,000	
GMSPORT	£11,400	
Breakfast Club	£14,000	
After School Learning and Homework Club	£17,000	
Transition Support	£20,000	
Total	£72,400.00	

Source Belfast Model School for Girls Extended Schools Action Plan

Table 4.17: Belfast Boys' Model School – FS Funding

Programme	Budget (2 yrs)	Source
Full Service School Co-ordinator	£72,500	Renewing Communities Measure 1.8
Barnardo's Parenting Co-ordinator	£36,000	
Attendance Officer (Non-teaching)	£24,000	
Opportunity Youth Adult Mentors	£3,000	
Sentinus Outreach Programme	£6,000	
Family Learning Programme	£5,900	
Numeracy and Literacy Support Programme	£22,400	
Student Support Unit	£46,000	
Transition Phase Programme	£8,100	
Adult Education Programme	£10,000	
GCSE Coursework Clinic	£16,600	
Easter Booster Classes	£7,454	
Summer Scheme	£20,000	
Year 8 residentials	£6,900	
Health Outreach	£0 ¹⁰	
Adult Counselling	£3,000	
Higher Force Explorer Programme	£1,200	
Men's Health Nights	£700	
Women's Aid Staff Training	£300	
Welcome Host Award	£780	
Other Costs (Accommodation, Transport, Hire of Outreach Centres, Admin/Copying, Hospitality, Study visits, care-taking)	£51,000	
Total*	£341,834	

Note*: The balance of approx £9k was allocated to set up costs including recruitment of Coordinator.

Source Belfast Boys' Model School Full Service School Action Plan

Table 4.18: Belfast Boys’ Model School – ES Funding

Programme	Budget (2 yrs)	Source
Breakfast Club	£19,180	Extended Schools
After School Learning and Homework Club	£13,200	
Promotion of sport, personal fitness and health within school	£16,300	
Promotion of music within school	£7,000	
Personal development courses; Peer mentoring; Active Citizenship; Young Men’s Programme	£6,000	
Media Studies collaboration project with St Louise’s College	£2,600	
Prison-me-no-way programme	£200	
Welcome Europe Modern Languages Course	£700	
Total	£65,180.00	

Source Belfast Boys’ Model School Extended Schools Action Plan

4.6.3 Timescales

The Full Service School Demonstration Project, which started in autumn 2006, is due to complete in mid-2008. It has been delivered in two distinct phases:

- Phase 1 (Preparation / Research) 16 October 2006 – 31 December 2006.
- Phase 2 (Implementation) 1 January 2007 – 30 June 2008.

4.6.4 Monitoring and Evaluation

The Economic Appraisal prepared by DE sets out details of how monitoring and evaluation would be undertaken in the project, as detailed in Table 4.19.

Table 4.19: DE Economic Appraisal – Monitoring and Evaluation

<ul style="list-style-type: none"> ■ Monitoring of Activities - The selected school will be invited to produce an Action Plan for consideration by the Belfast Education and Library Board which will contain details of what additional activities the school is currently providing and what they plan to provide with the additional Full Service school funding. An Extended Schools Co-ordinator (employed by the Education and Library Board) will be on hand to provide advice and guidance. The Action Plan will be “signed off” by the Chief Executive of the Board. ■ Each of the participating statutory agencies will be invited to produce a report each year indicating how the project has impacted on services. ■ Outcomes – The Education and Training Inspectorate will include Full Service / Extended services and the contribution it is making to children’s learning and well-being as part of routine inspection activity. Inspection of childcare arrangements (where directly managed by the school) and / or health and social services delivered at the school will be inspected jointly with the Social Services Inspectorate. A self-evaluation guide will also be produced to assist schools in assessing the extent to which the services being provided comply with best practice.
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Source: DE Economic Appraisal for the Full Service School Demonstration Project (October 2006)

Table 4.20 sets out project specific evaluation criteria and key data set out by DE for the Full Service Extended Schools project.

Table 4.20: DE Evaluation Criteria

Renewing Communities: Project-specific evaluation criteria and key data
<p>Project title and number</p> <p>1.8 – Full Service School Demonstration Project</p>
<p>Lead Dept / agency: DE / Belfast Education & Library Board</p> <p>Cost: £350k pa Location: North Belfast, Shankill</p> <p>A number of full service extended schools will be operational by the end of 2006. One of these schools will be selected and established as a demonstration project; clearly demonstrating how community access, full health and social services provision and childcare can come together in a full service school.</p>
<p>Overall / long-term aim</p> <p>To provide a full service school which will integrate services by bringing together professionals from a range of services for the provision of education, family support health and other community services. The school will also make provision for a pre-school services, sports facilities, and lifelong learning and can also be a base for other local services such as community libraries, leisure facilities, and of external services such as health providers.</p>
<p>Medium- to long-term evaluation / assessment criteria</p> <ul style="list-style-type: none"> • Higher level of pupil achievement; • Increased pupil motivation and self-esteem; • Positive attitude towards school; • Improved health and well-being; • Opportunities to learn new skills and talents and develop existing skills and talents; • Increased access to specialist support to meet pupils wider demands; • Key indicative data that will demonstrate impact, effectiveness or progress; • Each of the participating statutory agencies will be invited to produce a report each year indicating how the project has impacted on services; • ETI will include Full Service Schools as part of its routine inspection activities.
<p>Short- to medium-term evaluation/assessment criteria</p> <ul style="list-style-type: none"> • Selected schools will be invited to produce an Action Plan for consideration by the BELB which will contain details of what additional activities the school is currently providing and what they plan to provide with the additional funding; • BELB co-ordinator on hand to provide advice and guidance. <p>Key monitoring data / evidence to be collected periodically or continuously as the initiative progresses</p> <ul style="list-style-type: none"> • Management group comprising the principals, statutory agencies and parents / community members will be formed to agree joint outcomes (short and long-term) and commitments from all partners for delivery of these; • Management group will take responsibility for the delivery, monitoring and evaluation of the project; • Schools will be encouraged to prepare a business plan indicating how current resources could be used to provide sustainability in the long term; • A self evaluation guide will also be produced to assist schools in assessing the extent to which the services being provided comply with best practice; • Qualitative information e.g. student feedback, school feedback, parent feedback.

Source: DE

Considering monitoring and evaluation in practice, with regard to:

- **Overall long term aim and the medium to long term evaluation / assessment criteria:** this report seeks to address these in terms of progress towards these and projecting long term outcomes. This is under the direction of the Evaluation Steering Group (a sub group of the main project Steering Group);
- **Short to medium-term evaluation / assessment criteria:** each school produced Full Service and Extended Schools Action Plans which were submitted to BELB and DE;
- **Key monitoring data / evidence to be collected periodically or continuously as the initiative progresses:** the Full Service School Coordinators, the Operational Group and the Steering Group

have been responsible for tracking progress on an ongoing and regular basis through the management structures outlined in Section 4.6.1. Within each school, evaluation information is regularly collected from participants in any activities held as part of the FS project; the staff member responsible for each activity also provides the FSES Coordinator with a summary report once the activity is complete, and both schools also produce annual reports in relation to Extended Schools Action Plans.

4.7 Assessment of Performance against Targets

In the following tables (Table 4.21 to Table 4.54), we consider all of the targets set in each school and progress demonstrated against each of these.

4.7.1 Model School for Girls

Table 4.21: Belfast Model School for Girls – FSES Targets, Baseline and Outturn - 1

Pupil	Attainment						
Target	Yellis scores for class of 2007 are to be at least zero residual.						
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007 but likely to have had a limited impact in 2007. Yellis scores (predicted) for GCSE Year 10 Class of 2008 provided; the actuals and subsequent residuals to be added when available.						
Actual (Yellis)	Subject	Year 10 Class of 2006		Year 10 Class of 2007		Year 10 Class of 2008	
		Standardised Residual	Value Added (comparison with other schools)	Standardised Residual	Value Added (comparison with other schools)	Standardised Residual	Value Added (comparison with other schools)
	Applied Business					Predicted	
	Applied Science					Predicted	
	Art & Design	0.2	0.2	-0.3	-0.4	Predicted	
	Business & Communication Systems	-0.8	-0.9	0.2	0.2	Predicted	
	Business Studies	-0.4	-0.5				
	Design & Technology	0.2	0.3	-0.4	-0.5	Predicted	
	Double Science						
	English	-0.2	-0.2	-0.3	-0.3	Predicted	
	English Literature	0.0	0.0	-0.2	-0.2	Predicted	
	French	0.5	0.6	-0.7	-0.8		
	Geography	0.3	0.4	-0.2	-0.2	Predicted	
	History	0.2	0.2	-0.1	-0.2	Predicted	

Pupil	Attainment						
	Yellis Standardised Residual	Yellis Value Added Residual	Yellis Standardised Residual	Yellis Value Added Residual	Yellis Standardised Residual	Yellis Value Added Residual	Yellis Standardised Residual
Pupil 1	Home Economics	0.2	0.3	-0.6	-0.8	Predicted	
	Humanities					Predicted	
	ICT					Predicted	
	Leisure & Tourism					Predicted	
	Manufacturing					Predicted	
	Maths	-0.6	-0.6	-0.9	-0.9	Predicted	
	Media Studies			0.6	0.7	Predicted	
	Music	-0.2	-0.3			Predicted	
	Other Science					Predicted	
	Physical Education	-0.6	-0.7	-0.7	-0.9	Predicted	
	Religious Studies	-0.1	-0.1	-0.8	-1.1	Predicted	
	Science: Single Award	-0.1	-0.1	-0.4	-0.4	Predicted	
	Science: Double Award	0.5	0.5	-0.3	-0.4	Predicted	
	Pupil 2	Sociology	0.1	0.1	0.0	0.1	Predicted
Spanish				-0.7	-1.0	Predicted	

Note: Yellis standardised residuals provide a comparison of actual versus predicted results – on a summary basis across all pupils; a positive residual indicates actuals better than predicted (overall). Yellis value added residuals provide a comparison of actual results in this school against a benchmark of other schools; a positive residual indicates this school performs better than benchmark schools.

Source: Full Service School Coordinator (Mrs Janice Clarke).

Table 4.22: Belfast Model School for Girls – FSES Targets, Baseline and Outturn - 2

Pupil	Attainment					
Target	Maintaining and improving GSCE grades.			5 or more GCSE A* - C: 43%		
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007 and whilst Easter Booster classes and Coursework clinics were initiated, they are likely to have had a limited impact in 2007.					
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. Outcomes from Easter Booster classes and Coursework Clinics provide an indication of impact; the After School Learning and Homework Club also impacts on attainment. When available: update with '% with GCSE 5A* - C in 2007-08'; comparison of mock / actual grades from Easter booster class / coursework clinics, etc. in 2007-08.					
GCSE Results	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
% 5 or more A* - C	25%	33%	42%	50%	37%	tbc
4-Yr Average				37%		
No. girls - 5 or more A* - C	45	56	69	80	63	tbc
Easter Booster Classes	45 young people attended Easter booster classes - 3 day Revision classes (4-6 April 2007). Comparison of mock and actual grades: overall positive residual of 45 grades, although many stayed the same. Without the intervention, actual may have been lower. 47% of those (21 out of the 45) who attended Easter Booster classes achieved 5 or more A* - C compared with 33% of those (41 out of the 126) who did not attend. However, the comparison may not be 'like for like' i.e. a greater % of those who attended may have been likely to achieve 5 or more A* - C.					
Coursework clinic	50 people attended the Coursework clinic during 2006-07; 66 pieces of coursework were covered. This provided the opportunity for pupils to spend full days in an environment different from the class room (e.g. tea / biscuits and sofas) where they dedicated their time to completing specific items of coursework. This facility was offered 5 days per week for about 6 weeks from mid-February 2007. Some pupils were self-referred; others were referred by teachers. One teacher was in charge of the clinic which catered for a range of subjects in liaison with subject teachers. As well as supporting exam entry and attainment, the clinic also provided a route back to school for school refusers. The clinic was run again in 2008 from min-February for 7 weeks, 4 days per week. A comparison of mock and actual grades for those who attended in 2007: - 13 girls (22 grades) improved on their mock grades (1 girl + 4 grades; 1 girl + 3 grades; 4 girls + 2 grades; 7 girls + 1 grade); - 24 grades deteriorated (2 – 5 grades; 1 – 4 grades; 4 – 2 grades; 17 – 1 grade); - 19 grades remained the same; and for 10 grades, the change is unknown (e.g. mock grade not known).					
After School Learning and Homework Club	This club is held for an hour after school on Mondays and Wednesdays and overseen by the After School Coordinator supported by a class room assistant and a rota of teachers; there are always 3 staff in the club. It provides: specialist help with subject specific needs; ICT provision and support; additional					

Pupil	Attainment
	<p>resources e.g.: scrapbooks for project work; educational games and additional English and Maths support for Year 12 pupils every Monday after school. The club also provides fun activities, light refreshments and transport home for those attending.</p> <p>It seeks to improve skill development (e.g. literacy, numeracy, hand writing, ICT, research (to complete scrap books)), self esteem, confidence and social skills amongst those attending and ultimately have a positive impact on attendance and attainment. Pupils are referred by teachers and other members of the FSES Team – and generally come from Junior School; however some Year 11 and Year 12 pupils also make use of the facility. Pupils who attend can include new pupils who are finding transition difficult, those who are socially isolated or those who require specific help with homework, coursework or preparation for exams. The club provides opportunities for new friendship groups to develop, provides a place and access to resources (including ICT) for those who don't complete homework, support for coursework and revision packs. It also helps to build relationships between pupils and teachers.</p> <p>Between September and December 2007, there was an average of 50 pupils attending each week, although numbers were lower in September and October due to competition from a wide range of other activities. In 2007-07, average attendance was 90 pupils per week.</p>

Source: DE - Trend data - summary examination achievements by year 2002/03 – 2005/06

DENI Website - Summary examination achievements of Year 12 pupils by year 2002/03 – 2005/06

Full Service School Coordinator (Mrs Janice Clarke), After School Coordinator (Miss Margaret Mateer), After School Report 2006-07, After School Evaluation December 2007, Coursework Clinic Teacher in Charge (Mrs Margaret Metcalfe)

Table 4.23: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 3

Pupil	Attainment					
Target	Maintaining and improving GCSE grades.			5 or more GCSE A* – E: 79%		
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007 and whilst Easter Booster classes and Coursework clinics were initiated, they are likely to have had a limited impact in 2007.					
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. Outcomes from Easter Booster classes and Coursework Clinics provide an indication of impact; the After School Learning and Homework Club also impacts on attainment. When available: update with '% with GCSE 5A* - C in 2007-08'; comparison of mock / actual grades from Easter booster class / coursework clinics, etc. in 2007-08.					
GCSE Results	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
% 5 or more A* - E	67%	68%	66%	70%	77%	tbc
No. girls - 5 or more A* - E	119	117	109	112	134	tbc
Easter Booster Classes	45 young people attended Easter booster classes - 3 day Revision classes (4-6 April 2007). Comparison of mock and actual grades: overall positive residual of 45 grades, although many stayed the same. Without the intervention, actual may have been lower. 89% of those (40 out of the 45) who attended Easter Booster classes achieved 5 or more A* - C compared with 74% of those (93 out of the 126) who did not attend. However, the comparison may not be 'like for like' i.e. a greater % of those who attended may have been likely to achieve 5 or more A* - E.					
Coursework Clinic	See Table 4.22					
After School Learning and Homework Club	See Table 4.22					

Source: Full Service School Coordinator (Mrs Janice Clarke), After School Coordinator (Miss Mateer), After School Report 2006-07, After School Evaluation December 2007, Coursework Clinic Teacher in Charge (Mrs Metcalfe).

Table 4.24: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 4

Pupil	Attainment					
Target	Leaving with no qualifications.					1%
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007.					
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. There has been no change in this statistic over the past 5 years; the target is such that a 'lower than target' out-turn is desirable. The out-turn has remained below the target. When available: to be updated with statistics for 2007-08.					
Summary examination achievements of Year 12 pupils	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
% achieving no GCSEs or equivalent qualifications	0%	0%	*(fewer than 5 pupils)	0%	0%	tbc

Source: DENI Website, Belfast Model School for Girls Governors' Annual Report 2006/07.

Table 4.25: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 5

Pupil	Attendance			
Target	Attendance level achieved.		89%	
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007.			
Actual	<p>2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. When available: update with 07/08 statistics.</p> <p>Key intervention in this area is the appointment of a Family Attendance Co-ordinator in April 2007. The focus of her role is to encourage regular attendance by involving parents and other appropriate professional agencies with the aim of raising attendance levels and attainment. A key part of the role is relationship building with pupils and parents through regular phone calls, home visits and working closely with Family Link Co-ordinator. A major challenge is seeking to address 'condoned' absence.</p> <p>The Attendance Co-ordinator typically works with 15 girls at a time, generally referred by Year Heads – her focus is on those where attendance is 80-90% (to prevent further deterioration); lower than this triggers involvement of EWO. The Attendance Co-ordinator makes regular reports to FSES Coordinator, Vice Principal (Pastoral Care) and School Counsellor (if appropriate). Monthly multi-disciplinary meeting with Attendance Co-ordinator, Family link Co-ordinator and School Counsellor to share information and avoid duplication. Occasionally there is a need to refer a pupil with poor attendance to an external agency – this is done in liaison with the FSES Co-ordinator and also the Teacher in Charge of Attendance particularly with regard to referrals to EWO. Numerous individual success stories since Attendance Co-ordinator was appointed (see Appendix 5).</p> <p>By December 2007, the Attendance Co-ordinator had worked with over 60 girls and cites several examples of significant improvement for individuals increasing from: 18% to 58% in 1 month; 43% by 20% in 3 months and now at 90%; 58% to 80%; 67% to 91% and 18% to 37% after 3 months.</p> <p>The Breakfast Club (average 70-75 attending September 2006-June 2007) is one of the strategies used by the Attendance Co-ordinator in encouraging pupils to come to school as this is their meeting place in the morning to create a good start to the day.</p>			
Attendance	2005/06	2006/07	2007/08 (by year group to 30 May 2008)	
Year 8	91.6%	90.7%	90.9%	
Year 9	88.7%	89.5%	88.7%	
Year 10	88.0%	89.1%	88.0%	
Year 11	87.3%	85.9%	86.6%	
Year 12	87.6%	86.4%	83.7%	
Year 13	95.9%	95.0%	92.7%	
Year 14	94.8%	98.0%	94.7%	
Year 15	95.7%	96.2%	-	
School (all)	89.6%	89.5%	-	

Source: Full Service School Coordinator (Mrs Janice Clarke), Attendance Coordinator (Mrs Lorraine Houston), Teacher in Charge of Attendance (Lynne Jackson), Belfast Model School for Girls Full Service School Report September 2006-June 2007.

Table 4.26: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 6

Pupil	Literacy and Numeracy					
Target	Achieve KS3 targets (as predicted using MIDYIS predictions / historical data) in English and Maths.					
	English Level 5		63%	These will be teacher assessments		
	English Level 6		22%			
	Maths Level 5		52%			
	Maths Level 6		16%			
Baseline	2005-06 data provides a measure prior to implementation of FSES; 2006-07 data provides baseline given that FSES implementation from January 2007.					
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. The After School Club (see Table 4.22) and the Reading and Recovery Programme are specific initiatives which support literacy and numeracy. 2007-08 data to be provided when available.					
Key Stage Results (1)	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
English Level 5: % above 5 KS3	52%	59%	76%	62%	Tbc	Tbc
Maths Level 5: % above 5 KS3	49%	51%	49%	46%	Tbc	Tbc
Key Stage Results (2)	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
				(Validated Result)	(Teacher Assessed)	
English Level 5	-	-	-	65.6%	51.8%	Tbc
English Level 6	-	-	-	22.8%	30.7%	Tbc
Maths Level 5	-	-	-	18.3%	31.9%	Tbc
Maths Level 6	-	-	-	16.1%	22.3%	Tbc
After School Learning and Homework Club	See Table 4.22					
Reading and Recovery Programme	This programme ran between April and June 2007, focusing in Year 8 pupils and later some Year 10 pupils. It targeted pupils in each Year 8 class who were in the band just above the weakest group (which already receives support from ESU) and promoted the idea as a book club which girls were invited to join. The club was held at the same time as ESU support was offered to the weakest group to minimise disruption to the class. As well as providing literacy support, the club promoted confidence by encouraging girls to read aloud. A celebration event was held at the conclusion of the club - when parents were invited to hear girls read aloud. Comparing reading ages from September 2006 to those at the end of the Club, 94% of pupils showed an improvement in reading age. The club was due to run again in 2008.					

Source (1) DE - Trend data - summary examination achievements by year 2002/03 – 2005/06; (2) Full Service School Coordinator (Mrs Janice Clarke) After School Coordinator (Miss Margaret Mateer), Reading and Recovery Programme (Mrs Margaret Metcalfe)

Table 4.27: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 7

Pupil	Literacy and Numeracy							
Target	No. of Year 8 pupils with reading age of above 9.6.		Increased by 10%.					
Baseline	2006-07 data provides baseline given that FSES implementation from January 2007: 56% had a reading age of above 9.6 years and this increased to 73%.							
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007: 54% had a reading age of above 9.6 years. 2007-08 data - Y8 Reading Age Tested June 2008 - to be provided when available. The After School Club (see Table 4.22) and the Reading and Recovery Programme (see Table 4.26) are specific initiatives which support literacy and numeracy.							
Year 8 Reading Age	< 7 yrs	< 8 yrs	< 9 yrs	< 9 yrs 6 mths	> 9 yrs 6 mths			
2006-07 Year 8	2	8	33	33	97			
Tested June 2006 (173 girls)	1%	5%	19%	19%	56%			
2006-07 Year 8	2	6	19	20	126			
Tested June 2007 (173 girls)	1%	3%	11%	12%	73%			
Year 8 Reading Age	< 7 yrs	< 8 yrs	< 9 yrs	< 9 yrs 6 mths	< 10 yrs	< 11 yrs	< 12 yrs	12 yrs or more
2007-08 Year 8	3	7	19	29	13	34	14	6
Tested June 2007 (130 girls)	2%	6%	15%	23%	10%	27%	11%	5%
2007-08 Year 8	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc
Tested June 2008 (130 girls)	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc
After School Learning and Homework Club	See Table 4.22							
Reading and Recovery Programme	see Table 4.26							

Source: Full Service School Coordinator (Mrs Janice Clarke), After School Coordinator (Miss Margaret Mateer), After School Report 2006-07, After School Evaluation December 2007, Reading and Recovery Programme (Mrs Margaret Metcalfe)

Table 4.28: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 8

Pupil	Readiness to Learn
Target	To develop a programme of regular self reflection and target setting with pupils in Years 8, 9, 10, 11 & 12.
Baseline	Prior to PSHE, there was no programme of regular self reflection and target setting.
Actual	PSHE programme (see Table 4.30) provides Years 8 to 12 with progress files; these cover setting achievable targets, developing new interests and skills and learning to recognise achievement. The booklets are used at the start of each term and the end of the school year. Examples of numbers involved, examples of targets set, % meeting targets are included in Table 4.30.

Source: Full Service School Coordinator (Mrs Janice Clarke)

Table 4.29: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 9

Pupil	Readiness to Learn
Target	Pupil confidence and motivational levels are improved. To be assessed by questionnaire.
Baseline	Baseline levels of pupil confidence and motivational levels not consistently measured.
Actual	<p>Results from CtC questionnaires (expected June 2008) will provide an assessment of progress in terms of pupils' perceptions in a range of areas including: you and your family; neighbourhood; school; alcohol, drugs and smoking; you and your views; your spare time.</p> <p>Interim evaluations on separate strands of FSES programme in December 2007 noted positive impacts of specific activities and in particular, the following comments relating to differences in participants' confidence and motivation e.g.:</p> <ul style="list-style-type: none"> ○ After School Club – <i>'Building self esteem and confidence in completing homework'</i>. ○ Streetbeat – Solve – <i>'Team working, communication, listening / talking, presentations, increased confidence'</i>. ○ Student Voice – <i>'Leadership skills'</i>. ○ Summer Scheme – <i>'Raise self-esteem and confidence. Staff and pupils build better relationships. Pupils learn new skills e.g. cooking, sports, teamwork, arts and crafts, independence. Pupils get familiar with school – easier for them to come in years. Pupils build and maintain friendship groups. Get the opportunity to do things they wouldn't normally do.'</i> ○ Toplink – <i>'Development of our year elevens (leadership, teamwork, organisation, communication etc.)'</i>. ○ Welcome Host Training - <i>'Much of the work was discussion based which showed improvement throughout the day. Participants were able to reflect upon their own customer service experiences.'</i> <p>The work of the Transition Teachers and other transition-related activities have also sought to increased motivation and confidence – particularly amongst those moving into Year 8 (see Table 4.35 and Table 4.37 for details).</p>

Source: Full Service School Coordinator (Mrs Janice Clarke), Activity Evaluations (December 2007)

Table 4.30: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 10

Pupil	Readiness to Learn
Target	A programme of health promotion will be put into place for Years 8-12 to increase the health of the young person making it possible for them to attend school and access learning.
Baseline	<p>Prior to the introduction of the PSHE programme, health promotion activities were available in school, however, these tended to be on an ad hoc basis and there was less support from external agencies. An intervention may have been arranged in response to a specific issue e.g. suicide.</p> <p>One Stop Shop Health & Wellbeing Questionnaire for Year 8 pupils (September 2007) provides some information in terms of a baseline for formulating Health Literacy Programmes. Includes questions addressing:</p> <ul style="list-style-type: none"> ○ Eating (Meals; Types of Food; Types of Drinks); ○ Pass Times (Involvement and Type including music, clubs, sports; How evenings spent; Sleeping patterns); ○ Medical (Medical Conditions, Hearing, Eyesight, Immunisation; Teeth, Dentist); ○ Personal Safety; ○ School (difficulties in school, caring responsibilities outside school); ○ General Health (Smoking, Alcohol, Drugs, Solvents); ○ Knowledge of external agencies that provide support (Teacher, Social Worker, Nurse, etc.).
Actual	<p>Through the PSHE programme and referrals to external agencies, the school makes more use of support from external agencies (e.g. Contact Youth, Streetbeat) and this is done in a more structured way. There are also a range of other initiatives within school which promote health.</p> <p>PSHE programme Key Stage 3 is accessed by the whole school with a specific programme offered for each year group, Years 8 to 12. This consists of a number of key concepts: providing opportunities to explore the importance of self-confidence, self esteem, emotional, physical and mental well-being throughout life; exploring relationships providing the opportunity to understand the importance of forming and maintaining relationships. Provision in all 5 Years includes progress files – setting achievable targets, developing new interests and skills and learning to recognise achievement. Topics in each Year include:</p> <ul style="list-style-type: none"> ○ Year 8: presentation of work and homework; preparing for exams; induction to new school; health and hygiene; smoking; personal safety; relationships. ○ Year 9: young enterprise; drugs and alcohol; fitness and health; study skills; relationships and relationships in school; environmental issues; animal rights. ○ Year 10: drugs and alcohol; stress and coping; choices for Year 11; healthy lifestyle; relationships and sexuality education; bullying; relationships with in the family / community; money and personal finance. ○ Year 11: self-esteem; 'mocks without shocks' (study skills); wise choice diary; young citizens passport; healthy eating; feeling stressed; smoking; drugs and alcohol; personal, internet and mobile safety; relationships and sexuality education. ○ Year 12: revision skills and techniques; keeping safe and staying healthy; body image; smoking and drugs; dealing with stress; parenting skills; personal finance. <p>Numbers participating in the PSHE programme since September 2007 together with examples of targets set, % meeting targets and the impacts of the programme are illustrated below.</p> <p>Year 9 checks for health and weight were conducted in December 2007 by the School Nurse system. As a result, 15 pupils were identified as being overweight and are now part of the FRESH programme. Pupils and parents are given free gym membership and attend a group every Saturday morning to discuss healthy eating, diet and exercise.</p>

Pupil	Readiness to Learn
	<p>Healthy eating options at Breakfast Club (average 70-75 attending September 2006-June 2007).</p> <p>The School Counsellor is available for pupils and can make referrals to external agencies for pupils and for families as she does not offer family counselling.</p> <p>Health Screening for staff and wider community (raising awareness of health issues for everyone) has been offered (75 appointments over 2 days in March 2007).</p> <p>Health related training for staff including Heartstart and Health and Wellbeing.</p> <p>'Train the trainers' approach so that staff are trained to deliver specific training (e.g. by HeartStart, SHAHRP) rather than an external agency coming in to deliver to pupils.</p> <p>BELB Health and Hygiene training for 3 supervisory assistants (relating to extended hospitality services that the school can offer).</p> <p>Results from CtC questionnaires (expected June 2008) will provide an assessment of progress in terms of pupils' perceptions in a range of areas including: you and your family; neighbourhood; school; alcohol, drugs and smoking; you and your views; your spare time.</p> <p>Evaluations on separate strands of FSES programme will also gather evidence on impacts of specific activities.</p>

Year	PSHE: Numbers involved since September 2007	Examples of targets set	% Meeting Targets (by Year)	Impact
8	12	Attendance	97%	Issues identified in examples have improved
9	9	Motivation	95%	
10	7	Study Skills	96%	
11	6	Organisation	99%	Want to develop programme further next year involving more pupils
12	3	Punctuality	100%	
		Self - Confidence		

Source: Full Service School Coordinator (Mrs Janice Clarke); One Stop Shop Health and Well-being Questionnaire Results Model School for Girls, Year 8; Belfast Model School for Girls Full Service School Report September 2006-June 2007

Table 4.31: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 11

Pupil	Behaviour			
Target	Reduction in the number of pupils referred to the PSU for a second time by 5%.			
Baseline	Pupil Support Unit (PSU) not in place in 2005/06. Baseline for Sep – Dec 2006 shows that 22% of those referred are 'returners'.			
Actual	<p>The PSU aims to create a stage prior to suspension which allows pupils to reflect on their behaviour; by removing pupils from their usual class, teachers can continue to teach and remaining pupils can continue to learn without disruption. The PSU was introduced in September 2006, initially 1 day per week, then increasing to 2 days now 3 days per week; it has provision for 7 girls. Girls are referred generally as a result of discipline / truancy issues and the PSU is viewed as an alternative to suspension. It provides an environment where pupils receive 1-to-1 attention in a very structured environment. Referrals are typically for 1 day: the day starts with target setting and personal reflection to identify 3 areas of behaviour to be improved (copy goes to Form Tutor). Work packs have been created and these are used until lunchtime; then work on other subjects after lunch. Breaks and lunch are taken at a different time from the rest of the school so pupils in PSU are isolated from their friends and peers. Some pupils view this as a safe and secure environment. The structure of the day ensures that pupils do not fall behind their peers in class, but also ensures that school rules are reinforced.</p> <p>Outturn for Sep – Dec 2007 shows that the number referred to PSU has increased substantially, but the % returning has reduced by nearly 10 percentage points. Require PSU referrals for full year 2007/08 when available and compare to 2006/07.</p>			
		September – December 2006	September – December 2007	
Year		No. of pupils returned to PSU	No. of pupils returned to PSU	
12		1	3	
11		4	9	
10		12	7	
9		6	3	
8		1	0	
Total		24	22	
Total Students Referred		107	174	
% Students Returners		22.42%	12.60%	

Source: Full Service School Coordinator (Mrs Janice Clarke), Pupil Support Unit Teacher in Charge (Mrs Kate Connor), Vice Principal (Mrs Heather Mairs), Belfast Model School for Girls Full Service School Report September 2006-June 2007

Table 4.32: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 12

Pupil	Behaviour			
Target	Reduction in the number of total days suspension to 50 per school year.			
Baseline	11 pupils / 14 suspensions in 2005/06. 21 pupils / 38 suspensions in 2006/07.			
Actual	16 pupils / 26 suspensions in September – December 2007; Require Suspension Record for full year 2007-08 when available. See Table 4.31 for details of PSU introduced in September 2006 – this has an impact on total number of suspensions.			
	Suspension Record 2005-06	Suspension Record 2006-07	Suspension Record Sep – Dec 2007	
No. of Suspensions (1 suspension = 1 day)	No. of pupils	No. of pupils	No. of pupils	
1	9	12	11	
2	1	5	3	
3	2	2	-	
4	-	-	1	
5	-	2	1	
Total	11 pupils / 14 suspensions	21 pupils / 38 suspensions	16 pupils / 26 suspensions	

Source Full Service School Coordinator

Table 4.33: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 13

Pupil	Progression
Target	At least 60% Year 12 pupils return to Y13. At least 90% Year 13 pupils complete Y13.
Baseline	See 2005 / 06 and 2006/07 data.
Actual	2007 / 08 data provides a preliminary indication of FSES interventions. Criteria for returning to school include Attendance and Attainment; these are impacted by a wide range of initiatives being delivered through Full Service Schools including Attendance Co-ordinator, Literacy and Numeracy, Coursework Clinic, Easter Booster Classes, After School Learning and Homework Club, PSHE programme, Breakfast Club, etc. all of which are documented throughout Table 4.21 to Table 4.42.
2007/08	Returners: 67.5% returned to 6 th form (111 Returned to Year 13, 69 returned to Year 14) Completers: to be confirmed at year end

Source: Full Service School Coordinator (Mrs Janice Clarke)

Table 4.34: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 14

Cluster	Collaboration
Target	Collaboration with 18 cluster Primary and 5 Nursery schools is developed and maintained.
Baseline	Prior to FSES, collaboration as follows: <ul style="list-style-type: none"> ○ 2 primary schools receiving ICT support (1 hour per week). ○ 2 primary schools receiving PE support (1 hour per week).
Actual	See Table 4.37 for details of Transition Teachers programme of work with 18 Primary Schools and 1 Nursery School. See Table 4.35 for details of Primary Rock in 3 of these Primary Schools (delivered by Music Teacher).

Source: Full Service School Coordinator (Mrs Janice Clarke), Transition Teachers (Miss Dawn Fryer, Miss Carol Dillon), Music Teacher (Mrs Karen Cruise)

Table 4.35: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 15

Cluster	Collaboration
Target	At least 8 Curricular and Extra Curricular programmes, are to be offered involving a total of at least 15 primary schools.
Baseline	<p>Prior to FSES, collaboration as follows:</p> <ul style="list-style-type: none"> ○ 2 primary schools receiving ICT support (1 hour per week); ○ 2 primary schools receiving PE support (1 hour per week); ○ Primary school tour (16 schools) including Rock Band to promote the Model School for Girls.
Actual	<p>See Table 4.37 for details of 2 Transition Teachers' programme of work with 18 Primary Schools and 1 Nursery School.</p> <p>Two key areas of work with primary schools seek to:</p> <ul style="list-style-type: none"> ○ share expertise between the Model School for Girls and local primary schools; ○ offer activities and programmes that the primary schools do not have resources to provide themselves; and ○ build links / relationships to ease the transition process. <p>Since September 2007, the Transition Programme has been offering a range of activity and now includes 9 distinct Curricular and Extra Curricular activities: PE, After School (drama, ICT and girls' clubs), CPR, Raising Self Esteem, ICT, Music (Transition Teachers), Drama, Literacy and Numeracy.</p> <p>Since September 2007, the Music Teacher has been delivering Primary Rock in 3 of these Primary Schools (Forthriver, Wheatfield and Seaview); allocating 1 day per week to this activity and partly in response to demand / requests from Primary School Principals. This has involved supplying band and sound equipment (including drum kits) to primary schools, rehearsing and then holding auditions in order to select pupils from each primary school to participate. Since October 2007, the selected pupils come to the Model School for Girls once a week (transport provided through FSES) for 1 hr 15 min rehearsal including separate 20 min drum tuition (all 3 schools attend on the same day – 3 different slots). A showcase concert will be held in June 2008 and prior to this, each group will have a 1 day trip to a recording studio to make a CD.</p> <p>This programme aims to equip pupils with new musical skills as well as develop self esteem and confidence, and inspire primary pupils to get involved in music and performing arts. The new school building will have dedicated facilities for the performing arts including a professional stage and sound and light equipment and in the long term it is intended that not only will the school benefit from this facility but so too will the local community and ultimately this could provide local employment for ex-pupils as sound and lighting technicians, etc.</p>

Source: Full Service School Coordinator (Mrs Janice Clarke), Transition Teachers (Miss Dawn Fryer, Miss Carol Dillon), Music Teacher (Mrs Karen Cruise)

Table 4.36: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 16

Cluster	Collaboration		
Target	Maintaining and developing work with current 25 Community providers.		
Baseline	Through its involvement in the Communities in Schools programme, the Model School for Girls has established relationships with community providers and has a track record working with them. Prior to the introduction of FSES, it would have been working with 10-12 providers, generally on an ad hoc basis, using these in response to specific situations or issues rather than in a structured and proactive way.		
Actual	<p>Since the FSES pilot project began, the Model School for Girls has been able to build on its previous work with community providers. Through the PSHE programme and referrals to external agencies, the school makes more use of support from external agencies (e.g. Contact Youth, Streetbeat) and this is done in a more structured way (see Table 4.30). In 2006/07 and 2007/08, a range of activities have taken place (some examples below) either delivered in school by providers or the school signposts or refers individuals to these community providers. These cover a wide range of issues including: counselling, drugs awareness, careers, self esteem / confidence, health including sexual health.</p> <p>In addition, the FSES Coordinator is involved in 5 community organisations and partnerships (see Appendix 2).</p>		
Community Provider	Programme / Area of Support	Target Group	Numbers
1. Ardoyne Shankill Partnership	Drugs awareness		
2. BELB Youth Service			
3. Belfast Metropolitan College	Taster Courses: Sept: Driving Theory and cookery Other current courses: Nail Art: outside school; Aromatherapy: outside school;	Over 16's	Driving Theory : 17 Cookery: - no's unavailable Nail Art: 9 Aromatherapy: 9
4. Contact Youth	School Counselling Programme Chill, Suicide prevention, regional telephone helpline, community counselling.	Pupils: all ages, needs basis and risk from suicide and self harm	
5. Cruise	Counselling: bereavement		
6. Defeat Depression Awareness	Counselling		
7. Extern – From Strength to Strength	Strength to Strength programme Duration 1 – 1 ½ hours per week, runs through 6 mths / year. Various projects: Girls Open Day – 10 – 11 years of age; Anti- Bullying workshop and Community and Drama Workshop - Joint Summer Scheme – 11 – 13 years of age Girls Assembly – 12 – 13 years of age; Confidence and Self Esteem.	Year 8 – 13	Girls Open Day (150 pupils) Anti- Bullying workshop (14 pupils) Community and Drama Workshop (30 pupils) Girls Assembly (xx) Confidence and Self Esteem (150 pupils).

Cluster		Collaboration		
Community Provider		Programme / Area of Support	Target Group	Numbers
8.	Falls Community Council	Drugs awareness.		
9.	FASA	Lifeskills, Communities and Care	Parents, pupils and wider community	
10.	Greater Shankill Alternatives	Showing your True Colours – Racism Confrontation – Pupil; Support Unit.	Pupils / Community	
11.	HYPE	Relationships and Sexual Health Education Sessions. Opportunity to become volunteer with HPYE; Family planning 1 -1 if required.	Pupils – Year 10 and Up	Relationships and Sexual Health Education sessions: 180 students
12.	Mental Health Team (Belfast Trust)	Counselling.		
13.	New Life Counselling	Counselling.	Family and Pupil	
14.	One Stop Shop	One Stop Shop, Communities in Schools. Programme: Health & Education and on needs basis including Counselling (social worker).	Year 8 – year 11	550 pupils
15.	PIPS	Suicide and Self Harm: Mentoring Sessions; Training - First Aid, Suicide x 2 day course.	Lower 6 th and Upper 6 th , over 16	Mentoring - do not wish to disclose. 10 Pupils – Training First Aid, suicide.
16.	PSNI	Community safety; CASE; Safety education; Drug life awareness; Internet safety; Risk taking; Personal safety.	All Pupils	Unable to state.
17.	Sentinus	Science and Technology activities.	Year 8, 9 and 10. Young people / parents	Unable to state
18.	SHAHRP project (Lisburn YMCA)	Training / Support on Alcohol.	Year 10 and Year 11	6 teachers in year 10 6 teachers in year 11
19.	Shankill Surestart	Sexual Health – testing, counselling, Health Visitor support.		
20.	Shankill Women's Centre	Personal Development / Baby thinking. Others: Cross Community / cross border involving participants making a short film on community identity.	Pupils; community and teachers	
21.	SOLVE	RAW Peer Education – Literacy Support. Drugs / Alcohol Abuse Awareness Programme. Literacy / Drugs Awareness –X 7 also on a needs basis. Mental Health – Personal development – Year 10.	Drugs Awareness: Pupils - Year 9 / Families. Mental Health – Personal development – Year 10	Mental Health: Year 10 - 35 pupils in 2007
	StreetBeat	Counselling Sessions. Group Programmes on Drugs / Bullying. Location – in school / outside.	Year 9	200 pupils

Cluster		Collaboration		
Community Provider	Programme / Area of Support	Target Group	Numbers	
22. Vine Centre	Family Support.			
<ul style="list-style-type: none"> Young Enterprise 	Renewing communities.	Any age	Young Enterprise programmes funded by Renewing Communities since April 2006: 20 programmes (1,002 students).	
23. Youthline	Counselling: 24 hour helpline.			

Source: Full Service School Coordinator, Community Service Providers

Table 4.37: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 17

Cluster	Transition																		
Target	A Transition Teacher will be employed to plan and deliver a transition programme.																		
Baseline	<p>Prior to FSES, collaboration as follows:</p> <ul style="list-style-type: none"> ○ 2 primary schools receiving ICT support (1 hour per week); ○ 2 primary schools receiving PE support (1 hour per week); ○ Primary school tour (16 schools) including Rock Band to promote the Model School for Girls. <p>There was no dedicated resource to support the transition process. Year 8 Residentials were held to help new pupils settle in to school.</p>																		
Actual	<p>2 Transition Teachers have been employed: since May and September 2007 respectively. In June 2007, primary schools were consulted (meetings and phone calls) to determine their specific needs for support (subjects and timetabling / scheduling). Based on this needs assessment, the 2007/08 Transition Programme has been developed. Where there has been any conflict, priority is given to larger schools and those where more pupils are likely to come to the Model School for Girls. The Transition Programme has evolved as the year has progressed and covers the following areas:</p> <ul style="list-style-type: none"> ○ PE; ○ After School (drama, ICT and girls' clubs); ○ CPR, Raising Self Esteem; ○ ICT; ○ Music (Rock Bands* and Transition Teachers); ○ Drama; ○ Literacy (including 1-to-1 and small group support); and ○ Numeracy (including 1-to-1 and small group support). <p>This support is offered across 18 Primary schools and 1 Nursery School (Grove Nursery); the nature of the programme is tailored specifically to each school.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 11%;">Ballysillan</td> <td style="width: 11%;">Black Mountain</td> <td style="width: 11%;">Carrs Glen</td> <td style="width: 11%;">Cavehill</td> <td style="width: 11%;">Cliftonville</td> <td style="width: 11%;">Currie</td> <td style="width: 11%;">Edenbrooke</td> <td style="width: 11%;">Forth River</td> <td style="width: 11%;">Glenwood</td> </tr> <tr> <td>Grove</td> <td>Harmony</td> <td>Ligoniel</td> <td>Lowwood</td> <td>Malvern</td> <td>Seaview</td> <td>Springfield</td> <td>Springhill</td> <td>Wheatfield</td> </tr> </table> <p>The Transition Programme seeks to:</p> <ul style="list-style-type: none"> ○ share expertise between the Model School for Girls and local primary schools; ○ offer activities and programmes that the primary schools do not have resources to provide themselves; and ○ build links / relationships to ease the transition process. <p>It also seeks to leave pupils ready for transition in terms of academic standards in terms of literacy and numeracy.</p> <p>The majority of the Transition Programme is delivered by the Transition Teachers; the Music Teacher delivers the Rock Bands* element – see Table 4.35 for details. The Transition Teachers split their time between work in primary schools and teaching in the Model School for Girls approximately 50:50 overall.</p> <p>Other areas of work for the Transition Teachers include:</p> <ul style="list-style-type: none"> ○ Development of teacher and pupil evaluation proforma for participants in the Transition Programme; ○ Development of an induction handbook for Year 8 pupils introducing them to the Model School for Girls; ○ Open night (14 January 2008); ○ Open day for P7 pupils in June 2007; 	Ballysillan	Black Mountain	Carrs Glen	Cavehill	Cliftonville	Currie	Edenbrooke	Forth River	Glenwood	Grove	Harmony	Ligoniel	Lowwood	Malvern	Seaview	Springfield	Springhill	Wheatfield
Ballysillan	Black Mountain	Carrs Glen	Cavehill	Cliftonville	Currie	Edenbrooke	Forth River	Glenwood											
Grove	Harmony	Ligoniel	Lowwood	Malvern	Seaview	Springfield	Springhill	Wheatfield											

Cluster	Transition
	<ul style="list-style-type: none"> ○ Developing Literacy and numeracy packs for primary schools; ○ Planning 'taster' days in Model School for Girls for primary school pupils on specific themes e.g. ICT, Music, Art; ○ The Friend Stop at the Breakfast Club (every Tuesday).

Source: Full Service School Coordinator (Mrs Janice Clarke), Transition Teachers (Miss Dawn Fryer, Miss Carol Dillon)

Table 4.38: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 18

Cluster	Transition
Target	At least 15 Primary Schools to be included in this transition programme.
Baseline	<p>Prior to FSES, collaboration as follows:</p> <ul style="list-style-type: none"> ○ 2 primary schools receiving ICT support (1 hour per week); ○ 2 primary schools receiving PE support (1 hour per week); ○ Primary school tour (16 schools) including Rock Band to promote the Model School for Girls. <p>There was no dedicated resource to support the transition process. Year 8 Residential were held to help new pupils settle in to school.</p>
Actual	<p>See Table 4.37 for details of Transition Teachers programme of work with 18 Primary Schools and 1 Nursery School.</p> <p>See Table 4.35 for details of Primary Rock in 3 of these Primary Schools (delivered by Music Teacher). Aside from the Transition Programme, the FSES Pilot project also includes a number of other initiatives which seek to ease the transition process; these include:</p> <ul style="list-style-type: none"> ○ Summer Scheme: this was a new initiative in 2007 and provided two weeks of activities for 50-80 children aged between 9 and 13 years within school and outside school. It aims were to provide fun activities for the children; to offer the opportunity to develop new skills (e.g. cooking, sports, teamwork, arts and crafts, independence); to offer the opportunity to build and maintain friendship groups; to raise self-esteem and confidence; and for staff and pupils to build better relationships. This also provides an opportunity for primary pupils learn new skills to become familiar with school, making it easier for them to come in future. ○ Year 8 Residential: the school has run these successfully for many years prior to FSES but owing to financial constraints had to stop. FSES funding has allowed the school to reintroduce the Year 8 residential. They seek to raise self-esteem and confidence; to provide fun activities for the children; to offer the opportunity to develop new skills; to offer the opportunity to build and maintain friendship groups; and for staff and pupils to build better relationships.

Source: Full Service School Coordinator (Mrs Janice Clarke), Transition Teachers (Miss Dawn Fryer, Miss Carol Dillon), Music Teacher (Mrs Karen Cruise), Belfast Model School for Girls Full Service School Report September 2006-June 2007, Activity Evaluations (December 2007)

Table 4.39: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 19

Cluster	Community
Target	Maintaining and developing work with current 25 community providers.
Baseline	See Table 4.36
Actual	See Table 4.36

Source: Full Service School Coordinator (Mrs Janice Clarke)

Table 4.40: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 20

Cluster	Community
Target	A community forum established with at least 15 providers.
Baseline	No forum in existence prior to FSES Pilot Project.
Actual	<p>Forum due to be established in September 2008 - to be updated with details of forum purpose and any objectives / plans developed; also track its achievements provided once it is established.</p> <p>Although establishment of the forum has been delayed, community views are taken into account in the FSES project through the Operational Group members which include representatives of community groups. In addition, the FSES Coordinator is involved in 5 community organisations and partnerships (see Appendix 2).</p>

Source: Full Service School Coordinator (Mrs Janice Clarke), Community Service Providers

Table 4.41: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 21

Cluster	Parents		
Target	At least 0.5% of parents / community engage in adult learning.		
Baseline	Previously, BIFHE (now Belfast Metropolitan College (BMC)) ran adult learning courses in the Model School for Girls but these ceased about 2 years ago with numbers in decline and with a view to relaunching them again once the new build was complete.		
Actual	<p>A Family Link Coordinator was appointed in February 2007 working on a part time basis (13 hours per week); she left the post and the current postholder took up the position on June 2007 working 25 hours per week. The purpose of this role is to co-ordinate activities, events, and programming to encourage parental involvement in their child's education, therefore raising attainment. This includes parenting services and community education. The Coordinator provides a link between pupils' families / community and the school.</p> <p>A range of services have been organised for parents including: evening classes, day classes, Parents' Voice, family support (Link Coordinator), launch of Parenting Room (dedicated room in school where the Family Link Coordinator is based, and where parents / community members are welcome to come for a cup of tea, get information or participate in an organised activity for parent meetings). Details of participants are listed below. This shows that 132 people were involved in either day or evening classes between September and December 2007 – clearly well in excess of the 0.5% target (given an enrolment of around 1,000, this represents about 6.6%). These classes have been well supported and the adult learning programme reinvigorated ahead of the new build being ready. An extensive programme of activities has also been organised for January 2008 (See Appendix 6 for details).</p> <p>The Coordinator supports families on a one-to-one basis with any issues they may be experiencing. These may not be school related and include difficulties such as teenage rebellion, substance abuse, domestic violence, truanting, ill health, mental health issues, etc. If the Family Link Coordinator is unable to provide adequate support then she makes a referral to a more appropriate service.</p> <p>The Family Link Co-ordinator makes regular reports to FSES Coordinator, Vice Principal (Pastoral Care) and School Counsellor (if appropriate). Monthly multi-disciplinary meetings are held with Attendance Co-ordinator, Family link Co-ordinator and School Counsellor to share information and avoid duplication.</p>		
Parenting Services	Subject	No. (Sep – Dec 2007)	Total
Evening Classes	ICT for beginners	13	99
	CLAIT part 1	12	
	Astronomy	12	
	Driving Theory	25	
	Cookery Demonstration	9	
	Nail Art	9	
	GCSE Maths	5	
	Aromatherapy	9	
	Dancerise	5	
Day Classes	Dyslexia Support		33
	Tuesday		
	Wednesday	3	
	Thursday	1	
	Friday	0	
	Health Checks	25	

Cluster		Parents		
Parenting Services		Subject	No. (Sep – Dec 2007)	Total
Parents Voice		Members	7	7
Family Link Coordinators	Link	Cases / Families worked with	12	12
		Home Visits	15	15

Source: Full Service School Coordinator (Mrs Janice Clarke), Family Link Coordinator (Ms Leigh Braiden), Belfast Model School for Girls Full Service School Report September 2006-June 2007

Table 4.42: Belfast Model School for Girls – FSES Targets, Baseline and Outturn – 22

Cluster	Parents
Target	A parent forum established with at least 18 parents.
Baseline	<p>A Parent Teacher Association had previously been organised in the school and had regular meetings. Parents Voice was created to work alongside the PTA but to follow a different format and perform different tasks. Parents Voice is primarily focused on the production of an action plan to enable funding applications to allow the staging of activities. The formation of Parents Voice also allowed the inclusion of parents who, for their own personal reasons, would not join the PTA.</p> <p>As numbers were low in both groups a decision was made to merge the groups. The newly formed group decided to keep the name Parents Voice. Since its formation the members who had been involved with the PTA have since left, mainly due to their children leaving the school or being in their senior year.</p>
Actual	<p>Parents Voice is a newly formed group of individuals who meet regularly in the Parenting Room, Belfast Model School for Girls. This group of individuals have an interest in the development of the school and meet regularly in the evenings. At March 2008, the group consisted of 9 mothers however the group are keen to expand its membership to any interested members of the public.</p> <p>The group meet to discuss any school business, or to highlight concerns or issues, or help out at school functions – such as the Year 8 BBQ, and find support and social friendship outside of the home. The group aim to organise and run social activities outside of school hours for both adults and children.</p> <p>The group have recently voted in a Chairperson, Secretary and Treasurer and prepare an agenda and minutes for each meeting. A regular report is being submitted to the Headmaster on any concerns or ideas the group feel should be raised, the first report having been submitted prior to Christmas 07.</p> <p>The Family Link Coordinator chairs the Parents Voice.</p>

Source: Full Service School Coordinator (Mrs Janice Clarke), Family Link Coordinator (Ms Leigh Braiden), Activity Evaluation for Model Voice (December 2007)

4.7.2 Boys' Model

Table 4.43: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 1

	Live in safety and with stability
Target	Adult Counselling – 10 families will benefit from the service provided by this service. Targets (<i>Source FS Action Plan</i>): <ul style="list-style-type: none"> • Individuals who received counselling will be better equipped to cope; • Children within the family will benefit from a more emotionally stable environment.
Baseline	Baseline (<i>Source FS Action Plan</i>): <ul style="list-style-type: none"> • no provision of counselling for adults; • increasing no of parents / carers express their inability to cope with life pressures and family issues.
Actual	5 parents have availed of counselling (2 x 3 sessions, 2 x 2 sessions, 1 x 1 session). This initiative was slow to get off the ground until the Barnardo's Parenting Co-ordinator took up her post. Her work with parents and families helps to identify individuals in need of counselling and as her work continues, the numbers being referred will continue. (See Table 4.54).

Source: Full Service School Coordinator (Mr Jonny Smith)

Table 4.44: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 2

	Live in safety and with stability
Target	Opportunity Youth – 15 pupils will benefit from the Adult Mentoring programme.
Baseline	FS Action Plan: <ul style="list-style-type: none"> • There are peer mentors for a small no. of pupils; • No provision for a programme which engages pupils outside school on a one-to-one basis to address personal and social issues; • Individual pupils whose challenging conduct or poor social skills are hampering their development.
Actual	6 pupils benefited from the Adult Mentoring programme in 2007-08.

Source: Full Service School Coordinator (Mr Jonny Smith)

Table 4.45: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 3

Be Healthy				
Target	Attendance at the Breakfast Club will increase from an average of 75 pupils to 100 pupils per day. Targets (<i>Source ES Action Plan</i>):			
	<ul style="list-style-type: none"> • Increase in the number of pupils attending the Breakfast Club; • A reduction in the frequency of Pupil lateness; • Increased awareness of the benefits of a healthy breakfast. 			
Baseline	Baseline (<i>Source ES Action Plan</i>):			
	<ul style="list-style-type: none"> • Current attendance 30-40 each morning; • Significant number of pupils are observed consuming less healthy foods on school grounds in the morning; • Breakfast costs are currently unsubsidised. 			
Actual	Average amount taken and attendance for 2007 illustrates that average has varied over the year but generally higher in September – December 2007 (peak 100 for the year) in September.			
	Amount Taken(£)	No. of Pupils		
	Average	Average	Min	Max
Jan-07	-	64	54	74
Feb-07	53	88	64	97
Mar-07	50	83	58	100
Apr-07	47	78	67	88
May-07	41	69	52	86
Jun-07	31	51	37	77
Sep-07	60	100	78	137
Oct-07	58	97	80	110
Nov-07	99	59	44	70
Dec-07	101	84	60	100

Source: Full Service School Coordinator (Mr Jonny Smith)

Table 4.46: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 4

	Be Healthy
Target	<p>Due to the increased focus on health and the Boy's Model being a Health Promoting School, pupil awareness of the characteristics of a Healthy Lifestyle will improve. This will be assisted by the placement of members of the One Stop Shop team on site. Pupil surveys will be conducted to assess attitudinal change.</p> <p>Targets (Source FS Action Plan):</p> <ul style="list-style-type: none"> • Improved health and well-being of referred individuals; • Pupils and their families have access to quality healthcare provision through school; • Pupils have the opportunity to successfully access the curriculum without being impeded by recurrent health issues.
Baseline	<p>Prior to the FSES project, there was no structure programme of health promotion in school; although there would have been some activity on an ad hoc basis. The One Stop Shop Health & Wellbeing Questionnaire for Year 8 pupils (Jan 2007) provides some information in terms of a baseline for formulating Healthy Living programmes to meet students' health needs. Includes questions addressing:</p> <ul style="list-style-type: none"> ○ Eating (Meals; Types of Food); ○ Pass Times (How evenings spent; Sleeping patterns); ○ Medical (Medical Conditions, Hearing, Eyesight, Immunisation; Teeth, Dentist); ○ Personal Safety; ○ School (difficulties in school, caring responsibilities outside school); ○ General Health (Smoking, Alcohol, Drugs, Solvents); ○ Knowledge of external agencies that provide support (Teacher, Social Worker, Nurse, etc.).
Actual	<p>A range of health promotion activities have been offered in the school including:</p> <ul style="list-style-type: none"> ○ Healthy eating options at Breakfast Club (see Table 4.45); ○ The School Counsellor is available for pupils and can make referrals to external agencies for pupils and for families; ○ The school makes use of community providers, referring pupils as appropriate to e.g. Contact Youth onsite Monday 9 am – 1 pm working with 4 pupils (in 2006-07) with a lunchtime drop in during 2007-2008, etc.; ○ One Stop Shop (at June 2007) working with a case load of 18 referrals and offering other services including immediate appointments; Year 8 anger management group; lunchtime drop in; smoking classes and class room input (health, drugs / alcohol, mental health); ○ Health Screening for the wider community (raising awareness of health issues for everyone) has been offered – 2 Men's Health Nights were organised – one in Ballysillan Leisure Centre (14 June 2007) and one in Shankill Leisure Centre (22 November 2007). These were attended by 56 and 71 men respectively; ○ Fitness suite facility on-site (see Table 4.47); ○ Introduced new qualifications e.g. Fitness Instructor, PE Awards (including Coaching) (see Table 4.47); ○ Offered new extra-curricular activities including sports, supported cricket coaching, hockey equipment and gym equipment (see Table 4.47). <p>Results from CtC questionnaires (expected June 2008) will provide an assessment of progress in terms of pupils perceptions in a range of areas including: you and your family; neighbourhood; school; alcohol, drugs and smoking; you and your views; your spare time.</p>

Source: Full Service School Coordinator (Mr Jonny Smith), Head of PE (Mr George Murray), Full Service School Update June 2007, Extended Schools – Annual Report June 2007

Table 4.47: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 5

Be Healthy			
Target	Pupil involvement in extra-curricular activities will increase, through the acquisition of additional equipment and the offering of additional clubs. The overall number of pupils involved will increase by 15%.		
Baseline	<p>Baseline (<i>Source ES Action Plan</i>):</p> <ul style="list-style-type: none"> • 20+ competitive teams in school; • Sports include soccer, rugby, hockey, cricket and athletics; • No training facilities available in school. Pupils are required to walk to local leisure centre and share facilities with members of the public; • Pupils have requested the re-establishment of the archery club; • Pupils have requested the opportunity to learn a martial art; • Personal development courses are available to equip middle school pupils with the skills to coach others. 		
Actual	<p>See participation numbers below regarding specific activities that FSES has supported (including sports). FSES funding has provided new equipment for existing sports as well as providing new equipment for new activities. This includes:</p> <ul style="list-style-type: none"> • Fitness suite facility on-site – general fitness equipment available to pupils and staff and can be used after school; provides opportunity for individuals to develop fitness - particularly those who are less likely to engage in exercise and those who do not participate in current offering of extra-curricular activities. Equipment purchased includes: weights, 2 rowing machines, 2 cycling machines. • Introducing new qualifications e.g.: <ul style="list-style-type: none"> ○ Fitness Instructor (Head of PE developing this so can offer qualification for boys); ○ PE Awards (including Coaching, Leadership, Child Protection). The PE Awards are offered instead of PE A Levels and are being used to develop links with primary schools (coaching / training and then organising and hosting e.g. mini-soccer, mini-rugby, cricket events) and other neighbouring schools (e.g. St Malachy's – develop different sports). 16 boys are currently taking part in the 1-year Awards course; ○ Offered new extra-curricular activities including supporting cricket coaching (Junior school benefited from coaching provided by NI Cricket Association; Senior School pupils trained as kwik cricket coaches; competition held for 8 primary schools) and hockey equipment (allowed 2 new teams to be formed). 		
Activity	New or Existing	No. Involved pre FSES	No. Involved post FSES
Hockey	Existing	13	57
Homework Club	Existing	Average 8	Average 13
Archery	Existing	Had stopped for 2 years	12
African Drums	New	None	9
Family Learning Programme	New	None	16
Jujitsu	New	None	12 for 1 st year; but insufficient interest to continue; also hampered by school building work and lack of storage space (therefore could not buy and store mats required).

Source: Full Service School Coordinator (Mr Jonny Smith), Head of PE (Mr George Murray), Full Service School Update June 2007, Extended Schools – Annual Report June 2007

Table 4.48: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 6

Enjoy and Achieve																																																							
Target	Attendance 2007 – 2008 The focus will be primarily on pupils with less than 90% attendance. The intention is to improve the overall attendance figure by 3%.																																																						
Baseline	2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007. Source FS Plan notes: <ul style="list-style-type: none"> • No current non-teaching officer in place; • Attendance levels fallen by 4% per month from September; • Attendance is an issue identified by staff in the staff audit; • Limited time allocated to Boys' Model for EWO. 																																																						
Actual	2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. Key intervention in this area is the appointment of an Attendance Officer in November 2007. Her role is to encourage regular attendance by involving parents and other appropriate professional agencies with the aim of raising attendance levels and attainment. A key part of the role is relationship building with pupils and parents through regular phone calls, home visits and working closely with other members of the Full Service Team. A major challenge is seeking to address 'condoned' absence. The Attendance Co-ordinator typically works with a range of boys from various years, generally referred by Year Heads. She makes regular reports to FSES Coordinator, and liaises with the School Counsellor (if appropriate). Occasionally there is a need to refer a pupil with poor attendance to an external agency – this is done in liaison with the FSES Co-ordinator. Numerous individual success stories since Attendance Co-ordinator was appointed (see Appendix 5). By the beginning of January 2008, the Attendance Co-ordinator had been working with 42 boys across Years 8 to 14; over 60% of these due to poor attendance as identified by school attendance records. The remainder had been referred for a variety of reasons including bullying, referral from a parent and had a number of other referrals.																																																						
Actual Attendance	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">2005/06</th> <th style="width: 20%;">2006/07</th> <th style="width: 20%;">2007/08 (YTD)</th> <th style="width: 20%;"></th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td style="text-align: center;">90.5%</td> <td style="text-align: center;">89.6%</td> <td style="text-align: center;">90.7%</td> <td></td> <td></td> </tr> <tr> <td>Year 9</td> <td style="text-align: center;">85.9%</td> <td style="text-align: center;">88.9%</td> <td style="text-align: center;">89.2%</td> <td></td> <td></td> </tr> <tr> <td>Year 10</td> <td style="text-align: center;">87.2%</td> <td style="text-align: center;">83.3%</td> <td style="text-align: center;">87.8%</td> <td></td> <td></td> </tr> <tr> <td>Year 11</td> <td style="text-align: center;">84.7%</td> <td style="text-align: center;">86.2%</td> <td style="text-align: center;">84.2%</td> <td></td> <td></td> </tr> <tr> <td>Year 12</td> <td style="text-align: center;">83.4%</td> <td style="text-align: center;">83.9%</td> <td style="text-align: center;">84.2%</td> <td></td> <td></td> </tr> <tr> <td>Year 13</td> <td style="text-align: center;">90.5%</td> <td style="text-align: center;">90.4%</td> <td style="text-align: center;">88.4%</td> <td></td> <td></td> </tr> <tr> <td>Year 14</td> <td style="text-align: center;">91.0%</td> <td style="text-align: center;">92.4%</td> <td style="text-align: center;">91.4%</td> <td></td> <td></td> </tr> <tr> <td>School (all)</td> <td style="text-align: center;">86.8%</td> <td style="text-align: center;">86.8%</td> <td style="text-align: center;">86.9%</td> <td></td> <td></td> </tr> </tbody> </table>		2005/06	2006/07	2007/08 (YTD)			Year 8	90.5%	89.6%	90.7%			Year 9	85.9%	88.9%	89.2%			Year 10	87.2%	83.3%	87.8%			Year 11	84.7%	86.2%	84.2%			Year 12	83.4%	83.9%	84.2%			Year 13	90.5%	90.4%	88.4%			Year 14	91.0%	92.4%	91.4%			School (all)	86.8%	86.8%	86.9%		
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Source: Full Service School Coordinator (Mr Jonny Smith), Attendance Officer (Ms Anne Elder)

Table 4.49: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 7

Enjoy and Achieve																														
Target	<p>GCSE Attainment 2007 (Review for 2008) Focus on pupils who engaged with enrichment strategies; Coursework Clinic and Revision classes. A* - C GCSE attainment will improve by 3% overall.</p>																													
Baseline	<p>2005-06 data provides a measure prior to implementation of FSES. 2006-07 data provides baseline given that FSES implementation from January 2007 and whilst Easter Booster classes and Coursework clinics were initiated, they are likely to have had a limited impact in 2007.</p>																													
Actual	<p>2006-07 data provides an early indication of impact of FSES, although it had only been implemented since January 2007. Outcomes from Easter Booster classes and Coursework Clinics provide an indication of impact; the After School Homework and Learning Club also supports this target. The % leaving with no qualifications has also reduced substantially (see statistics below). When available: update with '% with GCSE 5A* - C in 2007-08'; comparison of mock / actual grades from Easter booster class / coursework clinics, etc. in 2007-08.</p>																													
GCSE Results	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08																								
% 5 or more A* - C	23%	20%	24%	16%	20%	21%																								
4-Yr Average				21%																										
No. boys - 5 or more A* - C																														
Easter Booster Classes	<p>The Easter Revision ran from Monday 2nd April to Friday 6th April 2007. Key result areas for the scheme are as follows:-</p> <ul style="list-style-type: none"> ▪ To provide a quality revision programme for Year 12 pupils in the Greater Shankill area. ▪ To give pupils a wide choice of subjects to choose from. ▪ To raise pupil confidence in their own ability. ▪ To encourage a culture of regular and structured exam preparation in the target cohort. <p>22 teachers delivered 14 subjects over the course of the scheme to 92 pupils. A comparison of GCSE results between those who attended and those who did not attend is illustrated below. 33% of those (30 out of the 92) who attended Easter Booster classes achieved 5 or more A* - C compared with 5% of those (2 out of the 43) who did not attend. However, the comparison may not be 'like for like' i.e. a greater % of those who attended may have been likely to achieve 5 or more A* - C.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">n = A* - C</th> <th style="text-align: center;">Attended (92)</th> <th style="text-align: center;">Did Not attend (43)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">10</td> <td style="text-align: center;">24</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">15</td> <td style="text-align: center;">9</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">12</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">12</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">12</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>						n = A* - C	Attended (92)	Did Not attend (43)	0	10	24	1	15	9	2	12	6	3	12	2	4	13	0	5	10	0	6	12	1
n = A* - C	Attended (92)	Did Not attend (43)																												
0	10	24																												
1	15	9																												
2	12	6																												
3	12	2																												
4	13	0																												
5	10	0																												
6	12	1																												

Enjoy and Achieve						
	7	6	1			
	8	2				
	Total > 5 A*- C	30 (32.6%)	2 (4.7%)			
Coursework Clinic	<p>50 pupils attended the Coursework Clinic during 2006-07; this ran for 7 weeks between 5 March and 4 May. Pupils were referred by their subject teacher during their timetabled classes. All pupils involved completed the Coursework component of their GCSE subjects. Each pupil will have typically studied 2 or 3 subjects in the clinic; the total number of subjects (with coursework component) studied was 337. Comparison of mock and actual grades:</p> <ul style="list-style-type: none"> - 14 cases where grades improved; - 16 cases where grades remained the same; - 20 cases where grades dropped. <p>An "N" grade would be achieved for any GCSE without the coursework component completed.</p>					
After School Homework and Learning Club	Attended by 18 pupils throughout the course of 2006-07.					
Summary examination achievements of Year 12 pupils	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
% achieving no GCSEs or equivalent qualifications	8%	10%	10%	11%	2%	tbc
Secondary average % achieving no GCSEs or equivalent qualifications	7%	6%	5%	5%	tbc	tbc

Source: Full Service School Coordinator (Mr Jonny Smith), Full Service School Update June 2007, DENI Website, Belfast Boys' Model School Prospectus 2006/07 data

Table 4.50 Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 8

Enjoy and Achieve	
Target	<p>Literacy and Numeracy 2007 – 2008 The Family Learning Programme and the Literacy Enrichment programme will be introduced. The number of pupils who were engaged in the programme, their views and those of their parents will be used as a qualitative measure of outcomes. A target group of 12 families will be engaged in the programme. Evidence of Transferable Skills will be assessed by subject teachers. Likert Scale tests will be utilised to compare self-esteem attitudinal changes to learning of the target pupils before and after a programme of support.</p>
Baseline	<p>Family Learning Programme Currently there is little support for parents who wish to become actively involved in supporting their son's learning.</p> <p>Numeracy and Literacy Support Programme Increasing numbers of pupils are presenting with poor literacy and numeracy skills. There is currently no dedicated member of staff to support pupils requiring the levels of support necessary to enhance their skills.</p>
Actual	<p>A Student Integration Support Officer was recruited (10 October 2007) to support the transition of pupils with Special Education Needs from Primary School to Belfast Boys' Model School and to ensure that appropriate support programmes are in place for individuals and groups and that these programmes are well resourced. This post is funded by FSES. The role of this individual includes ensuring that:</p> <ul style="list-style-type: none"> • Strategies are implemented in support of those Primary School pupils who are likely to experience difficulty with transition to Belfast Boys' Model School. • Appropriate, effective support is available for pupils who are having difficulties accessing the curriculum. • Support and appropriate resources are provided for pupils engaged in the Alternative Education programmes within Belfast Boys' Model School. • Adult and Family learning initiatives take place and the associated professional development of S.E.N. Support Staff is met. <p>Family Learning Programme There are currently 16 parents involved in the Family Learning Programme; these are all parents of Year 8 pupils. The Student Integration Support Officer provides resources for this initiative and supports parents of the target cohort of boys through planned in house activities as part of the after-hours Family Learning Initiative – generally parents come into school for an hour on Wednesday afternoons and support is provided to them to enable them to support their sons.</p> <p>Numeracy and Literacy Support Programme The Student Integration Support Officer produces resources for use in the Student Support Unit and collaborates with the Student Support Unit management team to provide a quality educational experience for pupils during each period in the unit. Student Integration Support Worker provides One-to-One support in specified literacy areas identified: -reading, writing, spelling, grammar, etc. This takes place every afternoon within the Student Support Unit. Individually tailored workbooks are provided to ensure target areas are addressed. There are allocated time slots for reading - individually or paired with the Worker depending on ability. So far 15 pupils have received an extended period of reading support. Worker receives referrals for Reading, Phonics Programme or S.P.S.S - behaviour work. 8 children have been identified and referred to SENCO. Small group work sessions helpful allowing children to concentrate in areas of need. Questionnaires completed allowing evaluation of programme.</p>

Enjoy and Achieve								
Key Stage Results (1)	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08		
English Level 5: % above 5 KS3	41%	39%	8%	22%	Tbc	Tbc		
Maths Level 5: % above 5 KS3	43%	38%	30%	50%	Tbc	Tbc		
Key Stage Results	2002/03	2003/04	2004/05	2005/06	2006/07 (Teacher Assessed)	2007/08		
English Level 5	-	-	-		26.1	Tbc		
English Level 6	-	-	-		2.8	Tbc		
Maths Level 5	-	-	-		23.9	Tbc		
Maths Level 6	-	-	-		8.9	Tbc		
Year 8 Reading Age		8A1	8A2	8B13	8B2	8C1	8C2	Total
2006 intake (159 boys)	Reading age > 9.6	29	29	20	16	3	0	97
Tested Sept 2006	No. in class	29	29	31	30	23	17	61% > 9.6 yrs
2006 intake (159 boys)	Reading age > 9.6	29	29	24	21	7	0	110
Tested June 2007	No. in class	29	29	31	30	23	17	69% > 9.6 yrs
2007 intake. (151 boys)	Reading age > 9.6	29	27	13	16	1	0	86
Tested Sept 2007	No. in class	29	29	30	30	19	15	57% > 9.6 yrs

Source: Full Service School Coordinator (Mr Jonny Smith), Student Integration Support Officer (Laverne Knox), except (1) - DE - Trend data - summary examination achievements by year 2002/03 – 2005/06.

Table 4.51: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 9

Contribute Positively to Community and Safety	
Target	<p>Suspensions 2007 – 2008 The intention is to reduce the number of days of suspension by 35%. The Student support facility and multi-agency support strategies will be employed to achieve this goal.</p>
Baseline	<p>There is currently no facility to offer on-site guidance and support to pupils with challenging behaviour. A core group of pupils has been identified as displaying recurrent behaviour which requires suspension.</p>
Actual	<p>The Student Support Unit is integral to the achievement of this target. It is expected that this will lead to the following outputs:</p> <ul style="list-style-type: none"> • A reduction in the number and frequency of suspensions; • Pupils will develop an improved sense of responsibility for their conduct; • Academic achievement in the focus group will improve. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Monitor the number of suspension before implementing the Unit; • A reduction in the number of repeat suspensions of the target group; • Improved academic performance of the pupils who engaged in the programme. <p>Target group</p> <p>The focus will be on the promotion of positive behaviour among those pupils exhibiting persistently challenging behaviour.</p> <p>SSU was introduced in September 2007 and has provision for 6 boys, who are referred by Form Teachers / Year Heads generally as a result of behaviour issues but also where there may be domestic difficulties. Initially for Y8-Y11, the SSU has taken boys from up to Year 12 providing an environment where pupils receive 1-to-1 attention. Referrals are typically for 1 day; generally seeking to follow the pupil's timetable in the morning with literacy and numeracy in the afternoon before returning to the curriculum. External agencies may provide specific interventions (e.g. One Stop Shop, Shankill Alternatives). Breaks and lunch are taken at a different time from the rest of the school so pupils in SSU are isolated from their friends and peers. Some pupils view this as a safe and secure environment. The role and nature of SSU has been and will continue to evolve: for example there is a debate about whether SSU should be pre-suspension or for those returning from suspension.</p> <p>The primary aim of the Support Unit is to address the needs of a cohort of pupils who regularly exhibit negative behaviour. The Unit combines a quality learning environment with the opportunity to develop strategies to encourage positive behaviour.</p> <p>To assess impact, the total number of suspensions over the 4 month period since the deployment of the unit was evaluated.</p> <p>Pupils who are suspended can be placed in three categories:-</p> <ul style="list-style-type: none"> • Pupils who are suspended, but are not placed in the unit. Their behaviour is seen as unusual, but meriting a suspension. • Pupils who are suspended and spend a period of time in the unit on their return to school. • Pupils who have not been suspended, but are placed in the unit as an intervention measure. <p>Due to the use of the unit the number of days for some suspensions can be reduced. For example, suspensions were previously given for durations of 3 or 5 days. Periods of 1 and 2 days were now issued with periods in the unit to follow. See below for summary of the number of 'saved' days and the number of intervention days. From a total possible of 202 suspension days, 90 were avoided using the SSU; a reduction of 44.5%. The intervention strategies employed in the unit are preferable to inactivity at home. Pupils also have less exposure to negative influences in the community during periods of suspension. Instead they can benefit from a quality learning environment with support from voluntary agencies from the community. All these measures support the primary aim of the unit, to promote positive behaviour and ensure that pupils have the skills to effectively access the curriculum.</p>
Trends in Suspension Statistics	

Contribute Positively to Community and Safety						
Year	September 2005 – June 2006		September 2006 – June 2007		September – October 2007	
	No. of suspensions	No. of days	No. of suspensions	No. of days	No. of suspensions	No. of days
Year 8	28	101	45	160	10	35
Year 9	35	111	43	174	23	77
Year 10	15	65	29	117	12	42
Year 11	27	106	31	130	19	50
Year 12	7	29	38	146	14	64
Total	112	412	186	727	78	268
Total pupils (% of school)			92 pupils (10% of school population)		64 pupils (6.75% of school population)	
Pupils with 3 or more suspensions	9 pupils: 4 x Y8; 1 x Y9; 4 x Y11		23 pupils: 7 x Y8; 8 x Y9; 3 x Y10; 1 x Y11; 4 x Y12		11 pupils: 1 x Y8; 6 x Y9; 2 x Y10; 1 x Y11; 1 x Y12	
			No. of pupils	% of pupils suspended	No. of pupils	% of pupils suspended
Single Parent Families and Free School Meals	Single Parent Families		57	62%	37	57.8%
	Free School Meals		42	46%	35	54.6%
	Single Parent Family & Free School Meals		28	30%	25	39%
Evaluation of SSU						
		September 2007	October 2007	November 2007	December 2007	Total
Suspension Days	Suspended not in unit	46	8	35	31	120
	Suspended in unit	26	26	21	9	82
	Totals	72	34	56	40	202
No. days where suspension is reduced or avoided	Saved days	10	5	12	5	32
	Intervention days	5	28	17	8	58
	Totals	15	33	29	13	90

Source: Full Service School Coordinator (Mr Jonny Smith), Student Support Unit (Teacher in Charge) (Mr Ray Blain)

Table 4.52: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 10

Live in safety and with stability	
Target	Adult Engagement 2007 – 2008 A target of 10 adult education classes with a total complement of 50 people will be engaged over the course of the year.
Baseline	FS Plan – Adult Education Programme From the questionnaire feedback, parents requested courses / advice in the following areas: <ul style="list-style-type: none"> ○ Helping their child to learn; ○ Computer / IT skills; ○ Adult Learning classes. There was no provision for adult learning prior to FSES.
Actual	Programme introduced this academic year with classes starting in October 2007. Numbers attending (to date) as follows: <ul style="list-style-type: none"> ○ Computers Introduction – 15 ○ Spanish – 9 ○ Line Dancing – 13 ○ Digital camera – 16

Source: Full Service School Coordinator (Mr Jonny Smith)

Table 4.53: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 11

Contribute Positively to Community and Safety	
Target	Parent Voice A Stakeholder Community Group will be established. Their role will be to advise the Board of Governors on the choice of programmes and opportunities that the group believe are important to parents and members of the community. An Action Plan will be produced and the key elements will be delivered through the Full Service Programme.
Baseline	Parent Voice did not exist prior to the establishment of the FSES project. Prior to the introduction of Parent Voice, there was not any other parent organisation within the Boys' Model.
Actual	Parent Voice established in Spring 2007; it provides a forum for parents to get involved in their child's learning and development and an opportunity to develop parenting skills and discuss parenting issues with other parents. Following promotional leaflets, an initial meeting was held – attended by 12-15 parents, mainly mothers. The group meets on a monthly basis and has discussed issues around e.g.: lack of facilities / services for the wider community, and specific issues within school e.g. drug awareness and support / advice available from professional / external agencies. The group is going through the process of being established formally, setting up bank account, etc. Parent Voice can take forward ideas to the Board of Governors in terms of issues that they feel need to be addressed; it also plans to produce a newsletter. The intention is to take a presentation to the Board in March / April 2008. Progress is slow and the group would be keen to see more parents, and in particular, fathers involved. The group is running a series of events to encourage other parents to get involved including a 'pamper night' in April and an awareness evening ('user guide to teenage years') in the Summer term. It is hoped that there will be new members and more progress will be made with the development of an Action Plan in the new school year (from September 2008).

Source: Full Service School Coordinator (Mr Jonny Smith), Chair of Parent Voice (Mr Barton Hunter), Full Service School Update June 2007, Parent Voice Agenda and Minutes 2007-2008

Table 4.54: Belfast Boys' Model School – FSES Targets, Baseline and Outturn – 12

Achieve Economic and Environmental Well-being Live in safety and with stability	
Target	<p>Barnardo's Those families who engage with the Parenting Matters Programme and associated support, will develop skills to successfully manage the behaviour of their children and foster positive relationships at home. Evidence will be based on a qualitative audit of parents and pupils by Barnardo's. A target of 15 families will be engaged in the programme over the one year period.</p>
Baseline	<p>FS Plan</p> <ul style="list-style-type: none"> • There is currently no specific programme to actively engage parents; • An increasing number of parents / carers indicate that they have difficulty in communicating with their son; • 35 parents indicated in questionnaires that they would avail of parenting support if offered.
Actual	<p>Since July 2007, Barnardo's have provided a Parenting Co-ordinator (through a Service Level Agreement) to the Boys' Model. This sets out the purpose of the post as follows:</p> <ul style="list-style-type: none"> • To promote the work of the service to a wide range of Stake holders (parents, organisations, professionals, media); • To negotiate design and deliver parent education, support and development programmes that meet the needs of specific groups and individual families; • To provide advice and support to interested community groups and organisations to develop parent education / support programmes by offering accredited training. • To provide supervision and support to volunteers who join Barnardo's; • To work in empowering ways to promote the development of self-esteem in families particularly in relation to their parenting skills and to encourage the participation of children, young people and their families in the design and delivery of the service; • To enable parents to translate worries / concerns into identification of needs / interests and goals. <p>Barnardo's' Parenting Matters team is 12 strong in NI, delivering a range of programmes and able to draw on central resources and programmes (developed by Barnardo's) as required. The aim is to engage with parents at their level, with a particular focus on those who are 'hard-to-reach'; includes 1-to-1 interventions as well as group work. This joint approach between the 2 organisations means that Boys' Model parents can avail of Barnardo's' specialist resources and expertise and Barnardo's' meets its objectives of targeting the most disadvantaged wards.</p> <p>There are also benefits in that the Co-coordinator, whilst based on the school site, maintains continuity of relationships between the school and the community. However, as the Co-ordinator is not a member of school staff, she may also be perceived to be more accessible to parents and in some cases can act as an advocate on behalf of individuals. The role includes building trust and relationships with parents and signposting; there are regular contacts with Social Services and by working alongside individuals, the Co-coordinator can provide a single point of contact with what can be perceived to be a confusing and disjointed number of external agencies providing supports in different areas e.g. Social Workers, statutory agencies e.g. NIHE, etc. Up to December 2007, the Parenting Coordinator had worked with about 50 parents and some of these were self-referred. Underlying Issues may include mental health problems, low confidence / self-esteem, challenging behaviour (pupils), pupils involved in anti-social behaviour, difficulties in communicating with school, etc.</p> <p>Regular meetings are held between the FSES Co-ordinator, Barnardo's Parenting Matters Manager and the Parenting Co-ordinator to monitor progress and discuss specific issues as they arise.</p> <p>Barnardo's is undertaking a separate evaluation of this programme; this is due to be completed in May 2008. As part of this process, parents and pupils participating in any Barnardo's initiatives complete a proforma on enrolment (to provide a baseline) and on completion (to assess impact). Some parents and pupils are also invited to complete the Goodman Strengths and Difficulties assessment; this helps to pinpoint specific areas of need.</p>

Source: Full Service School Coordinator (Mr Jonny Smith), Barnardo's Staff (Parenting Matters Manager – Ms Helen Dunn, Researcher - Ms Sarah Tibbs, Parenting Matters Project Worker – Ms Karen Flannigan), Full Service School Update June 2007, Belfast Boys' Model School Full Service School Partnership Agreement with Barnardo's, Northern Ireland.

4.8 Good Practice / Case Studies

From the programme of consultation and research, we have documented several case studies of innovative practice that have been proven to have worked well in tackling specific issues. These should therefore provide local good practice examples for others. These have been described in a way which should be helpful to others considering such introducing and implementing similar activities. For each case study, we have documented:

- Description of activity developed and implemented;
- Processes / systems used;
- Monitoring and evaluation / learning;
- Key contacts and networks that contributed to success.

4.8.1 Multi-Disciplinary Support

■ Description of activity

A critical aspect of the work of the FSES teams in both schools is to **provide and co-ordinate multi-disciplinary support**. All of the initiatives which fall under the FSES umbrella seek to meet specific needs by providing the most relevant and appropriate support. Many of the initiatives use a targeted approach, however, it is important to avoid duplication of provision or overlap of service provision.

It is also important to ensure that all relevant information is shared e.g. any agency / support worker is aware of all the interventions relating to a specific family / pupil being supported. This is particularly important where referrals are being made to Social Services who require information on details of all other supports in place.

■ Processes / systems used

In practice this multi-disciplinary approach works at a range of levels:

- Strategic / Steering Group or Project Board.
Membership includes DE, DSD, HAZ, BELB and representatives of both schools.
- Operational Management Group.
Membership includes: representatives of the two schools – Senior Management Team and FSES Coordinators; BELB Extended Schools; RTU; HAZ; Belfast Trust, EHSSB, community representatives, primary school principals.
- Boys' Model School (internal management arrangements).
The school is currently developing¹¹ a Multi-Disciplinary Team (which will include the Full Service School Coordinator, Special Educational Needs Coordinator (SENCO), Behaviour Modification Coordinator, Education Welfare Officer, Secondary Pupil Support Service (SPSS)) to ensure that

¹¹ The Boys' Model School has had to develop various systems and processes specifically for the FSES project including a Multi-Disciplinary Team. Given the previous experience of the Model School for Girls in the Communities in Schools' project, some systems and processes were already established.

relevant information is shared on which pupils are receiving which support to avoid duplication / overlap of provision and to ensure that everyone is kept informed of interventions.

Regular (weekly) meetings are held between FSES Coordinator and other FS staff (Attendance Coordinator, Parenting Coordinator) to review progress and plan for the week ahead.

Regular (weekly) meetings between FSES Coordinator and the SSU Panel to review pupils who have been referred to the SSU and consider what action is required.

The FSES Coordinator is co-opted onto the Integrated Guidance Panel which includes Heads of School and Careers. This group meets on a monthly basis and considers issues relating to discipline, punctuality, attendance, uniform. Through this group, relevant information is fed into the School Senior Management Team.

A database has been developed which includes details of pupils and the interventions currently in place; this is useful to share information, avoid duplication / overlap between agencies and also to ensure that there are not pupils who are overlooked.

■ Model School for Girls (internal management arrangements).

The Full Service School Coordinator sits on a Multi-Disciplinary Team¹¹ which meets on a monthly basis and includes Education Welfare Officer, Educational Psychologist, Vice Principal, SENCO, Secondary Pupil Support Service (SPSS), School Counsellor and representatives of Learning Mentors. At this meeting information is shared on which pupils are receiving which support to avoid duplication / overlap of provision and to ensure that everyone is kept informed of interventions.

Regular (weekly) meetings between FSES Coordinator and other FS staff (Attendance Coordinator, Parenting Coordinator, Transition Teachers) and Mrs Susan Logan (Senior Teacher) to review progress and plan for the week ahead.

The Full Service School Coordinator meets with Mrs Susan Logan (Senior Teacher) and the Principal on a weekly basis and to identify any issues which need to be brought to the attention of the Senior Leadership Team e.g. impact on pastoral issues.

■ Partnerships and Networks.

Both FSES Coordinators are members of a range of local community and statutory partnerships and networks including: Ballysillan Community Empowerment Partnership (CEP); Greater Shankill Alternatives; Greater Shankill Community Safety Network; Greater Shankill LIAG (Local Implementation Action Group); Greater Shankill Partnership; Greater Shankill Partnership Health and Well-being forum; Housing and Education Forum; North Belfast Community Empowerment Partnership (CEP); North Belfast Education and Learning Network; Upper North Partnership; Upper Shankill Area Project (see Appendix 2 for more details).

■ **Monitoring and Evaluation / Learning**

The approaches used, particularly at an operational level, were developed as part of the Communities in Schools initiative and this learning has been transferred into both schools as part of the FSES project. It is important that:

- There is a record of all interventions (database) and that this is regularly updated by all relevant agencies;
- There is central coordination of information (role of FSES Coordinator);
- Regular meetings / fora exist to share information and ensure that pupils' needs are being addressed.
- **Key contacts and networks that contributed to success.**

It is essential to have links established at an operational / day-to-day level to ensure success of this approach. The strategic links and networks at a strategic level are also important to ensure commitment

and embed a new approach to addressing pupils' (and wider community) needs; the experience of both schools is that links and relationships at this level have been much slower to develop.

4.8.2 Attendance

■ Description of activity

In both schools, an Attendance Officer has been appointed; the role of these non-teaching members of staff is to encourage regular attendance by involving parents and other appropriate professional agencies with the aim of raising attendance levels and therefore attainment. A key part of the role is relationship building with pupils and parents through regular phone calls, home visits and working closely with other members of the Full Service Team (including family / parent support workers). A major challenge is seeking to address 'condoned' absence; there may also be underlying reasons for absence including bullying.

The Attendance Co-ordinator typically works with a small number of pupils at a time (1-to-1 or in groups, setting targets, etc.) – these are generally referred by Year Heads. The focus is on those pupils where attendance is 80-90% (to prevent further deterioration); lower than this triggers involvement of EWO.

The Attendance Co-ordinator makes regular reports (e.g. in the Model School for Girls to FSES Coordinator, Vice Principal (Pastoral Care) and School Counsellor (if appropriate)), and in the Boys' Model to the FSES Coordinator and liaises with the School Counsellor (if appropriate). The multi-disciplinary approaches described in Section 4.8.1 are important in sharing information about pupils who are referred to the Attendance Co-ordinator.

Occasionally there is a need to refer a pupil with poor attendance to an external agency (including EWO) – this is done in liaison with the FSES Co-ordinator.

The budget (over 2 years) for the Attendance Officer is £24,000 in each school.

■ Processes / Systems Used

Poor attenders are generally identified from school attendance records (these are not the 'worst' cases – which would require intervention of the EWO) and Year Heads generally make referrals to the Attendance Officer. The Attendance Officers work with a group of pupils who have not yet fallen into the category of poorest attenders – so the role is preventative in nature. The Attendance Officer keeps records of pupils who are being worked with and this information is shared with other members of the Full Service Team in schools.

■ Monitoring and Evaluation / Learning

The issue of attendance is fundamental in seeking to improve any aspect of school life: if pupils are not in school then none of the other interventions can be of benefit. The employment of a non-teaching member of staff is not a particularly 'extreme' intervention; however it has a number of distinct advantages.

- The role is preventative – and provides a solution to reversing poor attendance before it spirals into a more serious situation. The focus is on addressing issues before they deteriorate further and require the involvement of EWO.
- As a member of the school staff and therefore part of the school 'fabric', the Attendance Officer is accepted by the school community as having an important role to play in ensuring that pupils are in school. The Attendance Officer is in school every day whereas the EWO would not be.
- As a non-teaching member of staff, the Attendance Officer is more widely accepted by pupils and perceived to be easier to approach.

- As a non-teaching member of staff, the Attendance Officer is more widely accepted by families and in many cases, is able to get involved in situations / make home visits where teachers would not. The perception is that the Attendance Officer is less 'threatening' than a teacher.

- **Key contacts and networks that contributed to success.**

The critical contacts and networks that ensure the success of Attendance Officer role include links between Year Heads and the Attendance Officers (referring cases of poor attendance); links between the Attendance Officer and other members of the FSES team; and links to other supports through the FSES Coordinator involvement in multi-disciplinary teams (as noted in Section 4.8.1). The relationships that the Attendance Officers are able to develop with individual pupils and their families are also important in ensuring the success of this initiative.

4.8.3 Support for Parents and Families

- **Description of activity**

There is provision for (one-to-one) support for parents and families in the FSES programme of activities. This support is in place to address a range of issues which may or may not be school related and include difficulties such as teenage rebellion, substance abuse, domestic violence, truanting, ill health, mental health issues, etc. However the means by which this support is delivered differs in the two schools.

In the Boys' Model, a Parenting Co-ordinator works with parents and families. This worker is employed by Barnardo's and works within the Boys' Model through a Partnership Agreement. This sets out the purpose of the post as follows:

- To promote the work of the service to a wide range of Stake holders (parents, organisations, professionals, media);
- To negotiate design and deliver parent education, support and development programmes that meet the needs of specific groups and individual families;
- To provide advice and support to interested community groups and organisations to develop parent education / support programmes by offering accredited training. To provide supervision and support to volunteers who join Barnardo's;
- To work in empowering ways to promote the development of self-esteem in families particularly in relation to their parenting skills and to encourage the participation of children, young people and their families in the design and delivery of the service;
- To enable parents to translate worries / concerns into identification of needs / interests and goals.

In the Model School for Girls, a Family Link Co-ordinator is employed as a non-teaching member of the school staff. The purpose of this role is to co-ordinate activities, events, and programming to encourage parental involvement in their child's education, therefore raising attainment. This includes parenting services and community education. The Coordinator provides a link between pupils' families / community and the school.

- **Processes / Systems Used**

Referral processes in both schools include self-referrals as well as referrals from other members of staff (teaching and non-teaching) in the school.

Both the Parenting Co-ordinator and the Family Link Coordinator keeps record of parents and families who are being supported and this information is shared with other members of the Full Service Team in schools to keep everyone informed and avoid duplication / overlap of provision.

In the Model School for Girls, an evaluation of the activity will be undertaken as for other activities under the FSES programme; this will consider numbers involved, impacts, strength and areas for improvement.

Barnardo's is undertaking a separate evaluation of the programme in the Boys' Model School; this is being undertaken by the Barnardo's' Researcher and is due to be completed in May 2008. As part of this process, parents and pupils participating in any Barnardo's initiatives complete a proforma on enrolment (to provide a baseline) and on completion (to assess impact). Some parents and pupils are also invited to complete the Goodman Strengths and Difficulties assessment; this helps to pinpoint specific areas of need.

■ Monitoring and Evaluation / Learning

There are merits in both approaches – these are compared in Table 4.55.

Table 4.55: Support for Parents and Families – Comparison of approaches

	Boys' Model Parenting Co-ordinator	Model School for Girls Family Link Coordinator
Relationship	Employed by Barnardo's; and works within the Boys' Model through a Partnership Agreement.	Employed as a non-teaching member of school staff.
Location	Based on the school site.	Based on the school site.
Management and reporting	Regular meetings are held between the FSES Co-ordinator, Barnardo's Parenting Matters Manager and the Parenting Co-ordinator to monitor progress and discuss specific issues as they arise.	Regular (weekly) meetings between FSES Coordinator and other FS staff (Attendance Coordinator, Parenting Coordinator, Transition Teachers) and Senior Teacher to review progress and plan for the week ahead. Regular reports to FSES Coordinator, Vice Principal (Pastoral Care) and School Counsellor (if appropriate). Monthly multi-disciplinary meetings are held with Attendance Co-ordinator, Family link Co-ordinator and School Counsellor to share information and avoid duplication.
Other supports and referrals	Can avail of Barnardo's' specialist resources and expertise, and programmes.	If the Family Link Coordinator is unable to provide adequate support then she makes a referral to a more appropriate service (in conjunction with FSES Coordinator).
Perception of parents and families	As the Co-ordinator is not a member of school staff, she may be perceived to be more accessible to parents and in some cases can act as an advocate on behalf of individuals.	Perceived as part of school fabric, but as non-teaching member of staff, more approachable, less threatening.
Budget (2 years)	Barnardo's Parenting Co-ordinator £36,000.	Parenting Programme: £25,000. Parenting Co-ordinator: £26,000.

■ Key contacts and networks that contributed to success.

The critical contacts and networks that ensure the success of service to support families are the operational level regular meetings between the Parenting / Family Link Co-ordinator and other members of staff – mainly the FSES Coordinator and other members of the FSES team. The relationships that the support workers are able to develop with individual pupils and their families are also important in ensuring the success of this initiative.

4.8.4 Support for Primary / Secondary Transition

■ Description of activity

In the Model School for Girls, a Transition Programme has been developed – this seeks to:

- share expertise between the Model School for Girls and local primary schools;
- offer activities and programmes that the primary schools do not have resources to provide themselves;

- build links / relationships to ease the transition process; and
- leave pupils ready for transition in terms of academic standards in terms of literacy and numeracy.

The **Transition Programme** was developed to meet the needs of local primary schools - who were consulted to determine their specific needs for support (subjects and timetabling / scheduling). Based on this needs assessment, the 2007/08 Transition Programme has been developed. Where there has been any conflict, priority is given to larger schools and those where more pupils are likely to come to the Model School for Girls. The Transition Programme has evolved as the year has progressed and since September 2007, the Transition Programme has been offering a range of activity. It now includes 9 distinct Curricular and Extra Curricular activities: PE, After School (drama, ICT and girls' clubs), CPR, Raising Self Esteem, ICT, Music (Transition Teachers), Drama, Literacy and Numeracy. This support is offered across 18 Primary schools and 1 Nursery School; the nature of the programme is tailored specifically to each school.

The majority of these activities are delivered by 2 **Transition Teachers** (employed: since May and September 2007 respectively). The Transition Teachers split their time between work in primary schools and teaching in the Model School for Girls approximately 50:50 overall.

Other areas of work for the Transition Teachers include:

- Development of teacher and pupil evaluation proforma for participants in the Transition Programme;
- Development of an induction handbook for Year 8 pupils introducing them to the Model School for Girls;
- Open night (14 January 2008);
- Open day for P7 pupils in June 2007;
- Developing Literacy and numeracy packs for primary schools;
- Planning 'taster' days in Model School for Girls for primary school pupils on specific themes e.g. ICT, Music, Art;
- The Friend Stop at the Breakfast Club (every Tuesday).

The Music Teacher delivers the **Rock Bands** element. Since September 2007, the Music Teacher has been delivering Primary Rock in 3 of these Primary Schools; allocating 1 day per week to this activity and partly in response to demand / requests from Primary School Principals. This has involved supplying band and sound equipment (including drum kits) to primary schools, rehearsing and then holding auditions in order to select pupils from each primary school to participate. Since October 2007, the selected pupils come to the Model School for Girls once a week (transport provided through FSES) for 1 hr 15 min rehearsal including separate 20 min drum tuition (all 3 schools attend on the same day – 3 different slots). A showcase concert will be held in June 2007 and prior to this, each group will have a 1 day trip to a recording studio to make a CD.

This programme aims to equip pupils with new musical skills as well as develop self esteem and confidence, and inspire primary pupils to get involved in music and performing arts. The new school building will have dedicated facilities for the performing arts including a professional stage and sound and light equipment and in the long term it is intended that not only will the school benefit from this facility but so too will the local community and ultimately this could provide local employment for ex-pupils as sound and lighting technicians, etc.

Aside from the Transition Programme, the FSES Pilot project also includes a number of other initiatives which seek to ease the transition process; these include:

- **Summer Scheme:** this was a new initiative in 2007 and provided two weeks of activities for 50-80 children aged between 9 and 13 years within school and outside school. It aims were to provide fun activities for the children; to offer the opportunity to develop new skills (e.g. cooking, sports,

teamwork, arts and crafts, independence); to offer the opportunity to build and maintain friendship groups; to raise self-esteem and confidence; and for staff and pupils to build better relationships. This also provides an opportunity for primary pupils learn new skills to become familiar with school, making it easier for them to come in future.

- **Year 8 Residential:** the school has run these successfully for many years prior to FSES but owing to financial constraints had to stop. FSES funding has allowed the school to reintroduce the Year 8 residentials. They seek to raise self-esteem and confidence; to provide fun activities for the children; to offer the opportunity to develop new skills; to offer the opportunity to build and maintain friendship groups; and for staff and pupils to build better relationships.

■ **Processes / Systems Used**

A needs assessment was undertaken with primary schools to identify priority areas in which they required support; timetabling and scheduling issues were also covered.

The Transition Teachers and others who are involved in transition related initiatives seek feedback from individual participants and also complete overall activity evaluations recording numbers, impacts, strengths and areas for improvement.

■ **Monitoring and Evaluation / Learning**

A key learning point from this initiative is the use of early intervention / preventative approaches to address specific (perhaps relatively minor) issues that are known to cause difficulty (and may escalate) later i.e. once the transition process takes place – this can include literacy, numeracy, ICT, discipline issues, etc. By working closely with primary school pupils, the Transition Teachers and other elements of the Transition Programme help to ease the transition process and to ensure that pupils are 'ready to learn'.

■ **Key contacts and networks that contributed to success.**

- The most important contacts and networks are the links between the Transition Teachers and others involved in delivering initiatives and the primary schools – prior to transition taking place and then relationships established and developed between Year 8 pupils and teachers in the Model School for Girls.

4.8.5 Maintaining Quality of Teaching

■ **Description of activity**

In the Model School for Girls, Student Voice has been established to ensure that pupils have ownership of their school and are involved and have a say in the school. In order to do this, the pupils must be given the necessary skills to become empowered. The Student Voice structure includes:

- **Steering Team:** Vice Principal (Mrs Heather Mairs), FSES Coordinator (Mrs Janice Clarke), 2 Head Girls (Carole Grant, Colleen Mann).
- **Operational Team:** Steering Team, Senior Prefects (2 Head Girls, 6 Deputy Head Girls, 6 Senior Prefects), 4 staff members; meets weekly.
- **School Council:** this includes representatives of each team within Student Voice. The teams are led by a Senior Prefect and each focuses on a specific area; these include: Art; Sport; Music; Charities; Youth bank; Young enterprise; SU; Junior prefects; Peer mediators; Peer mentors; Paired reading. Representatives to the School Council are elected by pupils.

One aspect of the Student Voice is the piloting of an initiative designed to empower and train the students to have an input into learning within the school. This has involved specialist training for Student Voice members covering: research and interview skills, questionnaire design; observation skills within the

classroom (negotiating with teachers, importance of confidentiality, provision of constructive feedback, using feedback as 'fact-finding' for teacher – what makes a lesson interesting). The students have become 'learning partners'. Five teachers have agreed to participate in the pilot. Progress on this initiative has been slow; but given that it is a radical initiative, this is not surprising.

■ **Processes / Systems Used**

The processes and systems used for this initiative will be developed by pupils based on the training that they have received; these will include questionnaires and records of observation.

■ **Monitoring and Evaluation / Learning**

This is an innovative initiative and therefore by its nature relatively slow to progress. It has been valuable in getting pupils involved in the way the school operates, teaching new skills to pupils, and requiring pupils and teachers to negotiate in a new environment / relationship.

■ **Key contacts and networks that contributed to success**

The critical relationship is that between the student evaluators and the teachers taking part in the initiative. Trust and confidentiality is essential to ensure that appropriate feedback is collected and fed back.

5 CONSULTATION FINDINGS AND RESEARCH

5.1 Introduction

The purpose of this section is to present our analysis and findings from the evaluation in line with the terms of reference. The information contained within this section is based on the interviews completed and reports made available to us by the interviewees. In this section, we present:

- Section 5.2 - Consultation Plan
- Section 5.3 - Stakeholder Consultation – Key Findings
- Section 5.4 - Schools Surveys – Key Findings
- Section 5.5 - Service Providers – Key Findings

5.2 Consultation Plan

We undertook an extensive programme of consultation including:

- **Statutory Agencies and Other Local Bodies** who stand to get deliverables from this project which will show a contribution to their objectives. We met / consulted with a number of groups and individuals to review the project (assessing progress to date) including and how it is expected to contribute to the relevant objectives. We also explored potential future funding options for these and other schools reference implementing Full Service activities. Consultees included:
 - Department of Education (DE) - John Caldwell, Steven Law (School Improvement Branch);
 - Department for Social Development (DSD) - Russell McCaughey, Community Engagement Team (Voluntary and Community Unit);
 - Belfast Education and Library Board;
 - Full Service Extended Schools (FSES) Operational Group;
 - Health Action Zone (HAZ) - Mary Black and Caroline Bloomfield;
 - Regional Training Unit - Caroline Karayiannis (Development Officer, Extended Schools).
- **Service Providers:** we undertook (mainly) telephone interviews with a range of organisations (many voluntary and community organisations) providing services under the FSES umbrella to access information on the level of service provided, how this was managed and funded and any assessment of impacts. This included:
 - Barnardo's;
 - Belfast Metropolitan College;
 - Community Education Programme – Stakeholder Development;
 - Contact Youth;
 - Forum for Action on Substance Abuse (FASA);
 - Greater Shankill Alternatives;
 - HYPE (Health for Youth Through Peer Education);
 - One Stop Shop;
 - Opportunity Youth;
 - Public Initiative for the Prevention of Suicide and Self harm (PIPS);
 - Police Service Northern Ireland (PSNI);
 - Sentinus;

- School Health and Alcohol Reduction Project (SHAHRP) – Lisburn YMCA;
 - Shankill Women’s Centre;
 - Skills for Life Via Education (SOLVE);
 - StreetBeat;
 - Extern – From Strength to Strength;
 - Young Enterprise.
- **Teachers, Pupils and Family Representatives (1-to-1 Consultation):** we interviewed school representatives (Governors representative, Head Teachers, Full Service Schools Co-ordinators, teachers, parents and pupils with specific involvement in FSES activities), in each school in order to:
- understand their motivation for involvement and their perceptions on the impact that FSES activities were having;
 - discuss the specific activities involved at a school level and the process used to identify the need for the activity and the implementation process and impact to date;
 - review the activities they said they would deliver, check these are being delivered and the rationale for these (if it exists);
 - understand their assessment of where the school was with regard to agreed performance indicators and how far the school had progressed and the evidence for this;
 - discuss the level of linkages with local groups and government representatives and the level of engagement with each;
 - discuss the progress made and any learnings from the process which has been and is still being implemented and what could be improved on in future implementations.
- **Teachers, Pupils and Family Representatives (self completion surveys):** we issued questionnaires in both schools to:
- staff (teaching and non-teaching) – 88 completed;
 - pupils – 169 completed;
 - parents – 48 completed.

These sought views on the extended activities including motivation for participating, the impacts (e.g. including changes in behaviour and attitudes) that the activities have had on them, (and for staff - workload levels, training and development and commitment to the future of the project).

5.3 Stakeholder Consultation – Key Findings

A summary of the main issues arising from consultation with stakeholders is noted in Table 5.1 and Table 5.2. This includes consultation with the Operational Group, HAZ, RTU and various staff members and pupils in each school.

Table 5.1: What has worked well / Challenges for FSES

What has worked well	Challenges
<ul style="list-style-type: none"> ■ Drawing on previous experience e.g.: Communities in Schools (Model School for Girls). ■ Joint working / initiatives – Boys’ Model and Model School for Girls – allow schools to share ideas / learning and take advantage of economies of scale to run joint activities. ■ Enthusiastic and committed staff: core FSES team and other teaching / non-teaching staff involved. ■ Importance of the ‘right’ people with the ‘right’ skills / personalities and knowledge / experience of the schools: <ul style="list-style-type: none"> ● Many FSES staff have had previous roles in the schools – know how the schools work, understand the culture and are well known, accepted from the outset; ● Non-teaching staff more readily accepted than teaching staff by pupils and families in addressing personal / family problems. ■ Wide variety of services / initiatives developed & delivered in relatively short timescales. ■ Evolving programme – flexibility to replace / amend some initiatives if not successful. ■ Individual (pupil) success stories: e.g.: improved attendance / behavioural issues addressed / support provided to address ‘baggage’. Also knock on impact of removing ‘disruption’ to other pupils. ■ Benefits for teachers: <ul style="list-style-type: none"> ● range of supports to which they can refer pupils; ● access to specialist skills that they may not have; ● issues addressed that they don’t have time for; ● ‘peace of mind’: pupils’ problems being addressed. ■ Regular FSES team meetings (FSES Coordinator, Attendance & Parenting Officers, Transition Teachers (GM only) in each school; review progress, plan ahead. ■ FSES Coordinators and others share information on range of supports being provided for specific pupils (through Multi-Disciplinary Team in GM, Integrated Guidance Panel in BM). ■ Opportunity presented by new school buildings – purpose built facilities / ‘curiosity’ factor leading to greater community involvement. ■ Links strengthened between schools and other organisations (statutory / voluntary and primary schools) through the Operational Group. ■ Expertise and contacts built up. 	<p>FSES PROJECT</p> <ul style="list-style-type: none"> ■ Short timescales for baseline audit & developing / planning a programme of activity. ■ Steep learning curve for all involved. ■ Funding: Short term ‘pilot’ project yet long term (3-5 years) to deliver impact: this creates a challenge for schools. Schools are keen to fully commit, but if there is a possibility that project funding may cease, schools have to be mindful of how far expectations are raised and may have to consider an ‘exit strategy’. ■ Sustainability: How to sustain what has been achieved (funding) and ensure there is a legacy (i.e. vicious circle - of deprivation coupled with low educational attainment - is broken). ■ Links with statutory health provision—slow to develop—some progress now. ■ Vol & Comm service providers: <ul style="list-style-type: none"> ● Wide range of providers (time consuming to manage); ● Can be short term / 1-off provision => no SLA; ● Dependent on them to feedback re: monitoring / evaluation. ■ Difficult to engage / attract / get ‘buy in’ from parents / community. Issues include: <ul style="list-style-type: none"> ● Social - deprivation in local community; ● Cultural attitudes – low aspirations, do not value education; ● Physical distance of schools from catchment area; ● Distinct geographic areas (separate identities / communities issues) from which pupils are drawn. ■ Targeting initiatives / support on those who need it most. <p>BROADER ISSUES</p> <ul style="list-style-type: none"> ■ Wide range of initiatives in schools – difficult to isolate specific impact of FSES. ■ Year on year comparisons difficult – these cannot be ‘like for like’ as each year group will be starting from a different base (e.g. academic ability). ■ Changes in school-age population profile.

Table 5.2: Key Lessons for Full Service Provision in other Schools

Area	Key Issues / Lessons
VISION and LEADERSHIP	<ul style="list-style-type: none"> ■ Need for strong leadership and vision from school principals to drive the project. <ul style="list-style-type: none"> • Willing to take risks, be innovative and creative. ■ Need key stakeholders to have discussed / agreed and own a shared understanding of what the vision is and definition of 'Full Service'. ■ Need all involved to understand what project is seeking to achieve.
PLANNING	<ul style="list-style-type: none"> ■ More time for baseline audit and initial planning. ■ Assistance in developing plans / setting SMART objectives. ■ Need for some flexibility / review of plan as needs evolve / specific issues arise. ■ Setting realistic targets e.g.: <ul style="list-style-type: none"> • Consider 'value add' to pupils with greatest need – not just overall target; • Academic attainment, employability-also 'soft' impacts e.g. self-esteem, confidence, etc. ■ Monitoring and evaluation requirements: <ul style="list-style-type: none"> • Driven by targets (demonstrating progress against these); • Focused on impacts (not just outputs); • More support for evaluation of each intervention; • Need to allow sufficient time to see outcomes.
TARGETING OF RESOURCES / INITIATIVES	<ul style="list-style-type: none"> ■ Target provision where need is greatest. ■ Make use of collaboration in targeting (e.g. same family with pupils in 2 schools – share information and supports). ■ Pastoral care initiatives (e.g. attendance, counselling, parenting interventions) have tended to focus on where there is greatest need (e.g. highlighted by poor attendance record, disruptive behaviour, etc). This should continue. ■ More targeted and systematic approach should be adopted for initiatives aimed at boosting attainment (e.g. target low achievers for Booster classes, coursework clinic, etc.). ■ Need to consider underlying reasons for e.g. poor attainment levels and tackle this – could be for wide range of reasons e.g.: deprivation, difficulties at home, Special Educational Needs, teaching quality. ■ Consider targeting resources earlier in the educational process e.g. in primary schools to address issues around motivation, attitude, parental involvement (major determining factor through a child's lifetime).
SERVICE PROVIDERS	<ul style="list-style-type: none"> ■ Put SLAs in place with service providers. ■ Specify requirements and timescales for monitoring and evaluation information from service providers. ■ Link evaluation reporting back to overall impacts seeking to achieve.
RELATIONSHIPS	<ul style="list-style-type: none"> ■ Need to allow time to build & develop relationships / credibility with community / parents / primary schools, etc. ■ FSES Coordinators – membership of local community fora / partnerships (see Appendix 2 for list of organisations that Coordinators belong to). ■ FSES Teams (Coordinators, Attendance Officers, Parenting Coordinators) – may be perceived by some as more accessible / approachable than teaching staff. ■ Resources (e.g. ability to offer programme) can make a difference in bringing people / organizations on board. ■ Links with statutory health providers – need to build in early and at a strategic level. ■ Integrated multi-agency working more efficient – but delivering through school need to be aware of different sets of 'boundaries': agencies; communities / schools / pupils; also need to be aware of different motivations / accountability re: seeking to achieve specific targets. ■ Real engagement with local community.
ROLE OF CO-ORDINATORS	<ul style="list-style-type: none"> ■ Has had to be focused on relationship building / 'hands-on' / operational issues in early phases. ■ Needs to evolve to become more strategic / co-ordination role once project is established. ■ Document processes / criteria etc. rather than having an 'indispensable' FSES Co-ordinator who 'knows which service to use' / 'who to contact'. ■ Reduced administrative burden.

5.4 Schools Surveys – Key Findings

5.4.1 Response Rates

Three surveys were developed for staff, pupils and parents; 862 of these were issued and 305 returned, representing an overall response rate of around 35%, as illustrated in Table 5.3. Given the issues already noted regarding parental involvement and engagement, it is not surprising that the overall response rate for parent surveys was only 14% compared to overall response rates of over 50% for the staff surveys and 46% for the pupil surveys.

Table 5.3: Surveys Issued and Response Rates by School

	Boys' Model			Model School for Girls			Total		
	No. issued	No. returned	Response Rate	No. issued	No. returned	Response Rate	No. issued	No. returned	Response Rate
Staff	98	30	30.6%	67	58	86.6%	165	88	53.3%
Pupil	150	78	52.0%	211	91	43.1%	361	169	46.8%
Parent	150	34	22.7%	186	14	7.5%	336	48	14.3%
Total	398	142	35.7%	464	163	35.1%	862	305	35.4%

In both schools, a sample of pupils was selected to complete the survey on the basis of identifying 2-3 pupils per Form Class to give a mix of pupils by year and also a mix of those in receipt of free school meals and those not.

The sample selected to receive parent surveys corresponded to the pupil sample – again giving a mix by year group and those in receipt of Free School Meals or not. All of the pupil surveys were issued and collected by the FSES Coordinators in the schools. In the Boys' Model School, parent surveys were issued to pupils to take home by the FSES Coordinator; these were brought back into school to return to the FSES Coordinator. The Model School for Girls parent surveys were posted out to each family in the sample with a pre-paid return envelope to FGS McClure Watters included.

Staff surveys were issued at the Boys' Model to all staff and followed up by the FSES Coordinator during subsequent days; the Model School for Girls, staff surveys were issued and collected by the FSES Coordinator during a staff-training day.

A profile of responses received for each survey type, by school and by those in receipt of Free School Meals (or not) is illustrated in Table 5.4.

Table 5.4: Responses Received by School and by FSM

	Boys' Model			Model School for Girls			Total		
	FSM	Non FSM	Total	FSM	Non FSM	Total	FSM	Non FSM	Total
Staff	-	-	30	-	-	58	-	-	88
Pupil	30	48	78	31	60	91	61	108	169
Parent	5	29	34	6	8	14	11	37	48
Total	35	77	142	37	68	163	72	145	305

5.4.2 Staff

Perceived Effect of FSES

Respondents were asked about their views of FSES provision and how it has affected the school and wider community. Staff who responded to the survey were generally very positive about the FSES project as illustrated in Table 5.5.

- **Rationale and vision:** Over 80% responded positively (agree or strongly agree) to statements relating to this aspect including: a clear role for FSES, that the initiative was based on the clear needs of children, their families and the wider community, and that there was a clear and consistent vision.
- **Communication** about FSES is well regarded with over 85% of respondents indicating agreement (or strongly agreeing) with statements relating to communication.
- **Operational / Resources:** School staff are in agreement (91% agree or strongly agree) that the FSES initiative provides a comprehensive range of integrated services and a high proportion (76%) agree or strongly agree that FSES is flexible in responding to changing needs and circumstances. However, the resourcing of the FSES scheme was not rated as highly as other areas: only 51% of respondents agreed (or strongly agreed) that there are adequate financial resources, 49% agreed (or strongly agreed) that there are adequate human resources and only 39% agreed (or strongly agreed) that there are adequate physical resources available.
- **Support for Learning:** almost all staff (97%) felt that the initiative provided good support to pupils in for learning through from teaching staff and other adults in the school.
- **Personal Support:** over 80% of staff either agreed or strongly agreed that there is personal support available for pupils including from teachers, other adults and other agencies.
- **Activities** Over 75% of staff agree (or strongly agree) that an extensive range of extra activities is offered to pupils through FSES with many pupils participating in them, and that these activities are interesting for pupils.
- **Parents:** The majority of staff (94%) agree or strongly agree that parents are welcomed into the schools and (85%) that parental concerns are listened to, with 80% agreeing (or strongly agreeing) that parents and teachers often talk to each other. The statement with which there is the lowest level of agreement in this area is that 'the school tries hard to help parents with their personal and family problems'; 74% of staff agree or strongly agree with this statement.
- **People who live in the area:** At least two thirds of staff agree or strongly agree that the school provides support to the wider population (helping people in the area with their problems, helping people in the area to learn and gain qualifications, offer interesting activities). 70% of staff agree or strongly agree that their school is well regarded by people who live in the area. A relatively low proportion (42%) of staff agreed or strongly agreed that people who lived in the area take part in activities offered by the school; however a third of staff either did not know or gave a 'neither / nor' response.

Table 5.5: Staff: Effect of FSES Provision

	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
Rationale and Vision						
a) This school has a role to play in addressing the needs of children, their families and the local community	2%	1%	1%	40%	55%	1%
b) The FSES plan is based on the needs of children, their families and the wider community	1%	0%	0%	43%	55%	1%

	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
c) There is a clear, consistent shared vision for FSES	1%	2%	9%	45%	35%	5%
Communication						
d) I understand what FSES is seeking to achieve	2%	1%	7%	55%	34%	1%
e) Staff in school are kept informed about FSES	2%	3%	6%	50%	36%	1%
f) Staff in school are involved in and support FSES	1%	2%	9%	57%	30%	1%
Operational / Resources						
g) FSES provides a comprehensive range of integrated services including access to health services, adult learning, community activities and study support	1%	1%	5%	45%	45%	1%
i) FSES is flexible and can respond to changing needs and circumstances	1%	1%	9%	44%	32%	13%
j) There are adequate financial resources for FSES to achieve its aims	5%	11%	11%	35%	16%	22%
k) There are adequate human resources for FSES to achieve its aims	3%	17%	14%	39%	10%	17%
l) There are adequate physical resources (e.g. accommodation, equipment) for FSES to achieve its aims	6%	25%	17%	31%	8%	14%
Support for Learning						
m) Teachers try hard to help pupils learn	1%	2%	0%	25%	72%	0%
n) There are other adults in school who help pupils to learn	1%	1%	1%	32%	65%	0%
Personal Support						
o) Teachers will always help children with their personal problems	2%	9%	7%	51%	31%	0%
p) In this school there are other adults who help children with personal problems	1%	1%	2%	38%	57%	1%
q) In this school, adults listen to children and young people	1%	1%	1%	51%	44%	0%
r) In this school, it is usually possible to get good support for pupils from other agencies	1%	1%	1%	45%	47%	5%
Activities						
s) In this school there are many extra activities outside ordinary lessons	1%	0%	1%	23%	75%	0%
t) Many children take part in these extra activities	2%	13%	5%	41%	36%	3%
u) The extra activities are interesting for the full range of pupils	1%	8%	7%	40%	44%	0%
Parents						
v) In this school, parents and teachers often talk to each other	0%	11%	7%	60%	19%	1%
w) The school tries hard to help parents with their personal and family problems	2%	6%	10%	51%	23%	8%
x) Parents are made to feel welcome by the school	1%	0%	1%	44%	50%	3%
y) The school listens to what parents have to say	1%	2%	8%	55%	31%	2%

	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
People who live in the area						
z) In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	2%	19%	20%	39%	3%	16%
aa) The activities offered by the school are interesting for a wide range of people	1%	3%	13%	63%	14%	7%
ab) The school helps people who live in the area to learn things and gain qualifications	1%	3%	11%	61%	13%	10%
ac) The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	1%	0%	16%	51%	17%	14%
ad) People who live in the area think this is a good school	1%	1%	11%	58%	13%	15%

Role and Involvement in FSES

Staff are involved in a wide range of FSES activities as illustrated in Table 5.6. The most common categories are Attainment and Employability; Behaviour / Personal Development; Transition Programme (primaries); and Health and Wellbeing. Relatively few respondents were involved in activities for Parents / Community and After school / extra curricular activities. The most common activities in which staff are involved are:

- After School Learning and Homework Club (35%);
- Attendance (34%);
- PSHE Programme (34%);
- Summer Scheme (27%);
- Year 8 Residentials (27%);
- Pupil / Student Support Unit (25%);
- GCSE Booster Classes (25%); and
- GCSE Coursework Clinic (22%).

Table 5.6: Staff: Role and Involvement in FSES Activities

Category	Activity	Total
Attainment and Employability	After School Learning & Homework Club	35%
	GCSE Coursework Clinic	22%
	GCSE Easter Booster Classes	25%
	Literacy Support	16%
	Numeracy Support	6%
	6th Form Mentoring Support	3%
	Welcome Host Award	6%
	Welcome Europe Modern Languages Course	6%
	Transition Phase Programme (employment opportunities)	3%
Behaviour/Personal Development	Attendance	34%
	Pupil / Student Support Unit	25%

Category	Activity	Total
	Pathways Alternative Education Programme	6%
	Opportunity Youth / Adult Mentors	9%
	Opportunity Youth / Peer Mentor training (active citizenship, young men's programme)	3%
	Higher Force Explorer Programme	1%
	Prison-me-no-way programme	0%
	School Council / Student Voice	7%
Parents/Community	Parent Voice	5%
	Parenting Support Programme	1%
	Adult Education	6%
	Family Learning Programme	0%
	Adult Counselling	1%
Transition Programme (primaries)	Summer Scheme	27%
	Year 8 Residential	27%
	Music Programme (primary pupils)	2%
	Transition Support (in primaries)	9%
	Sentinus Initiative	1%
	Toplink Festival (Year 11 & P6)	7%
Health & Wellbeing	PSHE Programme	34%
	Health Fair	8%
	One Stop Shop	16%
	Breakfast Club	10%
	Sports	15%
	Men's Health Nights	0%
	Women's Aid Staff Training	3%
After School/Extra-Curricular	Rock Challenge & Stage School	11%
	Chess Club	2%
	Animation and Fashion Club	0%
	Music Composition Workshops	5%
	Media Studies Collaboration Project	1%

Motivation for Involvement in FSES

The main reasons for staff getting involved in the FSES project was due to the direct approach of the FSES Coordinator (34%) and because it offered an opportunity to build new relationships with parents / local communities (23%). 10% felt that is provided resources for activities that they had planned but could not otherwise provide and 9% provided other responses including:

- Because it's my job / Hired specifically for the job / It's part of my youth tutor post;
- Opportunity to earn some money;

- As a former year head;
- Administrative support.

Impact of FSES on Your Role

The impact of the FSES project on staff roles is less clearly perceived (see Table 5.7), with between 16% and 34% giving a 'neither / nor' response to the questions. Comparing the balance between those who agree / strongly agree and those who disagree / strongly disagree, the issues where a larger proportion of respondents either agreed or strongly agreed include (% agree / strongly agree in brackets):

- c) Access to more internal support – pastoral care issues (62%);
- d) Access to external specialist support - pastoral care issues (66%);
- j) More resources (finance, transport, accommodation, catering) available to support activities I run in school (50%);
- e) Spend more time on individual pupils' pastoral care issues where I am directly involved (39%);
- l) Training and development (including information, advice) to support my role in FSES (27%).

On the other hand, the issues where a larger proportion of respondents either disagreed / strongly disagreed than agreed / strongly agreed include (% disagree / strongly disagree in brackets):

- a) Spend less time overall on pastoral care (pupils' personal and family problems) issues (30%);
- g) Spend less time offering support to pupils' learning outside lessons (32%);
- i) Spend more time running activities for adults (36%);
- k) Supply cover available to allow time for me to prepare / take part in specific FSES activities (27%).

Table 5.7: Staff: Impact of FSES on Your Role

Impact of FSES on your role	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
a) Spend less time overall on pastoral care (pupils' personal and family problems) issues	7%	23%	31%	16%	5%	8%
b) Deal with fewer individual pupils' pastoral care issues directly (i.e. refer these to others)	6%	26%	23%	24%	6%	7%
c) Access to more internal support – pastoral care issues	1%	1%	18%	42%	20%	6%
d) Access to external specialist support - pastoral care issues	1%	0%	16%	44%	22%	7%
e) Spend more time on individual pupils' pastoral care issues where I am directly involved	0%	11%	26%	32%	7%	11%
f) Less disruption to teaching time	2%	18%	34%	22%	5%	7%
g) Spend less time offering support to pupils' learning outside lessons	5%	27%	30%	20%	1%	6%
h) Spend more time running activities for pupils outside lessons	3%	18%	28%	26%	7%	6%
i) Spend more time running activities for adults	11%	25%	31%	9%	1%	11%
j) More resources (finance, transport, accommodation, catering) available to support activities I run in school	0%	8%	23%	34%	16%	9%
k) Supply cover available to allow time for me to prepare/ take part in specific FSES activities	7%	20%	30%	11%	5%	15%
l) Training and development (including information, advice) to support my role in FSES	3%	11%	28%	20%	7%	16%

Impact of FSES

Staff perception of the impact of the FSES project is extremely positive (see Table 5.8):

- **Pupils:** Staff feel the FSES project has had positive impacts for pupils in a range of areas, with at least two thirds indicating a positive impact (either limited or major) for each of the proposed benefits. The main benefits are improved access to specialist support services (88%); enhanced opportunities to learn new skills and talents (82%); and in raising pupils performance (79%).
- **School:** Staff consider that the FSES project has been of benefit to the school with at least 70% considering indicating a positive impact (either limited or major) for each of the proposed benefits. There is one exception: staff did not feel FSES had such a strongly impacted on their opportunities for flexible working and career development (63% indicated a positive impact either limited or major).
- **Families:** Fewer staff (around 55 – 65%) indicated that there was a positive impact (either limited or major) for benefits associated with families. In two areas, however, more staff perceived a positive impact (either limited or major) for families – these were: greater availability of specialist support for families and more opportunities for local adult education and family learning (82% and 77% perceived a positive impact either limited or major respectively).
- **Community:** Around two thirds of staff indicated a positive impact (either limited or major) on benefits for the wider community. However, fewer staff indicated a positive impact (either limited or major) on two community benefits: Improved community planning and better access to essential services (57%) and Local career development opportunities (46%).
- **Statutory and Voluntary Agencies:** Around three quarters of staff indicated a positive impact (either limited or major) on a range of benefits for statutory and voluntary agencies.

Table 5.8: Staff: Perceived Benefits

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
Benefits for all pupils:						
P1) Improved learning and achievement (educational attainment) of pupils	0%	10%	9%	49%	22%	6%
P2) Raises performance in the Full Service Schools and in linked primary schools	0%	2%	8%	41%	38%	7%
P3) Increased motivation and self-esteem	0%	7%	10%	44%	30%	5%
P4) Improved access to specialist support to meet pupils' wider needs	0%	3%	2%	31%	57%	2%
P5) Increased positive attitude towards learning	1%	6%	18%	44%	22%	5%
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents	0%	1%	7%	42%	40%	6%
P7) Improved health and well-being	0%	2%	19%	43%	26%	5%
P8) To increase attendance and to promote inclusion.	0%	5%	13%	44%	33%	1%
Benefits for the school:						
S1) Additional facilities and equipment	1%	1%	11%	32%	43%	7%
S2) Greater opportunities for staff for flexible working and career development	2%	2%	19%	33%	30%	9%
S3) Improved collaboration with neighbouring schools (e.g. feeder primary schools and other schools in the area) and youth provision	0%	2%	5%	32%	50%	7%
S4) Enhanced partnership working with the community and statutory agencies	0%	3%	5%	34%	48%	6%

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
S5) Greater awareness of the community and pupil diversity	0%	1%	6%	41%	39%	9%
S6) Greater appreciation of the parents' role within education	0%	5%	10%	43%	27%	10%
Benefits for families:						
F1) Improvements in child behaviour and social and health skills	0%	10%	19%	39%	15%	15%
F2) Better understanding of families' backgrounds, cultures, concerns, goals and needs	0%	10%	14%	43%	20%	9%
F3) Greater parental involvement in children's learning and development	0%	9%	17%	40%	19%	11%
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	0%	7%	13%	36%	27%	11%
F5) More opportunities for local adult education and family learning	0%	7%	7%	41%	36%	6%
F6) Greater availability of specialist support for families	0%	3%	5%	44%	38%	7%
Benefits for communities:						
C1) Improved community planning and better access to essential services	0%	6%	10%	38%	19%	24%
C2) Improved local availability of sports, arts and other facilities	0%	7%	8%	41%	26%	15%
C3) Local career development opportunities	0%	7%	18%	30%	16%	26%
C4) Improved outcomes for families and children	0%	5%	3%	44%	25%	19%
C5) Better supervision of children outside school hours	1%	5%	7%	40%	23%	22%
C6) Closer relationships with the school	0%	7%	5%	43%	31%	11%
Benefits for Statutory and Voluntary agencies						
V1) Improved access to pupils and parents;	0%	3%	3%	44%	32%	13%
V2) Improved relationships with schools;	1%	3%	5%	36%	36%	14%
V3) Improved quality of service	1%	2%	8%	40%	32%	13%

Lessons Learnt

Staff respondents indicated many positive aspects of the FSES project. The most common responses were: extra support offered to pupils and parents (29.5%); new learning opportunities it offered (21.6%); the FSES team / coordinators (15.9%); increased resources to support pupils / staff (14.8%); access to external agencies / support (12.5%) and booster / revision classes (11.4%).

Some staff respondents (9%) indicated that strength of the FSES project was building relationships / involvement with parents and relationships / involvement with community.

The FSES project faces some key challenges which need to be addressed to enable it to more effectively impact on staff, pupils, schools, parents / families and on the wider community. The biggest challenge for FSES is the requirement to increase resources including more financial input, more staff and more facilities. This was cited by almost a quarter of staff respondents.

Just less than 10% of staff respondents felt that communication about the FSES programme needs to be improved with more information being provided on what it is, what activities are available to young people

and what pupils are participating on it. Only 5% of staff respondents felt that community and parental involvement needed to be developed further.

A high percentage of staff (73%) would maintain an involvement in FSES if it ran again. The majority of staff respondents (73%) also felt that the FSES initiative should be rolled out in other schools as it offered many benefits across the spectrum of stakeholders.

5.4.3 Pupils

Perceived Effect of FSES

Respondents were asked about their views of FSES provision and how it has affected the school and wider community. Pupils who responded to the survey were generally very positive about the FSES project as illustrated in Table 5.9. From the pupils' perspective the FSES initiative has clearly benefited them personally. Generally pupils found it harder to comment on any wider impact of the scheme.

- **Support for Learning:** about two thirds of pupils felt that the initiative provided good support to pupils for learning from teaching staff and other adults in the school.
- **Personal Support:** the majority of pupils (around 70%) either agreed or strongly agreed that there was personal support available for pupils including from teachers and other adults; they also felt that they were listened to.
- **Activities** 86% of pupils agree (or strongly agree) that there are many extra activities on offer through FSES. However just over 60% agree (or strongly agree) that many pupils participate in them, or that the activities are interesting for them personally.
- **Parents:** Almost 70% of pupils felt that parents considered their school to be 'good' and the majority of pupils (58%) agree or strongly agree that parents and teachers often talk to each other. Just under a third of pupils (29%) agreed or strongly agreed that 'the school tries hard to help parents with their personal and family problems'; although a further 30% gave 'don't know' as a response to this statement.
- **People who live in the area:** At least a quarter of pupils gave a 'don't know' response to the effect of the FSES project on people who live in the area. However, at least a third of pupils agree or strongly agree that the school provides support to the wider population (helping people in the area with their problems, helping people in the area to learn and gain qualifications, offer interesting activities). 56% of pupils agree or strongly agree that their school is well regarded by people who live in the area.
- **About Me:** Between 70% and 80% of pupil respondents overall had a positive outlook in relation to their ability to learn, gain good qualification and to staying in education after they are aged 16 years of age.

Table 5.9: Pupils: Impact of FSES Provision

	NO!	No	Neither /Nor	Yes	YES!	DK
Support for Learning						
Teachers try hard to help pupils learn	1%	1%	5%	35%	49%	3%
There are other adults in school who help you to learn	2%	9%	9%	31%	34%	7%
Personal Support						
Teachers will always help you with your personal problems	1%	9%	6%	34%	35%	10%
In this school there are other adults who help you with	2%	8%	25%	34%	38%	9%

	NO!	No	Neither /Nor	Yes	YES!	DK
personal problems						
In this school, adults listen to children and young people	2%	5%	9%	40%	32%	4%
Activities						
In this school there are many extra activities outside ordinary lessons	2%	1%	2%	25%	61%	2%
Many pupils take part in these extra activities	3%	5%	10%	37%	26%	13%
The extra activities are interesting people like me	4%	9%	9%	28%	34%	8%
Parents						
In this school, parents and teachers often talk to each other	4%	9%	11%	38%	20%	11%
The school tries hard to help parents with their personal and family problems	10%	12%	11%	17%	12%	30%
Parents think this is a good school	5%	3%	6%	27%	42%	9%
People who live in the area						
In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	5%	5%	11%	18%	14%	40%
The school helps people who live in the area to learn things and gain qualifications	2%	8%	12%	22%	17%	32%
The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	4%	8%	8%	18%	12%	43%
People who live in the area think this is a good school	1%	2%	8%	30%	26%	24%
About Me						
I think I am good at learning	2%	2%	6%	43%	36%	4%
I expect to get good qualifications when I am older	2%	0%	5%	31%	48%	7%
I expect to stay on at school or college after I am 16	7%	2%	2%	22%	48%	13%

Involvement in FSES

The most common areas in which pupil respondents (or other family members) were involved were: Attainment and Employability; Behaviour / Personal Development; Transition Programme (primaries) and Health and Wellbeing. A very low percentage of pupils (or other family members) were involved in Parents / Community activities and in After school / Extra curricular activities. The most common activities which pupils (or other family members) were involved in included:

- Sports (50%);
- Breakfast Club (41%);
- After School Learning and Homework Club (40%);
- Attendance (37%);
- Summer Scheme (28%); and
- Year 8 Residentials (24%).

Table 5.10: Pupil: Involvement in FSES Activities

Category	Activity	Total
Attainment and Employability	After School Learning & Homework Club	40%
	GCSE Coursework Clinic	8%
	GCSE Easter Booster Classes	11%
	Literacy Support	10%
	Numeracy Support	8%
	6th Form Mentoring Support	2%
	Welcome Host Award	4%
	Welcome Europe Modern Languages Course	2%
	Transition Phase Programme (employment opportunities)	1%
Behaviour / Personal Development	Attendance	37%
	Pupil / Student Support Unit	4%
	Pathways Alternative Education Programme	1%
	Opportunity Youth / Adult Mentors	3%
	Opportunity Youth / Peer Mentor training (active citizenship, young men's programme)	6%
	Higher Force Explorer Programme	1%
	Prison-me-no-way programme	1%
	School Council / Student Voice	9%
Parents / Community	Parent Voice	5%
	Parenting Support Programme	1%
	Adult Education	0%
	Family Learning Programme	0%
	Adult Counselling	0%
Transition Programme (primaries)	Summer Scheme	28%
	Year 8 Residential	24%
	Music Programme (primary pupils)	9%
	Transition Support (in primaries)	4%
	Sentinus Initiative	4%
	Toplink Festival (Year 11 & P6)	6%
Health & Wellbeing	PSHE Programme	11%
	Health Fair	1%
	One Stop Shop	11%
	Breakfast Club	41%
	Sports	50%
	Men's Health Nights	15%
	Women's Aid Staff Training	1%
After School / Extra-Curricular	Rock Challenge & Stage School	5%
	Chess Club	2%
	Animation and Fashion Club	3%
	Music Composition Workshops	3%
	Media Studies Collaboration Project	2%

Impact of FSES

FSES has a number of potential impacts for pupils and the majority (at least 60%) of pupil respondents indicated it has had a positive impact (either limited or major) on all of these aspects including learning

and achievement, motivation and self-esteem, helping to enjoy learning, opportunity to learn new skills / talents and develop existing ones, their health and wellbeing, their attendance and their ability to feel part of the wider school community.

Fewer pupils (53%) felt that FSES had a positive impact with regard to giving better access to specialist support if required; however 25% responded 'Don't Know' with regard to this benefit, as detailed in Table 5.11.

Table 5.11: Pupils: Perceived Benefits

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
Benefits for all pupils:						
P1) Improved my learning and achievement	2%	3%	4%	34%	42%	8%
P3) Increased my motivation and self-esteem	1%	6%	6%	34%	33%	12%
P4) Gives me better access to specialist support to meet my wider needs	2%	5%	7%	28%	25%	25%
P5) Helps me to enjoy learning more than I did before	3%	10%	8%	31%	30%	8%
P6) Opportunity to learn new skills and talents and develop existing skills and talents	2%	2%	7%	29%	40%	12%
P7) Improved my health and well-being	4%	9%	8%	36%	25%	12%
P8) Increased my attendance	4%	8%	8%	26%	34%	12%
P8) Helped me to feel more a part of the school community.	2%	4%	10%	35%	25%	16%

Lessons Learnt

FSES has a number of core strengths from a pupil's perspective; the most frequently mentioned include:

- Provision of new learning opportunities and opportunities to improve skills (17.8%);
- Breakfast Club (8.3%);
- Meeting new people (8.3%);
- The support available to pupils if required (8.3%);
- Homework club (7.7%);
- Sporting activities (7.7%);
- Range of activities (7.1%);
- Summer Scheme (5.9%).

The FSES project faces some challenges which need to be addressed to ensure the continued support, interest and sustained impact for pupils. The biggest challenges for FSES (perceived by pupils) include: the need for more classes / activities and clubs (7.1%); to involve more pupils in activities and classes (7.1%); to provide a wider range of activities and classes (5.9%); to allocate more time to FSES activities (4.7%).

In relation to the future of FSES from the pupils' perspective, only 37% said that they would maintain an involvement, whilst 31% indicated that they 'did not know' and 25% indicated 'other'. However of those pupils who indicated that they 'did not know' if they would continue to be involved, their reservations centred on the fact that they would want to know what the activities / classes would be offered before signing up.

5.4.4 Parents

Respondents were asked about their views of FSES provision and how it has affected the school and wider community. Parents who responded to the survey were generally very positive about the FSES project as illustrated in Table 5.12.

- **Rationale / Vision:** the majority (96%) of parents who responded agree that the school had a clear role to play in addressing the needs of children, their families and the local community.
- **Communication:** virtually all respondent agree that parents and families are kept informed about activities provided through the school and about 80% agree that felt that parent and families are involved in and support activities provided through the school.
- **Operational / Resources:** over 80% of parents agree (or strongly agree) that the FSES initiative provides a comprehensive range of integrated services and that FSES is flexible in responding to changing needs and circumstances.
- **Support for Learning:** almost all parents felt that the initiative provided good support for learning to pupils from teaching staff (96% agree or strongly agree) and from other adults in the school (79% agree or strongly agree).
- **Personal Support:** over 70% of parents either agree or strongly agree that there is personal support available for pupils including from teachers, other adults and other agencies. 83% of parents also felt that children and young people were listened to by adults in school.
- **Activities:** Over 80% of parents agree (or strongly agree) that an extensive range of extra activities is offered to pupils through FSES with many pupils participating in them, and that these activities are interesting for pupils.
- **Parents:** At least 85% of parents agree or strongly agree that parents are welcomed into the schools, that parental concerns are listened to, and that parents and teachers often talk to each other. The statement with which there is the lowest level of agreement in this area is that 'the school tries hard to help parents with their personal and family problems'; 75% of parents agree or strongly agree with this statement.
- **People who live in the area:** At least two thirds of parents agree or strongly agree that the school provides support to the wider population (helping people in the area with their problems, helping people in the area to learn and gain qualifications, offer interesting activities). 73% of parents agree or strongly agree that people who lived in the area take part in activities offered by the school. 90% of parents agree or strongly agree that their school is well regarded by people who live in the area.

Table 5.12: Parents: Effect of FSES Provision

	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
Rationale and Vision						
This school has a role to play in addressing the needs of children, their families and the local community	2%	0%	2%	40%	56%	0%
Communication						
Parents and Families are kept informed about FSES	2%	0%	0%	46%	52%	0%
Parents and Families are involved in and support activities provided through the school	0%	13%	2%	50%	29%	2%
Operational / Resources						
There is a wide range of services provided through the school including access to health services, adult learning,	2%	0%	4%	48%	35%	10%

	Strongly Disagree	Disagree	Neither / Nor	Agree	Strongly Agree	Don't Know
community activities and study support						
Activities and services provided through the school are flexible; they respond to changing needs and circumstances	0%	2%	13%	50%	31%	4%
Support for Learning						
Teachers try hard to help pupils learn	0%	2%	2%	25%	71%	0%
There are other adults in school who help pupils to learn	2%	4%	2%	50%	29%	13%
Personal Support						
Teachers will always help children with their personal problems	2%	0%	4%	52%	40%	2%
In this school there are other adults who help children with personal problems	0%	2%	6%	50%	31%	10%
In this school, adults listen to children and young people	2%	0%	6%	50%	33%	8%
In this school, it is usually possible to get good support for pupils from other agencies	2%	0%	8%	46%	27%	17%
Activities						
In this school there are many extra activities outside ordinary lessons	2%	0%	0%	42%	56%	0%
Many children take part in these extra activities	0%	2%	4%	44%	38%	10%
The extra activities are interesting for children like mine	0%	6%	4%	44%	44%	2%
Parents						
In this school, parents and teachers often talk to each other	2%	6%	4%	56%	29%	2%
The school tries hard to help parents with their personal and family problems	0%	2%	8%	40%	35%	15%
Parents are made to feel welcome by the school	0%	4%	6%	38%	50%	2%
The school listens to what parents have to say	2%	2%	10%	33%	52%	0%
People who live in the area						
In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	0%	6%	2%	48%	25%	13%
The activities offered by the school are interesting for people like me	2%	2%	6%	54%	23%	8%
The school helps people who live in the area to learn things and gain qualifications	0%	4%	6%	44%	29%	13%
The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	2%	0%	8%	40%	27%	19%
People who live in the area think this is a good school	2%	2%	2%	42%	48%	0%

Involvement in FSES

The most common areas in which parent respondents (or other family members) were involved were: Attainment and Employability; Behaviour / Personal Development; Transition Programme (primaries) and Health and Wellbeing (see Table 5.13). Fewer parents (or other family members) were involved in

Parents / Community activities and very few in After school / Extra curricular activities. The most common activities in which parents (or other family members) were involved included:

- Sports (40%);
- Breakfast Club (31%);
- After School Learning and Homework Club (31%);
- GCSE Booster Classes (25%);
- Attendance (23%);
- Year 8 Residentials (23%);
- Parent Voice (17%).

Table 5.13: Parents: Involvement in FSES Activities

Category	Activity	Total
Attainment and Employability	After School Learning & Homework Club	31%
	GCSE Coursework Clinic	13%
	GCSE Easter Booster Classes	25%
	Literacy Support	4%
	Numeracy Support	4%
	6th Form Mentoring Support	8%
	Welcome Host Award	0%
	Welcome Europe Modern Languages Course	2%
	Transition Phase Programme (employment opportunities)	0%
Behaviour / Personal Development	Attendance	23%
	Pupil / Student Support Unit	4%
	Pathways Alternative Education Programme	0%
	Opportunity Youth / Adult Mentors	4%
	Opportunity Youth / Peer Mentor training (active citizenship, young men's programme)	2%
	Higher Force Explorer Programme	0%
	Prison-me-no-way programme	0%
	School Council / Student Voice	15%
Parents / Community	Parent Voice	17%
	Parenting Support Programme	4%
	Adult Education	2%
	Family Learning Programme	0%
	Adult Counselling	0%
Transition Programme (primaries)	Summer Scheme	10%
	Year 8 Residentials	23%
	Music Programme (primary pupils)	8%
	Transition Support (in primaries)	2%
	Sentinus Initiative	0%

Category	Activity	Total
	Toplink Festival (Year 11 & P6)	0%
Health & Wellbeing	PSHE Programme	4%
	Health Fair	0%
	One Stop Shop	8%
	Breakfast Club	31%
	Sports	40%
	Men's Health Nights	2%
	Women's Aid Staff Training	2%
After School / Extra-Curricular	Rock Challenge & Stage School	6%
	Chess Club	0%
	Animation and Fashion Club	2%
	Music Composition Workshops	0%
	Media Studies Collaboration Project	2%

The main motivation for parents / families to get involved in the FSES scheme was because it provided an opportunity to get involved / support the school (30%). Other common reasons included an 'opportunity to gain new skills / qualifications' (11%) and 'provided services that I / my family needed but could not otherwise access' (11%); 9% were involved because of a direct approach from the FSES Coordinator.

The majority of parents / families found out about FSES through a letter sent from the school (43%); less common responses were: newspaper advert (9%), direct approach from the FSES Coordinator (7%) and word of mouth (7%).

Impact of FSES

Table 5.14 sets out the perceived benefits of the FSES project from the perspective of parents.

- **Pupils:** Parent respondents felt that pupils have benefited in all areas - over 70% of parents indicated a positive impact (either limited or strong) for the proposed benefits of the FSES project for pupils.
- **Families:** Over 70% of parents indicated a positive impact (either limited or strong) for the proposed benefits of the FSES project for families.
- **Community:** Around 80% of parent respondents indicated a positive impact (either limited or strong) for the proposed benefits of the FSES project for the community.

Table 5.14: Parents: Perceived Benefits

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
Benefits for all pupils:						
P1) Improved learning and achievement (educational attainment) of pupils	0%	0%	4%	33%	50%	6%
P3) Increased motivation and self-esteem	0%	0%	4%	33%	46%	8%
P4) Improved access to specialist support to meet pupils' wider needs	2%	0%	4%	27%	46%	10%
P5) Increased positive attitude towards learning	0%	0%	4%	27%	52%	8%

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents	0%	0%	6%	23%	58%	4%
P7) Improved health and well-being	0%	0%	4%	35%	48%	2%
P8) To increase attendance and to promote inclusion.	0%	0%	4%	25%	54%	6%
Benefits for families:						
F1) Improvements in child behaviour and social and health skills	0%	2%	4%	21%	54%	6%
F2) Better understanding of families' backgrounds, cultures, concerns, goals and needs	0%	2%	2%	23%	52%	8%
F3) Greater parental involvement in children's learning and development	0%	0%	2%	33%	52%	0%
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	0%	2%	2%	33%	42%	6%
F5) More opportunities for local adult education and family learning	0%	0%	8%	31%	48%	2%
F6) Greater availability of specialist support for families	0%	2%	8%	25%	46%	6%
Benefits for communities:						
C1) Improved community planning and better access to essential services	0%	2%	2%	35%	46%	4%
C2) Improved local availability of sports, arts and other facilities	0%	0%	0%	33%	48%	6%
C3) Local career development opportunities	0%	0%	4%	35%	50%	2%
C4) Improved outcomes for families and children	0%	2%	0%	44%	40%	4%
C5) Better supervision of children outside school hours	0%	2%	6%	31%	48%	4%
C6) Closer relationships with the school	0%	0%	10%	29%	50%	2%

Lessons Learnt

FSES has a number of core strengths from the perspective of parents and families; these include:

- Improved behaviour, social skills and health of young people (cited by 20.8% of respondents);
- Increase parental involvement and relationship building with the school (14.6%);
- Improved attendance (10.4%);
- Several areas mentioned by 6.3% of respondents each (Adult Education Classes, Community Involvement, Helpful, Homework Club, More Opportunities, Support);
- Several areas mentioned by 4.2% of respondents each (Improved Learning, Range of Activities).

FSES also faces some key challenges which need to be addressed to ensure the continued support, interest and sustained impact for pupils. The biggest challenges for FSES as perceived by parents include: increasing parental involvement further (10.4%); improvements in communication between teachers and parents (6.3%); more advertising and information available on FSES (6.3%); more varied activities and classes (6.3%); and transport for pupils living outside the immediate area (4.2%).

In relation to the future of FSES from a parents / families perspective only 44% said that they would maintain an involvement and 40% 'did not know'.

5.4.5 Summary of perceived impacts of FSES

The perceived impact (these are based on the proposed project benefits) of the project on pupils, the school, families, the community and on statutory and voluntary agencies is illustrated in Table 5.15. More detailed analysis is presented in Appendix 8. Respondents (Staff, pupils, parents) rated the impact of the FSES project on a range of outcomes both positively and negatively using the following scale¹²:

- Negative Any negative impact;
- Mixed Some positive / negative impact;
- Neutral Little impact either way;
- Positive Limited impact;
- Positive Major impact;
- Don't Know.

It is clear that the majority of staff, parents and pupils felt that the FSES project had a positive impact (either limited or major) on a wide range of benefits for pupils, the school, families, and the community and on statutory and voluntary agencies. It is worth noting that pupils are generally less positive about benefits for pupils than staff or parents. On the other hand, parents are generally more positive about the benefits for parents / families and the community than staff.

Table 5.15: Perceived Benefits

	% indicating Positive Impact (Limited or Major)		
	Staff	Parents	Pupils
Benefits for Pupils¹³:			
P1) Improved learning and achievement (educational attainment) of pupils <i>Improved my learning and achievement</i>	71%	83%	76%
P2) Raises performance in the Full Service Schools and in linked primary schools	79%	n/a	n/a
P3) Increased motivation and self-esteem <i>Increased my motivation and self-esteem</i>	74%	79%	67%
P4) Improved access to specialist support to meet pupils' wider needs <i>Gives me better access to specialist support to meet my wider needs</i>	88%	73%	53%
P5) Increased positive attitude towards learning <i>Helps me to enjoy learning more than I did before</i>	66%	79%	61%
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents <i>Opportunity to learn new skills and talents and develop existing skills and talents</i>	82%	81%	69%
P7) Improved health and well-being <i>Improved my health and well-being</i>	69%	83%	61%
P8) To increase attendance and to promote inclusion. <i>Increased my attendance</i>	77%	79%	60%
P8) Helped me to feel more a part of the school community.	n/a	n/a	60%

¹² Note that the wording used on the pupil questionnaire differed slightly from that on the staff and parent questionnaire.

¹³ Wording of benefits on pupil questionnaire differed slightly from that on the staff and parent questionnaire and is shown in *italics*.

	% indicating Positive Impact (Limited or Major)		
	Staff	Parents	Pupils
<i>Helped me to feel more a part of the school community</i>			
Benefits for the school			
S1) Additional facilities and equipment	75%	n/a	n/a
S2) Greater opportunities for staff for flexible working and career development	63%	n/a	n/a
S3) Improved collaboration with neighbouring schools (e.g. feeder primary schools and other schools in the area) and youth provision	82%	n/a	n/a
S4) Enhanced partnership working with the community and statutory agencies	82%	n/a	n/a
S5) Greater awareness of the community and pupil diversity	80%	n/a	n/a
S6) Greater appreciation of the parents' role within education	70%	n/a	n/a
Benefits for families:			
F1) Improvements in child behaviour and social and health skills	54%	75%	n/a
F2) Better understanding of families' backgrounds, cultures, concerns, goals and needs	63%	75%	n/a
F3) Greater parental involvement in children's learning and development	59%	85%	n/a
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	63%	75%	n/a
F5) More opportunities for local adult education and family learning	77%	79%	n/a
F6) Greater availability of specialist support for families	82%	71%	n/a
Benefits for communities:			
C1) Improved community planning and better access to essential services	57%	81%	n/a
C2) Improved local availability of sports, arts and other facilities	67%	81%	n/a
C3) Local career development opportunities	46%	85%	n/a
C4) Improved outcomes for families and children	69%	84%	n/a
C5) Better supervision of children outside school hours	63%	79%	n/a
C6) Closer relationships with the school	74%	79%	n/a
Benefits for statutory and voluntary agencies			
V1) Improved access to pupils and parents	76%	n/a	n/a
V2) Improved relationships with schools	72%	n/a	n/a
V3) Improved quality of service	72%	n/a	n/a

5.5 Service Providers – Key Findings

Telephone surveys were undertaken with some of the key service providers under FSES – detailed results are presented in Appendix 9. A summary of the main feedback is presented below. Based on 16 respondents, the perceived impact (these are based on the proposed project benefits) of the project on pupils, the school, families, the community and on statutory and voluntary agencies is illustrated in Table 5.16. Whilst some respondents were unable to comment on specific issues, of those who did comment, the vast majority indicated a positive (either limited or major) response in terms of impacts for pupils, school, families, communities (where able to comment). In a minority of cases where there was a less positive view, this related to the impacts on:

- greater parental involvement / role;
- greater access to specialist support.

Table 5.16: Service Providers: Perceived Benefits

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
Benefits for all pupils:						
P1) Improved learning and achievement (educational attainment) of pupils				7	2	7
P2) Raises performance in the Full Service Schools and in linked primary schools				4	3	9
P3) Increased motivation and self-esteem				4	9	3
P4) Improved access to specialist support to meet pupils' wider needs			1	5	6	4
P5) Increased positive attitude towards learning				6	5	5
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents				6	5	5
P7) Improved health and well-being				6	6	4
P8) To increase attendance and to promote inclusion.			1	4	6	5
Benefits for the school:						
S1) Additional facilities and equipment				2	2	12
S2) Greater opportunities for staff for flexible working and career development			1	2	1	12
S3) Improved collaboration with neighbouring schools (e.g. feeder primary schools and other schools in the area) and youth provision				3	3	10
S4) Enhanced partnership working with the community and statutory agencies				1	5	10
S5) Greater awareness of the community and pupil diversity				3	5	8
S6) Greater appreciation of the parents' role within education	1	1	1	2	2	9
Benefits for families:						

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
F1) Improvements in child behaviour and social and health skills				6	7	3
F2) Better understanding of families' backgrounds, cultures, concerns, goals and needs				4	5	7
F3) Greater parental involvement in children's learning and development		1	2	3	2	7
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals			3	2	3	8
F5) More opportunities for local adult education and family learning			1	3		12
F6) Greater availability of specialist support for families		1	1	2	4	8
Benefits for communities:						
C1) Improved community planning and better access to essential services				3	2	11
C2) Improved local availability of sports, arts and other facilities				3		13
C3) Local career development opportunities				1	2	13
C4) Improved outcomes for families and children				7	2	7
C5) Better supervision of children outside school hours			1	1	1	13
C6) Closer relationships with the school				5	2	9
Benefits for Statutory and Voluntary agencies						
V1) Improved access to pupils and parents			1	7	4	4
V2) Improved relationships with schools			1	5	7	3
V3) Improved quality of service			1	6	5	4

The relatively high proportion of respondents who gave a 'Don't Know' response on each of the benefits raises a question in terms of why respondents could not comment. This may be due to some 'distance' between the organisations and the schools i.e. there may not be a close relationship, the organisations may not be very well engaged with the schools, or the organisations may not be working as closely as it could with the schools. This raises some concerns, given that one aspect of the underlying ethos of the project is to engender collaboration between the school and statutory and voluntary agencies as well as the wider community.

6 BENCHMARKING - LESSONS FROM GB

6.1 Overview of Full Service and Extended Schools in England

6.1.1 Background

England has a long history of what has latterly come to be called full service or extended school provision. That history can be traced back at least to the development of Village Colleges in Cambridgeshire in the 1920s, the subsequent development of community-oriented schools in a range of local authorities, and so to the community schools movement of the 1970s. Even though approaches of this kind fell somewhat out of favour in the 1980s, the more recent policy initiatives to develop 'extended' schools have been able to build on a rich but diverse pattern of existing provision (Ball, 1998, Wilkin et al., 2003). Moreover, these recent initiatives themselves had early pilot forms which stimulated further, diverse activity (see, for instance, (Cummings et al., 2004, 2007, DfES, 2002, 2003a, 2003b, 2005, Dyson et al., 2002).

As a result, there is no single model of extended school provision in England. Some schools have effectively been 'extended' for decades; others are recent entrants to the field. Some have developed provision under the aegis of government programmes; others have done so on their own initiative, or in response to local or non-governmental programmes. It is, therefore, not possible to write about what is happening 'typically' in England. However, for the purposes of comparison with the situation in Northern Ireland, it may be useful to focus on two government initiatives:

- The current extended schools policy, requiring every school to offer access to extended services by 2010; and
- The recent full service extended schools programme, supporting (in its original form) the development of one full service extended school (FSES) in every local authority area.

6.1.2 The national extended schools programme

The national extended schools programme was launched with a prospectus in 2005 (DfES, 2005), setting out the expectation that all schools would in time offer access to a 'core offer' of services and activities:

- 'wraparound' childcare, offered before and after school and during the school holidays;
- a varied menu of extra-curricular and study support activities for children;
- parenting support;
- swift and easy referral for children to external services; and
- community access to ICT, sports and arts facilities, including adult learning.

Currently, more than one in three schools is reported to be making this core offer (see <http://www.teachernet.gov.uk/wholeschool/extendedschools/>), though it seems likely that different schools will be doing so to very different extents. Moreover, the offer is about schools providing access to these services and activities rather than making them available in full on the school site. In practice, schools typically work in clusters with other schools and develop links with private and community providers. As a result, the services and activities are provided in the area and individual schools can facilitate access to them, but this does not mean that each school offers everything itself.

The extended schools initiative is interwoven with a series of other policy initiatives. In particular, it is seen as a means of delivering an *Every Child Matters* policy that is promoting the holistic development of children and young people, notably through the establishment of integrated children's services in every

local authority area. It is also closely connected to the creation of Children’s Centres, offering multi-agency support to young children and their families, often in close relationship with local primary schools.

As a result, the funding of the extended schools initiative is complex. Schools can draw on a range of funding to develop their provision, whilst dedicated funding streams are multiple and, sometimes, multi-purpose. In general terms, some funding has been routed through local authorities, enabling them to set up an extended schools support infrastructure, while other monies have been routed directly to schools. Table 6.1 indicates the overall levels of funding available from various sources. What this means at individual school level, however, is likely to be highly variable. Overall, the sums available directly to schools are not large in most cases. Given that there are about 17,000 schools in the country, for instance, the Standards Fund allocation directly for extended schools offers an average of just under £900 per school. However, some schools will combine dedicated funding with funds and resources from other sources, and with income from charging for activities. It is perhaps more helpful, therefore, to think in terms of the activities that schools typically find themselves able to support. As a (very approximate) indication, a cluster of 8-10 schools in a typical part of the country might find enough funding to employ an additional member of staff (say, a family support worker) as well as running lower-key activities and self-funding provision.

Table 6.1: Extended Schools – Funding Levels in GB

	2003-04	2004-05	2005-06	2006-07	2007-08
Funding to Schools Via LAs					
Standards Fund	£12.6m	£23.8m	£97.65	£97.65m	£97.65m
General Sure Start Grant — Revenue	£2.5m	£4m	£8.9m	£26.65m	£68.75m
General Sure Start Grant — Capital	-	-	-	£70.00m	£71.60m
Funding Earmarked for Schools					
School Standards Grant	-	-	-	£100m	£150m
School Standards Grant (personalisation)	-	-	-	£220m	£365m
Dedicated School Grant (personalisation)	-	-	-	£220m	£565m

Source: http://www.teachernet.gov.uk/wholeschool/extendedschools/Funding_for_extended_services

6.1.3 The full service extended schools initiative

The full service extended schools initiative predates the national extended schools initiative by some two years (see DfES, 2003a). In its original form, the intention was that there would be one full service extended school (FSES) in every local authority area, located for the most part in areas of high deprivation. The schools were expected to provide a range of services similar to those in the extended schools core offer, and including access to health services, adult learning and community activities as well as study support and 8am to 6pm childcare. However, since the original vision was for one FSES in each area, the schools in practice tended to locate all of this provision on a single school site. As a result, the level of provision in each FSES was typically much higher than is currently the case in the national extended schools initiative.

FSESs typically also received much higher levels of funding than extended schools. Those joining the initiative in its first year received between £93,000 and £162,000, reducing annually for a period of three years. These funds were directed via local authorities, but in most cases substantial amounts were passed on to schools. By the end of the three year project, FSESs were typically reporting that they had received between £200,000 and £400,000 in dedicated government funding (Cummings et al., 2007: 92-

3). However, these schools also typically accessed a wide range of other government and non-government, education and non-education funding. Common sources included Excellence in Cities, Behaviour Improvement Programme, Donations and Grants, National Lottery, Neighbourhood Renewal, Healthy Schools, Children's Fund, and European Social Fund, with overall levels of funding from these sources typically amounting to less than £100,000 (Cummings et al., 2007: 93). It is also worth adding that FSEs tended to 'bend' mainstream funds and existing resources to support their provision, and that they sometimes received substantial amounts of resource in kind from other agencies. When the value of all of these funds and resources is calculated, there is considerable school-by-school variation. However, figures tend to be in the order of several hundreds of thousands of pounds annually, with at least one school deploying resources to the value of over £2m per year (Cummings et al., 2007: 146-7). The average cost per child-year in these schools, therefore, works out at between just under £400 and just under £2000.

6.1.4 School funding in England

It is worth adding that budgets for schooling in England have for some time been devolved substantially to schools themselves. Although local authorities continue to play an important role in providing central services, schools have a good deal of financial autonomy and, moreover, have access to multiple funding streams over and above their base budgets. This is particularly true in areas of disadvantage where the FSEs were located. In many cases, therefore, it is entirely feasible for individual schools or clusters to invest substantial amounts of resource into the development of extended provision, shaping many aspects of the school's work to that end. Although school budgets are inevitably consumed largely by the need to employ teachers as core staff, there is still a considerable margin of flexibility for some schools at least to employ other kinds of staff and engage in activities other than teaching the curriculum.

6.2 Implementation

For the most part, extended schools, in both their major recent forms, have been seen as school-led and school-focused initiatives. Schools have been expected to form partnerships with other organisations working with children, families and communities, and they have enjoyed greater or lesser degrees of facilitation from their local authorities, but they have remained very firmly in the driving seat. Whilst this is unproblematic insofar as extended provision is focused on enhancing their students' learning, it begs more questions when services and activities focus on issues beyond the school's immediate responsibilities - family support, say, or adult learning, or community development.

The national evaluation of full service extended schools identified a common rationale underpinning their work. This took the form of:

- a focus on enhancing the achievements of the school's students, in terms both of measured attainments and of wider educational and personal development;
- a belief that these achievements could not be divorced from a range of other factors in children's lives and, in particular, from 'barriers to learning' which arise from their family and community circumstances;
- an attempt to tackle these barriers by offering students more engaging learning experiences, offering them support with their personal, social and health difficulties, working with their families to tackle any difficulties in the family situation, and working with local communities to create an environment in which learning is valued;

- a belief that the well-being of the school, as the major site of learning, is crucial to the chances of pupils' being able to learn;
- although no substantial work has yet been undertaken on rationales in extended schools, anecdotal evidence suggests that they are not substantially different from those in FSESs. However, this underpinning rationale is, of course, interpreted somewhat differently in different circumstances.

On the basis of this rationale, FSESs (and, to a lesser extent, extended schools), typically offer a range of provision, including:

- a range of personal and learning support for students, often delivered outside the classroom by teaching assistants, mentors, and 'external' professionals (youth workers, health workers, education welfare officers, educational psychologists, etc.);
- family support provision, in the form of parenting courses, support groups and / or personalised outreach support;
- adult learning and leisure provision, sometimes associated with opportunities for employment in the school, or support into the labour market;
- childcare and out-of-school hours provision for students, aimed variously at curriculum enrichment, social skills development, study support, or support for parents in entering the workplace or using the school's other facilities; and
- a range of school improvement and learning support strategies, not explicitly part of extended provision, but creating a context in which students learn effectively and the school is perceived to be successful.

In FSESs, the management of these activities was typically the responsibility of a co-ordinator, designated or appointed for the task. This is less likely to be the case in extended schools where the level of provision – and hence the burden of management – is less. However, some clusters have appointed or designated cluster co-ordinators.

Because of the school-focused nature of extended provision, work with other agencies, families and communities has tended to be under-developed, problematic or both. This is perhaps least true of work with other agencies, particularly where their priorities coincide with those of schools, and particularly since the *Every Child Matters* reforms are increasingly bringing schools and these agencies within shared organisational and outcomes frameworks. Most schools already have established links with one or more 'external' professionals, and use the extended schools initiative to develop these and / or reach out for new contacts. FSESs and other schools with highly-developed provision are likely to have a wide range of contacts and more-or-less formalised working arrangements with each. One FSES, for instance, has converted part of its library into a suite of offices used by Social Care, Health, the Police Force, Youth Offending Team, Connexions and the Youth Service, and voluntary sector organisations.

Together, these professionals form a multi-agency team, working collaborative with the school's inclusion co-ordinator on a case work basis. This system has not been formalised through service level agreements (which seem quite rare), but has been built up through many years of increasing levels of collaboration.

There are many other instances where non-education agencies find schools a convenient location for and partner in achieving their own objectives. For instance, schools offer ready access to children and young people for health professionals or the police. The issues of shared interests and the careful building of trust over time seem to be crucial. Where these do not exist, work with other agencies continues to be patchy in England. It is not helped by the accountability of different professionals for different targets, the constant turnover of staff in some services, and the disruption caused by continual service reorganisation.

Work with families and communities is even more patchy. For the most part, schools have only limited means of engaging with or consulting with these groups, let alone for involving them in decision-making. The exceptions seem to be where schools have developed strong personal links with parents and community members, or have reached out to community groups. This is perhaps most common in relation to adult education, where school-based staff are often skilled at forming such relationships, building the confidence of adults and supporting them into learning and, perhaps, into employment. However, there are also examples of schools in multi-ethnic areas working with community leaders to defuse ethnic tensions or promote community development, and at least one primary school has begun to act as a support for community self-help groups in their engagement with other agencies.

A further issue in the development of extended schools in England is their relative detachment from area decision-making processes. By and large, schools develop their provision in line with their own assessment of student, family and community need. If they are linked at all into area regeneration initiatives or local strategic partnership, the links are somewhat tenuous and play little part in shaping what schools do. Again, however, there are exceptions. There are, for instance, a number of extended school clusters that are working more closely with councillors or community development and regeneration officers. There are also a few local authorities that are developing regeneration and developing plans with a clear role for extended schools as part of an overarching strategy. Whilst it is difficult to identify anywhere where a truly 'joined up' approach is currently operational, it is easier to see how such an approach might develop in future.

6.2.1 Cameos

The final report of the national evaluation of FSESs presents a series of cameos which illustrates the themes set out above (see (Cummings et al., 2007: 17ff). These are available on the internet at: <http://www.dfes.gov.uk/research/data/uploadfiles/RR852.pdf>

6.3 Lessons Learnt

Extended schools in England have faced a series of challenges:

6.3.1 Collaboration with other agencies

The *Every Child Matters* framework in England in many ways makes collaboration amongst providers of services for children, young people and families more straightforward. There are, increasingly, common organisational frameworks, budgets, assessment procedures and interventions. In addition, many of the FSESs were also part of the Behaviour Improvement Programme which gave them access to multi-disciplinary teams to work with children presenting difficulties. However, many extended schools find that, on the ground, collaboration can be more problematic. This is partly, as suggested above, because of the continued accountability of different agencies for different centrally-mandated targets and priorities. The situation is compounded by the successive waves of reform that have rolled over some services (notably health) and the difficulty in recruiting and retaining personnel (particularly in social care). As a result, schools sometimes find it difficult to establish stable working relationships with known individual professionals, and can find their arrangements disrupted at short notice.

Despite this, many such relationships have been established. In addition to the overall framework of inter-agency collaboration, two other factors seem to have been important. The first is that agencies whose priorities require them to access children and families have become persuaded that schools can provide

such access more effectively than other sites. This is true in different ways for health, social care and adult education, and there are many examples of agencies in these fields working in and around extended schools in order to meet their own priorities, but, in the process, contributing to the range of provision available from the school base.

The second factors appears to have been the perseverance of schools and their partners in building relationships of trust over extended periods of time. These relationships on the ground seem to have been at least as important as any formal contractual arrangements. However, time and stability are crucial factors if relationships of this kind are to deliver. It is, therefore, unlikely that schools will have developed their full and final range of provision within a year of embarking on a full service approach. Whilst much can be done in the early stages, it may be important to accept a slow start, or a series of false starts, before relationships bed down.

6.3.2 *Managing funding*

As the figures quoted above indicate, the availability of funding is not in itself a major problem for schools in England – or at least not for those serving the most disadvantaged populations. However, the procedures for accessing that funding are a source of difficulty for many. This is because much of the funding schools might wish to use to support their extended approaches comes in the form of short term project funds, from a multiplicity of sources, each entailing its own accountability procedures. A good deal of energy and effort is expended in pursuing and managing these funds, and activities are sometimes vulnerable if the funding stream that supports them dries up.

A second problem for schools is that they have to balance the need to make their provision financially viable against the wish to provide services and opportunities free of charge to children and families in disadvantaged circumstances. In practice, schools tend to make distinctions between more and less essential activities and between families who can and cannot afford to pay – but the balance between these is difficult to achieve.

At the heart of the problem is a tension in national policy between seeing extended provision as part of the state-funded core of what schools offer, and as a set of optional extras offered by entrepreneurial schools and funded through whatever creative arrangements they can come to. Clearly, this reduces the burden on the public purse and creates a situation in which such entrepreneurial schools can leverage resources into children's services. However, it creates a somewhat unstable position on the ground.

Again, allowing extended provision to develop over time seems to be important, so that schools can learn how to interweave funding streams and can begin to identify and find stable ways of funding the provision they regard as essential. It is also true that the Government is moving towards greater integration of funding streams into schools and into local authorities, and this also may lead to enhanced stability. Nonetheless, there does seem to be a need for decisions to be made centrally about what is essential and for stable funding streams to be created to support this provision.

6.3.3 *Policy instability*

The funding instability schools have experienced is part of a wider policy instability. Extended schools have been developed through a series of short-term pilot and demonstration projects. The national roll out of extended schools was announced well before the FSES initiative had reached its conclusion and, in some cases, necessitated a reformulation of what FSESs were attempting to do. The roll out itself brings no guarantee of long term funding, and coincides with the roll out of the Every Child Matters agenda,

begging the question of how the development of extended schools sits within the wider reorganisation of children's services. At the same time, the 'standards agenda' continues to be driven powerfully, and the extension of school diversity (e.g. through the academies programme) also continues apace. To many on the ground if not to policy makers, these seems to stand in an ambiguous relationship to Every Child Matters and the development of extended schools.

This situation creates many opportunities for local initiative, some of which have yielded very positive results. However, it also creates a good deal of uncertainty as schools and local authorities are unsure how the pieces of the jigsaw fit together, or how long the current set of priorities will remain. It seems likely that the development of extended schools would benefit considerably from a more stable, long term approach, particularly if this were based on some clear articulation of the role of schools in the lives of children, families and communities.

6.4 Impacts

6.4.1 Challenges of evaluation

The impacts of extended schools are difficult to identify and assess because of:

- the variability of approach between schools,
- the multiple aims of and possible outcomes from extended school provision,
- the length of time it may take for outcomes to be identifiable,
- the lack of good measures for many potentially valuable outcomes from extended provision,
- the different starting points of schools which become 'extended' (some have years of experience in working in this way; others none),
- the lack of any clear criteria for differentiating extended from 'non-extended' schools in a situation where very nearly all schools go, to varying extents, beyond their core business of teaching the curriculum in standard school hours.

In this situation, standard outcome measures (attainment, attendance, exclusions and so on) have their place, but they cannot be relied upon to give a full and accurate picture of what is being achieved through extended provision. In particular, there is a danger that the absence of any clearly-identifiable short term impacts on these measures might be taken to mean that there are no outcomes from extended schools, when in fact it is the measures themselves that are inappropriate and insensitive.

The solution adopted by the national evaluation of FSESs was to adopt a multi-strand approach to evaluation, in which different techniques were used to identify different kinds of outcomes (Cummings et al., 2007). In particular, a key role was played by a 'theory of change' approach, in which a customised evaluation plan could be developed for each school. In essence, this involved working with each FSES to identify:

- the principal challenges it saw itself, its students and their families and communities facing;
- the outcomes it hoped to generate in the long (5-10 year) term;
- the actions it was taking to generate those outcomes; and
- the short and medium term changes it expected those actions to produce on the way to generating the long term outcomes.

The keys to this technique are twofold. First, the outcomes evaluated are those aimed at by the school rather than some generic set imposed by the evaluators. Second, by setting out the expected short and medium term changes, it is possible to devise ways of identifying these as they appear. This in turn gives an early indication of whether the school is on track to produce long term outcomes and, when such outcomes appear, makes it possible to attribute these reliably to the extended provision set up by the school.

6.4.2 Outcomes

Using a mixed approach, including theory of change, the FSES evaluation identified a series of important outcomes:

- powerful impacts on disadvantaged and vulnerable young people in terms of their engagement with learning, their educational achievements and, in all probability, their longer term life chances;
- impacts on other outcomes for these students in terms of health (e.g. reductions in teenage pregnancies) and family stability;
- some evidence of 'narrowing the gap' between lower and higher attaining students;
- less powerful but more widespread impacts on other students in terms of engagement with learning and the development of pro-social behaviours and attitudes;
- powerful effects on some disadvantaged and vulnerable adults in terms of self-image, engagement with learning, employability and the management of personal and family problems;
- indications of the possibility of impacts on communities in terms of engagement with learning, reductions in unemployment, community cohesion, and problem-solving capacity;
- positive impacts on school performance and on the standing of the school locally.

In general terms, FSESs proved themselves capable of making very significant differences to their most disadvantaged students and families where intervention was able to deal with crisis situations and avert catastrophic outcomes. Effects were positive where intervention was less intense and situations less critical, but they were also less dramatic.

The issue of the staging of these outcomes is important. Many of the FSESs produced few identifiable outcomes in their first year of operation, where much time was spent planning and organising. The same is almost certainly true of extended schools in general. The outcomes cited above were identifiable after three years (though with the caveat that some schools had been operating something like a FSES approach for much longer than this). The theories of change developed by these schools suggested that approaches were likely to be cumulative. The expectation often was that work with individual students and adults would ripple out into families and communities – parents would impact on their children, adult learners would encourage their friends to participate, and so on. The hope was that this would produce cultural change within schools and communities, and there was some (limited) evidence that this was indeed beginning to happen. However, this was by definition a long term process.

In this respect, it is worth adding that extended schools seem likely to produce their most important outcomes when their work with children, families and communities is reinforced and extended by other agencies working within a coherent framework. The danger otherwise is that the necessarily limited interventions undertaken by schools are overwhelmed by disadvantaging factors in the wider area, and / or that schools abandon their extended approaches as personnel (particularly head teachers) move on. As local authorities in England come to terms with a range of cross-service and cross-institutional agendas – *Every Child Matters*, the 14-19 agenda, Building Schools for the Future and so on – some of them are beginning to develop overarching strategies linking the work of extended schools with integrated

children's services and with area regeneration initiatives. These initiatives are very promising, though they are fraught with difficulty in a context where local authorities no longer control many of the key deliverers who might make them work.

6.4.3 Costs

The costs of FSES provision are indicated above, and detailed breakdowns are provided in the final FSES evaluation report (Cummings et al., 2007: appendices 1 & 3).

There are three issues which might usefully be taken into account when considering the extent of investment needed and how far such investment might be justified by eventual outcomes:

- Done properly, extended provision is resource intensive. We know something about what might be achieved by well-resourced approaches, but it is less clear whether important effects can be anticipated when resources are spread more thinly, as in the current extended schools roll out.
- Although extended provision is resource intensive, most of the resources in England have come from 'bending' existing funding streams, using 'new' funding as seed corn money to catalyse change.
- Although the overall costs of extended provision can be very high, the cost benefit analysis of the FSES evaluation (Cummings et al., 2007: appendix 3) suggests that the financial equivalent value of benefits is at least as high. Moreover, the benefits accrue to disadvantaged children and adults, so that there is a redistributive effect.

In this situation, the key issues for investment might be:

- To ensure that schools have flexibility to access existing resources beyond themselves and to bend existing funding streams; and
- To set the level of investment high enough to ensure they have the capacity to benefit from this flexibility and to manage their provision. This might, for instance, mean ensuring that schools are able to appoint or designate a co-ordinator.
- However, this is a minimum requirement. The less schools are able to access existing resources, the more they may have to have funds and / or resources provided directly. Even where flexibility for schools exists, some balance between capitalising on their entrepreneurship and giving them stability within which to develop their approaches has to be struck (see above).

6.4.4 A taxonomy of impacts and outcomes

The idiosyncratic and context-bound nature of extended schools in England makes it difficult to identify a single set of outcomes which each should be expected to generate. This approach also runs the risk of imposing inappropriate measures on schools trying to achieve quite different things. Nonetheless, the English experience does suggest that there is a 'menu' of impacts and outcomes which most schools, to differing extents, might draw upon.

This list would be most useful if negotiated with schools, but might include:

For students

- speedier and more effective resolutions of personal and family difficulties (including health issues);
- engagement / re-engagement with learning;
- enhanced curricular / extra-curricular opportunities;
- improved attainments;

- more secure progression beyond school to the next stage of learning (or employment).

For families

- speedier and more effective resolutions of family difficulties;
- more positive family dynamics;
- greater engagement of parents with learning and changed view of themselves as learners;
- greater support of children's learning;
- greater and more positive engagement with schools.

For adults

- speedier and more effective resolutions of personal difficulties;
- greater engagement with learning and changed view of themselves as learners;
- enhance attainments, qualifications and skills;
- enhanced employability and employment;
- reduced poverty.

For communities

- enhanced community skills base and greater attractiveness to employers;
- reduced unemployment and poverty;
- enhanced community leisure, arts and sports opportunities;
- improved health outcomes;
- reduced street crime rates;
- enhanced community cohesion.

For schools

- improved performance on attainment, attendance, exclusion measures;
- enhanced internal cohesion and more positive ethos;
- greater capacity to respond to potentially disruptive student and family problems, including reduced demands on teachers;
- enhanced standing in local communities, leading to improved recruitment and better community relations.

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7 LONG TERM OUTCOMES AND CASE FOR MAINSTREAMING

7.1 Introduction

In this section, we address two areas from the Terms of Reference which require us to:

- suggest the longer term outcomes which might be expected from particular activities or groups of activities;
- make recommendations regarding a larger programme to mainstream Full Service School provision, including an assessment of the funding implications.

On the basis of projecting longer term outcomes and taking into account typical costs, we would expect to develop a case for mainstreaming Full Service School Provision in Northern Ireland.

However, what has become apparent from the evaluation and comparison with experience in GB is that owing to the variability of FSES provision, it is not possible to quantify and easily set out a definitive list of outcomes that could be achieved over time.

In the absence of definitive measures, we have set out instead (Section 7.2) an overview of outcomes – posing some questions about fundamental, underlying issues which need to be addressed and may not have been fully explored in this pilot project.

We have also put forward some proposals with regard to mainstreaming Full Service provision (Section 7.3).

7.2 The staging of outcomes

Given the variability of FSES provision, it is not possible to predetermine a list of short, medium and long term outcomes that might be expected. A first step, which appears to be missing in the current initiative, is to clarify the aims and theory of change of each FSES. A useful guide, however, is to ask whether an intervention is expected:

1. to have an immediate impact on behaviours which can be measured in the short term;

This first group of impacts is likely to be evident in outcome measures soon after FSES provision is established. For instance, additional provision for pupils approaching tests and examinations falls into this category.

2. to have an impact on attitudes, values, culture, or other factors (such as material conditions) which underlie measurable behaviours, but where the process of mediation is likely to take time;

The second group will only become manifest in time – but it is difficult to say how long this will take without looking at each situation in detail. For instance, improvements in school ethos and the richness of curriculum might well maintain the engagement of pupils in learning who might otherwise become disengaged as they grow older. This will become evident in time in higher levels of school performance, fewer exclusions and less absenteeism, but might not be evident in the first few months of operation.

3. to have a direct impact on the behaviours of one group of people, who will then transmit this impact to other people;

The third group will also take time. For instance, adults participating in learning activities may pass on positive messages to their friends and families, and this may, in time, produce a ‘ripple effect’ of greater participation.

4. to have impacts in areas where outcome measures are missing or unable to detect short and medium term change.

The fourth group is the most problematic of all, and much depends on whether sufficiently sensitive measures of change have been established. For instance, community, family and pupil expectations are frequently a target of FSES provision, but there are no standard measures of these expectations. The danger is that the absence of good measures may be taken for an absence of impact.

A further issue on outcomes is that what look like useful, short-term outcome measures may be nothing of the sort. In particular, school performance data (attainment, value added scores, exclusions, attendance) is extremely suspect as evidence of any impacts / lack of impacts, particularly when year on year comparisons are made.

Clearly therefore, key questions about fundamental, underlying issues need to be addressed before longer term outcomes may be projected.

7.3 Mainstreaming Full Service Provision

In evaluating activity within the Boys’ Model School and the Model School for Girls, there are a number of lessons to be drawn with regard to future Full Service Provision. These fall into 2 categories:

■ **Strategic Level / Framework for Full Service provision**

Various frameworks exist in which Full Service provision is delivered. This can include a single school, collaborative approach (e.g. Boys’ Model and Model School for Girls) or a cluster approach (Full Service Community Network, West Belfast).

Clearly, any future provision will be dictated by resources available and given the resource intensive nature of this pilot, it is unlikely that the level of expenditure associated with the pilot project in the Model Schools could be maintained or replicated in the longer-term. This is reinforced by the following extracts from the Bain Report (Schools for the Future: Funding, Strategy, Sharing (December 2006), Report of the Independent Strategic Review of Education):

Executive Summary

‘25. Northern Ireland’s schools perform well in educating its young people and preparing them for adult life and the world of work. At most stages of their education the attainment levels of pupils in Northern Ireland compare favourably with those in the other countries of the United Kingdom. But there is evidence that the resources of the education system are not being used as effectively as they might be. There are opportunities for improvement, and the incidence of low attainment and the legacy of underachievement within Northern Ireland’s overall performance levels require that these opportunities are taken.’

‘The Way Forward

13.4 From our consideration of funding for education in Northern Ireland, we concluded that the main issue is not the total amount spent in comparison with that in other countries of the United Kingdom. The central point is the scope that exists for more effective and efficient use of the funding that is made available, in order to provide all pupils, irrespective of where they live in Northern Ireland, with an excellent education’.

Therefore, an alternative more cost-effective solution to support (more) schools could be to provide a central resource / support to provide maximum benefit for a given input. This central co-ordinator role would be involved in:

- co-ordinating Full Service school provision across a number of schools;
- supporting recruitment to FS positions if required (provide Job Descriptions, induction, etc);
- provide training for staff involved in Full Service provision (awareness raising and specific subjects either process related (e.g. action planning) or practice (e.g. specific intervention e.g. attendance toolkit));
- identify and manage suitable service provision from other agencies (set up SLAs, etc.);
- signpost schools to appropriate agencies / supports;
- assist in developing plans;
- assist with monitoring and evaluation;
- develop manual including toolkits and templates for use in schools (processes and practice).

This resource could be on-call to a number of schools providing range of supports. This approach would ensure that appropriate solutions are identified and that there is a degree of consistency in the implementation of Full Service provision.

■ Operational

In terms of developing or extending Full Service Schools, a more structured approach is required. In Table 7.1, we set out key areas that should be integral to any further Full Service School provision that is developed.

Table 7.1: Full Service Implementation – Key Issues

Step	What this involves
1. Vision	<ul style="list-style-type: none"> ■ Understanding of policy context ■ Development of clear outcomes ■ Vision mapping with other schools to ensure common understanding and commitment and approach to identify and ‘sell’ joint benefits to other stakeholders ■ Clear (and shared) definition of what FS provision means to the school
2. Needs assessment	<ul style="list-style-type: none"> ■ Undertake detailed (local) needs assessment which provides a baseline ■ Evidence base to support needs (e.g. range of issues that affect educational attainment, could include health, housing, crime, employment, as well as attainment) ■ Profiling of pupils with regards to specific needs (e.g.: attendance, numeracy, literacy, mental health issues, substance abuse, unstable family background, lack of parental interest / involvement, anti-social behaviour)

Step	What this involves
3. Stakeholder mapping	<ul style="list-style-type: none"> ■ Identify stakeholders ■ Engage at strategic and operational level
4. Benchmarking	<ul style="list-style-type: none"> ■ Lessons from other experiences
5. Skills Development	<ul style="list-style-type: none"> ■ Understanding of theory of change / change management process
6. Action Planning	<ul style="list-style-type: none"> ■ Develop tailored / targeted programmes to address identified need and fulfil strategic outcomes ■ SMART Objectives ■ Outputs, Outcomes, Impacts ■ Monitoring and Evaluation / KPIs – establish robust systems ■ Targeted initiatives to focus on where need is greatest
7. Toolkit to support FS provision (developed by central co-coordinator)	<ul style="list-style-type: none"> ■ Needs assessment template ■ Survey templates for parents, pupils, staff - baselining ■ Stakeholder mapping tools ■ Action plan template ■ Monitoring and evaluation – systems and templates ■ Pupil profiling tools ■ Attendance management tools, etc.

■ **A Way Forward – combining strategic and operational approaches**

Using these two elements in combination i.e. a central co-ordinator role, together with a more structured approach to implementing Full Service provision, a new approach to Full Service provision could be taken forward:

Schools would be invited to develop Full Service plans, supported by the central coordinator and making use of toolkits available. Costed plans would be submitted to DE (or BELB) and these would be prioritised based on predefined criteria. Following this assessment, funding / resources would be made available to successful schools to implement FS activity, supported by the central coordinator.

8 CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Table 8.1 presents our summary conclusions against each of the terms of reference.

Table 8.1: Summary Conclusions

Terms of Reference	Conclusions
<p>Assess the effectiveness of the various actions put in place in terms of their impact in the key areas identified for the Renewing Communities and Extended Schools programmes. Impacts should be assessed in terms of positive outcomes for learning, and teaching, and also for the wider community (e.g. better parental involvement with their children's education);</p>	<p>In Section 4.7, we set out an assessment of progress against FSES plans and targets. In many cases, it is simply too soon to say whether FSES provision has made a real difference – after a little over a year of intervention, it is difficult (nor would we expect to see a tangible, measurable impact). It is also difficult to isolate the effect of FSES given the wide range of other initiatives in schools.</p> <p>With regard to assessing impacts, however, it is worth noting, that:</p> <ul style="list-style-type: none"> ■ A lack of SMART objectives making evaluation difficult; ■ A focus on 'output' targets; ■ Year on year comparisons difficult – these cannot be 'like for like' as each year group will be starting from a different base (e.g. academic ability); ■ Changes in school-age population profile (baseline constantly changing) also have an effect on comparisons over time. <p>In Sections 5.3 and 5.4, there is clear evidence of perceived benefits for pupils, schools, parents, families, the wider community and statutory and voluntary agencies. Although these are based on perceptions of consultees, there is a 'feel-good' factor about the initiative. This was apparent in 1-to-1 meetings as well as survey results.</p>

Terms of Reference	Conclusions
<p>Identify good practice and lessons learnt in how to go about practical implementation of a Full Service School, especially with regard to linkages to other programmes, especially Neighbourhood Renewal;</p>	<p>In Section 4.8, we set out some specific case study examples of interventions which have worked well in the Boys' Model and Model School for Girls. These include: Multi-Disciplinary Support, Attendance, Support for Parents and Families, Transition Teachers and Maintaining Quality of Teaching.</p> <p>With regard to practical implementation / mainstreaming of a Full Service School, specific points are identified in Section 7.3 relating to developing and implementing such a project. This suggests a more structured approach supported by a central co-ordinator role – shaped by learning from the evaluation of the work in the Model Schools and also taking into account resource constraints.</p> <p>It was generally felt that there was scope to develop more strategic linkages with other programmes / initiatives and organisations including Neighbourhood Renewal. Whilst some organisations are invoked in the project through delivering services or membership of the Operational Group, and the FSES Coordinators both sit on a number of partnerships and multi-agency groupings, there is a need for a more strategic approach to multi-agency, collaborative working.</p>
<p>Suggest the longer term outcomes which might be expected from particular activities or groups of activities;</p>	<p>In Section 7.2, we consider the difficulties in specifying predetermined longer term outcomes.</p>
<p>Draw comparison with Full Service School programmes in England in terms of scope, coverage, issues and impacts;</p>	<p>In Section 6, we have described Full Service and Extended Schools programmes in GB and drawn out key learnings from these. Many of the issues highlighted in the Model Schools resonate with findings from GB.</p>
<p>Make recommendations regarding a larger programme to mainstream Full Service School provision, including an assessment of the funding implications.</p>	<p>With regard to practical implementation of a Full Service School, specific points are identified in Section 7.3 relating to developing and implementing such a project. This suggests a more structured approach supported by a central co-ordinator role – shaped by learning from the evaluation of the work in the Model Schools and also taking into account resource constraints.</p>

8.2 Recommendations

This section details our recommendations based on the previous sections of this report. This includes learning for the pilot project specifically and for the wider implementation of Full Service provision.

The evidence available in the report suggests that the development of FSESs in NI has many similarities to their development in England and many other countries. There is a broad welcome from most of those involved and some early indications that positive outcomes will emerge in time. At the same time, there seem to be the usual difficulties in setting up complex partnerships and forms of provision.

What is particularly striking – though not necessarily unusual in these circumstances - is the diversity of aims in the initiative, and the current focus on finding short-term outcome measures. It may now be time to build on what has been achieved to date by trying to develop a longer-term and more strategic approach. In order to develop such an approach, we make the following recommendations:

- **Recommendation 1: a) For the Model Schools, we recommend developing a causal analysis of the situation that the schools are trying to address.** This has already been begun to the extent that information is available on the difficulties faced by the schools and the pupils, families and communities they serve. However, there is no evidence as yet that this information has been brought together in a way which explores the dynamics which underlie those difficulties. **b) For a wider roll-out of Full Service provision, we recommend a needs based assessment as a critical first step.**
- **Recommendation 2: a) For the Model Schools, we recommend developing a coherent, long-term strategy to change the situation identified in the causal analysis.** This means identifying how the situation needs to change in the long term, and how schools and their partners can put in place actions to bring about these changes. These actions have to do more than pick off problems one by one. They have to address the underlying dynamics of the situation as revealed by the causal analysis. There must be some flexibility in the plan, to allow for a changing external environment and unforeseen circumstances. **b) For a wider roll-out of Full Service provision, we would recommend development of a coherent, long-term strategy to change the situation identified in the causal analysis.**
- **Recommendation 3: a) For the Model Schools, we recommend involving and engaging appropriate partners in a meaningful way.** Currently, schools seem to be involving partners on an ad hoc basis. However, a more strategic approach is needed in which schools ensure that their partnerships include:
 - a) services, agencies and decision-makers who are responsible for strategic developments in the areas they serve, and
 - b) community members and their representatives who can ensure that FSES provision meets needs as intended beneficiaries themselves perceive them.

It is likely to be the case that the initiatives taken by schools will have to be harmonised with development strategies beyond the schools. Simply assembling a large number of targets and allocating some of these to FSEs is not to be confused with a genuinely coordinated strategic approach, and is unlikely to be adequate. **b) For a wider roll-out of Full Service provision, we recommend ensuring that appropriate partners are engaged and that there is buy in at strategic and other levels from the outset.**

- **Recommendation 4: a) For the Model Schools, we recommend developing appropriate long-term evaluation plans.** Whilst it is important that (individual) outcomes continue to be monitored, the next stage in evaluation has to take into account both the long-term nature of some outcomes and the complex processes through which they are likely to be generated. The evaluation plan has to be based on the fundamental analysis of situation dynamics and on the (strategic) long term aims of the initiative, rather than simply on a monitoring of performance indicators. Making use of tools such as Logic Models will provide a useful framework for evaluation plans. **b) For a wider roll-out of Full Service provision, we recommend identification of long term outcomes at the outset and ensuring that appropriate (and robust) systems are developed to track these.** It is also

important to recognise the long term nature of these interventions in establishing any system to assess impacts.

- **Recommendation 5:** a) **For the Model Schools and others involved in Full Service provision, we recommend establishing a forum to share and exchange good practice and experience.** A number of principals from Belfast visited Ballymun in Dublin recently. In many ways, the Belfast FSESs are more advanced than their counterparts there seem to be. However, the integrated and strategic nature of planning in Ballymun is striking and might provide a model on which the Belfast schools could usefully build. Another example includes the work underway in Ballymurphy developing the Full Service Community Network. By bringing together representatives of various Full Service initiatives, there is clearly scope for learning and sharing of experience, as each model has been developed in a different way. b) **For a wider roll-out of Full Service provision, we recommend sharing learning and experience through a similar forum.**

- **Recommendation 6:** a) **For the Model Schools, we recommend building on the existing vision and leadership to ensure that the Full Service project continues to be driven forward.** A committed 'champion'(s) is vital to ensure the success of the initiative; drive and enthusiasm are critical to the success of the project, as are innovation and (measured) risk-taking. In order to ensure the ongoing success of the project, it is essential to recognise and support the importance of this aspect of the project and to regularly challenge and self-evaluate. b) **For a wider roll-out of Full Service provision, we recommend that a key individual is identified to communicate the vision and seek buy in from stakeholders.** This vision will be informed by the preliminary causal / needs based analysis. A strong leader must also be identified and appointed to initiate and deliver any such project.

**Department of
Education**

**Evaluation of Full
Service School
Project
organised under
the Renewing
Communities
Programme**

**Public Sector
Consultancy**

**In association
with Professor
Alan Dyson**

June 2008

Appendices



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APPENDIX 1: JOB DESCRIPTIONS

Belfast Boys' Model School:

- Full Service School Development Coordinator
- Attendance Officer
- Student Integration Support Officer
- (Barnardo's) Project Worker, Parenting Matters

Belfast Model School for Girls:

- Full Service School Coordinator
- Family Attendance Coordinator
- Family Link Coordinator

Note:

- Transition Teachers – use normal teacher JD – not included here
- Pupil Support Unit Teacher – use normal teacher JD – not included here

BELFAST BOYS' MODEL SCHOOL

Established 1857

Job Description

Full Service School Development Coordinator - *Created 2006*

Purpose

- To develop with the school, in partnership with other agencies and stakeholders, an agreed plan for the delivery of extended services in the school and its community.
- To manage and coordinate the activities and provision associated with the Full Service School in close liaison with the Senior Management Team.
- To secure funding and/or resources to ensure the sustainability of the provision.

Key result areas

- A Establishment of strong working links with neighbouring schools and other agencies/parties.
- B Effective management of the delivery of Full Service School provision.
- C Thorough monitoring and evaluation of Full Service School activities.

Key Tasks

A Establishment of strong working links with neighbouring schools and other agencies/parties.

- A(1) Liaise with Senior Management Team to agree milestones and outcomes.
- A(2) Attend and play an active part in Full Service Schools Committee/Working Group Meetings.
- A(3) Collate reports for Senior Management Team, governors and other stakeholders as required.
- A(4) Build active partnerships with stakeholders including other local authority departments, Health and Social Services and the voluntary sector to ensure coherence of provision with local strategies.
- A(5) Organise regular consultation meetings with all partners and members of the local community.
- A(6) Develop joint initiatives with other agencies to meet the needs of local people.
- A(7) Draw upon existing data to inform requirements of provision for the area and audit any perceived gaps.
- A(8) Use the data to develop a 2 year detailed costed, plan with clear milestones and targets for the school/cluster.
- A(9) Ensure that plans for extended services are included in the School Development Plan.

- A(10) Support Senior Management Team in the induction of staff and governors to deliver the vision for the Full Service School and to highlight the implications for school improvement.
- A(11) Ensure that issues of inclusion are central to the full service programme, and that all activities comply with the relevant Equal Opportunities and diversity legislation.

B Effective management of the delivery of Full Service Schools provision.

- B(1) Coordinate all aspects of the delivery of the extended services.
- B(2) Liaise with all relevant agencies necessary for service delivery.
- B(3) Organise the launch of the extended service.
- B(4) Coordinate the provision of facilities and activities.
- B(5) Oversee the purchase of equipment and ensure that it is well maintained, keeping an accurate record for audit purposes.
- B(6) Ensure compliance of all activities with the relevant Health and Safety and Child Protection legislation and that appropriate risk assessments are undertaken.
- B(7) Explore other sources of funding with a view to sustainability.
- B(8) Line manage the day to day deployment of staff engaged in extended services.
- B(9) Participate in self development and training opportunities.
- B(10) Organise and deliver in-service training to other colleagues.
- B(11) Be responsible for publicity and showcase examples of good practice.

C Thorough monitoring and evaluation of Full Service Schools activities.

- C(1) Monitor use/uptake and evaluate provision, making recommendations to relevant committees/working groups regarding any changes required to meet perceived future needs.
- C(2) Target user groups to ensure that the service reaches those in most need.
- C(3) Assess current projects to establish long term viability.
- C(4) Liaise and work closely with other multi-agency teams, ensuring that there is no duplication or overlap of provision.
- C(5) Establish and maintain a recording system of enrolment, registers, achievement etc to enable completion of returns.
- C(6) Ensure the monitoring and review of performance standards and the achievement of related targets.
- C(7) Report on a regular basis (to be agreed) any developments to the Senior Management Team, Board of Governors and other stakeholders.

Undertake any other duties appropriate to the delivery of Full Service Schools. Reasonable similar duties may be allocated from time to time as a result of any changes in the nature of the project.

BELFAST BOYS' MODEL SCHOOL
Established 1857

Job Description

Attendance Officer - August 2007

Purpose

- To establish close partnerships between home and school, to support improved levels of attendance of individual pupils and encourage a culture of regular attendance throughout the school.

Key result areas

- A The establishment of strong links between home, school and support agencies to encourage improved attendance.
- B To provide ongoing support and encouragement to pupils who have been identified as having attendance issues.
- C To access and use appropriate data to monitor, evaluate and affect improvements in attendance.

Key Tasks

The Key Tasks below should be consistent with relevant school policies.

A The establishment of strong links between home, school and support agencies to encourage improved attendance.

- A(1) To liaise with Head of School to identify and support pupils whose attendance is giving cause for concern. (<90%)
- A(2) To initiate and maintain a programme of support for identified pupils with strategies to improve attendance.
- A(3) To assist families by accessing relevant support through liaison with the Full Service School Coordinator.
- A(4) To provide a welcoming non-threatening environment conducive to open and productive communication.
- A(5) To liaise with the Head of School to devise strategies for promoting high levels of attendance and rewarding pupils with good and improving attendance.

B To provide ongoing support and encouragement to pupils who have been identified as having attendance issues.

- B(1) To monitor all pupils who have previously experienced support and intervene immediately if attendance deteriorates.
- B(2) To collate all relevant information regarding open and closed cases to allow effective monitoring of attendance performance and to facilitate immediate reintervention when required.
- B(3) To work in partnership with feeder primary schools to support siblings of identified pupils as needed.

C To access and use appropriate data to monitor, evaluate and affect improvements in attendance

- C(1) To monitor attendance daily using BROMCOM system.
- C(2) To provide weekly statistics to the Head of School on the focus groups of pupils.
- C(3) To collate all relevant information regarding current and closed cases, and monitor and revise this information regularly.

In the interests of career development and the changing needs of the school the above key tasks may be amended after negotiation with the postholder.

BELFAST BOYS' MODEL SCHOOL
Established 1857

Job Description

Student Integration Support Officer - *Created 2007*

Purpose

- To support the transition of pupils with Special Education Needs from Primary School to Belfast Boys' Model School.
- To ensure that appropriate support programmes are in place for individuals and groups and that these programmes are well resourced.

Responsible To

Special Educational Needs Co-ordinator (S.E.N.C.O.)

Key result areas

- A Strategies are implemented in support of those Primary School pupils who are likely to experience difficulty with transition to Belfast Boys' Model School.**
- B Appropriate, effective support is available for pupils who are having difficulties accessing the curriculum.**
- C Support and appropriate resources are provided for pupils engaged in the Alternative Education programmes within Belfast Boys' Model School.**
- D Adult and Family learning initiatives take place and the associated professional development of S.E.N. Support Staff is met.**

Key Tasks

- A Strategies are implemented in support of those Primary School pupils who are likely to experience difficulty with transition to Belfast Boys' Model School**
 - A1 To liaise with S.E.N.C.O. in each primary school to identify a group of individuals who will initially be part of the programme.
 - A2 To liaise with Primary School S.E.N.C.Os to develop a programme of activities and resources to ease transition from Year 7 to Year 8.

- A3 To liaise with the Belfast Boys' Model School S.E.N.C.O. and the Full Service School Coordinator in the development of a transition programme for S.E.N. pupils in the key feeder primary schools.
- A4 To provide a report to Belfast Boys' Model School S.E.N.C.O in order that staff and resources are deployed to meet the needs of each pupil.
- A5 To evaluate the Primary School Transition Programme and review its delivery, so that the programme continues to develop and improve.

B Appropriate, effective support is available for pupils who are having difficulties accessing the curriculum

- B1 To develop, implement and evaluate individual programmes of support for pupils on the Special Education Needs register in school.
- B2 To identify/investigate new resources including I.C.T. resources and incorporate these, as appropriate into support programmes.
- B3 To communicate regularly with teachers in charge of pupil support and to guide H.O.Ds in the development of appropriate resources.
- B4 To organise the provision of induction materials for parents and boys who have English as their second language.
- B5 To coordinate the production of learning resources which will assist pupils who have English as their second language to successfully access the curriculum.

C Support and appropriate resources are provided for pupils engaged in the Alternative Education programmes within Belfast Boys' Model School

- C1 To produce and deliver resources appropriate for use in the Student Support Unit.
- C2 To assist the Coordinator of the Key Stage 4 Alternatives Programme in the preparation of pupils for their work placements.
- C3 To collaborate with the Student Support Unit management team to provide a quality educational experience for pupils during each period in the unit.
- C4 To collaborate with the Coordinator of the Key Stage 4 Alternatives Project to assist in the provision of a quality learning experience for pupils participating in this programme.

D Adult and Family Learning initiatives take place and the associated professional development of S.E.N. Support Staff is met

- D1 To produce appropriate resources for use in the after-hours Family Learning Initiative.
- D2 To prepare staff to deliver resources for use in the Alternative Education Programme and the Family Learning initiative.
- D3 To devise and deliver staff development programmes as part of the Continuing Professional Development Programme for S.E.N. support staff.
- D4 Support parents of the target cohort of boys through planned in house activities as part of the after-hours Family Learning Initiative.

In the interests of career development and the changing needs of the school the above key tasks may be amended after negotiation with the postholder.



JOB PROFILE

Job Title: Project Worker
Service: Parenting Matters
Responsible to: Children's Services Manager

Job Purpose

To develop and evaluate parent education, support and training through community based networks in order to support parents and promote positive childhood experiences.

Major Tasks and Responsibilities

1. To promote the work of the Service to a wide range of stake-holders (parents, organisations, professionals, media).
2. To negotiate, design and deliver parent education, support and development programmes that meet the needs of specific groups and individual families.
3. To enable interested community groups and organisations to develop parent education/support programmes by providing training, supervision and support to volunteer and paid facilitators.
4. To work in empowering ways to promote the development of self-esteem in families and parenting skills.
5. To enable parents to translate worries/concerns into identification of needs/interests and goals.

Job Activities

1. To represent and promote the Service in community and professional contexts.
2. To identify target organisations/networks that have the potential to benefit from parent education/support, and to establish appropriate records of all relevant organisations.
3. To develop positive working relationships between the Service and community, voluntary and statutory organisations.
4. To develop links with social workers, health visitors and other relevant personnel in the area.

5. To become competent in the flexible use of parent education/support packages, e.g. Family Caring Trust, Open University, Triple P Programme , Service Resources and approaches/materials developed by the Service (accredited courses).
6. To plan and negotiate parenting education and support with groups of self-referred parents in order to best meet their needs and aspirations.
7. To design and develop quality programmes of support and education in areas of unmet need.
8. To provide individual and group supervision and support to volunteers on a regular basis to ensure accountability, quality control and standards are maintained.
9. To encourage user involvement in the Service by facilitating a local user group and ensuring links to the regional Service.
10. To implement the Service recording and evaluation policy and to take responsibility for the monitoring and evaluation of the area of work.
11. To write up work for publication in popular and professional media, and for the Service annual report.
12. To implement an anti-discriminatory service that includes values and respects the differing cultures and ethnic backgrounds of individuals and groups.
13. To work co-operatively as a team member of the Parenting Matters Service involving team meetings, peer support, supervision and appraisal, programme development and special events.
14. To undertake relevant training and development in order to enhance skills and knowledge.
15. To adhere to Barnardo's policies and procedures (including Health & Safety, Safeguarding and Protecting Children and Complaints).
16. To keep appropriate administrative and other records up to date and accessible using manual and computer systems.
17. Any other duties as required.

**This Job Profile is not definitive
 and may be altered to meet changing needs**

BELFAST MODEL SCHOOL FOR GIRLS

Job Description

Full Service School Coordinator - *Created 2006*

Purpose

- To develop with the school, in partnership with other agencies and stakeholders, an agreed plan for the delivery of extended services in the school and its community.
- To manage and coordinate the activities and provision associated with the Full Service School in close liaison with the Senior Leadership Team.
- To secure funding and/or resources to ensure the sustainability of the provision.

Key result areas

- A Establishment of strong working links with neighbouring schools and other agencies/parties.**
- B Effective Leadership of the delivery of Full Service School provision.**
- C Thorough monitoring and evaluation of Full Service School activities in relation to the Full Service School over-arching targets.**

Key Tasks

- A Establishment of strong working links with neighbouring schools and other agencies/parties.**
 - A(1) Liaise with Senior Leadership Team to agree milestones and outcomes.
 - A(2) Attend and play an active part in Full Service Schools Steering and Operational Group Meetings.
 - A(3) Collate reports for Senior Leadership Team, governors and other stakeholders as required.
 - A(4) Build active partnerships with stakeholders including other local authority departments, Health and Social Services and the voluntary sector to ensure coherence of provision with local strategies.
 - A(5) Organise regular consultation meetings with all partners and members of the local community.
 - A(6) Develop joint initiatives with other agencies to meet the needs of local people.
 - A(7) Draw upon existing data to inform requirements of provision for the area and audit any perceived gaps.

- A(8) Use the data to develop a 2 year detailed costed, plan with clear milestones and targets for the school/cluster.
- A(9) Ensure that plans for extended services are included in the School Development Plan.
- A(10) Support Senior Leadership Team in the induction of staff and governors to deliver the vision for the Full Service School and to highlight the implications for school improvement.
- A(11) Ensure that issues of inclusion are central to the full service programme, and that all activities comply with the relevant Equal Opportunities and diversity legislation.

B Effective Leadership of the delivery of Full Service Schools provision.

- B(1) Coordinate all aspects of the delivery of the extended services.
- B(2) Liaise with all relevant agencies necessary for service delivery.
- B(3) Organise the launch of the extended service
- B(4) Coordinate the provision of facilities and activities.
- B(5) Oversee the purchase of equipment and ensure that it is well maintained, keeping an accurate record for audit purposes.
- B(6) Ensure compliance of all activities with the relevant Health and Safety and Child Protection legislation and that appropriate risk assessments are undertaken.
- B(7) Explore other sources of funding with a view to sustainability.
- B(8) Line manage the day to day deployment of staff engaged in extended services.
- B(9) Participate in self development and training opportunities.
- B(10) Organise and deliver in-service training to other colleagues.
- B(11) Be responsible for publicity and showcase examples of good practice.

C Thorough monitoring and evaluation of Full Service Schools activities.

- C(1) Monitor use/uptake and evaluate provision, making recommendations to relevant committees/working groups regarding any changes required to meet perceived future needs.
- C(2) Target user groups to ensure that the service reaches those in most need.
- C(3) Assess current projects to establish long term viability.
- C(4) Liaise and work closely with other multi-agency teams, ensuring that there is no duplication or overlap of provision.
- C(5) Establish and maintain a recording system of enrolment, registers, achievement etc to enable completion of returns.
- C(6) Ensure the monitoring and review of performance standards and the achievement of the overarching targets of Attainment, Attendance, Literacy and Numeracy, Readiness to learn, Behaviour, Progression, Collaboration and Transition.
- C(7) Report on a regular basis (to be agreed) any developments to the Senior Leadership Team, Board of Governors and other stakeholders.

Undertake any other duties appropriate to the delivery of Full Service Schools. Reasonable similar duties may be allocated from time to time as a result of any changes in the nature of the project.

BELFAST MODEL SCHOOL FOR GIRLS

Job Description Family Attendance Co-ordinator

RESPONSIBLE TO: Full Service/Extended School Co-ordinator

Job Purpose

To encourage regular attendance by involving parents and other appropriate professional agencies with the aim of raising attendance levels and attainment.

Main Duties and Responsibilities:

- To develop relationships with parents and to act as a resource person to both.
- To link with parents of identified pupils on a daily basis.
- To work with pupils and address barriers which prevent them from attending school.
- To liaise with the Pastoral Care team in order to identify pupils with unsatisfactory attendance.
- To develop a drop-in facility for parents of identified pupils and build relationships between parents.
- To work with the Family Link Co-ordinator to offer parenting programmes especially around living with teenagers etc.
- To offer individual support to parents and refer to other support services.
- To encourage parents to get involved in the school in order to improve pupil attendance.
- To work with the Parent Co-ordinator to develop transition projects and so encourage Year 8 pupils to attend regularly.
- To assist with the development of transition projects.
- To liaise with relevant bodies in the community for e.g. Education Welfare Officer.
- Operate requisitioning procedures including the ordering, purchasing, receiving, checking and storage of resources. Monitor allocated budget within BELB financial guidelines.
- To provide regular reports on the monitoring and development of the programme to the relevant personnel.

Signature: _____ (Principal)

Date: _____

BELFAST MODEL SCHOOL FOR GIRLS

Job Description Family Link Co-ordinator

RESPONSIBLE TO: Full Service/Extended School Co-ordinator

Job Purpose:

To be co-ordinator of activities, events and programming to encourage parental involvement in their child's education, therefore raising attainment.

Main Duties and Responsibilities:

- To develop relationships with parents and to act as a resource person to both.
- To develop a drop-in facility for parents which becomes a place to share information, get support and build relationships between parents.
- To offer parenting programmes especially around living with teenagers etc.
- To offer individual support to parents and refer to other support services.
- To encourage parents to develop their own skills through courses.
- To encourage parents to get involved in the school.
- To develop transition projects.
- To develop projects which involve parents and young people together.
- To liaise with other bodies in the community and be aware of what is available for parents and young people.
- To play a leading role in the management of 'Parents and Friends of Girls' Model), including responsibility for all aspects of finance relating to the association.
- Operate requisitioning procedures including the ordering, purchasing, receiving, checking and storage of resources. Monitor allocated budget within BELB financial guidelines.
- To provide regular reports on the monitoring and development of the programme to the relevant personnel.

Signature: _____ (Principal)

Date: _____

APPENDIX 2: FSES COORDINATORS - INVOLVEMENT WITH OTHER ORGANISATIONS

Table 1: Boys' Model – Full Service Coordinator – Involvement with other organisations	
Organisation	FSES Coordinator Role / Involvement
Ballysillan Community Empowerment Partnership (CEP)	Education Sub Group
Greater Shankill Alternatives	Education representative on management committee
Greater Shankill Community Safety Network	Boys' Model representative
Greater Shankill LIAG (Local Implementation Action Group)	Education Sub Group
Greater Shankill Partnership Health and Well-being forum	School representative
Housing and Education Forum	Schools' representative
North Belfast Community Empowerment Partnership (CEP)	Education Sub Group
North Belfast Education and Learning Network	Boys' Model representative
Upper Shankill Area Project	Boys' Model representative
Source: FSES Coordinator, Boys' Model School	

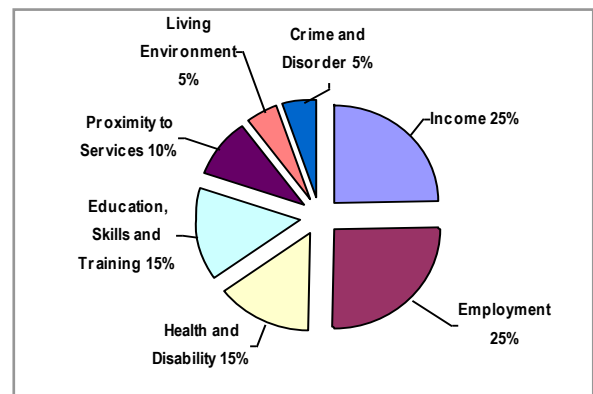
Table 2: Model School for Girls – Full Service Coordinator – Involvement with other organisations	
Organisation	FSES Coordinator Role / Involvement
Ballysillan Community Empowerment Partnership (CEP)	Education Sub Group
Greater Shankill LIAG (Local Implementation Action Group)	Aspirations Sub Group Sub Operational Group
Greater Shankill Partnership	Education Sub Group
Upper North Partnership	Education Sub Group
Upper Shankill Area Project	Steering Group
Source: FSES Coordinator, Model School for Girls	

APPENDIX 3: NOBLE INDEX OF MULTIPLE DEPRIVATION

Noble Index of Multiple Deprivation

The Northern Ireland Multiple Deprivation Measure 2005 (NI MDM 2005), commonly referred to as the 'Noble Index'¹, is a comprehensive study of Multiple Deprivation Measures in Northern Ireland. It offers more up-to-date and detailed information than the previous 2001 edition. The main unit of analysis, Super Output Areas (SOAs), are aggregates of previously defined Output Areas (OAs) and were designed to help analyse the smallest practicable spatial scale. SOAs are a relatively small scale unit, containing an average of around 1800 people. The Northern Ireland Multiple Deprivation Measure 2005 was constructed by the Social Disadvantage Research Centre at the University of Oxford.

The NI MDM 2005 examines deprivation from the perspective of seven key domains (as with the 2001 edition), each of which is allocated a relative weighting to produce the Multiple Deprivation Measure (as illustrated). The seven key domains are calculated from 43 separate indicators which develop those used in NI MDM 2001. As far as possible, the actual data that has been used to determine these indicators is based on 2003 figures.



The NI MDM 2005 domains, along with two supplementary measures (Income Deprivation Affecting Children and Income Deprivation Affecting Older People) are all presented at SOA level. Each indicator has been assessed and scored in relation to the prevalence of disadvantage present. These scores are then ranked in relation to their comparative position within the 890 SOAs within Northern Ireland - so that a rank of 1 is most deprived and a rank of 890 is least deprived. Note that NI MDM 2005 is based on geographical boundaries in place at the time of the 2001 census.

NI MDM 2005 data relating to the Shankill 1 and Shankill 2 SOAs is presented in Table 3.

The Noble Index of Multiple Deprivation provides stark evidence of the extent of deprivation in Shankill 1 and Shankill 2. Both are in the top 10 (out of 890) most multiply deprived SOAs in Northern Ireland and both are within the top 10 (out of 890) most deprived SOAs in terms of the Education and Health domains. With the exception of the Proximity of Services Domain, both SOAs are within the top 10% most deprived SOAs in Northern Ireland on all domains.

The Boys' Model School is located in Ballysillan 3 SOA and the Model School for Girls is located in the Cliftonville 2 SOA – these have multiple deprivation ranks of 264 and 420 respectively i.e. within top 30% most multiply deprived and within top 50% most multiply deprived SOAs overall.

¹Measures of Deprivation May 2005; Social Disadvantage Research Centre; Michael Noble et al

Table 3: Noble Index of Multiple Deprivation – Ranks (where 1 is most deprived)

Domain	Weight % contribution to MDM	Super Output Area	
		Shankill 1	Shankill 2
Multiple Deprivation Measure (MDM) Combines information from all seven domains weighted according to measures noted	n/a	7	2
Income Captures extent of income deprivation in an area Receipt of 'out-of-work' and 'in-work' benefit	25%	19	9
Employment Measurement of enforced exclusion from the world of work (16 – 59). 'Employment deprived' are defined as those who want to work but are unable to do so through unemployment, sickness or disability	25%	11	7
Health Deprivation and Disability People whose quality of life is impaired by poor health and/or disability or whose life is cut short by premature death.	15%	8	1
Education Skills and Training Key educational characteristics relating to two separate sub domains which are lack of: -qualifications among adults; and -access and attainment among children and young people.	15%	2	1
Proximity To Services Measures the extent to which people have poor geographical access to certain key services measured in terms of road distance to the nearest services	10%	865	866
Crime And Disorder Measures the rate of crime and disorder at small area level, which is sub-grouped into two separate domains, crime and disorder.	5%	93	6
Living Environment Identifies deprivation relating to the environment in which people live, including Housing quality, Housing access, and Outdoor physical environment indicators.	5%	44	79
Income Deprivation Affecting Children (IDAC) Percentage of SOA population under 16 living in families in receipt of one of the means-tested Child Poverty Benefits i.e.:Income Support and Job Seekers Allowance Income-Benefit or Working Families Tax Credit/Disabled Person's Tax Credit whose equalised income was below 60% of median before housing costs. A supplementary stand-alone measure which is a contributory part of the overall Income Deprivation Domain. It is not included within the NI MDM 2005.	n/a	16	11
Income Deprivation Affecting Older People (IDAOP) Percentage of SOA population People aged 60 and over who are Income Support/Job Seekers Allowance-Income Benefit claimants aged 60 and over and their partners (if also aged 60 or over). A supplementary stand-alone measure which is a contributory part of the overall Income Deprivation Domain. It is not included within the NI MDM 2005	n/a	70	40
Source: 'Northern Ireland Multiple Deprivation Measure 2005' (NISRA, May 2005)			

Of the 169 pupils who responded to the survey, it was possible to identify SOAs from postcodes for 160 of these. The profile of respondents by SOA is illustrated in Table 4.

Using this information, we can access further information from the Noble Index for the SOAs that pupils live in (see Table 5 through to Table 7).

Table 4: SOAs of respondents to pupil survey

Local Government District	Super Output Area	Total
Antrim LGD (95AA)	Parkgate SOA (95AA12W1)	1
Antrim LGD (95AA)	Total	1
Belfast LGD (95GG)	Ballysillan 1 SOA (95GG06S1)	9
	Ballysillan 2 SOA (95GG06S2)	8
	Ballysillan 3 SOA (95GG06S3)	11
	Bellevue 3 SOA (95GG08S3)	1
	Cavehill 1 SOA (95GG14S1)	2
	Cavehill 2 SOA (95GG14S2)	2
	Cavehill 3 SOA (95GG14S3)	4
	Chichester Park 3 SOA (95GG16S3)	3
	Cliftonville 2 SOA (95GG17S2)	2
	Cliftonville 3 SOA (95GG17S3)	4
	Crumlin 1 Belfast SOA (95GG19S1)	3
	Crumlin 2 Belfast SOA (95GG19S2)	13
	Duncairn 1 SOA (95GG20S1)	1
	Duncairn 2 SOA (95GG20S2)	3
	Fortwilliam 2 SOA (95GG24S2)	1
	Glencairn 1 SOA (95GG26S1)	4
	Glencairn 2 SOA (95GG26S2)	5
	Highfield 1 SOA (95GG28S1)	13
	Highfield 2 SOA (95GG28S2)	7
	Highfield 3 SOA (95GG28S3)	8
	Legoniel 1 SOA (95GG32S1)	2
	Legoniel 2 SOA (95GG32S2)	6
	Legoniel 3 SOA (95GG32S3)	1
	Shankill 1 SOA (95GG40S1)	12
	Shankill 2 SOA (95GG40S2)	10
	The Mount 2 SOA (95GG44S2)	2
	Woodvale 1 SOA (95GG51S1)	5
Woodvale 2 SOA (95GG51S2)	8	
Woodvale 3 SOA (95GG51S3)	5	
Belfast LGD (95GG)	Total	155
Carrickfergus LGD (95HH)	Greenisland SOA (95HH08W1)	1
Carrickfergus LGD (95HH)	Total	1
Newtownabbey LGD (95WW)	Burnthill 1 SOA (95WW08S1)	1
	Coole SOA (95WW12W1)	1
Newtownabbey LGD (95WW) Total	Total	2
North Down LGD (95XX)	Clandeboyne 2 SOA (95XX10S2)	1
North Down LGD (95XX) Total	Total	1
Grand Total		160

Table 5: Noble Index of Deprivation – pupil respondents - 1

Domain	BELFAST LGD														
	Ballysillan 1 SOA	Ballysillan 2 SOA	Ballysillan 3 SOA	Bellevue 3 SOA	Cavehill 1 SOA	Cavehill 2 SOA	Cavehill 3 SOA	Chichester Park 3 SOA	Cliftonville 2 SOA	Cliftonville 3 SOA	Crumlin 1 Belfast SOA	Crumlin 2 Belfast SOA	Duncairn 1 SOA	Duncairn 2 SOA	Fortwilliam 2 SOA
Multiple Deprivation Measure (MDM)	92	272	264	260	723	831	633	302	420	76	19	4	17	44	276
Income	125	358	314	245	777	843	768	295	471	128	42	21	37	78	405
Employment	100	300	278	307	647	872	642	329	366	118	17	3	10	57	367
Health Deprivation and Disability	71	131	119	152	440	643	236	96	200	44	33	2	11	35	147
Education Skills and Training	41	156	236	325	798	871	783	693	633	95	6	4	25	29	146
Proximity To Services	615	733	625	695	604	638	468	731	785	670	873	861	736	797	761
Crime And Disorder	364	326	202	70	153	133	162	84	111	13	169	31	114	11	124
Living Environment	347	337	540	422	802	786	798	378	299	165	36	6	192	159	144
Income Deprivation Affecting Children (IDAC)	84	209	287	197	764	839	781	214	469	177	35	13	30	86	310
Income Deprivation Affecting Older People (IDAOP)	370	601	516	421	849	865	822	432	507	190	92	105	135	179	653

Table 6: Noble Index of Deprivation – pupil respondents - 2

Domain	BELFAST LGD													
	Glencairn 1 SOA	Glencairn 2 SOA	Highfield 1 SOA	Highfield 2 SOA	Highfield 3 SOA	Legoniel 1 SOA	Legoniel 2 SOA	Legoniel 3 SOA	Shankill 1 SOA	Shankill 2 SOA	The Mount 2 SOA	Woodvale 1 SOA	Woodvale 2 SOA	Woodvale 3 SOA
Multiple Deprivation Measure (MDM)	33	113	448	163	42	57	116	329	7	2	62	58	43	18
Income	68	183	607	256	67	99	218	420	19	9	104	137	84	40
Employment	30	120	458	125	60	70	111	267	11	7	101	95	44	24
Health Deprivation and Disability	49	77	375	130	39	43	89	245	8	1	56	22	46	14
Education Skills and Training	13	68	160	158	7	64	73	346	2	1	55	22	11	4
Proximity To Services	531	675	456	659	614	420	721	700	865	866	845	833	849	791
Crime And Disorder	175	171	353	136	281	32	56	42	93	6	43	245	237	214
Living Environment	164	219	530	386	224	194	218	532	44	79	16	23	63	108
Income Deprivation Affecting Children (IDAC)	73	190	579	164	49	138	183	432	16	11	91	98	44	37
Income Deprivation Affecting Older People (IDAOP)	197	341	741	431	144	68	438	587	70	40	182	390	236	180

Table 7: Noble Index of Deprivation – pupil respondents - 3

Domain	Antrim LGD	Carrickfergus LGD	Newtownabbey LGD		North Down LGD
	Parkgate SOA	Greenisland SOA	Burnthill 1 SOA	Coole SOA	Clandeboyne 2 SOA
Multiple Deprivation Measure (MDM)	680	709	644	97	802
Income	816	681	675	146	811
Employment	808	618	582	113	861
Health Deprivation and Disability	493	698	631	75	846
Education Skills and Training	653	575	378	37	598
Proximity To Services	107	411	682	781	390
Crime And Disorder	690	520	160	425	279
Living Environment	604	626	758	183	820
Income Deprivation Affecting Children (IDAC)	810	604	600	114	752
Income Deprivation Affecting Older People (IDAOP)	790	823	708	504	745

APPENDIX 4: LEAVER DESTINATIONS

Table 8: Belfast Model School for Girls – Leaver Destinations

Destination	2006-07										
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	Total (No.)	Total (%)	
HE-GB: Degree Crse (NVQ:L4)							2		2	1%	7%
HE-NI: Degree Crse (NVQ:L4)							13		13	6%	
FE-GB: non Degree<=AL (NVQ:L1-3)					2				2	1%	21%
FE-NI: Degree Crse (NVQ:L4)							2		2	1%	
FE-NI: non Degree<=AL (NVQ:L1-3)					14	9	3	2	28	14%	
FE-non UK: non Dgr<=AL NVQ:L1-3					9				9	4%	
FE-unk: non Dgre<=AL (NVQ:L1-3)					1				1	0%	
Employment					8	23	23	1	55	27%	27%
Unemployed/Seeking Employment					12	11	2		25	12%	12%
Jobskills at FE College					10	6			16	8%	18%
Jobskills/Training/Apprentice					15	5			20	10%	
Another School : Grammar			1						1	0%	10%
Another School : non Grammar	1	5	4	3	2				15	7%	
Another School : unknown	1		1	1	1				4	2%	
Long term sick/Pregnant/Hosptl						2			2	1%	1%
Unknown					6		3		9	4%	4%
Grand Total	2	5	6	4	80	56	48	3	204	100%	100%

Source: FSES Coordinator

Table 9: Belfast Boys' Model School – Leaver Destinations

Destination	2006-07										
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	Total (No.)	Total (%)	
HE-NI:Degree Crse (NVQ:L4)	0	0	0	0	0	0	11	0	11	7%	8%
HE-unkn: non Dgre > SL (NVQ: L4)	0	0	0	0	0	0	1	0	1	1%	
FE-NI:Degree Crse (NVQ:L4)	0	0	0	0	0	0	2	0	2	1%	8%
FE-NI: non Degree<=AL (NVQ:L1-3)	0	0	0	0	0	1	2	0	3	2%	
FE-NI: non Degree<=AL (NVQ:L4)	0	0	0	0	0	2	3	0	5	3%	
FE-unk: non Dgre<=AL (NVQ:L1-3)	0	0	0	0	2	0	1	0	3	2%	16%
Employment	0	0	0	0	16	5	3	0	24	16%	
Unemployed/Seeking Employment	0	0	0	0	6	2	3	0	11	7%	
Jobskills at FE College	0	0	0	0	13	6	1	0	20	13%	
Jobskills/Training/Apprentice	0	0	0	0	27	4	0	0	31	20%	
Another School : Grammar	1	1		0	0	0	0	0	2	1%	3%
Another School : non Grammar	0	1	2	0	0	0	0	0	3	2%	
Unknown	0	0	0	0	18	7	13	0	38	25%	25%
Grand Total	1	2	2	0	82	27	40	0	154	100%	100%

Source: FSES Coordinator

Table 10: Leaver Destinations (School Leavers)

Destination	DESTINATIONS OF SCHOOL LEAVERS ^{2 3}									
	2001/02		2002/03 ⁴		2003/04		2004/05		2005/06	
	Number	%	Number	%	Number	%	Number	%	Number	%
Institutions of Higher Education ⁵	8746	35.0	-	-	9245	36.0	9633	38.1	9555	37.4
Institutions of Further Education – Higher Education courses	129	0.5	-	-	266	1.0	293	1.2	196	0.8
Institutions of Further Education – Other courses	6572	26.3	-	-	6570	25.6	6660	26.3	6996	27.4
Employment	3169	12.7	-	-	3211	12.5	2538	10.0	2876	11.3
Unemployment	1153	4.6	-	-	1103	4.3	1122	4.4	841	3.3
Training ⁶	4905	19.6	-	-	4734	18.5	4443	17.6	4530	17.7
Unknown Destinations	330	1.3	-	-	521	2.0	609	2.4	534	2.1
Total Leavers	25004	100	-	-	25650	100	25298	100	25528	100

Source: DENI website – Destinations of School Leavers

² Excludes special and independent schools

³ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

⁴ As a result of technical problems with new software installed in schools, 2002/03 School Leavers data are not available

⁵ Includes universities and teacher training colleges

⁶ Numbers entering training include those entering the Jobskills programme, operated by the Department for Employment and Learning. Training on Jobskills is delivered by a range of training providers, including Further Education Colleges. Jobskills trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double-counting of Jobskills trainees.

APPENDIX 5: ATTENDANCE – IMPACTS

Boys’ Model School

Since October 2007, 42 boys were referred to the Attendance Officer for a variety of reasons; the most common reason is poor attendance (accounting for 62% of referrals). The boys represent all years in school.

Year	No. of referrals to Attendance Officer since October 2007
8	8
9	6
10	3
11	11
12	7
13&14	7
Total	42

Source: FSES Coordinator

On referral, boys’ attendance ranged from 33.6% to 92.1%; with the majority (31 boys or 74% of those referred) with attendance of 70% or more. At the beginning of January, the range of attendance was still wide: 32.2% to 94.6% and a comparison of attendance between when individuals were referred and the beginning of January showed that:

- 18 boys have improved their attendance by between 0.5% and 8%;
- 19 boys have shown a deterioration in attendance by between -0.3% and -6.98% (this excludes 2 outliers where attendance reduced by 27.6% and 15.1% respectively);
- 5 boys had only recently been referred so it is too soon to calculate a change.

It is difficult to draw firm conclusions from this analysis owing to the relatively short time that the Attendance Officer has been in post, together with the varying length of time that she has had to work with boys who have been referred (some since October, some since December). The situation is also complicated by the variety of reasons for referral and underlying issues that poor attendance may disguise and the extent to which these are being addressed (and the timescales in which these can be addressed). A longer term assessment of changes in attendance would be required to assess its true impact. However, it is clear that in some cases, there have been improvements (and also deterioration); it is difficult to say to what extent these changes are attributable to the Attendance Officer.

A breakdown of individual (anonymised) cases is illustrated in the next table. Changes in attendance between January 2008 and date of referral are also included (green highlights where attendance has improved and red highlights attendance that has deteriorated).

Table 12: Boys' Model: Attendance Officer Caseload

Year	Date of referral	Reasons	Attendance: on referral	Attendance: 3* or 7* Jan 2008	Change
8	19/10/2007	Poor attendance	90.8%	91.9%*	1.10%
8	19/10/2007	Poor Attendance	92.1%	94.6%*	2.50%
9	19/10/2007	Poor Attendance	81.8%	83.2%*	1.40%
9	19/10/2007	Poor Attendance	76.6%	80.5%*	3.90%
10	19/10/2007	Refusing to come	47.3%	32.2%*	-15.10%
11	19/10/2007	Poor Attendance	73.0%	66.9%*	-6.10%
11	22/10/2007	4---Suspensions	85.0%	80.9%*	-4.10%
9	23/10/2007	Poor Attendance	81.8%	88.6%*	6.80%
9	23/10/2007	Poor Attendance	83.1%	85.2%*	2.10%
11	23/10/2007	Poor Attendance	82.9%	85.8%*	2.90%
11	23/10/2007	Dad just out of prison	64.5%	58.1%*	-6.40%
11	23/10/2007	Caring for mum	84.2%	80.9%*	-3.30%
12	23/10/2007	Holidays, Glasses, Girlfriend	86.8%	59.2%*	-27.60%
12	23/10/2007	Referral Mum	77.6%	82.2%*	4.60%
13	23/10/2007	Poor Attendance	75.0%	77.0%*	2.00%
13	24/10/2007	Poor Attendance	76.0%	71.0%*	-5.00%
12	14/11/2007	Poor Attendance	60.4%	68.4%*	8.00%
12	15/11/2007	Bullying	49.0%	46.1%*	-2.90%
13	16/11/2007	Girlfriend Trouble	77.38%	71.7%*	-5.68%
13	16/11/2007	Poor Attendance	77.38%	70.4%*	-6.98%
8	20/11/2007	Poor Attendance	61.8%	58.1%*	-3.70%
8	20/11/2007	Poor Attendance	77.5%	82.4%*	4.90%
9	20/11/2007	Parental Request	75.7%	77.2%*	1.50%
11	20/11/2007	Trouble settling in	71.2%	68.4%*	-2.80%
9	22/11/2007	Poor Attendance	85.0%	82.6%*	-2.40%
8	03/12/2007	Poor Attendance	82.4%	85.1%*	2.70%
11	03/12/2007	Poor Attendance	58.5%	57.2%*	-1.30%
11	03/12/2007	Poor Attendance	57.7%	57.2%*	-0.50%
11	03/12/2007	Poor Attendance	65.4%	65.1%*	-0.30%
11	05/12/2007	Poor Attendance	87.0%	80.9%*	-6.10%
12	05/12/2007	Poor Attendance	74.6%	77.0%*	2.40%
13	12/12/2007	Family member ill	74.6%	77.0%*	2.40%
13	12/12/2007	Random days off	80.7%	82.2%*	1.50%
13	12/12/2007	Poor Attendance	80.7%	78.9%*	-1.80%
8	13/12/2007	Poor Attendance	77.9%	78.4%*	0.50%
8	13/12/2007	Poor Attendance	76.5%	74.3%*	-2.20%
8	13/12/2007	Poor Attendance	88.9%		N/A
11	14/12/2007	Not getting into school	53.6%	56.6%*	3.00%
12	19/12/2007	Referral Mum	33.6%	Same*	N/A
10	07/01/2008	Headaches	78.9%		N/A
10	08/01/2008	Poor Attendance	64.9%		N/A
12	09/01/2008	Bullied	77.6%		N/A

Source: FSES Coordinator, Attendance Officer

Model School for Girls

Table 13: Model School for Girls: Attendance Coordinator Evaluation

To date I have worked with over 60 girls. There are always different issues relating to different girls. Below is a selection of case studies of girls with poor attendance which clearly show the impact of working with the Attendance Co-ordinator.

Case Study 1	<i>from 18% to 58% within 2 months</i> Girl refused to come to school Consistent monitoring Liaising with Year head, dad and child Relationship, support
Case Study 2	<i>started at 43%, within 3 months went up over 20% and at present is sitting at 90% attendance!</i> Girl was a daily truant but is now part of our Drop In each Tuesday Building up relationship Daily Attendance Card & monitoring Liaising with home
Case Study 3	<i>started at 58%, went up to 69.8% and is now this new Year at 80% attendance!</i> Girl had been truanting and had gotten into a lot of bother in the area Liaising with Social Services and home Working closely with the EWO Monitoring daily attendance card Home visits, setting targets
Case Study 4	<i>started at 67%, is now sitting at 91%</i> Worked with this girl for a few months Attendance card, communication Goal setting, time Liaising with Year Head Rewards for improvement
Case Study 5	<i>started at 18%, girl now at 37% after 3 months</i> Girl refused completely to come back to school when I met her Daily liaising with mum Working closely with girl Targets, goal setting Relationship, time and effort Constant home visits

I also have a Year 8 Attendance Group ongoing and you will see below from a few of the examples given, the difference in attendance.

- 1) 47% to 58% within 1 month
- 2) 68% to 78% within 1 month
- 3) 65% to 75% within 1 month

Source: Attendance Coordinator (January 2008)

APPENDIX 6: MODEL SCHOOL FOR GIRLS - EVENING CLASSES SCHEDULE



Belfast Model School for Girls

Evening Classes for the Whole Community

Due to the phenomenal success of our 2007 evening classes the Belfast Model School for Girls is proud to announce the new early 2008 schedule of evening classes open to the whole community.

Subject	Description	Accredited	Time	Duration	Start	Cost
CLAIT Part 1	Word Processing	OCN 1	6-7.30	1 semester	04/02/08	£10
CLAIT Part 2	Databases & Spreadsheets	OCN 1	6-7	1 semester	04/02/08	FREE
Basic Maths Skills	To help with everyday life or help your children with their homework	No	7-8	1 semester	04/02/08	£10
Astronomy	The science of space	No	7-9	1 semester	04/02/08	FREE
Creative Writing	Learn the art of literature	No	6-8	10 weeks	04/02/08	£10
Realise Your Potential	Take stock of your skills & identify personal life, work & learning in an enjoyable group atmosphere	OCN 1	6-8	6 weeks	TBC	£5
Introduction to Technology	Machines of the modern age explained, e.g. mobile phones, digital cameras etc	No	7.30-8.30	6 weeks	04/02/08	£5
Exploring Enterprise	How to start or improve your own business	No	TBC	6 weeks	04/02/08	FREE
ICT for Beginners	An introduction to computers for complete beginners	No	6.30-8	1 semester	04/02/08	FREE
Careers Guidance for Adults	Whether you're looking for employment or already employed. Covers interviews, CVs, contracts etc	No	TBC 1 ½ hrs	6 weeks	04/02/08	£5
Flower Arranging	Teaches skills to arrange flowers and prepare displays	No	7-9	6 weeks	05/02/08	£30/ £15 reduced
Self Defence	Discover the art of self defence	No	7-9	6 weeks	05/02/08	£30/ £15 reduced
Yoga	Includes stretching, gentle movement, breathing and relaxation	No	7-8.30	6 weeks	05/02/08	£30/ £15 reduced
Cookery Demonstration	Observation class. Discuss and sample the delicious dishes.	No	7-9	1 semester	05/02/08	£76/ £38 reduced

Exam fees, were applicable, may incur an extra charge

*** PEASE NOTE NEW ENROLMENT DATES ***

Enrolment Mon 21st January 6pm-9pm & Tues 22nd January 6pm-9pm

Alternatively, to reserve a place on any course please call

Leigh Braiden on 02890 391768

APPENDIX 7: CONSULTATION SCHEDULE

BOYS' MODEL SCHOOL		
Stakeholder Grouping	Consultation Process	Timescales
Governors' representative	1-to-1 interview / George Sweetlove, Board of Governors	9 January
Principal	1-to-1 interview / J Keith	6 December
FS Schools Co-ordinator	1-to-1 interview / Jonny Smith	11 December
Teaching Staff	1-to-1 interviews with 5 members of teaching staff: <ul style="list-style-type: none"> - Ray Blain (Student Support Unit (Teacher in Charge)) - George Murray (Head of PE, NASUWT rep) - Linda Chestnutt (Year 11 Counsellor/ Pet Club) - Barry Bridges (Head of Junior School) - Olwen Black (Careers) 	6 & 11 December 9 January
	Short paper-based questionnaire for ALL teaching staff	w/c 4 February
Non-Teaching Staff	1-to-1 interviews with: <ul style="list-style-type: none"> - Ann Elder (Attendance Officer) - Laverne Knox (Numeracy and Literacy Support Worker) - Karen Flannigan (Barnardo's Parenting Project Worker) 	6 & 11 December
	Short paper-based questionnaire for ALL non-teaching staff	w/c 4 February
Pupils and Families	1-to-1 interviews with: <ul style="list-style-type: none"> - Barton Hunter (Chairman of Parents' Voice) - Chris Rodgers (Head Boy) - Aaron Bickerstaff (School Council) 	6 & 11 December
	150 surveys – issued to Sample of PUPILS	w/c 18 February
	150 surveys – issued to Sample of PARENTS / FAMILIES	w/c 11 & 18 February
Voluntary and Community Sector service providers	1-to-1 interviews or telephone interviews: <ul style="list-style-type: none"> - Barnardo's Parenting Matters Manager & Researcher - Operational Group meeting - Telephone interviews with other service providers - Caroline Kariyannis, RTU - Mary Black, Caroline Bloomfield, HAZ 	- 11 December - 25 January - w/c 3 & 10 March - 13 February - 18 March

MODEL SCHOOL FOR GIRLS		
Stakeholder Grouping	Consultation Process	Timescales
Governors' representative	1-to-1 interview / Michael Davison	30 January
Principal	1-to-1 interview / J Graham	5 December
FS Schools Co-ordinator	1-to-1 interview / Janice Clarke	5 December
Teaching Staff	1-to-1 interviews with 12 members of teaching staff covering: <ul style="list-style-type: none"> - Heather Mairs (Vice Principal/ Pupil Support Unit) - Annmarie Crawford (Head of Year 12 / Youthbank) - Linda Wright (Head of Careers / Head of Year 11) - Lynne Jackson (Head of Year 9, Attendance (Teacher in charge), UTU rep) - Audrey Thomas (Head of Year 8) - Carol Dillon, Dawn Fryer (Transition Teachers) - Margaret Metcalfe (Student Support Unit / Coursework Clinic) - Karen Cruise (Music / Model Rock) - Margaret Mateer (Homework Club (Teacher in Charge)) - Ashleigh Brown (Homework Club/Summer Scheme/Easter Booster) - Emma Purdy (Adult Education –ICT) 	4 & 5 December 16 January
	Short paper-based questionnaire for ALL teaching staff	w/c 11 February
Non-Teaching Staff	1-to-1 interviews with: <ul style="list-style-type: none"> - Lorraine Houston, Attendance Coordinator - Leigh Braiden, Parenting Coordinator 	4 & 5 December
	Short paper-based questionnaire for ALL non-teaching staff	w/c 11 February
Pupils and Families	1-to-1 interviews with: Carole Grant, Colleen Mann - Head Girls / Student Voice	4 & 5 December
	211 surveys – issued to Sample of PUPILS	w/c 18 February
	186 surveys – issued to Sample of PARENTS / FAMILIES	w/c 11 & 18 February
Voluntary and Community Sector service providers	1-to-1 interviews or telephone interviews: <ul style="list-style-type: none"> - Operational Group meeting - Telephone interviews with other service providers - Caroline Kariyannis, RTU - Mary Black, Caroline Bloomfield, HAZ 	- 25 January - w/c 3 & 10 March - 13 February - 18 March

APPENDIX 8: ANALYSIS OF SURVEY DATA

1 INTRODUCTION

Three surveys were developed for staff, pupils and parents; 862 of these were issued and 305 returned, representing an overall response rate of around 35%, as illustrated in **Table 14**. Given the issues already noted regarding parental involvement and engagement, it is not surprising that the overall response rate for parent surveys was only 14% compared to overall response rates of over 50% for the staff surveys and 46% for the pupil surveys.

Table 14: Surveys Issued and Response Rates by School

	Boys' Model			Model School for Girls			Total		
	No. issued	No. returned	Response Rate	No. issued	No. returned	Response Rate	No. issued	No. returned	Response Rate
Staff	98	30	30.6%	67	58	86.6%	165	88	53.3%
Pupil	150	78	52.0%	211	91	43.1%	361	169	46.8%
Parent	150	34	22.7%	186	14	7.5%	336	48	14.3%
Total	398	142	35.7%	464	163	35.1%	862	305	35.4%

In both schools, a sample of pupils was selected to complete the survey on the basis of identifying 2-3 pupils per Form Class to give a mix of pupils by year and also a mix of those in receipt of free school meals and those not.

The sample selected to receive parent surveys corresponded to the pupil sample – again giving a mix by year group and those in receipt of Free School Meals or not. All of the pupil surveys were issued and collected by the FSES Coordinators in the schools. In the Boys' Model School, parent surveys were issued to pupils to take home by the FSES Coordinator; these were brought back into school to return to the FSES Coordinator. The Model School for Girls parent surveys were posted out to each family in the sample with a pre-paid return envelope to FGS McClure Watters included.

Staff surveys were issued at the Boys' Model to all staff and followed up by the FSES Coordinator during subsequent days; the Model School for Girls, staff surveys were issued and collected by the FSES Coordinator during a staff-training day.

A profile of responses received for each survey type, by school and by those in receipt of Free School Meals (or not) is illustrated in **Table 15**.

Table 15: Responses Received by School and by FSM

	Boys' Model			Model School for Girls			Total		
	FSM	Non FSM	Total	FSM	Non FSM	Total	FSM	Non FSM	Total
Staff	-	-	30	-	-	58	-	-	88
Pupil	30	48	78	31	60	91	61	108	169
Parent	5	29	34	6	8	14	11	37	48
Total	35	77	142	37	68	163	72	145	305

These sought views on the extended activities including motivation for participating, the impacts (e.g. including changes in behaviour and attitudes) that the activities have had on them, (and for staff - workload levels, training and development and commitment to the future of the project).

2 STAFF SURVEY

Given the total of 88 staff surveys returned (30 from Boys' Model and 58 from the Model School for Girls), in Table 16 through to Table 38, we have set out survey results by school (as well as overall – the latter results are included in the full report).

Whilst the Full Service Demonstration Project has run on a collaborative basis with both schools participating, each school has had a different starting point (in terms of previous experience of such initiatives, nature of activities offered outside the usual classroom activity) and there have been some differences in the programmes of activity and approaches adopted by the two schools.

Therefore this information will allow each school to consider issues specific to their situation and the perspective of staff on the Demonstration project.

Table 16: Rationale and Vision by School

Rationale and Vision	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
a) This school has a role to play in addressing the needs of children, their families and the local community	3%	0%	3%	37%	57%	0%	2%	2%	0%	41%	53%	2%	2%	1%	1%	40%	55%	1%
b) The FSES plan is based on the needs of children, their families and the wider community	0%	0%	0%	53%	47%	0%	2%	0%	0%	38%	59%	2%	1%	0%	0%	43%	55%	1%
c) There is a clear, consistent shared vision for FSES	0%	3%	13%	53%	30%	0%	2%	2%	7%	41%	38%	7%	1%	2%	9%	45%	35%	5%

Source: Survey Data

Table 17: Communication by School

Communication	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
d) I understand what FSES is seeking to achieve	0%	0%	7%	63%	30%	0%	3%	2%	7%	50%	36%	2%	2%	1%	7%	55%	34%	1%
e) Staff in school are kept informed about FSES	0%	3%	7%	50%	37%	0%	3%	3%	5%	50%	36%	2%	2%	3%	6%	50%	36%	1%
f) Staff in school are involved in and support FSES	0%	0%	10%	60%	30%	0%	2%	3%	9%	55%	29%	2%	1%	2%	9%	57%	30%	1%

Source: Survey Data

Table 18: Operational / Resources by School

Operational / Resources	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
g) FSES provides a comprehensive range of integrated services including access to health services, adult learning, community activities and study support	0%	0%	10%	43%	47%	0%	2%	2%	2%	47%	45%	2%	1%	1%	5%	45%	45%	1%
i) FSES is flexible and can respond to changing needs and circumstances	0%	3%	13%	43%	37%	3%	2%	0%	7%	45%	29%	17%	1%	1%	9%	44%	32%	13%
j) There are adequate financial resources for FSES to achieve its aims	3%	17%	10%	33%	23%	13%	5%	9%	12%	36%	12%	26%	5%	11%	11%	35%	16%	22%
k) There are adequate human resources for FSES to achieve its aims	3%	13%	17%	43%	13%	10%	3%	19%	12%	36%	9%	21%	3%	17%	14%	39%	10%	17%
l) There are adequate physical resources (e.g. accommodation, equipment) for FSES to achieve its aims	0%	27%	27%	33%	10%	3%	9%	24%	12%	29%	7%	19%	6%	25%	17%	31%	8%	14%

Source: Survey Data

Table 19: Support for Learning by School

Support for Learning	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
m) Teachers try hard to help pupils learn	0%	3%	0%	27%	70%	0%	2%	2%	0%	24%	72%	0%	1%	2%	0%	25%	72%	0%
n) There are other adults in school who help pupils to learn	0%	0%	3%	37%	60%	0%	2%	2%	0%	29%	67%	0%	1%	1%	1%	32%	65%	0%

Source: Survey Data

Table 20: Personal Support by School

Personal Support	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
o) Teachers will always help children with their personal problems	0%	7%	10%	57%	27%	0%	3%	10%	5%	48%	33%	0%	2%	9%	7%	51%	31%	0%
p) In this school there are other adults who help children with personal problems	0%	3%	0%	53%	40%	3%	2%	0%	3%	29%	66%	0%	1%	1%	2%	38%	57%	1%
q) In this school, adults listen to children and young people	0%	3%	0%	60%	37%	0%	2%	0%	2%	47%	48%	0%	1%	1%	1%	51%	44%	0%
r) In this school, it is usually possible to get good support for pupils from other agencies	0%	0%	3%	60%	30%	7%	2%	2%	0%	38%	55%	3%	1%	1%	1%	45%	47%	5%

Source: Survey Data

Table 21: Activities by School

Activities	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
s) In this school there are many extra activities outside ordinary lessons	0%	0%	3%	20%	77%	0%	2%	0%	0%	24%	74%	0%	1%	0%	1%	23%	75%	0%
t) Many children take part in these extra activities	3%	17%	7%	37%	33%	3%	2%	10%	3%	43%	38%	3%	2%	13%	5%	41%	36%	3%
u) The extra activities are interesting for the full range of pupils	0%	3%	17%	47%	33%	0%	2%	10%	2%	36%	50%	0%	1%	8%	7%	40%	44%	0%

Source: Survey Data

Table 22: Parents by School

Parents	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
v) In this school, parents and teachers often talk to each other	0%	10%	10%	53%	23%	3%	0%	12%	5%	64%	17%	0%	0%	11%	7%	60%	19%	1%
w) The school tries hard to help parents with their personal and family problems	3%	3%	10%	53%	20%	10%	2%	7%	10%	50%	24%	7%	2%	6%	10%	51%	23%	8%
x) Parents are made to feel welcome by the school	0%	0%	0%	33%	57%	10%	2%	0%	2%	50%	47%	0%	1%	0%	1%	44%	50%	3%
y) The school listens to what parents have to say	0%	7%	0%	57%	30%	7%	2%	0%	12%	53%	31%	0%	1%	2%	8%	55%	31%	2%

Source: Survey Data

Table 23: People Who Live in the Area by School

People who live in the area	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
z) In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	3%	27%	20%	27%	3%	17%	2%	16%	21%	45%	3%	16%	2%	19%	20%	39%	3%	16%
aa) The activities offered by the school are interesting for a wide range of people	0%	7%	20%	57%	3%	13%	2%	2%	9%	66%	19%	3%	1%	3%	13%	63%	14%	7%
ab) The school helps people who live in the area to learn things and gain qualifications	0%	10%	17%	43%	10%	20%	2%	0%	9%	71%	14%	5%	1%	3%	11%	61%	13%	10%
ac) The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	0%	0%	10%	53%	20%	17%	2%	0%	19%	50%	16%	12%	1%	0%	16%	51%	17%	14%
ad) People who live in the area think this is a good school	0%	3%	7%	63%	13%	13%	2%	0%	14%	55%	12%	16%	1%	1%	11%	58%	13%	15%

Source: Survey Data

Table 24: Respondents’ Role in FSES: Attainment and Employability by School

	Boys’ Model	Model School for Girls	Total
After School Learning & Homework Club	33%	36%	35%
GCSE Coursework Clinic	23%	21%	22%
GCSE Easter Booster Classes	27%	24%	25%
Literacy Support	27%	10%	16%
Numeracy Support	17%	0%	6%
6th Form Mentoring Support	7%	2%	3%
Welcome Host Award	7%	5%	6%
Welcome Europe Modern Languages Course	7%	5%	6%
Transition Phase Programme (employment opportunities)	7%	2%	3%

Source: Survey Data

Table 25: Respondents’ Role in FSES: Behaviour/Personal Development by School

	Boys’ Model	Model School for Girls	Total
Attendance	27%	38%	34%
Pupil / Student Support Unit	13%	31%	25%
Pathways Alternative Education Programme	3%	7%	6%
Opportunity Youth / Adult Mentors	10%	9%	9%
Opportunity Youth / Peer Mentor training (active citizenship, young men’s programme)	3%	3%	3%
Higher Force Explorer Programme	3%	0%	1%
Prison-me-no-way programme	0%	0%	0%
School Council / Student Voice	7%	7%	7%

Source: Survey Data

Table 26: Respondents' Role in FSES: Parents/Community by School

	Boys' Model	Model School for Girls	Total
Parent Voice	3%	5%	5%
Parenting Support Programme	0%	2%	1%
Adult Education	3%	7%	6%
Family Learning Programme	0%	0%	0%
Adult Counselling	3%	0%	1%

Source: Survey Data

Table 27: Respondents' Role in FSES: Transition Programme (primaries) by School

	Boys' Model	Model School for Girls	Total
Summer Scheme	20%	31%	27%
Year 8 Residentials	30%	26%	27%
Music Programme (primary pupils)	0%	3%	2%
Transition Support (in primaries)	7%	10%	9%
Sentinus Initiative	0%	2%	1%
Toplink Festival (Year 11 & P6)	0%	10%	7%

Source: Survey Data

Table 28: Respondents' Role in FSES: Health & Wellbeing by School

	Boys' Model	Model School for Girls	Total
PSHE Programme	14%	45%	34%
Health Fair	0%	12%	8%
One Stop Shop	13%	17%	16%
Breakfast Club	3%	14%	10%
Sports	27%	9%	15%
Men's Health Nights	0%	0%	0%
Women's Aid Staff Training	10%	0%	3%

Source: Survey Data

Table 29: Respondents' Role in FSES: After School/Extra-Curricular by School

	Boys' Model	Model School for Girls	Total
Rock Challenge & Stage School	0%	17%	11%
Chess Club	0%	3%	2%
Animation and Fashion Club	0%	0%	0%
Music Composition Workshops	3%	5%	5%
Media Studies Collaboration Project	3%	0%	1%

Source: Survey Data

Table 30: Why Teachers Were Involved in FSES by School

	Boys' Model	Model School for Girls	Total
Direct approach by FSES Coordinator	50%	26%	34%
Provided resources for an activity that I had planned but could not otherwise provide	7%	12%	10%
Opportunity to build relationships with pupils	17%	26%	23%
Opportunity to build relationships with parents / local community	0%	2%	1%
Other	27%	23%	32%

Source: Survey Data

Table 31: Impact of FSES on your role by School

Impact of FSES on your role	Boys' Model						Model School for Girls						Total					
	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK	SD	D	N	A	SA	DK
a) Spend less time overall on pastoral care (pupils' personal and family problems) issues	3%	30%	40%	3%	7%	10%	9%	19%	26%	22%	3%	7%	7%	23%	31%	16%	5%	8%
b) Deal with fewer individual pupils' pastoral care issues directly (i.e. refer these to others)	3%	30%	33%	13%	7%	10%	7%	24%	17%	29%	5%	5%	6%	26%	23%	24%	6%	7%
c) Access to more internal support – pastoral care issues	0%	3%	20%	33%	27%	10%	2%	0%	17%	47%	17%	3%	1%	1%	18%	42%	20%	6%
d) Access to external specialist support - pastoral care issues	0%	0%	10%	40%	33%	10%	2%	0%	19%	47%	16%	5%	1%	0%	16%	44%	22%	7%
e) Spend more time on individual pupils' pastoral care issues where I am directly involved	0%	17%	37%	17%	10%	10%	0%	9%	21%	40%	5%	12%	0%	11%	26%	32%	7%	11%
f) Less disruption to teaching time	0%	17%	40%	17%	10%	7%	3%	19%	31%	24%	2%	7%	2%	18%	34%	22%	5%	7%
g) Spend less time offering support to pupils' learning outside lessons	0%	37%	33%	13%	3%	7%	7%	22%	28%	24%	0%	5%	5%	27%	30%	20%	1%	6%
h) Spend more time running activities for pupils outside lessons	0%	20%	33%	23%	10%	7%	5%	17%	26%	28%	5%	5%	3%	18%	28%	26%	7%	6%
i) Spend more time running activities for adults	13%	20%	37%	10%	0%	13%	10%	28%	28%	9%	2%	10%	11%	25%	31%	9%	1%	11%
j) More resources (finance, transport, accommodation, catering) available to support activities I run in school	0%	3%	23%	40%	20%	7%	0%	10%	22%	31%	14%	10%	0%	8%	23%	34%	16%	9%
k) Supply cover available to allow time for me to prepare/ take part in specific FSES activities	0%	17%	40%	17%	10%	10%	10%	22%	24%	9%	2%	17%	7%	20%	30%	11%	5%	15%
l) Training and development (including information, advice) to support my role in FSES	0%	7%	30%	23%	10%	20%	5%	14%	28%	19%	5%	14%	3%	11%	28%	20%	7%	16%

Source: Survey Data

Table 32: Benefits for All Pupils by School

Benefits for all pupils:	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
P1) Improved learning and achievement (educational attainment) of pupils	0%	10%	7%	63%	10%	10%	0%	10%	10%	41%	28%	3%	0%	10%	9%	49%	22%	6%
P2) Raises performance in the Full Service Schools and in linked primary schools	0%	0%	7%	60%	20%	13%	0%	3%	9%	31%	47%	3%	0%	2%	8%	41%	38%	7%
P3) Increased motivation and self-esteem	0%	3%	7%	57%	27%	7%	0%	9%	12%	38%	31%	3%	0%	7%	10%	44%	30%	5%
P4) Improved access to specialist support to meet pupils' wider needs	0%	0%	3%	27%	67%	3%	0%	5%	2%	33%	52%	2%	0%	3%	2%	31%	57%	2%
P5) Increased positive attitude towards learning	0%	3%	27%	57%	10%	3%	2%	7%	14%	38%	28%	5%	1%	6%	18%	44%	22%	5%
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents	0%	0%	7%	40%	40%	10%	0%	2%	7%	43%	40%	3%	0%	1%	7%	42%	40%	6%
P7) Improved health and well-being	0%	3%	23%	33%	33%	7%	0%	2%	17%	48%	22%	3%	0%	2%	19%	43%	26%	5%
P8) To increase attendance and to promote inclusion.	0%	3%	10%	50%	33%	3%	0%	5%	14%	41%	33%	0%	0%	5%	13%	44%	33%	1%

Source: Survey Data

Table 33: Benefits for the School by School

Benefits for the school:	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
S1) Additional facilities and equipment	0%	3%	3%	40%	50%	3%	2%	0%	16%	28%	40%	9%	1%	1%	11%	32%	43%	7%
S2) Greater opportunities for staff for flexible working and career development	3%	0%	17%	43%	30%	7%	2%	3%	21%	28%	29%	10%	2%	2%	19%	33%	30%	9%
S3) Improved collaboration with neighbouring schools (e.g. feeder primary schools and other schools in the area) and youth provision	0%	0%	0%	30%	63%	7%	0%	3%	7%	33%	43%	7%	0%	2%	5%	32%	50%	7%
S4) Enhanced partnership working with the community and statutory agencies	0%	0%	3%	33%	60%	3%	0%	5%	5%	34%	41%	7%	0%	3%	5%	34%	48%	6%
S5) Greater awareness of the community and pupil diversity	0%	0%	7%	37%	50%	7%	0%	2%	5%	43%	33%	10%	0%	1%	6%	41%	39%	9%
S6) Greater appreciation of the parents' role within education	0%	0%	13%	50%	27%	10%	0%	7%	9%	40%	28%	10%	0%	5%	10%	43%	27%	10%

Source: Survey Data

Table 34: Benefits for Families by School

Benefits for families:	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
F1) Improvements in child behaviour and social and health skills	0%	10%	23%	43%	17%	10%	0%	10%	17%	36%	14%	17%	0%	10%	19%	39%	15%	15%
F2) Better understanding of families' backgrounds, cultures, concerns, goals and needs	0%	7%	20%	50%	20%	3%	0%	12%	10%	40%	21%	12%	0%	10%	14%	43%	20%	9%
F3) Greater parental involvement in children's learning and development	0%	7%	17%	47%	23%	7%	0%	10%	17%	36%	17%	14%	0%	9%	17%	40%	19%	11%
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals	0%	7%	20%	30%	33%	7%	0%	7%	9%	40%	24%	14%	0%	7%	13%	36%	27%	11%
F5) More opportunities for local adult education and family learning	0%	0%	10%	50%	33%	7%	0%	10%	5%	36%	38%	5%	0%	7%	7%	41%	36%	6%
F6) Greater availability of specialist support for families	0%	0%	10%	37%	47%	7%	0%	5%	2%	48%	33%	7%	0%	3%	5%	44%	38%	7%

Source: Survey Data

Table 35: Benefits for Communities by School

Benefits for communities:	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
C1) Improved community planning and better access to essential services	0%	3%	10%	40%	23%	23%	0%	7%	10%	36%	17%	24%	0%	6%	10%	38%	19%	24%
C2) Improved local availability of sports, arts and other facilities	0%	7%	17%	47%	23%	7%	0%	7%	3%	38%	28%	19%	0%	7%	8%	41%	26%	15%
C3) Local career development opportunities	0%	3%	27%	40%	13%	17%	0%	9%	14%	24%	17%	31%	0%	7%	18%	30%	16%	26%
C4) Improved outcomes for families and children	0%	0%	7%	43%	37%	13%	0%	7%	2%	45%	19%	22%	0%	5%	3%	44%	25%	19%
C5) Better supervision of children outside school hours	3%	0%	7%	47%	33%	10%	0%	7%	7%	36%	17%	28%	1%	5%	7%	40%	23%	22%
C6) Closer relationships with the school	0%	3%	7%	40%	40%	10%	0%	9%	3%	45%	26%	12%	0%	7%	5%	43%	31%	11%

Source: Survey Data

Table 36: Benefits for Statutory and Voluntary Agencies by School

Benefits for Statutory and Voluntary agencies	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
V1) Improved access to pupils and parents;	0%	0%	7%	43%	43%	7%	0%	5%	2%	45%	26%	16%	0%	3%	3%	44%	32%	13%
V2) Improved relationships with schools;	0%	0%	10%	27%	53%	10%	2%	5%	2%	41%	28%	16%	1%	3%	5%	36%	36%	14%
V3) Improved quality of service	0%	0%	13%	33%	47%	7%	2%	3%	5%	43%	24%	16%	1%	2%	8%	40%	32%	13%

Source: Survey Data

Table 37: Maintaining Involvement by School			
	Boys' Model	Model School for Girls	Total
Yes	80%	69%	73%
No	7%	0%	2%
Don't Know	3%	19%	15%
Other	3%	12%	10%
Source: Survey Data			

Table 38: FSES Rolled Out in Other Schools by School			
	Boys' Model	Model School for Girls	Total
Yes	77%	71%	73%
No	0%	0%	0%
Don't Know	9%	16%	16%
Other	3%	14%	11%
Source: Survey Data			

3 PUPIL SURVEY

Given the total of 169 pupil surveys returned (78 from Boys' Model and 91 from the Model School for Girls), in Table 39 through to Table 60, we have set out survey results by school (as well as overall – the latter results are included in the full report) and also by whether the pupil is in receipt of Free School Meals or not.

Whilst the Full Service Demonstration Project has run on a collaborative basis with both schools participating, each school has had a different starting point (in terms of previous experience of such initiatives, nature of activities offered outside the usual classroom activity) and there have been some differences in the programmes of activity and approaches adopted by the two schools.

Therefore this information will allow each school to consider issues specific to their situation and the perspective of pupils on the Demonstration project as well as considering differences between those in receipt of Free School Meals or not.

Table 39: Support for Learning by School

Support for Learning	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
Teachers try hard to help you to learn	1%	3%	5%	40%	44%	3%	1%	0%	5%	31%	54%	3%	1%	1%	5%	35%	49%	3%
There are other adults in school who help you to learn	1%	15%	9%	36%	22%	12%	3%	3%	9%	26%	44%	3%	2%	9%	9%	31%	34%	7%

Source: Survey Data

Table 40: Support for Learning by FSM

Support for Learning	Free School Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
Teachers try hard to help pupils learn	0%	0%	3%	41%	48%	0%	2%	2%	6%	31%	50%	2%	1%	1%	5%	35%	49%	3%
There are other adults in school who help you to learn	2%	7%	8%	33%	33%	10%	3%	10%	9%	30%	34%	6%	2%	9%	9%	31%	34%	7%

Source: Survey Data

Table 41: Personal Support by School

Personal Support	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
Teachers will always help you with your personal problems	0%	12%	5%	41%	29%	9%	2%	7%	7%	27%	40%	11%	1%	9%	6%	34%	35%	10%
In this school there are other adults who help you with personal problems	1%	14%	4%	35%	27%	15%	2%	2%	0%	34%	48%	4%	2%	8%	25%	34%	38%	9%
In this school, adults listen to children and young people	1%	4%	13%	47%	23%	6%	3%	7%	7%	33%	40%	2%	2%	5%	9%	40%	32%	4%

Source: Survey Data

Table 42: Personal Support by FSM

Personal Support	Free School Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
Teachers will always help you with your personal problems	2%	8%	7%	30%	36%	2%	1%	9%	6%	36%	34%	1%	1%	9%	6%	34%	35%	10%
In this school there are other adults who help you with personal problems	2%	8%	0%	28%	39%	18%	2%	7%	3%	38%	38%	5%	2%	8%	25%	34%	38%	9%
In this school, adults listen to children and young people	3%	3%	13%	39%	30%	8%	2%	6%	7%	40%	33%	2%	2%	5%	9%	40%	32%	4%

Source: Survey Data

Table 43: Activities by School

Activities	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school there are many extra activities outside ordinary lessons	1%	1%	3%	29%	59%	1%	3%	1%	1%	21%	63%	3%	2%	1%	2%	25%	61%	2%
Many pupils take part in these extra activities	3%	1%	14%	42%	26%	10%	3%	8%	7%	32%	26%	15%	3%	5%	10%	37%	26%	13%
The extra activities are interesting people like me	4%	8%	12%	32%	33%	6%	4%	11%	7%	25%	34%	10%	4%	9%	9%	28%	34%	8%

Source: Survey Data

Table 44: Activities by FSM

Activities	Free Scholl Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school there are many extra activities outside ordinary lessons	3%	2%	2%	20%	64%	5%	2%	1%	2%	28%	59%	2%	2%	1%	2%	25%	61%	2%
Many pupils take part in these extra activities	3%	8%	8%	38%	28%	11%	3%	3%	11%	36%	25%	14%	3%	5%	10%	37%	26%	13%
The extra activities are interesting people like me	2%	5%	15%	28%	30%	16%	6%	12%	6%	29%	36%	4%	4%	9%	9%	28%	34%	8%

Source: Survey Data

Table 45: Parents by School

Parents	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school, parents and teachers often talk to each other	3%	13%	15%	41%	17%	8%	4%	7%	7%	35%	23%	13%	4%	9%	11%	38%	20%	11%
The school tries hard to help parents with their personal and family problems	9%	15%	17%	13%	10%	31%	11%	9%	7%	21%	13%	30%	10%	12%	11%	17%	12%	30%
Parents think this is a good school	4%	0%	10%	28%	41%	10%	5%	5%	2%	26%	43%	9%	5%	3%	6%	27%	42%	9%

Source: Survey Data

Table 46: Parents by FSM

Parents	Free Scholl Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school, parents and teachers often talk to each other	3%	7%	13%	34%	21%	16%	4%	11%	9%	40%	19%	7%	4%	9%	11%	38%	20%	11%
The school tries hard to help parents with their personal and family problems	5%	8%	15%	16%	10%	38%	13%	14%	9%	18%	13%	26%	10%	12%	11%	17%	12%	30%
Parents think this is a good school	5%	2%	5%	30%	44%	10%	5%	4%	6%	26%	41%	9%	5%	3%	6%	27%	42%	9%

Source: Survey Data

Table 47: People Who Live in the Area by School

People who live in the area	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	4%	5%	14%	22%	12%	38%	7%	4%	9%	15%	15%	41%	5%	5%	11%	18%	14%	40%
The school helps people who live in the area to learn things and gain qualifications	1%	10%	14%	28%	18%	23%	2%	5%	10%	18%	16%	40%	2%	8%	12%	22%	17%	32%
The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	4%	6%	12%	21%	10%	44%	4%	10%	4%	16%	13%	42%	4%	8%	8%	18%	12%	43%
People who live in the area think this is a good school	1%	1%	6%	33%	26%	27%	1%	3%	9%	27%	26%	22%	1%	2%	8%	30%	26%	24%

Source: Survey Data

Table 48: People Who Live in the Area by FSM

People who live in the area	Free Scholl Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
In this school, many people who live in the area take part in activities offered by the school (e.g. adult education, social and/or health related activities, ICT, sports, arts)	5%	3%	15%	13%	11%	48%	6%	6%	9%	21%	15%	35%	5%	5%	11%	18%	14%	40%
The school helps people who live in the area to learn things and gain qualifications	0%	8%	18%	20%	15%	33%	3%	7%	8%	24%	19%	31%	2%	8%	12%	22%	17%	32%
The school tries hard to help people who live in the area with their problems (e.g. child's, family, personal problems)	0%	16%	7%	16%	15%	41%	6%	4%	8%	19%	10%	44%	4%	8%	8%	18%	12%	43%
People who live in the area think this is a good school	0%	5%	10%	31%	26%	21%	2%	1%	6%	30%	26%	26%	1%	2%	8%	30%	26%	24%

Source: Survey Data

Table 49: About Me by School

About Me	Boys' Model						Model School for Girls						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
I think I am good at learning	0%	0%	6%	53%	36%	1%	4%	4%	5%	35%	36%	5%	2%	2%	6%	43%	36%	4%
I expect to get good qualifications when I am older	0%	0%	5%	38%	46%	5%	3%	0%	5%	24%	49%	9%	2%	0%	5%	31%	48%	7%
I expect to stay on at school or college after I am 16	8%	3%	1%	24%	51%	9%	7%	2%	2%	20%	45%	16%	7%	2%	2%	22%	48%	13%

Source: Survey Data

Table 50: About Me by FSM

About Me	Free Scholl Meals						Non Free School Meals						Total					
	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK	NO!	No	N/N	Yes	YES!	DK
I think I am good at learning	2%	3%	3%	52%	31%	3%	3%	2%	7%	38%	39%	4%	2%	2%	6%	43%	36%	4%
I expect to get good qualifications when I am older	3%	0%	5%	33%	44%	10%	1%	0%	6%	30%	50%	6%	2%	0%	5%	31%	48%	7%
I expect to stay on at school or college after I am 16	8%	5%	0%	23%	39%	20%	6%	1%	3%	21%	53%	9%	7%	2%	2%	22%	48%	13%

Source: Survey Data

Table 51: Involvement in FSES: Attainment and Employability by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
After School Learning & Homework Club	37%	42%	33%	44%	40%
GCSE Coursework Clinic	6%	10%	7%	9%	8%
GCSE Easter Booster Classes	12%	11%	10%	12%	11%
Literacy Support	18%	3%	7%	12%	10%
Numeracy Support	13%	3%	7%	8%	8%
6th Form Mentoring Support	3%	1%	0%	3%	2%
Welcome Host Award	1%	7%	2%	6%	4%
Welcome Europe Modern Languages Course	4%	1%	3%	2%	2%
Transition Phase Programme (employment opportunities)	0%	1%	0%	1%	1%
Source: Survey Data					

Table 52: Involvement in FSES: Behaviour/Personal Development by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
Attendance	44%	32%	36%	38%	37%
Pupil / Student Support Unit	6%	1%	5%	3%	4%
Pathways Alternative Education Programme	0%	2%	0%	2%	1%
Opportunity Youth / Adult Mentors	5%	1%	3%	3%	3%
Opportunity Youth / Peer Mentor training (active citizenship, young men's programme)	9%	3%	5%	6%	6%
Higher Force Explorer Programme	1%	1%	3%	0%	1%
Prison-me-no-way programme	1%	0%	2%	0%	1%
School Council / Student Voice	6%	12%	0%	0%	9%
Source: Survey Data					

Table 53: Involvement in FSES: Parents/Community by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
Parent Voice	5%	4%	0%	0%	5%
Parenting Support Programme	1%	0%	0%	1%	1%
Adult Education	0%	0%	0%	0%	0%
Family Learning Programme	0%	0%	0%	0%	0%
Adult Counselling	0%	0%	0%	0%	0%
Source: Survey Data					

Table 54: Involvement in FSES: Transition Programme (primaries) by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
Summer Scheme	24%	31%	33%	25%	28%
Year 8 Residentials	26%	22%	25%	23%	24%
Music Programme (primary pupils)	9%	9%	10%	8%	9%
Transition Support (in primaries)	0%	7%	5%	3%	4%
Sentinus Initiative	4%	3%	0%	6%	4%
Toplink Festival (Year 11 & P6)	0%	11%	33%	25%	6%
Source: Survey Data					

Table 55: Involvement in FSES: Health & Wellbeing by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
PSHE Programme	12%	11%	7%	14%	11%
Health Fair	0%	2%	2%	1%	1%
One Stop Shop	14%	9%	15%	9%	11%
Breakfast Club	38%	43%	49%	36%	41%
Sports	62%	40%	54%	47%	50%
Men's Health Nights	1%	0%	2%	0%	15
Women's Aid Staff Training	1%	1%	2%	1%	1%
Source: Survey Data					

Table 56: Involvement in FSES: After School/Extra-Curricular by School and FSM

	Boys' Model	Model School for Girls	FSM	Non FSM	Total
Rock Challenge & Stage School	0%	10%	3%	6%	5%
Chess Club	0%	3%	3%	1%	2%
Animation and Fashion Club	0%	5%	7%	1%	3%
Music Composition Workshops	6%	0%	0%	5%	3%
Media Studies Collaboration Project	4%	0%	0%	3%	2%

Source: Survey Data

Table 57: Benefits for All Pupils by School

Benefits for all pupils:	Boys' Model						Model School for Girls						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
P1) Improved my learning and achievement	1%	5%	6%	38%	38%	4%	3%	1%	2%	30%	45%	11%	2%	3%	4%	34%	42%	8%
P3) Increased my motivation and self-esteem	0%	6%	8%	44%	27%	6%	2%	5%	4%	25%	37%	16%	1%	6%	6%	34%	33%	12%
P4) Gives me better access to specialist support to meet my wider needs	0%	4%	9%	35%	22%	22%	3%	5%	5%	22%	27%	27%	2%	5%	7%	28%	25%	25%
P5) Helps me to enjoy learning more than I did before	3%	10%	10%	38%	23%	6%	3%	10%	7%	7%	36%	10%	3%	10%	8%	31%	30%	8%
P6) Opportunity to learn new skills and talents and develop existing skills and talents	0%	1%	8%	33%	41%	9%	3%	3%	7%	25%	38%	14%	2%	2%	7%	29%	40%	12%
P7) Improved my health and well-being	4%	10%	13%	38%	21%	8%	4%	8%	3%	33%	30%	15%	4%	9%	8%	36%	25%	12%
P8) Increased my attendance	4%	6%	10%	29%	37%	6%	4%	9%	7%	23%	32%	18%	4%	8%	8%	26%	34%	12%
P8) Helped me to feel more a part of the school community.	3%	6%	13%	37%	23%	10%	2%	2%	8%	33%	26%	21%	2%	4%	10%	35%	25%	16%

Source: Survey Data

Benefits for all pupils:	Free School Meals						Non Free School Meals						ALL					
	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know	Negative	Mixed	Neutral	Positive Limited	Positive Major i	Don't Know
P1) Improved my learning and achievement	2%	3%	3%	54%	25%	7%	3%	3%	5%	22%	52%	8%	2%	3%	4%	34%	42%	8%
P3) Increased my motivation and self-esteem	2%	8%	7%	41%	21%	13%	1%	5%	6%	30%	39%	11%	1%	6%	6%	34%	33%	12%
P4) Gives me better access to specialist support to meet my wider needs	2%	5%	8%	30%	26%	20%	2%	5%	6%	27%	24%	28%	2%	5%	7%	28%	25%	25%
P5) Helps me to enjoy learning more than I did before	3%	10%	10%	41%	25%	3%	3%	10%	7%	26%	33%	11%	3%	10%	8%	31%	30%	8%
P6) Opportunity to learn new skills and talents and develop existing skills and talents	2%	3%	3%	39%	28%	16%	2%	2%	9%	23%	46%	9%	2%	2%	7%	29%	40%	12%
P7) Improved my health and well-being	3%	10%	7%	38%	23%	13%	5%	8%	8%	34%	27%	11%	4%	9%	8%	36%	25%	12%
P8) Increased my attendance	5%	8%	10%	33%	28%	10%	4%	7%	7%	22%	38%	14%	4%	8%	8%	26%	34%	12%
P8) Helped me to feel more a part of the school community.	2%	5%	8%	36%	25%	16%	3%	4%	11%	34%	25%	16%	2%	4%	10%	35%	25%	16%

Source: Survey Data

Table 59: Continued Participation in Activities by School

	Boys' Model	Model School for Girls	Total
Yes	46%	30%	37%
No	6%	7%	7%
Don't Know	27%	35%	31%
Other	21%	29%	25%

Source: Survey Data

Table 60: Continued Participation in Activities by Free School Meals

	FSM	Non FSM	Total
Yes	48%	31%	37%
No	7%	6%	7%
Don't Know	18%	39%	31%
Other	28%	23%	25%

Source: Survey Data

APPENDIX 9: SERVICE PROVIDER CONSULTATION

1 STAKEHOLDERS PROVIDING SERVICES TO SCHOOLS

1.1 Stakeholder – Background Information

Detailed below is background information on the various stakeholders that provide programmes and services through the Full Service Extended Schools pilot project.

Table 61: Barnardo's	
Organisation	Barnardo's
Role and remit	<p>Barnardo's believes in children regardless of their circumstances, gender, race, disability or behaviour.</p> <p>We believe in the abused, the vulnerable, the forgotten and the neglected. We will support them, stand up for them and bring out the best in each and every child.</p> <p>We do this because we believe that every child deserves the best start in life and the chance to fulfil their potential.</p> <p>We use the knowledge gained from our direct work with children to campaign for better childcare policy and to champion the rights of every child.</p> <p>Barnardo's vision is that the lives of all children and young people should be free from poverty, abuse and discrimination.</p> <p>With the right help, committed support and a little belief, even the most vulnerable children can turn their lives around. Barnardo's is regulated by the Charity Commission. Being a registered charity means that we must always be accountable and transparent</p>
Size	<p>Staff in Northern Ireland – 470 (Full-time / Part-time)</p> <p>UK - Total gross income for period ended 31st March 2007 was £195.5 million. Income sources grant and fee, income from local and central government, plus voluntary donations from fundraising, and income from shops, trading, property, and investment sources. In addition, £3.7 million was drawn from reserves.</p>
Area(s) served	Northern Ireland – 47 services delivered.
Services provided	<ul style="list-style-type: none"> ■ family centres and playschemes ■ fostering and adoption services ■ care and community projects for disabled children ■ parenting courses ■ support for young carers ■ counselling for children who have been abused and who self-harm ■ advice on substance misuse ■ help for young people who are being sexually exploited ■ support to families in temporary accommodation ■ vocational training for young people ■ practical help for young people leaving care ■ befrienders for women and children who have suffered from domestic violence ■ day and residential schools for those assessed for statements of special education - for behavioural, emotional and social difficulties
Target groups	Children / Young people / Families / Community

Table 62: Belfast Metropolitan College	
Organisation	Belfast Metropolitan College
Role and remit	Belfast Metropolitan College is Northern Ireland's largest College with over 50,000 enrolments
Size	There are over 1,000 full-time and 800 part-time staff employed in the College and its annual budget will be in the region of £45 million. The College is funded by the Department for Employment and Learning, international funding bodies, the private sector, and student fees. The College's Accounting Officer is its Director and Chief Executive, Mr Brian Turtle, who reports to the Northern Ireland Assembly through the Permanent Secretary of the Department for Employment and Learning.
Area(s) served	Open to all including North Belfast and Shankill.
Services provided	Comprehensive programme of full-time Further and Higher Education courses in a wide range of disciplines.
Target groups	Community, over 16

Table 63: Contact Youth	
Organisation	Contact Youth
Role and remit	Contact Youth Counselling was established in 1977 in response to a growing recognition that young people have complex and diverse mental health needs which were not being met within the youth and education sectors and had to be very pronounced to be addressed within the health sector. Contact Youth Counselling have always worked in partnership with other organisations both statutory and voluntary to develop and deliver our services. And in more recent years have taken this partnership model of working even further to enable our services to reach out into local communities throughout NI
Size	Main sources of funding are the Department of Education who fund the Schools counselling programme in all post primary schools throughout NI. The YCNI and CRC are the only core funders of the organisation. The Big Lottery, N&WH&SST and DHSS&PS fund Youthline 24/7. The Executive Programme Fund supports work in the NH&SSB and various Health Trusts and Investing for Health provide funding for community based counselling services. The CHILL projects are funded by both Southern Drug and Alcohol Coordinating Team and Eastern Durg and Alcohol Coordinating Team under The New Strategic Direction for Drugs and Alcohol for the work in the Eastern and Southern board areas. The Sexual Identity project is a pilot funded by the NH&SSB under their suicide strategy. Currently Contact Youth Counselling Services employ a number of full time, part time and sessional counsellors, They employ around 70 therapists as well as having a team of 30 clinical placements working voluntarily to deliver all our counselling services to young people aged 8-25 throughout Northern Ireland
Area(s) served	North and West Belfast and post primary schools in NI. In the last year Contact Youth have been successful in developing a schools counselling service into every post primary school in NI and in launching a 24/7 telephone and wrap around counselling and mentoring project in N&W Belfast specifically aimed at those most at risk from suicide and self harm
Services provided	<ul style="list-style-type: none"> ■ Suicide Prevention Programme and YouthLine 24/7 Telephone Counselling Service ■ Chill Service ■ Creative Therapy Service ■ Regional Counselling Service ■ Schools Counselling Programme.
Target groups	Previously youth organisation, now working with all.

Table 64: Extern – Programme - From Strength to Strength			
Organisation	Extern – Programme - From Strength to Strength		
Role and remit	From Strength to Strength looks at the emotional, financial and educational experiences of young people growing up in one parent families.		
Size	With a workforce of over 250 and over 30 projects Extern aims to provide the highest quality services tailored to the needs of our service users. 93% of all our funding is spent directly on our services.		
Area(s) served	Throughout Ireland		
Services provided	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Children and Family Services, Audit and Community Services;</p> <p>Children and Family Services</p> <ul style="list-style-type: none"> ■ Janus ■ Linden Services for Children ■ Time Out ■ Family Time Out ■ Youth Support ■ Aftercare/IndependentVisitors ■ Pathways alternative education ■ Turning oint FamilyMentoring ■ Kickstart ■ Summer Camp <p>Adult Services</p> <ul style="list-style-type: none"> ■ Ormeau Centre for Homeless ■ 109 Probation Hostel ■ Restyle Sheltered Workshop ■ Homeless Support Team ■ Circles of Support and Accountability. </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Community Services</p> <ul style="list-style-type: none"> ■ Need to Know ■ Family Support Task Force ■ Restorative Justice Network <p>Corporate Services</p> <ul style="list-style-type: none"> ■ Staff Training and Organisational Learning Unit ■ Student Unit ■ Volunteer Unit ■ Research Centre ■ Human Resources Unit ■ Information Technology nit ■ Finance Department ■ Administration Unit </td> </tr> </table>	<p>Children and Family Services, Audit and Community Services;</p> <p>Children and Family Services</p> <ul style="list-style-type: none"> ■ Janus ■ Linden Services for Children ■ Time Out ■ Family Time Out ■ Youth Support ■ Aftercare/IndependentVisitors ■ Pathways alternative education ■ Turning oint FamilyMentoring ■ Kickstart ■ Summer Camp <p>Adult Services</p> <ul style="list-style-type: none"> ■ Ormeau Centre for Homeless ■ 109 Probation Hostel ■ Restyle Sheltered Workshop ■ Homeless Support Team ■ Circles of Support and Accountability. 	<p>Community Services</p> <ul style="list-style-type: none"> ■ Need to Know ■ Family Support Task Force ■ Restorative Justice Network <p>Corporate Services</p> <ul style="list-style-type: none"> ■ Staff Training and Organisational Learning Unit ■ Student Unit ■ Volunteer Unit ■ Research Centre ■ Human Resources Unit ■ Information Technology nit ■ Finance Department ■ Administration Unit
<p>Children and Family Services, Audit and Community Services;</p> <p>Children and Family Services</p> <ul style="list-style-type: none"> ■ Janus ■ Linden Services for Children ■ Time Out ■ Family Time Out ■ Youth Support ■ Aftercare/IndependentVisitors ■ Pathways alternative education ■ Turning oint FamilyMentoring ■ Kickstart ■ Summer Camp <p>Adult Services</p> <ul style="list-style-type: none"> ■ Ormeau Centre for Homeless ■ 109 Probation Hostel ■ Restyle Sheltered Workshop ■ Homeless Support Team ■ Circles of Support and Accountability. 	<p>Community Services</p> <ul style="list-style-type: none"> ■ Need to Know ■ Family Support Task Force ■ Restorative Justice Network <p>Corporate Services</p> <ul style="list-style-type: none"> ■ Staff Training and Organisational Learning Unit ■ Student Unit ■ Volunteer Unit ■ Research Centre ■ Human Resources Unit ■ Information Technology nit ■ Finance Department ■ Administration Unit 		
Target groups	Children, adults and communities affected by social exclusion throughout Ireland.		

Table 65: FASA	
Organisation	FASA
Role and remit	The Forum for action on substance abuse (FASA) is an organisation based in North and West Belfast providing services for those who directly or indirectly affected by Drug, alcohol or other substances. Working with PBNI, BELB, N&WSST, PSNI, NIHE, DHSS
Size	21 Staff mostly full time
Area(s) served	All eastern health board areas. North and West Belfast
Services provided	<ul style="list-style-type: none"> ■ Training ■ Education ■ Treatment ■ Intervention. ■ Suicide / self harm team ■ Parenting classes
Target groups	Working with all groups

Table 66: Greater Shankill Alternatives	
Organisation	Greater Shankill Alternatives
Role and remit	<p>A Community Response to a Community Problem</p> <p>Alternatives has developed out of a two year action research project, which explored the issue of punishment attacks and the operation of the paramilitary informal justice system in the Greater Shankill area. This research involved extensive consultation with all those involved in the justice systems and youth provision. It identified failings in the formal criminal justice system in addressing anti-social behaviour in the Shankill area. It also highlighted the need for a non-violent alternative to punishment attacks, that would be community-owned and based on the principles of restorative justice The Aims of Greater Shankill Alternatives are:</p> <ul style="list-style-type: none"> ■ To work towards the eradication of punishment attacks ■ To address anti-social behaviour ■ To provide support and guidance to youth at risk ■ To promote community discussion about the justice system ■ To address areas of weakness and failure within the criminal justice system ■ To heal relationships within the community, and between the community and statutory agencies.
Size	4 Fulltime staff, approx £100k budget
Area(s) served	Greater Shankill Area, North and West Belfast
Services provided	<ul style="list-style-type: none"> ■ Support for young people ■ Counselling ■ Mediation ■ Community awareness and education ■ Opportunities for volunteering ■ Drug and alcohol awareness ■ 1-2-1 Support for young people involved in anti-social behaviour. ■ Victim support ■ Home security advice.
Target groups	Working with all target groups, recently involved more with adults.

Table 67: Greater Shankill Partnership	
Organisation	Greater Shankill Partnership
Role and remit	<p>The Partnership was established in 1995 with the aim of producing a strategy for the social and economic regeneration of the Greater Shankill area. It also acts as a delivery agent for a number of programmes which assist in the regeneration process.</p> <p>Community of Interest:</p> <ul style="list-style-type: none"> ■ Poverty ■ Reducing Inequalities ■ Longer and Healthier Lives ■ Mental Health and Emotional Wellbeing ■ Education and Skills ■ Healthy Environments and Good Housing ■ Neighbourhood Improvement ■ Healthier Choices <p>Mission Statement: The Partnership aims to develop a thriving community with an age balanced population whose children and young people are realising their full potential and where all its people enjoy a good quality of life</p>
Size	Unable to reach contact / group.
Area(s) served	Greater Shankill Area
Services provided	<p>Services that are of interest to the community:</p> <ul style="list-style-type: none"> ■ Poverty ■ Reducing Inequalities ■ Longer and Healthier Lives ■ Mental Health and Emotional Wellbeing ■ Education and Skills ■ Healthy Environments and Good Housing ■ Neighbourhood Improvement ■ Healthier Choices
Target groups	Greater Shankill Community.

Table 68: Health Action Zone	
Organisation	Health Action Zone
Role and remit	<p>The North and West Belfast Health Action Zone was set up in 1999 to tackle inequalities in health. The HAZ structure permits a unique partnership of statutory, public and voluntary sector agencies (<u>the HAZ Partners</u>) to come together to address the factors which lead to social exclusion and disadvantage in a co-ordinated and integrated way. This work is led by HAZ Council which meets four times a year.</p> <p>The HAZ aims to address the inequalities in health and well being of the population of Belfast through a partnership initiative embracing the community, voluntary, public and private sectors. Our partner organisations are represented by the members of HAZ Council.</p>
Size	<p>7 Staff</p> <p>Funding £165k – DHSSPS</p>
Area(s) served	North and West Belfast
Services provided	<p>There are currently seven Health Action Zone Projects</p> <ul style="list-style-type: none"> ■ Travellers ■ Schools ■ Neighbourhood development ■ Integrated Services for Children and Young People incorporating Sexual Health ■ Mental Health and Wellbeing ■ Vulnerable Groups <p>The following are time limited projects</p> <ul style="list-style-type: none"> ■ Fresh Fruit in Primary Schools ■ Enhancing S & L ■ Enhancing Parent Support ■ Community Safety Partnership ■ Public Access Defibrillation ■ Breakfast Clubs ■ Community Development and Health <p>In addition to the above the HAZ is involved in the following processes</p> <ul style="list-style-type: none"> ■ Community Engagement Groups ■ Healthy Living Centre ■ Community Safety Forum ■ TG2
Target groups	Priority neighbourhoods and population groups in Northern and Western Health and Social Services Board area.

Table 69: HYPE	
Organisation	HYPE
Role and remit	<p>Hype works in partnership to holistically promote the young people's sexual health. A multidisciplinary team provides a range of education, information and health services across the sectors.</p> <ul style="list-style-type: none"> ■ Mental Health and Emotional Wellbeing ■ Longer and Healthier Lives ■ Reducing Inequalities ■ Education and Skills ■ Healthier Choices <p>HYPE believes young people should receive accurate & relevant sexual health information in non-judgemental ways. They should be supported to develop life-skills to make & act on informed choices with access to user friendly & confidential services</p> <p>Mission: To make health a top priority for everyone in Northern Ireland.</p>
Size	Young People / Parents
Area(s) served	North and West Belfast
Services provided	<ul style="list-style-type: none"> ■ Relationship and Sexual Health Education Sessions - Model School for Girls ■ Risk Taking Behaviour - Boys' Model ■ Opportunitites to become volunteer within HPYE ■ 1 - 1 family planning if required in either school. ■ In process of getting training programme accreditation for young people to complete re; career development in Youth Work, increase in knowledge ■ Model Schools for Girls - Year 10 and up - class sessions; duration 2 hour per week. Also 2 Peer Educators that co-facilitate the programme in the school. ■ Boys' Model - Risk Taking Behaviour - 2 hours per week, to be continued at 1 hour per week. Tailored at year 10 and up.
Target groups	All young people

Table 70: New life counselling	
Organisation	New life counselling
Role and remit	<p>New Life Counselling Service is a dynamic voluntary counselling service that is committed to meeting the emotional and psychological needs of children, young people, adults and families. It supports and enables them on their journey towards well being.</p> <p>New Life Counselling Service, an award winning charity, was established in November 1993 and is a registered member of the BACP (British Association of Counselling and Psychotherapy). Each practitioner works in accordance with the ethical framework for good practice in counselling and psychotherapy.</p> <p>The organisation is based in North Belfast and delivers an outreach service to community groups across the city. The organisation offers a counselling service within four distinct projects:</p> <ul style="list-style-type: none"> ■ Child Project (5-11 years) ■ Youth Project (12-24 years) ■ Adult Project (25 years and over) ■ Family Project (for family units with children of all ages)
Size	Counsellors 26 (F/T; P/T/ Voluntary)
Area(s) served	North and West Belfast
Services provided	<p>The Child Project offers young boys:</p> <ul style="list-style-type: none"> ■ Individual sessions (using music, play, story telling, puppets to explore their world) ■ Support groups tailored to need (e.g. around anger management, identity, trauma) <p>The Youth Project offers young men:</p> <ul style="list-style-type: none"> ■ Individual sessions ■ Regular support groups for young men <p>The Adult Project offers men:</p> <ul style="list-style-type: none"> ■ Individual sessions ■ Ongoing therapy group for men and women ■ 6 week support group for men <p>The Adult Project support 25 years + in therapeutic intervention in groups and individual on a short and long term basis.</p> <p>Both these projects have been supportive of young males who have been in trouble and have been referred to the service by the PSNI.</p>
Target groups	Children, Youths, Adults, Families

Table 71: One Stop Shop	
Organisation	One Stop Shop
Role and remit	<ul style="list-style-type: none"> ■ Healthier Choices ■ Education and Skills ■ Reducing Inequalities ■ Longer and Healthier Lives <p>Mission Statement: The One Stop Shop aims to act as a bridge between the community and the schools, bringing a full range of support services on to the school site while also making the school a resource at the centre of the community.</p>
Size	4 staff
Area(s) served	Northern Ireland
Services provided	The one stop shop provides health information, advice and support for young people and their families in school and in the community. We offer informal drop-in sessions, classroom information sessions and family support home visits.
Target groups	Schools, Community

Table 72: Opportunity Youth	
Organisation	Opportunity Youth
Role and remit	<p>"Helping young people make the most of their life's opportunities and be the best they can be."</p> <p>Opportunity youth was established in 1993 in response to the diverse needs of young people involved in vocational training. We encourage the personal and social development of young people and support them to be the best they can be.</p> <p>Opportunity youth is an award winning regional organisation offering guidance, information and support, using peer education methodology, to young people aged 8 to 25. Established in 1993, we are now the largest peer education youth organisation in Northern Ireland, with 70 professional staff supporting over 5,500 young people each year.</p> <p>Opportunity youth offer a diverse range of programmes and services for young people and we can also provide tailor-made sessions to meet the specific needs of any youth group.</p> <p>The benefits experienced by young people working with opportunity youth are widely recognised. Research shows that those young people who participate in our programmes show an increase in confidence and social skills, reduced substance misuse, a greater awareness of risk-taking activities and an improvement in their mental and emotional health.</p>
Size	70 staff
Area(s) served	N.Ireland
Services provided	<ul style="list-style-type: none"> ■ CHILL ■ Peer Mentoring Service ■ Lifeskills Programme ■ Positive Steps ■ Peer Education ■ Community Relations ■ Active Citizenship ■ Mentoring Skills ■ Parental Guidance Advisable ■ 24/7 Helpline ■ Lads2Dads
Target groups	Young people

Table 73: PIPS, Public Initiative for the Prevention of Suicide & Self harm)	
Organisation	PIPS, Public Initiative for the Prevention of Suicide & Self harm)
Role and remit	Aim: Save lives, offer advice and support those affected by suicide and self harm. Increase the community's awareness around issues about suicide and self harm with a view to reducing the stigma of suicide and encouraging people to seek help. Inform people about places that offer help in their area. Provide information and training. Coordinator promotes awareness and education around the issues of suicide and self-harm as well as facilitating the ASIST training
Size	3 Full time staff – 2 full time staff funded handed down from Belfast Trust, 1 full time funded by private funding.
Area(s) served	North Belfast, other branches target areas across Northern Ireland
Services provided	Suicide and Self Harm
Target groups	All target groups

Table 74: PSNI (Community Safety)	
Organisation	PSNI (Community Safety)
Role and remit	Community Safety Branch's main responsibility is to research, develop and promote policy and initiatives within the Police Service designed to make Northern Ireland safer and to enhance the relationship between the police and all sections of the community. A Community Safety strategy 'Creating a safer Northern Ireland through partnership' was published by the government in March 2003 and the Police Service are actively committed to the implementation of this strategy.
Size	2 x Liason officers
Area(s) served	Community Safety is Northern Ireland wide, Antrim Road Community Safety Branch covers North Belfast.
Services provided	<ul style="list-style-type: none"> ■ Community safety ■ CASE ■ Safety education ■ Drug life awareness ■ Internet safety ■ Risk taking ■ Personal safety
Target groups	All children of school ages

Table 75: Sentinus	
Organisation	Sentinus
Role and remit	Sentinus, the Northern Ireland SETPOINT, is one of the leading providers of business/education activity in the United Kingdom. Through the establishment of partnerships between education and industry the organisation creates an awareness of the exciting opportunities available to young people in science, engineering and technology and supports their development in readiness for the world of work.
Size	6-10 staff
Area(s) served	Province wide.
Services provided	<p>Sentinus offers a wide range of activities in science, technology, engineering and maths designed to enhance understanding of the subjects and make young people aware of the exciting career opportunities in these areas</p> <p>Personal development: Our programmes address the needs of pupils in years 8 - 14 and deal with a wide range of topics including:</p> <ul style="list-style-type: none"> ■ Preparing for interview ■ Improving personal effectiveness ■ Planning for work ■ Enhancing communication and presentation skills ■ Working with others ■ Time management ■ Attitude management ■ Conflict management ■ Raising self esteem
Target groups	All target groups

Table 76: Shankill Women's Centre	
Organisation	Shankill Women's Centre
Role and remit	The Shankill Women's Centre was formed in 1987. Mission statement: "Providing an accessible resource and development support for women in Greater Shankill and beyond."
Size	26 staff 7 on Management Committee; formed the first community/statutory partnership Core Funded by North and West Health and Social Services Trust Up to 2005 funding from; Belfast Regeneration Office (BRO):Springvale Community Outreach Initiative (SCOI); Youth Education Social Inclusion Partnership (YESIP); Department for Social Development (DSD)/Voluntary Community Unit (VCU); NIPPA (the early years organisation) /Childhood Fund; Children in Need.
Area(s) served	Greater Shankill area.
Services provided	<ul style="list-style-type: none"> ■ Services provided: Training; education; advice and information; advocacy; childcare; after school support; young women and young mother support ■ Education, Health Awareness, Young Women and Childcare ■ Young Women's Project - young women also delivers Life Skills Programmes to the local youth organisations including the local post primary schools ■ Health Awareness project ■ Young Women's Project has been involved in a Cross Community/Cross Border Film Project funded by ADM/CPA, under the EU Peace II Programme.
Target groups	Women; Children; Local Community

Table 77: SHAHRP	
Organisation	SHAHRP
Role and remit	<p>Lisburn YMCA is a local cross-community, voluntary agency, which has been an active charity for more than 17 years. A youth and community group with a strong Christian ethos, Lisburn YMCA seeks to offer a wide range of focused work programmes that target specific groups. Over the years, Lisburn YMCA has provided a mix of recreational and structured programme work mainly to young people between 13 and 25 years, but always to those who are least motivated, most likely to offend and those who cause most difficulty to other statutory agencies.</p> <p>Lisburn YMCA's typical client may be a young person who has experienced family, social or learning difficulties in adolescence, who may be facing unemployment and could become at risk of being involved in anti-social or criminal behaviour or care court proceedings. Lisburn YMCA welcomes all young people and offers a place where they can relax without fear or threat and where they can find trust and unconditional acceptance.</p>
Size	Executive Committee of 12, rest volunteers
Area(s) served	Lisburn Borough West Belfast & Down Area North Belfast & Lisburn Area South & East Belfast and North Down and Ards .
Services provided	Alcohol/Drugs awareness
Target groups	Young People

Table 78: SOLVE	
Organisation	SOLVE, Skills for Life Via Education Community Organisation
Role and remit	Main focus is to promote health and well being among young people in North and West Belfast.
Size	2 Fulltime; 1 Part/time.
Area(s) served	North and West Belfast
Services provided	<ul style="list-style-type: none"> ■ Drugs awareness ■ Health and well being promotion ■ Drop in centre
Target groups	Young people, Families

Table 79: StreetBeat Youth Project	
Organisation	StreetBeat Youth Project
Role and remit	To come alongside alienated and marginalised young people who are at risk, identifying and responding to their needs. Healthier Choices Mental Health and Emotional Wellbeing Education and Skills
Size	Two full time staff, six part time staff and three volunteers
Area(s) served	North and West Belfast
Services provided	<ul style="list-style-type: none"> ■ To enable young people to make informed choices, feel empowered and enhance life opportunities. ■ To provide a holistic youth work programme based on a group work model designed to assist the development of young people at risk in the physical, emotional, psychological and spiritual areas of their lives. ■ To operate non-alcoholic drop-in bar as an alternative to alcohol or drug misuse. ■ To offer a professional counselling service designed to empower individuals and groups to cope with suffering and stress within a traumatised community. ■ To organise out of centre activities and programmes in response to identify needs. ■ To provide opportunities for young people to work through the issues of conflict through forums, enabling them to come to terms with peace. ■ To network with other organisations in both the Statutory and Voluntary sectors. ■ To liaise with local schools and where necessary provide support, in the form of programmes and/or counselling. ■ To provide support and the means for staff empowerment, whilst continually recruiting further to maximise the quantity and the quality of service provided. ■ Sexual health and drug awareness programmes ■ IT training with ECDL to achieve CLAIT ■ Counselling and counselling training ■ Junior leader training
Target groups	Young people who are at risk in physical, emotional, psychological and spiritual areas of their lives.

Table 80: Sure Start	
Organisation	Sure Start
Role and remit	<p>Shankill Sure Start aims to provide opportunities for children, their parents and their families living within the Greater Shankill area, to develop in a holistic way and, in so doing, maximise their life chances</p> <p>To create an environment in which services provided by agencies working with children and their families can be strengthened and co-ordinated to ensure the needs of families and children 0 - 4 are met in a coherent and effective way.</p> <p>Have a positive impact on children's health, social and emotional developments and their ability to learn.</p> <p>Empower parents.</p> <p>Raise the value of education.</p> <p>Raise awareness and access to primary health care services.</p>
Size	Total Membership: 500, full time staff:13, part time staff: 2
Area(s) served	Shankill (West Belfast), Ballygomartin (West Belfast), Ballysillian (North Belfast).
Services provided	<p>Dads Matter: This project seeks to provide a forum in which fathers feel at ease and can express their hopes, concerns and expectations.</p> <p>This project seeks to help fathers contribute to their children's development, happiness and well being. It seeks to provide specialist advice and skills that fathers want and need to be better dads.</p> <p>Shankill Sure Start: Pregnancy testing and counselling service (free):</p> <ul style="list-style-type: none"> ■ Antenatal programme ■ Infant massage class ■ Breast feeding support ■ Post-natal support programme ■ Post-natal depression support group ■ Disability support in partnership with MENCAP
Target groups	Children, Parents and Families.

Table 81: Young Enterprise	
Organisation	Young Enterprise
Role and remit	<p>Young Enterprise offers 13 different programmes to suit a variety of age groups and time scales. The programmes are delivered in schools by YENI staff and business volunteers. It also co-administers the KEY (Knowledge Through Enterprise for Youth) Programme with Junior Achievement Ireland.</p> <p>Within Young Enterprise there is an additional project called Renewing communities which works closely with the Boys and Model School for Girls schools.</p> <p>Mission is to provide the most comprehensive suite of business education programmes to young people in Northern Ireland. Values involve encouraging personal responsibility, innovation and competition to achieve quality performance; providing and encouraging the opportunity for students, volunteers and staff to grow personally and professionally; never being satisfied with the status quo, striving continuously to improve products, performance and service.</p>
Size	100% funded by the Department of Social Development via Invest NI
Area(s) served	North Belfast is served by the Renewing communities project although Enterprise youth covers all of Northern Ireland.
Services provided	<ul style="list-style-type: none"> ■ Currently piloting Business Venture geared to 11-13 year olds. ■ Economics of Staying In school ■ Success Skills ■ Presentation Skills. ■ LET Programme ■ Big School – 1-day seminar helps 11-12 year-old first-form students transition from primary to secondary school. ■ YE-NINE ■ Project Business ■ Entrepreneurship Masterclass ■ Company Programme ■ GLOBE ■ KEY Programme ■ BASE (Business and sporting enterprise) ■ Renewing communities
Target groups	Young people

1.2 Relationship with Schools: Duration and Nature

Organisation	Boys' Model	Model School for Girls	Type of involvement (including FSES)	Relationship (between Org. & Schools including FSES)
Belfast Metropolitan College	1 year	1 year	Taster Courses.	SLA
Contact Youth	1 year	1 year	Counselling	SLA
FASA	10 years	10 years	Pupil Support	No formal agreement.
Greater Shankill Alternative	2 – 3 years	2 – 3 years	Providing resources for the Pupil support unit.	Informal
HYPE	Feb 08	7 years	Education, information and Health	Informal
One Stop Shop	2 years	3 years	One Stop Shop, Communities in Schools – Education and Health	Informal, DHSSPS formal contract re; staff training a& sessions
Opportunity Youth	14 years	14 years	Mentoring	Informal
PIPS	2 -3 years	2 – 3 years	Mentoring	Informal
PSNI	1.5 years	1.5 years	Community Safety	Informal
Sentinus	1 year	1 year	Science / Technology Activities	Informal
SHAHRP – Lisburn YMCA	3- 4 years	3 – 4 years	Training / Support on Alcohol	Informal
Shankill Women's Centre	6 years	6 years	Training; education; advice and information; advocacy; childcare; after school support; young women and young mother support	SLA
SOLVE	10+ years	10+ years	Drugs Awareness	Informal. SLA*possibility, need to check with School Coordinators.
StreetBeat	1 – 1 ½ years	4 – 5 years	Bullying / Preparation for Counselling	Informal.
Extern – From Strength to Strength	7 years	7 years	Since 2000, pathways	SLA with Advisory Board
Young Enterprise	Some time	Some time	summer scheme projects, activities, providing training resources	Informal, Young Enterprise holds a formal contract with Invest NI.. An agreement with the schools on needs basis, re; overheads.

1.3 Awareness of the Full Service Extended School Pilot Project

Organisations were asked about their Awareness of the Full Service Extended School Pilot Project. 9 stated that they had a good knowledge; 5 had limited knowledge and 2 stated they had no knowledge of the project.

1.4 Details of Programme(s)/Service(s) within the Boys’ Model and Model School for Girls

Organisations were asked to provide details of the programmes / services that they provided through the Full Service Extended School Pilot Project. Not all of the organisations would have received funding through the project to deliver a service, and some had been working with the schools prior to the implementation of FSES, therefore respondents found it difficult to isolate only those programmes / services that were solely part of FSES. This information therefore provides an overview of the organisation’s work with the Boys’ Model and the Model School for Girls, but this may (or may not be attributable to the FSES project).

Table 83: Details of Programmes (s) / Services (s) within the Boys’ Model and Model School for Girls

Organisation	Boys’ Model		Model School for Girls		Resources	Need	Impacts
Belfast Metropolitan College	Programme:	Taster Courses – ICT – Boys’ Model School for 6 weeks in April, followed by 15 weeks on each subject. Line dancing Spanish	Programme:	Taster Courses ; Sept: Driving Theory and cookery Other current courses: Nail Art: outside school; Aromatherapy: outside school;	Only ICT / Taster courses; Driving Theory and Spanish is funded by Extended Schools, rest pay student fee.	Requests from School; Attendance uptake on courses.	No evaluations completed, however BMC have seen uptake of next level in subject.
	Aims:	To provide high quality, accessible learning (and training) opportunities for the people of Northern Ireland and beyond and, in doing so, to support career development, enrich lives, and increase economic prosperity.	Aims:	To provide high quality, accessible learning (and training) opportunities for the people of Northern Ireland and beyond and, in doing so, to support career development, enrich lives, and increase economic prosperity.	Model School for Girls provides own ICT Course.		
	Delivery:	Taster Courses – ICT – Boys’ Model School for 6 weeks in April, followed by 15 weeks on each subject. Line dancing: Delivery at BMC Spanish: Delivery at BMC	Delivery:	Schools / BMC			

Organisation		Boys' Model		Model School for Girls	Resources	Need	Impacts
Contact Youth	Target:	Over 16'S	Target:	Over 16'S			
	No.'s / Groups	ICT: 12/14 Line dancing : 12 /13 Spanish: 7	No.'s / Groups	Driving Theory : 17 Cookery: - no's unavailable Nail Art: 9 Aromatherapy: 9			
	Programme:	School Counselling Programme Chill, Suicide prevention, regional telephone helpline, community counselling	Programme:	School Counselling Programme Chill, Suicide prevention, regional telephone helpline, community counselling.	DE	Previous Youth work, tendered for work.	Evaluation carried out June 2007, submitted to DE.
	Aim:	Support, advice to vulnerable persons	Aim:	Support, advice to vulnerable persons.			
	Delivery	Counsellor in School 3 sessions per week, (50 min's each) began Mar 07.	Delivery:	Counsellor in School 3 sessions per week, (50 min's each) began Nov 07.			
FASA	Target:	All Ages, needs basis and risk from suicide and self harm	Target:	All Ages, needs basis and risk from suicide and self harm.			
	No.'s / Groups	Don't know	No.'s / Groups	Don't know			
	Programme:	Lifeskills, Communities and Care	Programme:	Lifeskills, Communities and Care	Belfast Trust; BRO; EDAC; Renewing Communities	Relationship with School	No funding to carry out evaluation. Feedback indicates that services are valued by schools.
	Aim:	To reduce drug and alcohol abuse and address issues of suicide / self harm	Aim:	To reduce drug and alcohol abuse and address issues of suicide / self harm.			
	Delivery	Delivery: 1-2-1/ groups Location – dependent on school requirements.	Delivery:	Delivery: 1-2-1/ groups Location – dependent on school requirements.	21 f/time		
Greater Shankill Alternatives	Target:	Parents, pupils and wider community	Target:	Parents, pupils and wider community			
	No.'s / Groups	Don't know	No.'s / Groups	Don't know			
	Programme:	Showing your True Colours – Racism Confrontation – Pupil; Support Unit.	Programme:	Showing your True Colours – Racism Confrontation – Pupil; Support Unit.	£100k budget 4 f/t staff	Relationship with School-	Based on general feedback the

Organisation	Boys' Model		Model School for Girls		Resources	Need	Impacts
HYPE	Aim:	tbc	Aim:	tbc		approached school before FSES began.	impact has been positive.
	Delivery	tbc	Delivery:	tbc			There has also been a 30% reduction in the number of pupil suspensions within Boys' Model.
	Target:	Pupils / Community	Target:	Pupils / Community			
	No.'s / Groups	tbc	No.'s / Groups	tbc			
	Programme:	Risk Taking Behaviour	Programme:	Relationships and Sexual Health Education Sessions. Opportunity to become volunteer with HPYE; Family planning 1 -1 if required.	Belfast Health and Social Care Trust.	Planned session with school, followed by contract, if under 16, parental consent.	HYPE sends out the evaluations and the schools report back to the HYPE on the results and impacts achieved.
	Aim:	Aims to promote sexual health and wellbeing of young people under 25 who are vulnerable and isolated, work in partnership with org's.	Aim:	Aims to promote sexual health and wellbeing of young people under 25 who are vulnerable and isolated, work in partnership with org's.	2 Peer Educators.		I.e. Change in behaviour, lower pregnancy rate, increase attendance at school, increase attendance at Family Planning clinic.
One Stop Shop, Communities in Schools	Delivery	Delivery: 1 -2 hours per week, currently moving to 1 hour per week.	Delivery:	Delivery: 2 hours per week.			
	Target:	Pupils: Year 10 and Up	Target:	Pupils: Year 10 and Up			
	No.'s / Groups	22 pupils.	No.'s / Groups	Relationships and Sexual Health Education sessions: 180 students.			
	Programme:	Programme: Health & Education and on needs basis.	Programme:	Programme: Health & Education and on needs basis.	Renewing Communities	Health Needs Assessment, carried out, which helped determine aims and objectives of the project.	Independently by Jane Field in 2007.
	Aim:	To provide information, advice and guidance on health related issues to pupils and their families in six post primary schools in North & West Belfast with a focus on early intervention and prevention.	Aim:	To provide information, advice and guidance on health related issues to pupils and their families in six post primary schools in North & West Belfast with a focus on early intervention and prevention.	5 (Team leader; 2 Staff Nurses; 1 Social Worker; 1 Community Liaison Officer	Research on social deprivation in the areas the	
	Delivery	Duration: 1 – 2 periods Delivery: Class room / individual	Delivery:	Duration: 1 – 2 periods Delivery: Class room / individual			
Target:	Year 8 – Year 11	Target:	Year 8 – year 11				

Organisation	Boys' Model		Model School for Girls		Resources	Need	Impacts
Opportunity Youth	No.'s / Groups	550 pupils	No.'s / Groups	550 pupils		children came from and research on social deprivation in North / West Belfast.	
	Programme:	Mentoring or Group Mentoring.	Programme:	N/A	Funding from Boys' Model – amount unspecified.	Requests from Coordinator in Boys' Model –	Questionnaires by School and Opportunity Youth.
	Aim:	Support in education/ potential of pupils, keeping pupils in education after school or further education.	Aim:	N/A		needs basis.	
	Delivery	Delivery: 1- 2 hours – per week (1:1)	Delivery:	N/A		70 Staff in org.	
	Target:	Year 10 / 11, but depending on needs.	Target:	N/A			
	No.'s / Groups	50 + last year.	No.'s / Groups	N/A			
PIPs (Public Initiative for the Prevention of Suicide & Self Harm)	Programme:	Mentoring Sessions	Programme:	Mentoring Sessions Training - First Aid, Suicide x 2 day course.	The Antrim Lions Club funded the training in both schools.	Launch of FSES.	Not evaluated.
	Aim:	Save lives, offer advice and support those affected by suicide and self harm. Suicide and Self Harm – being aware, prevention work.	Aim:	Save lives, offer advice and support those affected by suicide and self harm. Suicide and Self Harm – being aware, prevention work.	2 Staff funded by Belfast Trust, Department of Health,		
	Delivery	Delivery: needs / referral basis.	Delivery:	Delivery: needs / referral basis..	1 staff funded by private Funding		
	Target:	Lower 6 th and Upper 6 th , over 16	Target:	Lower 6 th and Upper 6 th , over 16	Others; volunteers		
	No.'s / Groups	Do not wish to disclose	No.'s / Groups	Do not wish to disclose numbers 10 Pupils – Training First Aid, suicide.			

Organisation		Boys' Model		Model School for Girls	Resources	Need	Impacts
PSNI – Community Safety	Programme:	Community safety CASE Safety education Drug life awareness Internet safety Risk taking Personal safety	Programme:	Community safety CASE Safety education Drug life awareness Internet safety Risk taking Personal safety	PSNI	Staff feedback Community forums	Increase in awareness of programme subjects by pupils.
	Aim:	Community Safety	Aim:	Community Safety			
	Delivery	Delivery: mostly group based or talking to a class.	Delivery:	Delivery: mostly group based or talking to a class.			
	Target:	All Pupils	Target:	All Pupils			
Sentinus	No.'s / Groups	Don't know	No.'s / Groups	Don't know	Funded by Boys' Model. In org: 6 – 10 staff	Requests from Schools	End of activities evaluations.
	Programme:	Science and Technology activities	Programme:	Science and Technology activities :			
	Aim:	Aim of prog: to stimulate young people in science / technology; enhance science / technology knowledge and skills and soft skills.	Aim:	Aim of prog: to stimulate young people in science / technology; enhance science / technology knowledge and skills and soft skills.			
	Delivery	Delivery: 1 day Evening sessions – up to 2 hours	Delivery:	Delivery 1 day Evening sessions – up to 2 hours			
Lisburn YMCA – SHAHRP project	Target:	Year 8, 9 and 10. Young people / parents	Target:	Year 8, 9 and 10. Young people / parents	Executive committee X 12, others	Current research looking at	Research is showing an increase in
	No.'s / Groups	Don't know	No.'s / Groups	Don't know			
	Programme:	Training / Support on Alcohol	Programme:	Training / Support on Alcohol			
	Aim:	Training for teachers and support on alcohol.	Aim:	Training for teachers and support on alcohol.			

Organisation		Boys' Model		Model School for Girls	Resources	Need	Impacts
Shankill Women's Centre	Delivery	Delivery: 2 – 3 hours Teachers provided with support packs and fully supported Pupils provided with workbook	Delivery:	Delivery: 1 – 1 ½ hours. Teachers provided with support packs and fully supported. Pupils provided with workbook	volunteers	young peoples knowledge and attitudes towards alcohol and the harm (own harm) and also the harm that can occur because other people are drinking alcohol.	knowledge and attitudes and a reduction in harm that young people are facing in both own harm and else harm. The quantity of alcohol young people are drinking has also decreased over the three year period. All theses finding are a very positive move.
	Target: No.'s / Groups	Year 10 and Year 11 8 teachers in year 10 6 teachers in year 11	Target: No.'s / Groups	Year 10 and Year 11 6 teachers in year 10 6 teachers in year 11		The research has continued to questionnaire the same young people from when they were in year 10 to now (year 12) to see if such issues have changed and if the project is beneficial.	
	Programme:	N/A	Programme:	Personal Development / Baby thinking Others: Cross Community / cross border involving participants making a short film on community identity.	EU Peace II Programme; Lottery and DEFA	Research	Evaluations are conducted at the end of each 8 week programme, evidence has

Organisation	Boys' Model		Model School for Girls		Resources	Need	Impacts
SOLVE	Aim:	N/A	Aim:	Aim: to help participants make more informed choices, to become employable, develop new skills.	26 staff		shown that the delivery of the programmes / services is making a difference.
	Delivery	N/A	Delivery:	Delivery: Home trial – baby simulator – 8 weeks			
	Target:	N/A	Target:	Pupils; community and teachers.			
	No.'s / Groups	N/A	No.'s / Groups	Don't know			
SOLVE	Programme:	RAW Peer Education – Literacy Support Drugs / Alcohol Abuse Awareness Programme Literacy / Drugs Awareness Programme and Drop In Centre	Programme:	RAW Peer Education – Literacy Support Drugs / Alcohol Abuse Awareness Programme Literacy / Drugs Awareness – X 7 also on a needs basis. Mental Health – Personal development – Year 10.	No Charge for service BELB Staff funded by Children in Need, other from BRO/ DSB, Victoria Trust.	Evidence of bullying in schools, recorded cases of suicide within the area.	Evaluation of young people at project level. Attendance levels increased in schools when Solve on-site. Benefit to teachers as some have confirmed that they feel uncomfortable providing the services which Solve provide.
	Aim:	Promote health and well being	Aim:	Promote health and well being			
	Delivery	1 day per week (Wednesday lunchtime.).	Delivery:	Sessions / Literacy	2 full time / 1 p/t		
	Target:	Pupils / Families	Target:	Drugs Awareness: Pupils - Year 9 / Families. Mental Health – Personal development – Year 10			
StreetBeat	No.'s / Groups	Don't Know	No.'s / Groups	Mental Health – Year 10 - 35 pupils in 2007			Group Feedback, feed back to school.
	Programme:	Counselling Session Drugs / Bullying – Support Role Location – in school / outside	Programme:	Counselling Sessions Group Programmes on Drugs/ Bullying Location – in school / outside	DSD, BRO. f/time 6 p/t 3 volunteers	Relationship with schools, i.e. pilot project in Model School for Girls and requests.	
	Aim:	Overcome issues and refer them to long term needs if required.	Aim:	Overcome issues and refer them to long term needs if required.			

Organisation	Boys' Model	Model School for Girls	Resources	Need	Impacts
Extern – From Strength to Strength	<p>Delivery</p> <p>Counselling Sessions: 1 to 1 Group Programmes on Drugs / Bullying: 1 morning session per week. Needs basis – in school / outside school</p> <p>Target:</p> <p>Any age – Pupils</p> <p>No.'s / Groups</p> <p>Don't know – commenced Jan 08.</p> <p>Programme:</p> <p>From Strength to Strength: Workshop delivered to special unit by referrals from school (8 pupils) Various workshops – anti bullying – 11 – 13 years (14 pupils) Joint summer scheme Communication and Drama W/shop (30 pupils) Push Programme – 11 – 14 years (42 pupils)</p> <p>Aim:</p> <p>Aim to address needs of vulnerable people and address antisocial behaviour and offending. Work in partnership with parents, to build strength, reduce risk and prevention. Link children in the project / service that are pro-social activities and empowerment for parents / children.</p> <p>Delivery</p> <p>W/shops</p> <p>Target:</p> <p>Year 8 – 13</p>	<p>Delivery:</p> <p>Group Programmes on Drugs / Bullying Duration: 3 – 4 weeks in School. Counselling – 45 minutes, needs basis, 1- 1.</p> <p>Target:</p> <p>Year 9</p> <p>No.'s / Groups</p> <p>200 pupils</p> <p>Programme:</p> <p>Strength to Strength programme: Duration 1 – 1 ½ hours per week, runs through 6 months/ year. Various projects: Girls Open Day – 10 – 11 years of age (150 pupils) Anti- Bullying workshop (14 pupils) and Community and Drama Workshop (30 pupils) Joint Summer Scheme – 11 – 13 years of age Girls Assembly – 12 – 13 years of age. Confidence and Self Esteem (150 pupils)</p> <p>Aim:</p> <p>Aim to address needs of vulnerable people and address antisocial behaviour and offending. Work in partnership with parents, to build strength, reduce risk and prevention. Link children in the project / service that are pro-social activities and empowerment for parents / children.</p> <p>Delivery:</p> <p>Sessions / workshops.</p> <p>Target:</p> <p>Year 8 – 13</p>	<p>Funding amount unknown, put in application to do programme; Renewing Communities, Belfast Trust and Young Justice Agency</p> <p>3 Project Youth Workers that have 8 clients assigned to each worker, waiting list of 11.</p>	<p>Research carried out by Extern.</p>	<p>Evaluation being carried out in March-May 08.</p>

Organisation	Boys' Model		Model School for Girls		Resources	Need	Impacts
Young Enterprise	<p>No.'s / Groups</p> <p>Programme:</p> <p>Aim:</p> <p>Delivery</p> <p>Target:</p> <p>No.'s / Groups</p>	<p>As per programme information.</p> <p>Renewing Communities; success skills, presentation skills, learn to earn, project business and personal economics.</p> <p>Aim of programme to focus on encouraging and engaging young people of the value of enterprise.</p> <p>Week on week; conferences; workshops – depends on needs.</p> <p>Any age</p> <p>Young Enterprise programmes funded by Renewing Communities since April 2006: 19 programmes (902 students)</p>	<p>No.'s / Groups</p> <p>Programme:</p> <p>Aim:</p> <p>Delivery:</p> <p>Target:</p> <p>No.'s / Groups</p>	<p>As per programme information.</p> <p>Renewing Communities; success skills, presentation skills, learn to earn, project business and personal economics.</p> <p>Aim of programme to focus on encouraging and engaging young people of the value of enterprise.</p> <p>Week on week; conferences; workshops – depends on needs.</p> <p>Any age</p> <p>Young Enterprise programmes funded by Renewing Communities since April 2006: 20 programmes (1,002 students)</p>	<p>100% funded – Department of Social Development – via Invest NI.</p>	<p>Programme is mapped to curriculum, Young Enterprise employ a mapping resource who works with schools to design programmes.</p>	<p>Evaluation – completed by participants – Young enterprise employs online tool – Enterprise Catalyst, which records measurements on motivation, attitude etc, of the student before and after training.</p>

1.5 Perception of Impacts of FSES

Based on 16 respondents, the perceived impact (these are based on the proposed project benefits) of the project on pupils, the school, families, the community and on statutory and voluntary agencies is illustrated in **Table 84**. Whilst some respondents were unable to comment on specific issues, of those who did comment, the vast majority indicated a positive (either limited or major) response in terms of impacts for pupils, school, families, communities (where able to comment). In a minority of cases where there was a less positive view, this related to the impacts on:

- greater parental involvement / role;
- greater access to specialist support.

Table 84: Service Providers: Perceived Benefits

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
Benefits for all pupils:						
P1) Improved learning and achievement (educational attainment) of pupils				7	2	7
P2) Raises performance in the Full Service Schools and in linked primary schools				4	3	9
P3) Increased motivation and self-esteem				4	9	3
P4) Improved access to specialist support to meet pupils' wider needs			1	5	6	4
P5) Increased positive attitude towards learning				6	5	5
P6) Enhanced opportunities to learn new skills and talents and develop existing skills and talents				6	5	5
P7) Improved health and well-being				6	6	4
P8) To increase attendance and to promote inclusion.			1	4	6	5
Benefits for the school:						
S1) Additional facilities and equipment				2	2	12
S2) Greater opportunities for staff for flexible working and career development			1	2	1	12
S3) Improved collaboration with neighbouring schools (e.g. feeder primary schools and other schools in the area) and youth provision				3	3	10
S4) Enhanced partnership working with the community and statutory agencies				1	5	10
S5) Greater awareness of the community and pupil diversity				3	5	8
S6) Greater appreciation of the parents' role within education	1	1	1	2	2	9
Benefits for families:						
F1) Improvements in child behaviour and social and health skills				6	7	3
F2) Better understanding of families'				4	5	7

	Negative	Mixed	Neutral	Positive Limited	Positive Major	Don't Know
backgrounds, cultures, concerns, goals and needs						
F3) Greater parental involvement in children's learning and development		1	2	3	2	7
F4) Opportunities to develop parenting skills and to discuss parenting issues with other parents and professionals			3	2	3	8
F5) More opportunities for local adult education and family learning			1	3		12
F6) Greater availability of specialist support for families		1	1	2	4	8
Benefits for communities:						
C1) Improved community planning and better access to essential services				3	2	11
C2) Improved local availability of sports, arts and other facilities				3		13
C3) Local career development opportunities				1	2	13
C4) Improved outcomes for families and children				7	2	7
C5) Better supervision of children outside school hours			1	1	1	13
C6) Closer relationships with the school				5	2	9
Benefits for Statutory and Voluntary agencies						
V1) Improved access to pupils and parents			1	7	4	4
V2) Improved relationships with schools			1	5	7	3
V3) Improved quality of service			1	6	5	4

The relatively high proportion of respondents who gave a 'Don't Know' response on each of the benefits raises a question in terms of why respondents could not comment. This may be due to some 'distance' between the organisations and the schools i.e. there may not be a close relationship, the organisations may not be very well engaged with the schools, or the organisations may not be working as closely as it could with the schools. This raises some concerns, given that one aspect of the underlying ethos of the project is to engender collaboration between the school and statutory and voluntary agencies as well as the wider community.

1.6 Continuing Need for FSES

Respondents were asked, if they thought that there was a need for the Programme(s) / Service (s) that their organisation provides through the FSES Pilot Project to continue. Responses were virtually all positive; specific comments included:

- Yes, as attendees are progressing to next levels.
- Yes, background information supplied at tender, demonstrated need and requirement.

- Very much so, our organisation and the programmes it provides are getting on their feet in the key areas
- Yes - same level, evidence from evaluations and impacts achieved, re; attendance; lower pregnancy rates; improved behaviour etc
- Yes, benefits to the child / family. Pupil relationship with nurses, community workers. The pupils built up trust with colleagues and no see us as authority figures, such as teachers. Pupils find us more approachable.
- Yes, same support, evidence coming from needs from school.
- Yes, statistics in suicide and self harm.
- Yes, at a more higher rate as we have seen an increase in requests.
- Definitely - through evaluation we have seen the need to provide the same, if not higher, level of service.
- Definitely - backed up by the work done by this organisation within the community. FSES provides a great opportunity due to the captive audience within the school environment.
- Yes, as the sessions that are held raises issues / concerns on other issues - re; suicide / self harm which we are now looking into a new programme for the Girls to begin in April.
- Yes - definitely, experience of working with the schools demonstrates there is a need.

1.7 Duplication / Overlap

Respondents were asked, if there were any other organisations which provide similar Programme(s) / Service (s) to those that their organisation provides through / for the school(s) through the FSES Pilot Project.

- 7 organisations stated 'No / not aware of any'

Other responses suggested an awareness of similar organisations e.g.:

- Aware that NSPCC also provide counselling services in schools
- Model School for Girls provides own ICT Course.

Other respondents were aware of organisations providing similar programmes / services but highlighted what was their 'unique' offer was e.g:

- FASA highlight on Drugs, but not on health, we have a health professional background.
- Other organisations provide similar services but I feel we do more. E.g. Hype deliver sexual health information but I feel that as they are now funded to go to all the local schools, their limited resources prevent the focus which we can demonstrate.
- Yes there are a few, e.g. opportunity east, life matters, sharpes, one stop shop, contact youth. we differ because we specialise.
- Yes there are several - FASA, Sharpes, Young Enterprise. We are different because we are concerned with the legal implications.
- Not entirely, others provide similar services to the wider community but not specifically dealing with the schools.
- Not in terms of the issues (this organisation) deals with and the approaches they use.

1.8 Other Comments

Respondents were asked, for any other comments; these were generally supportive and positive; some comments are included:

- Have a very good relationship with the 2 School coordinators, they canvas the courses well to the community - North Belfast and Shankill, that provide linkages with the community.
- FSES is a positive step, helping to provide increased resources.
- I think there should be further work to develop the community context within FSES, it is also a valuable resource to primary schools and helps with the transition for pupils. I hope that it continues.
- There is a gap in involvement with parents, this needs to be tackled and welcome opportunities from all schools to conduct these programmes.
- The sessions build up relationships and it enables the pupils to access services that we provide outside school as well and asks more information.
- Not all schools are availing of the opportunity of support and services that Voluntary/ Community / Statutory organisations provide out of the funds they receive from Extended Schools.- i.e. Model School for Girls.
- Not extensively involved in the FSES Project, would like to more involvement, which involves the community as well.
- 8 years ago it was difficult to get into the schools, I am delighted that the parents can now get involved more. FSES has been an excellent idea.
- Feel strongly that there should be a focus on promotion of proactive not reactive work. Dubious regarding youth core provision within Boys' Model school.
- Extended Schools Programmes / Services needs to have the correct environment, to exist, need to be comfort zone, and the pupils from these schools majority are outside the area.
- Communication with Sub groups should be happening.