



Subject:

EXTENDED SCHOOLS – BUILDING ON GOOD PRACTICE

Circular Number:
2010/21

Date of Issue:
12 November 2010

Target Audience

- Principals and Boards of Governors of schools funded through the Extended Schools Programme
- Education and Library Boards
- The Council for Catholic Maintained Schools
- Northern Ireland Council for Integrated Education
- Comhairle na Gaelscolaíochta
- Governing Bodies Association

Summary of Contents:

This Circular provides updated guidance for Principals and Boards of Governors on the Extended Schools programme. It also provides good practice guidance on the provision of extended services for nursery, special, primary and post primary schools eligible for Extended Schools funding.

Annex A - Education and Training Inspectorate (ETI) Indicators of Effective Practice with Extended Schools which summarises the characteristics of Extended Schools and which reflect the improvements evident since earlier ETI reports.

Annex B – ELB Extended Schools contact details.

Governor Awareness:
For information

Status of Contents:
Information and guidance
for schools

Related Documents:
Extended Schools –
schools, families,
communities working
together

Superseded Documents:
N/A

Expiry Date:
N/A

Enquiries:

Any enquiries about the content of this Circular should be addressed to:

Ms Fiona Hood
Youth and Schools in the Community Team
Department of Education
Rathgael House
Balloo Road
BANGOR
Co Down
BT19 7PR

DE Website:
www.deni.gov.uk

Tel: 02891 279838
Fax: 02891 279100

E-Mail:
fiona.hood@deni.gov.uk**Additional Copies:**
Tel: 02891 279838

EXTENDED SCHOOLS – BUILDING ON GOOD PRACTICE

Contents	Page
Introduction	1
What is an Extended School?	1
Eligibility	2
Extended Schools Evaluation	3
Northern Ireland Extended Schools Information System	4
Clustering	5
Future of the Extended Schools Programme	5
Funding	6
Help and Support	7
ANNEX A – ETI Indicators of effective practice in Extended Schools	8
ANNEX B - ELB Contacts	29

INTRODUCTION

1. The Extended Schools policy document, *Extended Schools: schools, families, communities – working together* was published in 2006 and set out the vision for extended schools in the north of Ireland. The purpose of this circular is to refresh that vision, disseminate examples of good practice developed, and provide an update on developments on management information.

2. The strategic priorities for education set by the Department are specifically targeted towards the key objectives of raising standards for all, closing the performance gap and increasing access and equity. Every School a Good School – a policy for school improvement (ESaGS) is the Department’s overarching policy for raising standards and tackling underachievement. It encourages all schools to put equality and the raising of standards at the heart of their self-evaluation and planning for improvement. ESaGS sets out the 4 characteristics of a good school as effective leadership, child-centred provision, high quality teaching and learning, and a school connected to its local community. It includes a specific action to continue to support those schools serving the most disadvantaged communities in responding to the needs of their pupils and the local community through the Extended Schools programme.

3. Extended Schools is helping to deliver the Department’s vision to ensure that every learner fulfils her or his full potential at each stage of development. Extended Schools policy enables those schools that draw pupils from some of the most disadvantaged communities to provide a range of services and programmes outside the traditional school day to help meet the needs of pupils, their families and wider communities. The Extended Schools programme has a clear focus on improving educational outcomes, reducing barriers to learning, and providing additional support to help improve the life chances of disadvantaged children and young people.

WHAT IS AN EXTENDED SCHOOL?

4. An effective Extended School works in collaboration and partnership with other neighbouring schools and with a range of statutory, voluntary and community based organisations to offer services and activities which support and motivate children and young people to achieve their full potential.

These activities can include:

- Appropriately targeted activities aimed at raising the standard of pupils' achievement;
- Community access to school facilities;
- Sign posting and access to non formal education opportunities; and
- Parenting support and lifelong learning opportunities.

5. The primary function of an Extended School must be to raise standards through the provision of targeted support services which have a focus on learning, development and progress. The additional resources are made available to promote, support and sustain the drive to maximise learning and achievement for those children and young people most in need or who are at risk of low educational attainment. This includes those with behavioural, emotional and health needs or other difficulties.

6. The leadership and vision provided by the Principal and staff is crucial to the success of Extended Schools in helping to identify the specific needs of pupils, parents and the wider community and to respond effectively in order to meet those needs. DE recognises that schools may not be able to do this on their own and that the services of external agencies or organisations may be required. The policy encourages schools to benefit from interactions and to establish effective partnerships with other statutory services such as Health, the Youth sector and local voluntary and community organisations that also work closely with children and families.

7. Extended Schools can provide services directly to raise attainment levels as well as empowering children and their families to access appropriate or specialist support to overcome the challenges that may lead to underachievement. Through the action planning process, Extended Schools should emphasise the centrality of the child in their approach to providing extended services to meet specific needs. As extended services are central to sustained school improvement it is essential that Extended Schools action plans are reflected within the School Development Plan.

ELIGIBILITY

8. The programme is targeted to support children and young people, who because of disadvantage may face more barriers to learning and may be more likely to underachieve.

All nursery, primary, special and post-primary schools which meet the following criteria are eligible for additional funding designed to deliver extended programmes:-

- 51% or more enrolment drawn from Neighbourhood Renewal Areas and/or the 30% most deprived wards/Super Output Areas; and/or
- A Free School Meal Entitlement of 37% or higher or in the case of nursery schools an income based Job Seekers Allowance at or above 37%.

9. More information on schools currently receiving funding and the financial management arrangements that apply to the use and management of Extended Schools resources can be accessed via the link below:

www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/extended-schools-programme-2009-2010.htm

EXTENDED SCHOOLS – EVALUATION

10. The Education and Training Inspectorate (ETI) have published *An Evaluation of Extended Schools 2010*, which reflects the improvements evident since the findings of earlier ETI reports and identifies illustrative examples of good practice. The findings of the survey are based on evidence of effective practice from schools identified by District Inspectors and Education and Library Board personnel. Visits were conducted in 20 schools. The report identified three main areas for improvement:-

- a. the embedding of Extended School planning into School Development Plans;
- b. the extent of identification and targeting of those learners most at need, maximising the potential impact of Extended Schools in ‘closing the gap’; and
- c. the evaluation by the school of the impact of Extended Schools – showing how activities and/or services are raising standards.

11. The ETI survey highlighted that the strengths reported in 2009 remain valid and there is evidence of significant further improvement since then as follows:-

- In almost all cases where Extended Schools are serving disadvantaged communities effectively, significant improvements are evident in the educational outcomes and the personal and social well-being of pupils.

- Extended School activities are frequently improving the lives of parents and helping them to re-engage with education following their own, often poor, experiences and perceptions of schools.
- While the schools involved in the survey are already heavily committed to and active in addressing disadvantage and in removing barriers to learning, the resources from Extended Schools have enabled them to be more flexible, creative and effective in enhancing their provision and in raising achievement.
- The schools have improved their ability to demonstrate improvements in the pupils' learning.
- In the examples of outstanding practice observed, the Extended Schools programme is most successful in transforming the life chances of individual pupils, thus providing good value for money.

12. The ETI evaluation sets out key characteristics of effective (and less effective) practice in Extended Schools under the headings of Leadership and Management, Quality of Provision and Achievements and Standards. While the illustrations of the characteristics are specific to Extended Schools they are closely aligned to the indicators set out in the ETI document 'Together Towards Improvement' to ensure consistency in school self-evaluation. These indicators are included at Annex A.

The ETI evaluation report also includes examples of Good Practice Case Studies and is available to view in full at www.etini.gov.uk.

NORTHERN IRELAND EXTENDED SCHOOLS INFORMATION SYSTEM (NIESIS)

13. Over the past 3 years of the Extended Schools programme Education and Library Boards have managed the planning and reporting systems associated with the programme. The website www.niesis.org allows schools to enter their Action Plans online and the Project Management Group to review plans online and email queries directly to schools during the assessment process. NIESIS provides a toolkit designed to support schools in the development, co-ordination and evaluation of the Extended Schools programme and also provides access to a range of case studies highlighting good practice and guidance materials covering issues ranging from family support, cluster development and community learning.

14. The case studies have been categorised into the following areas:

- Reducing underachievement;
- Fostering health, well-being and social inclusion;
- Improving life chances; and
- Integrating the delivery of support and services for children and young people.

Schools along with other providers should use the website to enhance and develop their provision for children and young people, schools, families and communities.

CLUSTERING

15. Schools can join in a cluster with 2 or more other schools to access 15% additional resources as part of a network allowance. This incentive is designed in order to realise the benefits from sharing resources and facilities which can potentially provide a greater range of opportunities for pupils. For this reason, the Department would strongly encourage extended schools to work in partnership with other schools as part of a cluster.

Management of the cluster must ensure that all relevant information about existing initiatives and programmes in the area is considered to avoid unnecessary duplication or displacement. Guidance on establishing, implementing and managing a cluster group is available on the NIESIS website.

FUTURE OF THE EXTENDED SCHOOLS PROGRAMME

16. The success of the programme depends on effective planning by schools assisted by Education and Library Board Co-ordinators who can help schools to plan their extended services by providing support and advice across a range of issues. Good practice has highlighted that the most effective programmes have:-

- Mapped provision in relation to data and analysis of need;
- Joined up plans with other provision such as the youth service, health, neighbourhood renewal, and community relations;
- Actively participated in cluster working to promote the sharing of provision and expertise between schools and promoted cross community collaboration where possible; and
- Engaged with the voluntary and community sector in the delivery of services and activities allowing schools to build their capacity.

17. Effective leadership is essential to the development of the Extended School programme. School leaders play a vital role in creating and sustaining high expectations for children and supporting them to fulfil their potential. They have a key responsibility to ensure that extended services are an integral part of the school development plan to ensure that the potential contribution to raising standards is fully realised.

18. Extended Schools should review whether current arrangements are effective in identifying those children most in need of support and the school Principal and teaching staff should work closely with the community and parents to discuss and agree appropriate interventions. It is important that the school Principal evaluates the activities and services available to children outside the school and where possible works with other providers to maximise the benefits for children and their families. Above everything else, it must be remembered that the activities and services provided by Extended Schools must be strongly focused on the core purpose of improving children's learning and levels of educational attainment.

19. Where external organisations are used to provide extended services the personnel employed should be managed and accountable through their own internal organisation procedures. It is very important that schools evaluate the impacts of using external providers and have partnership agreements in place from the outset which safeguard children and young people at all times.

20. Extended Schools policy is not intended to replicate or duplicate services that are already being provided. Extended Schools resources are available to assist the school to put in place support needs that cannot be addressed either in the course of the school day or as part of the school curriculum.

FUNDING

21. Since 2006, £50m has been invested to support eligible schools in developing Extended School services. Any decisions on the amount of funding available for education services from 2011-12 to 2014-15 will not be known until Departmental budgets are agreed by Executive Ministers.

HELP AND SUPPORT

22. For any enquiries about the Extended Schools programme or out of hours provision, schools should contact the Extended Schools co-ordinators in the relevant Education and Library Board. A list of contact details is included at Annex B.

Schools can also access the Extended Schools Good Practice DVD by accessing the following link:- http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/extended-schools-video-pg.htm

INDICATORS OF EFFECTIVE PRACTICE WITH EXTENDED SCHOOLS

LEADERSHIP AND MANAGEMENT

The leadership and management of Extended Schools in raising achievement and supporting learners is most effective where:	For Example (while the illustrations are real, they are not attributed)
<p>Strategic Leadership There is a clear vision for ES.</p>	<p><i>The strategic vision of the cluster is to build bridges into the community and work with the families through the employment of family support workers, shared across the schools in the cluster.</i></p>
<p>The leadership and support of the Principal is crucial.</p>	<p><i>The Principal, ES and the Literacy co-ordinator work effectively as a team.</i></p> <p><i>A strong feature of the ES provision is the considerable amount of time and commitment from the Principal who co-ordinates the ES programmes. The work is well documented, monitoring and evaluation is of a very high standard; communication and sensitivity and discretion are important elements in ensuring success.</i></p>
<p>The SMT has a clear understanding of how ES leads to improvement, rather than seeing it as an initiative to provide extra-curricular activities.</p>	<p><i>ES is integral to the SDP and linked to the whole-school aims. The associated action plans are detailed and focused, with success criteria, outcomes and clear strategies for monitoring and evaluation signposted.</i></p> <p><i>In many schools, the ES co-ordinator is a member of the senior leadership/management team and leads a steering committee (at times, across the school cluster) and provides strategic leadership and clear direction in achieving high quality outcomes through ES for those most in need of additional</i></p>

	support.
	<p><i>The Principal of a post-primary school reports that Extended Schools has helped to bring about school improvement. The planning for ES is an integral part of the school development plan and, instead of seeing it as another funded initiative, many of the initial programmes started under ES are now funded and continued directly out of school funds because of how SMT have monitored and evaluated the return from these programmes and their contribution to school improvement. They have proven to be sustainable assets to the school's provision.</i></p>
<p>There is a collective responsibility within the school for ES.</p>	<p><i>There are regular updates for staff on the progress of ES and a range of staff are involved in the ES programmes. This includes sharing of expertise in order to deliver a worthwhile service for the pupils and the community.</i></p> <p><i>The ES co-ordinator links with the literacy, numeracy and SEN co-ordinators in the school to evaluate the impact of ES programmes on the attainment of pupils.</i></p> <p><i>One school provides 24 after-school clubs; another runs 30 such clubs. Each club is provided by subject teachers from the majority of subject departments. In one school, all departments will provide a club by 2010-11; in another school, teachers are proposing more enhancement activities than can be supported.</i></p>

In the less effective practice, there is a lack of ownership of ES by the whole staff; the co-ordination and delivery remains solely in the hands of a few willing people. At times, the lack of effective and regular whole-school communication is a barrier to success.

Action to Promote Improvement

ES activities are clearly embedded into SDPs and associated action plans.

Subject departments identify, through their action plans, how the activity in the after-school club contributes to raising achievement in the subject. In the best practice, for almost all clubs, there is at least one quantitative measure, as well as a range of qualitative measures which includes building self-esteem, motivation and effective teacher/pupil relationships.

Schools are able to demonstrate success through more robust and systematic evidence.

An evaluation of the Cluster's work in 2008-9 was conducted. The conclusions were very positive as far as qualitative evidence was concerned, but the report recognised that some of the programmes aimed at improving learning were difficult to evaluate. It was decided to conduct 'baseline' tests so that the progress of the learner could be measured and outcomes monitored over time.

Evidence from self-evaluation informs planning to ensure more targeted support for individual pupils

Through the tracking of individual pupils, the support for pupils provided through ES has become more focused on literacy and numeracy. Individual pupils entering year 8, as well as pupils targeted as underachievers in years 9 and 10, are offered support in the KS3 literacy and numeracy after-school clubs. In addition, the reading partnership

	<p><i>programme takes place during the breakfast club and the school reports improvement in the reading scores of all pupils who gain this support. After three years, the ES co-ordinator, in discussion with the SMT, felt that it was necessary to place greater focus on supporting pupils in KS4 through ES because of a fall in standards attained by the pupils in GCSE.</i></p>
	<p><i>A school uses an online survey to help pupils reflect on improvements in their literacy and numeracy and to suggest ways to develop the support further. The school reports that a high percentage of returns show that pupils are aware of the increases in their standardised scores. The pupils, however, would like further support in literacy and numeracy through ICT. This evaluation has helped to inform the planning for the support for literacy and numeracy for next year.</i></p> <p><i>Through robust self-evaluation processes the co-ordinator has refined the programmes on offer through ES to meet the diverse needs of as wide a range of pupils as possible.</i></p>
	<p><i>Following an audit of the provision after the first year of ES, the co-ordinator recognised that too great a proportion of the school's population was not involved in ES programmes. The programmes offered were broadened to promote involvement of a wider range of</i></p>

	<p><i>pupils. The ES co-ordinator is also involved in the timetabling within the school and noted that there had been a dramatic reduction in the number of pupils choosing double award science. As a result, a science club was developed to foster a greater love of science: the uptake for double award science increased as a result.</i></p>
<p>The uptake and use of the ELB-designed web-based monitoring and reporting software makes the planning, monitoring and reporting of the programmes more efficient.</p>	<p><i>A school incorporates the electronic report into the school's annual report to governors.</i></p> <p><i>The ES co-ordinator provides a simply worded questionnaire to pupils following each funded activity. The questions test all of the relevant aspects of the High Level Outcomes (HLOs) related to each activity. Later in the year level two questionnaires are provided to teachers to assess the medium-term impact of the activity against the same HLOs.</i></p>
<p>In the less effective practice, some schools continue to find it difficult to demonstrate the link between the programmes and outcomes for children and young people. This is particularly problematic where they find it difficult to measure the outcomes quantitatively as well as qualitatively.</p> <p>There is an over-emphasis on bureaucracy, with a number of causes. These include: a lack of understanding of the processes; an over-emphasis on documentation, which diverts co-ordinators and others from a more strategic delivery of the ES programme.</p> <p>Club and ES sessions are mentioned briefly in related subject department action plans, but are not related to an explicit learning outcome and therefore their effectiveness cannot be evaluated.</p>	

<p>Staffing</p> <p>There is effective capacity building amongst staff, including the non-teaching support staff. This in turn, proves to be cost-effective, sustainable and results in heightened morale, leading staff developing their professional roles and seeking further training and qualifications.</p>	<p><i>Many of the non-teaching staff play a key role in delivering and co-ordinating programmes. In a number of schools, strategic ES expenditure is used strategically to train learning support assistants in the Reading Partnership programme. ES has resulted in staff development, career enhancement and progression for teachers in, for example: sports tutoring, refereeing, counselling skills and suicide awareness.</i></p> <p><i>In one primary school, all staff had received professional training in occupational therapy activities to assist them in supporting children who display emotional and behavioural difficulties. The school reported that the use of these activities has created a calm environment leading to greater receptiveness and a much better level of engagement with learning amongst the children. The staff development has led to greater levels of confidence and of increased empowerment for teaching and non-teaching staff.</i></p>
<p>The ES co-ordinator supports and engages with the local community.</p>	<p><i>A number of schools have employed a parent-liaison officer with high level skills in engaging parents and making them feel valued.</i></p>
<p>Schools benefit greatly from the effective use and deployment of community based support workers and/or cluster co-ordinators who possess strong community links, local knowledge and credibility.</p>	<p><i>One post-primary school has made effective links with local Youth Service and Youth Projects. This has led to the development for parents, staff and students of a range of services including parenting</i></p>

	<p><i>skills, behaviour and anger management, confidence building, voluntary work in the community, first aid, sign language, local history exploration and support for early learners.</i></p>
<p>Resourcing Schools are conscious of cost effectiveness and value for money which improves their decision-making.</p>	<p><i>Schools report that funding to engage with parents and the local community has the clear benefit of giving the school a more positive image in the community, promoting good parental role models and, in a number of examples, the work has improved family life. One school reported that in five years acts of vandalism had decreased dramatically because of vandalism as the parents and the local community are highly protective of the positive reputation of the school.</i></p> <p><i>In one school, ES funding is being used to subsidise the counsellor's 3-year diploma (NVQ Level 3); the school feels that this is a valuable investment, with very clear benefits for the school. Currently, the counsellor provides services every day at lunchtime</i></p>
<p>Schools use their expertise gained from managing ES to access other sources of funding to sustain programmes</p>	<p><i>Some of the more successful initiatives originally started under ES are now funded through community groups, neighbourhood renewal schemes, local and global funds or through private providers. These include: homework, arts, craft and sporting clubs; music, dance events and diversity evenings</i></p>

<p>There are clear benefits to the school in improving the accommodation and physical resources through ES.</p>	<p><i>A school reports that the investment in footballs for the pupils through ES has a direct quantifiable link to the reduction in misbehaviour during breaks in the school day. In addition, the refurbished ICT room has enhanced the quality of provision for the pupils during the school day. The sixth form pupils benefit from increased access to electronic notebooks and digital cameras purchased for the community and skills developed in specialist digital video classes are used by pupils in other curricular areas</i></p>
<p>In the less effective practice, schools do not have a clear focus on value for money through ES and programmes continue to run with poor attendance or limited impact on pupils' achievements and standards. Schools report that accessing funding to pay for services is time-consuming and inefficient; leading to unacceptable delays in payment for external providers.</p>	
<p>Links and Partnerships Clusters are well focused with greater agreed and shared understanding of purpose and of what can be achieved. Clusters are generally more successful when established by the schools themselves.</p>	<p><i>Clusters disseminate ideas and practices which benefit schools through the sharing of information at the key transition stages and about involvement of social services. Furthermore, the professional debate between different management types and schools breaks down negative perceptions and has the potential for close working relationships in keeping with the philosophy of learning communities.</i></p>
<p>ELB officers provide schools with highly effective, efficacious and prompt support: offering advice; making contacts; assisting in financial matters and in supporting schools to be creative and flexible in meeting the needs of their pupils in difficult circumstances.</p>	<p><i>Collaboration within the cluster is greatly helped by the attendance of the ELB ES officer, and representatives of the community. The community representatives provide access into the community which the schools find difficult, so their inclusion at cluster meetings is crucial.</i></p>

Schools are adept in liaising with external agencies and organisations to meet needs effectively and in monitoring and evaluating the value of this support for the pupils and their parents.

Many schools have done much to target younger and/or first-time parents, many of whom had a negative experience of school life. Breaking down perceived barriers to education and to educational establishments is important in preventing parents from compounding the pupils' poor experiences. Schools run, often with appropriate external support, courses in parenting skills, conducted in a relaxed, open and supportive atmosphere. To remove any negative image of 'parenting courses' the schools have been imaginative in the design, title and format of the courses.

The school staff are teamed with, and trained by, the external providers; they then deliver subsequent courses themselves, with the original trainer returning to monitor the activity and produce a written report. There is further evaluation by children and by their parents and examples are provided of the impact of the programme.

A school has gained more understanding of the work of the counselling service through ES. This has led to examples of joint parent and child counselling sessions.

In the less effective practice, the clustering arrangements are not effective. Within a few clusters, some schools are isolated and the benefits of the arrangement for them are less discernible. In one example, the cluster was reported as being less effective because the link was set for them up by the ELB. In one instance, a school reported that the lack of agreement between and continuity in the personnel of the cluster group hindered the progress and strategic development of the cluster. Furthermore, the school's own priorities were focused on improvements at KS4 whereas, within the clustering arrangements, the aims of the primary schools had to be met.

QUALITY OF PROVISION

<p>The effectiveness of ES provision in meeting the needs of the learners and the wider community and in caring for, guiding and supporting them is most effective where:</p>	<p>For Example (while the illustrations are real, they are not attributed)</p>
<p>Planning Schools demonstrate creativity and flexibility in the planning of activities and services for pupils and parents.</p>	<p><i>In one school the ES provision is now extended on some days of the week from 7.30 am to 9pm as well as weekends and holidays. For example, the school provides early morning sports activities: 'A Sunrise Soccer Programme' starts at 7.30am; the school reports that this contributes to measurably improved attendance, behaviour and educational performance and enables positive pupil-to-pupil friendships to be formed. After three years of ES activities, some 50% of the pupils and 50% of the staff (teachers and classroom assistants) have engaged in ES activities; almost all on a voluntary basis.</i></p> <p><i>In some areas of high social deprivation, some schools have focused on developing the creative skills of the pupils through providing access to music. For example, providing access to musical instruments has resulted in a higher uptake of music and, in many cases, individual and sustainable success through public performances. Schools report that this has also led to higher levels of motivation, attendance, increased self-esteem and improved academic achievement. Schools also reported that ES, in these instances, is helping to close</i></p>

	<p><i>the gap between less advantaged children and those from more affluent backgrounds.</i></p> <p><i>A primary school is sensitive in targeting and meeting needs of parents in promoting parenting skills. It offers a broad range of ES programmes to parents, including personal development courses for parents to address issues of assertiveness, emotional, health and well-being; information sessions for newcomer parents including details of local amenities, Dads and Sons/Daughters sessions, arts and crafts sessions, a 'Journey with your child' programme which explains the Northern Ireland Curriculum to parents including practical activities to support literacy and numeracy at home, and the primary movement initiative.</i></p>
<p>A 'can-do' culture has emerged in ES where schools make decisions about arranging programmes which will work.</p> <p>They are able to demonstrate creativity and independence in decision making without fear of criticism or of not adhering to restrictive working parameters.</p>	<p><i>The post primary cluster provides hired buses which pick up the pupils after school and deliver them either to a central location, or close to home. This is a major financial outlay, but considered vital in providing for those learners who need support and who generally come from the most disadvantaged backgrounds. Three of the schools represented in the cluster were able to produce class lists which recorded marks in English or mathematics before and after their pupils entered one of the ES programmes; the difference in achievement was notable in most cases.</i></p> <p><i>In planning the delivering of ES programmes, the SMT</i></p>

	<p><i>prioritised the development of a homework club which ensured that twice a week pupils could attend a structured, supervised homework club after school. This included making sure that pupils gained good access to ICT facilities. This approach was extended within the school beyond the provision funded by ES to open the school on a Saturday morning for revision sessions and to develop a structured revision programme for year 12 pupils prior to their GCSE examinations. To assist with the drive to raise standards at GCSE, the school introduced a GCSE reward system which sought to reward pupils who were showing effort with their studies at GCSE. The school reports that this was crucial in creating a culture of wanting to achieve amongst its GCSE pupils and that effort was rewarded with initiatives chosen by the pupils. For example, a group of pupils were rewarded with a plane flight.</i></p> <p><i>Some school use school hours for some of the ES activities, specifically those dealing with children's welfare and support for aspects of their day-to-day learning. The freedom to timetable services/activities where they most suit the school and pupils was felt to be a great advantage.</i></p>
<p>Schools are targeting support, which delivers clear and discernible outcomes to meet the needs of individual pupils and discontinuing those which do not provide acceptable outcomes for the resources invested.</p>	<p><i>In a nursery and primary school cluster, individual pupils' needs are being addressed in a progressive manner through the sharing of information, advice and support and in ensuring good continuity in the type of support as the child transfers to</i></p>

	<p><i>another school.</i></p> <p><i>In one post primary school, the identification of learners with most urgent needs and/or underachievers was facilitated by the contributory primary schools using tests in English and mathematics; these pupils in P4 and P5 were supported by volunteer pupils from the local post-primary school. The exchange is two-way; primary pupils come to the post-primary school, with their teachers, for practical maths sessions in which the post-primary pupils act as learning assistants.</i></p> <p><i>In one urban post-primary cluster, the IT technicians and teaching staff are alerted to prioritise pre- and post-school access to those pupils who have little or no access at home.</i></p> <p><i>In a post-primary school, there is close communication between the SENCO, the subject teachers and the ES co-ordinator to identify pupils who would most benefit from the additional help. The SENCO ensures that the relevant pupils attend the homework club and literacy or mathematics support sessions.</i></p>
<p>Curriculum provision</p> <p>The ES provision supports specific aspects of the curriculum clearly</p>	<p><i>In a number of schools, several of the after-school clubs have introduced provision for GCSE qualifications in, for example English, art, photography, technology and design and engineering. The success of some clubs is also measurable in terms of significant improvement in the uptake of related subjects.</i></p>

<p>Schools plan for a breadth of experiences offered through ES.</p>	<p><i>In a number of schools, ES activities have extended and supplemented formal teaching through, for example, biology and geography field studies, drama residentials, Irish-language residentials, music theory classes and language conversation classes in, for example, Italian. A broadening of competitive sports has been facilitated by the hire of sports halls and community centres.</i></p>
<p>Care, guidance and support The strong links between the ES programmes and the pastoral care systems within schools ensure that the needs of individual pupils are being addressed in an holistic manner.</p>	<p><i>A post-primary school's breakfast club has resulted in an increase in punctuality for the boys; through active involvement in football and table tennis, the boys are more settled in coming to registration, there is a reduction in fights before school between the pupils and there are no longer any complaints from local shopkeepers about the misbehaviour of the pupils before coming to school. The breakfast club contributes to the development of the boys' personal and social skills through opportunities for greater social interaction with pupils from different year groups. The skills of taking turns, learning from each other and learning to manage frustration in an appropriate manner are also developed. Furthermore, the breakfast club ensures that the boys get a healthier breakfast in the morning which impinges on their learning. The SMT report that supervision of duties by staff is now enjoyable because the pupils are more engaged in worthwhile activities during breaks in the school day.</i></p>

	<p><i>The year 8 induction programmes ensure that each pupil is provided with a year 11 mentor to help with the settling-in process. This in turn helps to develop a sense of responsibility and the personal and social skills of the KS4 pupils.</i></p> <p><i>In seeking to bring about a reduction in the suspensions within the school, an audit by the school revealed some drug abuse. Through ES, the school was able to conduct drug awareness sessions and link more closely with the PSNI in helping to overcome drug addiction as a major barrier to learning. In addition the school linked with two other post-primary schools and the local YMCA to form a Pupil Support Programme. The project was established in response to an identified need for a suitable centre to cater for pupils at risk of disengagement and to provide support in literacy and numeracy, in order to re-engage these marginalised young people in mainstream education. The school targeted those young people who most required this support. Furthermore the school targeted pupils who were in need of additional support because of their background and provided them with access to a programme with the Youth Trust.</i></p> <p><i>In a number of schools visited, ES has enabled Counselling Drop-In Sessions to be provided for parents through day-time, lunch-time and</i></p>
--	---

	<p><i>evening sessions: this is of particular value where such a service is not commonly available or is under pressure. Additional to this counselling, there is often Suicide Awareness training where there is a clear local need and concern.</i></p>
<p>Improved communication between teachers, parents and external agencies which ensures that important information is shared between all those who support the children.</p>	<p><i>A post-primary school reports that ES has helped with links with the primary sector. Through science workshops aimed at promoting the STEM agenda, the school has raised its profile amongst feeder primary schools. The school's enrolment has increased by approximately 100 pupils in 6 years. The science workshops also enable the year 8 pupils to develop their mentoring skills in working with primary children. Greater curricular links are also developed to ensure that the post-primary curriculum in science builds on the prior learning and attainment of the primary children entering year 8.</i></p>
<p>In the less effective practice, there is a need to plan for the future in order to sustain ES programmes which can be delivered as normal good practice linked evidentially to school improvement. There are a number of programmes that could be built into normal school practice such as homework clubs, exam revision support and curriculum support for parents, which should not have to depend on ES funding but could be provided through, for example, more imaginative and flexible timetabling and staff deployment.</p> <p>In the less effective practice, there is a need to ensure that partners involved in the transition between phases learn from one another in terms of pastoral and curricular information and maintain, as far as possible, a continuity of support for the most vulnerable pupils and their families.</p> <p>In some schools, whilst there has been a good level of active involvement in the community, the management finds it difficult to engage the parents in a sustained way in meetings and in attendance at events.</p>	

ACHIEVEMENTS AND STANDARDS

<p>The effectiveness of ES provision in securing high quality achievements and high standards is most effective where:</p>	<p>For Example (while the illustrations are real, they are not attributed)</p>
<p>Skills, attitudes and dispositions</p> <p>ES programmes are explicitly linked to a positive impact on children’s learning.</p> <p>Schools are able to demonstrate that ES activities have a direct link to better engagement of pupils with classroom learning.</p>	<p><i>In one school, there is a very good joined-up approach to care, guidance and support for both parents and children. This has resulted in improved behaviour, greater engagement in learning, and improved personal and social skills for the children in terms of motivation, aspiration, attendance and self-confidence.</i></p>
	<p><i>Through ES, the pupils have acquired good dispositions, skills and attitudes to learning. For example, the development of the School Council through ES has provided pupils involved with necessary skills to function in an increasingly more democratic society. The pupils have gained skills in putting forward a manifesto, voting, representing peers on the council, keeping to a set agenda, experiencing a meeting that is chaired and reading minutes of agreed points of action.</i></p> <p><i>Pupils who offer to act as mentors gain a great deal, in terms of inter-personal skills and grow in confidence in their own learning.</i></p> <p><i>Enrichment activities organised for Year 13 include opportunities to work with physically and mentally handicapped people, whom, the pupils said, “gave us a new perspective on life”. The</i></p>

	<p><i>Year 13 pupils are also given the opportunity to work with senior citizens by teaching beginners' classes in IT. They reported that they "loved it".</i></p>
<p>Improved levels of attainment related to higher levels of motivation, attendance and more positive feelings of self-worth, together with a sense of belonging to a community through involvement in ES programmes.</p>	<p><i>The pupils talk confidently with adults, they interact well with each other and they are developing an increasing sense of responsibility. They are able to learn in an atmosphere of mutual respect and the ES Co-ordinator feels that ES has been crucial in developing a sense of 'having a go' amongst the pupils.</i></p> <p><i>Some excellent examples were observed of high levels of individual achievement through acquiring new skills in drama, art, photography, outdoor activities and games. The ability to achieve recognised awards, such as the Duke of Edinburgh or President's Award, to engage in competitions, participate in internal and external plays and musical productions and to succeed in sporting events, have all resulted in high levels of personal success for many pupils. For some pupils, this has been a life-changing experience and for others a distinctive career path.</i></p> <p><i>Pupil and parental evaluations, staff comments, high and sustained attendance and extensive photographic records are evidence that the learners are very satisfied with the activities offered and are benefiting from them.</i></p>

<p>There is a sharp focus on ensuring that the programmes all contribute to, or are focused both directly and indirectly on, raising measurable attainment and performance in classrooms and at end of year examinations.</p>	<p><i>As a result of one of the GCSE booster classes in mathematics, nine pupils from fourteen increased their grade to a “C”.</i></p> <p><i>As a result of the Reading Partnership Scheme, run as part of ES, a classroom assistant trained parents after school to support their children; the reading scores of all children targeted increased. Furthermore, the book borrowing scheme has increased engagement in literacy amongst the children.</i></p> <p><i>One school improved whole-school examination results matched to the three-year period of ES; improved subject results in, for example, English, history, Irish, mathematics, science, Spanish, and in technology competitions (such as the Formula One competition) for example, winning international status; in this school a number of staff and students achieved external certification, awards, prizes, esteems and recognitions.</i></p>
<p>Participants in ES programmes gain accreditation.</p>	<p><i>Suicide Awareness training, which is recognised through credit accumulation and transfer points, has been provided for fifty parents. The Duke of Edinburgh’s Award, the President’s Trust and the Prince’s Trust all offer awards which motivate learners.</i></p>
<p>The children engage in their learning and attain better because their parents are being supported to assist them in their learning.</p>	<p><i>In a discussion with a group of parents, they found the benefits of the ES programmes as follows:</i></p> <ul style="list-style-type: none"> ▪ <i>increased practical skills such as ICT, gardening and flower arranging;</i>

	<ul style="list-style-type: none"> ▪ <i>increased self-confidence through a sense of achievement;</i> ▪ <i>greater bonding with children through joint activities;</i> ▪ <i>emotional support through counselling;</i> ▪ <i>increased awareness of how to support children's learning;</i> ▪ <i>an understanding of how to support linguistic phonics and how to promote comprehension and recount skills;</i> ▪ <i>a number of parents have progressed to classroom assistants, gaining Level 1 or 2 NVQ; and</i> ▪ <i>parents now see themselves as learners.</i> <p><i>The school reports that children now value their school more because they see their parents accessing it more. Increasingly as a result of ES programmes, the parents realise that they have an important role in their child's education. The teachers report that parents are now noticing what their children don't know or find difficult; this has led to more targeted support for the children.</i></p>
<p>The pupils surmount barriers to learning</p>	<p><i>The school has a clear focus on the need to improve outcomes by focusing on individual pupils. This involves an analysis of the biggest obstacles to learning faced by the pupils and ensures that the school, as an ES, helps to overcome these barriers. In introducing ES, the SMT completed a questionnaire with pupils. The responses from the questionnaires indicated that 28% of pupils were coming to</i></p>

	<p><i>school hungry and that the transport issues in outlying areas meant that a significant minority of pupils could not access enrichment activities after school. In addition, it revealed that too many pupils could not access proper study areas at home, including appropriate access to ICT in supporting the completion of GCSE coursework. In this school in 2004, only 14% of pupils achieved grades A*-C in five or more subjects at GCSE. This increased to 59% of pupils achieving grades A*-C in five or more subjects at GCSE in 2009. Furthermore, suspensions have declined from 52 in 2003/4 to 10 in 2008/9. The enrolment of this school has increased from 298 in 2003/4 to 396 in 2009/10.</i></p> <p><i>The after-schools club helps children to overcome barriers to learning. At the after-school club the children have the opportunity to play in a structured environment. The after-school club also helps to contribute to community regeneration in trying to support those parents returning to work.</i></p>
<p>In the less effective practice, standards and attainment are not increasing for the pupils.</p> <p>There is limited opportunity for the pupils to progress in the acquisition of skills or dispositions. For example, in one school there a Duke of Edinburgh's Bronze Award programme available, but no means of progressing to Silver or beyond.</p>	

ELB Extended Schools Contact Details

Belfast Education and Library Board (BELB)

Contact: Bernie Mooney
E-mail: Bernie.Mooney@belb.co.uk
Tel: 02890 564228

Western Education and Library Board (WELB)

Contact: Bridie Mullin or Seamus Bradley
E-mail: bridie_mullin@welbni.org or seamus_bradley@welbni.org
Tel: 02871 861116 or 02871 382632

North Eastern Education and Library Board (NEELB)

Contact: Nigel Freeburn
E-mail: nigel.freeburn@neelb.org.uk
Tel: 02894 482212

South Eastern Education and Library Board (SEELB)

Contact: Jim Dunbar
E-mail: Jim.Dunbar@seelb.org.uk
Tel: 02890 566296

Southern Education and Library Board (SELB)

Contact: Kieran Shields, Caitriona Hughes or Deirdre Hasson
E-mail: kieran.shields@selb.org, caitriona.hughes@selb.org or deirdre.hasson@selb.org
Tel: 02837 415381 / 02837 512314 / 02837 512438